

**Service Outcomes Assessment Follow-Up
2022-2023 Service Outcome (SO) Year End Reporting Form**

In response to SACSCOC 8.2, “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results ...”

Name of Service: Academic Skills Center

Outcome #1: Students and college employees will be satisfied with the services provided by the Academic Skills Center.

Action Items from Service Review:

Item #	Action Items: <i>(Action item identified in the 2021-22 service review.)</i>	Results / Use of Results: <i>(Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)</i>
1	Articulate better with WCC academic departments to better support and promote ASC functions (Inform faculty).	Ongoing: ASC director and coordinators will continue providing office visits, seminars, class visits, and targeted email campaigns. Video resources will be added. Assessment of goal achievement should be reflected in the results of the student/employee surveys annually. We will maintain this action item for 2023-2025. • ASC Director/Coordinator spoke with Dental Hygiene and Dental Assisting classes on 8/15/2023. • Video resource video available in Moodle for all students to access • ASC Director and Coordinators met with Nursing Department Chair and Faculty (ADN and PN faculty) to discuss ASC and ATC functions, availability, and services on 9/12/2023 to begin dialogue and opening doors of connection between the ASC and Nursing Faculty. We discussed the possibility of adding Nested Peer Tutors (students in PN program who can serve as devoted tutors for those courses) in FA2024 to PN program as a possibility for addressing PN student requests for tutors. ASC Director offered to speak to each Nursing Department cohort of students during orientation.
2	Develop and provide training for all ASC tutors on best practices in the tutorial profession.	Ongoing: ASC Director is an NTA Certified Master Tutor Trainer who will continue developing ongoing training on current educational and tutorial trends. Evaluation

		of tutoring trends and implementation strategy should be reflected in survey results. We will maintain this action item in 2023-2025. At the National Tutoring Association (NTA)'s 4th Annual Virtual Conference, the ASC and its tutors were recognized with several National Awards: • Conrad Artis, Business and Accounting Tutor, was selected as 2023 NTA Tutor of the Year for the Community College Level • Michael McCrae was selected as the 2023 NTA Tutor Profile in Courage Award • ASC Director was awarded the 2023 NTA Professional Development Award -- Community College Level for a Mentor Program she is developing for tutors that coincides with the Action Research Project she started for an Embedded Peer Tutoring Program. • For the third year in a row, the Academic Skills Center was awarded the Tutoring Program of the Year at the Community College. The Tutors of WCC set the standard for other programs to follow on a national scale.
3	Have all ASC Tutors Certified to the following minimum levels of NTA Tutor Certification: • Peer Tutors: Basic Level • Professional Tutors: Intermediate Level • Coordinators: Advanced Level	• All ASC Peer Tutors currently on staff have completed the requisite training for NTA Basic Level Certification. • All ASC Professional Tutors currently on staff have completed the requisite training for NTA Intermediate Level Certification. • ASC Coordinators will be trained to Advanced Level by May 2024. • Action will be completed once ASC Coordinators have earned Advanced Level Certification.

Baseline: Employees-94.81%

Standard: Employees-95%

Target: Employees-95.2%

Actual satisfaction with ASC: 94.1%

Overall, I am satisfied with the services provided by the Academic Skills Center.

Choice (EMPLOYEE)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	26	29.21%	30	39.47%	39	41.05%	39	50.65%
Agree	55	52.88%	45	59.21%	51	53.68%	35	45.45%
Disagree	8	8.99%	1	1.32%	5	5.26%	3	3.90%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Provide narrative for analysis of (employee satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

The ASC has surpassed the target for satisfaction C among the employees of WCC, with only 3 people dissatisfied of those who responded to these survey questions. This is a double-edged sword. On one side, it is encouraging that 94.1% of faculty responded favorably to the services provided by the ASC; on the other side, it is discouraging that we have received no negative feedback from faculty on ASC services with suggestions for improving the services offered. In addition, when we look at the specific questions that employees answered, three people noted that they do not believe that the ASC resources are adequate to meet the needs of our students. While this is only about 4% of those surveyed, it is disheartening because no one has provided suggestions on what we can do specifically to address the negative responses provided by these few people. All the ASC can do is continue to meet the needs of students and to reach across the faculty/staff divide to show that we all have the same ultimate goal—to help WCC students be successful in achieving the students' academic goals. The ASC staff will continue to provide superior customer service to students, staff, and faculty.

