

**Service Outcomes Assessment Follow-Up
2023-2024 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 2022-23 Service Outcome Year-End Report:

Item #	Action Items: (Action item identified in the 2022-23 service outcome year-end report.)	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 2024-2025 action items table below.)
1	Better articulate with WCC academic departments to improve support and promote ASC functions (Inform faculty). (Assessed by: 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.) Campus outreach	The ASC has provided class visits to classes the past three semesters and seen a coordinating uptick in visits from students in those classes and applications for peer tutors from those courses. • ASC Director/Coordinator spoke with Dental Hygiene and Dental Assisting classes on 8/13/2023. • ACA instructor provided a class tour on 9/4/2024 to ASC and Library • Partnering with other departments note* • Video resource video available in Moodle for all students to access • Following our renovation, we also hosted a “Welcome Back Social” to which all faculty, staff, and students were invited, and we had over 115 people attend. At that event, we saw a 66% increase in signups for tutorial support. • Action item ongoing
2	Develop and provide training for all ASC tutors on best practices in the tutorial profession. (Assessed by: 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.)	• ASC Director provided four trainings to several members of the ASC/ATC staff, including Advanced Academic Coach Training, Basic Tutor Training, and Intermediate Tutor Training. • ASC Director also researched and developed a Writing Tutor Training program for the National Tutoring Association. This training will be adapted specifically for the Writing staff of the ASC in the coming year for implementation and additional certification opportunities for ASC Writing staff.

Baseline: Employees-94.81%

Standard: Employees-95%

Target: Employees-95.2%

Actual satisfaction with ASC: 100%

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

Choice (EMPLOYEE)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	30	39.47%	39	41.05%	39	50.65%	60	52.63%
Agree	45	59.21%	51	53.68%	35	45.45%	54	47.37%
Disagree	1	1.32%	5	5.26%	3	3.90%	0	0.00%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Provide narrative for analysis of (employee satisfaction).

The ASC staff has worked diligently with WCC faculty and staff to ensure that we provide superior customer service to all students, faculty, and staff. When WCC employees approach us with concerns, we do our best to meet the request, so long as it supports the mission of the ASC and the greater WCC goals. We received the following comments praising ASC services and staff:

- The new added space is even better and is conducive to being able to help even more students at a time. This was an improvement that was long past due.
- ASC is a great asset to the college. They are innovative and flexible in partnering with staff and faculty to serve students who are enrolled in various programs at WCC.
- I'm an Instructor at Dart Cherry and the WCC staff make sure I have resources.
- Love the new space -- very beneficial for students and employees!
- New area and improvements in overall atmosphere and resources is wonderful. Very welcoming environment. Spaciousness is important for positive experience.
- All of these services are great, and everyone is always very helpful
- Many students have benefited from the ASC and have expressed their gratitude of it being available to students.
- ASC has always been responsive to my students.
- Excellent services provided by all of the ASC!
- Excellent staff and Dr. Daingerfield is a wonderful Director. She engages with her staff and students. Excellent resource for the college as well.

We also received some recommendations and concerns noted below:

- The staff are great, but we just need them to be around more!
- With so many of our students needing accommodations for testing, I wonder if we might need more space for testing?
- Some of my students need after-hours tutoring and would love to come to campus for that, but it is not readily available.
- Please be sure that any staff working in the Writing Center/English tutoring in the Academic Skills Center are familiar with APA and MLA citation methods.
- Peer tutoring has taken a while