Baseline: Students: 95.9%

Standard: Students: 96%

Target: Students: 96.5%

Academic Testing Center Actual : 100%

Overall, I am satisfied with the service(s) provided by the Academic Testing Center.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	79	54.11%	26	46.43%	41	48.24%	26	44.83%
Agree	62	42.47%	27	48.21%	41	48.24%	32	55.17%
Disagree	1	0.68%	2	3.57%	2	2.35%	0	0.00%
Strongly Disagree	4	2.74%	1	0.37%	1	1.18%	0	0.00%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

In Fall 2023, the Academic Testing Center had 100% student satisfaction. This can be attributed to the ASC/ATC's ongoing efforts to provide superior customer service and do what we can to help students in an efficient and effective way. Achievement of the target for Fall 2023 is encouraging for this center.

Baseline: Students: 94.49%

Standard: Students: 95%

Target: Students: 95.5%

Accounting Lab Actual: 100%

Overall, I am satisfied with the service(s) provided by the Accounting Lab.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	30	32.97%	16	32.00%	29	44.62%	22	45.83%
Agree	57	62.64%	31	62.00%	32	49.23%	26	54.17%
Disagree	0	0%	2	4%	4	6.15%	0	0.00%
Strongly Disagree	4	4.40%	1	2.0%	0	0%	0	0.00%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

The Business and Accounting Lab has worked to improve student satisfaction over the last several years—with a target of 95.5% (an extremely high target), earning a 100% satisfaction rating with the students who use the tutorial services provided is a 6.15% improvement over this same time last year. The ASC staff is encouraged by these results and can attribute this to superior customer service and unmatched tutorial expertise provided by the staff in this supplemental support center. In fact, Conrad Artis, one of the two tutors working in the Business and Accounting Lab was recognized as the 2023 Tutor of the Year (Two-Year School Division) by the National Tutoring Association. The ASC staff works diligently to ensure we provide services to students exceeding expectations.

Baseline: Students: 95.1%

Standard: Students: 95.5%

Target: Students: 96%

Peer-Tutoring Actual: 100%

Overall, I am satisfied with the service(s) provided by Peer-Tutoring.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	43	45.26%	17	31.48%	28	41.79%	25	49.02%
Agree	49	51.58%	34	62.96%	35	52.24%	26	50.98%
Disagree	1	1.05%	2	3.70%	4	5.97%	0	0.00%
Strongly Disagree	2	2.11%	1	1.85%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

Beginning in 2020, the new ASC director worked to ensure that all tutors employed by the Academic Skills Center were trained to minimum industry standards for tutors. This standard of training has given the peer tutors ownership in their roles as tutors for their respective subjects because they have the foundational knowledge of tutoring to bolster their proficiency in that subject. In addition, the peer tutors are still able to lean on professional tutors in the space should they need that additional support. This sense of comradery and professionalism in the ASC space is evident to the students. Students see that the peer tutors are supported by the professional tutors and, as a result, they feel supported in their ability to work with the peer tutors to become confident and more independent learners.

Baseline: Students: 95.58%

Standard: Students: 96%

Target: Students: 96.2%

Professional Tutoring Actual: 100%

Overall, I am satisfied with the service(s) provided by Professional-Tutoring.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	43	44.79%	18	36.00%	29	43.94%	24	50%
Agree	48	50%	31	62%	33	50%	24	50%
Disagree	1	1.04%	1	2.00%	4	6.06%	0	0.00%
Strongly Disagree	4	4.17%	0	0.00%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

The ASC's tutoring program has been recognized for the third consecutive year as the #1 Tutoring Program (two-year school division) in the country by the National Tutoring Association. As with the peer tutoring program, beginning in 2020, the new ASC director worked to ensure standardized training for all tutors employed in the ASC. For professional tutors, this meant adding an additional layer of training to ensure professionalism in the center. Intermediate tutor training for all professional tutors is now a minimum requirement of the ASC's accreditation with the National Tutoring Association. At this level of training, Professional Tutors review best tutoring procedures, brain-based learning strategies, and ethics in tutoring before moving on to topics such as: Understanding prescriptive vs. Holistic learning, assessment in tutoring, Bloom's Taxonomy, when to stop working with a student, contact professionalism, and test anxiety. This level of training is reviewed over the summer semester for all professional tutors, and those interested in moving up in training levels are encouraged to do so. By doing this, the ASC's professional tutors stay up to date on educational trends and best practices.

Baseline: Students: 93.71%

Standard: Students: 94%

Target: Students: 94.5%

Supplemental Math Lab Actual: 100%

Overall, I am satisfied with the service(s) provided by Supplemental Math Lab.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	37	40.22%	17	34.00%	26	41.27%	20	44.44%
Agree	49	53.26%	30	60.00%	33	52.38%	25	55.56%
Disagree	2	2.17%	2	4.00%	4	6.35%	0	0.00%
Strongly Disagree	4	4.35%	1	2.00%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

The Math SI has worked to improve student satisfaction over the last several years—with a target of 94.5% (an extremely high target), earning a 100% satisfaction rating with the students who use the tutorial services provided is a 6.35% improvement over this same time last year. The ASC staff is encouraged by these results and can attribute this to superior customer service and unmatched tutorial expertise provided by the staff in this supplemental support center. However, it is important to note that usage of the Math SI has decreased, rather than increased as the other supplemental centers have. This is likely due to the decreased number of students in DMA courses this semester. With fewer students in those courses, the Math SI is seeing less foot traffic. Nonetheless, the ASC staff is encouraged by the 100% satisfaction from students who have used this center!

Baseline: Students: 94.38%

Standard: Students: 94.5%

Target: Students: 95%

Writing Lab Actual: 100%

Overall, I am satisfied with the service(s) provided by Writing Lab.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	44	41.51%	20	37.04%	31	46.27%	22	43.14%
Agree	54	50.94%	33	61.11%	31	46.27%	29	56.86%
Disagree	3	2.83%	1	1.85%	3	4.48%	0	0.00%
Strongly Disagree	5	4.72%	0	0.00%	2	2.99%	0	0.00%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

As with the other supplemental support centers, the Writing Center's successful achievement exceeding the target goal can be attributed to phenomenal staff who strive to maintain superior best practices in writing as a discipline. Students feel comfortable coming to the Writing Center for support and they feel supported by the staff in the space. Consistency with hours in this space also likely contributed to the positive results of this survey. Students know they can come to the Writing Center during certain times each day to get support in writing. The ASC will continue to do the best possible job of providing superior service to all WCC students, staff, and faculty.

Baseline: Students: 95.55%

Standard: Students: 96%

Target: Students: 96.2%

“Ask Billy” (Moodle) Actual: 98.41%

Overall, I am satisfied with the service(s) provided by Ask Billy.

Choice (Student)	Fall 2019		Fall 2021		Fall 2022		Fall 2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	N/A	N/A	25	41.67%	36	43.37%	26	41.27%
Agree	N/A	N/A	34	56.67%	41	49.40%	36	57.14%
Disagree	N/A	N/A	1	1.67%	5	6.02%	0	0.00%
Strongly Disagree	N/A	N/A	0	0.00%	1	1.20%	1	1.59%

Provide narrative for analysis of (student satisfaction). *(How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)*

With 100% student satisfaction in all other centers run by the ASC, having one that scored slightly less than perfect may be discouraging for some, but the ASC staff is ecstatic by these results! Since 2021, the ASC has worked to make the Ask Billy Online Tutoring Forum a consistent center that provides the same superior service as other supplemental support centers managed by the ASC staff. Participation in Ask Billy services has increased (based on the number of students using the Online Portal) each semester and students can count on the Ask Billy Tutoring Forum to provide “Pop-In” Tutorial Support Monday-Thursday from 8am-8pm and Fridays from 8am-1pm (in Fall and Spring semesters.) As such, students enrolled exclusively in online classes, our military community, and students unable to come to campus have an avenue for tutorial support that they did not have before the Spring of 2020. Moving forward, the ASC will continue seeking student, faculty, and staff input on improving the services offered through the online Ask Billy Tutoring forum. Perhaps next year we can earn 100% student satisfaction ratings in all of our supplemental support centers! This is the goal we are working towards and doing our best to achieve. Still, we are extremely proud of these results!

2023-2025 Action Items:

Item	Action Items <i>(What actions can be taken to increase the success of the outcome in your service unit?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Articulate better with WCC academic departments to better support and promote ASC functions (Inform faculty).	ASC director and coordinators will continue providing office visits, seminars, class visits, and targeted email campaigns. Video resources will be added. Assessment of goal achievement should be reflected in the results of the student/employee surveys annually.
2	Develop and provide training for all ASC tutors on best practices in the tutorial profession.	ASC Director is an NTA Certified Master Tutor Trainer who will continue developing ongoing training on current educational and tutorial trends. Evaluation of tutoring trends and implementation strategy should be reflected in annual survey results.

Outcome #2: ASC FTE as % of Curriculum WCC FTE per year (average of three semesters).**Action Items from Service Review:**

Item #	Action Items: (Action item identified in the 2021-22 service review.)	Results / Use of Results: (Provide results of the action item identified. Was the action item successful? If not, did you want to continue this action item going forward? If so, please include this action item in the 2023-2025 action items table below.)
1	Continue thorough and detailed reporting of FTE hours provided by ASC and associated centers.	Ongoing: Increased use of ASC services by students resulting in increased FTE. Measure ASC FTE reporting relative to WCC FTE. Continue action item in 2023-2025.
2	Investigate student usage of virtual platform (Ask Billy) to determine efficacy of online tutoring provided to WCC students.	Ongoing: Increased use of ASC services by students resulting in increased FTE in the Ask Billy Tutoring forum. Measure ASC FTE reporting relative to WCC FTE. Continue Action item in 2023-2025
3	Design and pilot strategies to encourage student usage in all subcenters of the ASC	Ongoing: Increased use of ASC services by students resulting in increased FTE in each subcenter. Measure ASC FTE reporting relative to WCC FTE.

Baseline: .4%**Standard: .5%****Target: .75%**

Academic Year	ASC FTE	Institutional FTE	% of ASC FTE
2019-2020	9.93	2831	.4%
2020-2021	3.26	2681	.1%
2021-2022	4.78	2491	.2%
2022-2023	9.10	2597	.4%

Provide narrative for analysis of (ASC FTE). (How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.)

The purpose of this outcome is to measure overall student use of the ASC relative to the population of WCC students who have traditional access to ASC services. Career and College Promise (CCP) students are structurally unable to use ASC services (age, scheduling, driving, etc.) and online students are traditionally very infrequent users of ASC services. It must be recognized that FTE generation is not the reason the ASC exists, but rather the reason is to help our students stay in college and succeed in their educational plans. Many ASC functions do not generate FTE. To increase FTE generation the ASC must increase student use in all areas, as the participation rates in the ASC are a direct reflection of enrollment at WCC. This increased use will be driven by increased faculty involvement in referring students to the ASC as well as recommending qualified peer-tutors. Providing information about support services to adjunct faculty is a good place to start student recruitment. This outcome measures the overall effectiveness of the ASC and its services in serving students within and relative to the entire WCC ecology.

Analysis of action item ongoing; numbers input into the chart do represent a tumultuous time in the global community, not exclusive to WCC (the COVID-19 pandemic.) As such, participation in all services across campus declined. The ASC gradually reinstated services between Spring 2020-Fall 2021. As evidenced by the

chart above, our participation numbers have increased, and we are now back to the same percentage of ASC FTE relative to WCC FTE that we were in Academic Year 2019-2020. This is an encouraging datapoint indicative of recovery. We will continue to measure this action item through 2025.

2023-2025 Action Items:

Item	Action Items (What actions can be taken to increase the success of the outcome in your service unit?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue thorough and detailed reporting of FTE hours provided by ASC and associated centers.	Ongoing: Increased use of ASC services by students resulting in increased FTE. Measure ASC FTE reporting relative to WCC FTE.
2	Investigate student usage of virtual platform (Ask Billy) to determine efficacy of online tutoring provided to WCC students.	Ongoing: In October 2022, the Ask Billy tutoring portal had 57 visits; however, in October 2023, Ask Billy had 141 visits. This is a 40% increase compared to the same time last year. At the very least, it supports the idea that student usage of the online tutoring forum has increased over the past several semesters. Increased use of ASC services by students resulting in increased FTE in the Ask Billy Tutoring forum. Measure ASC FTE reporting relative to WCC FTE.

Approvals

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Outcome Assessment when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Department Chair, Division Dean, Director, and/or AVP is asked to read and approve the Program/Service Outcome Assessment.

IE Acceptance / Date: Dorothy Moore 11/13/2023

Department Chair, Dean, Director, and/or AVP / Date: Joanna Morrisette 11/13/2023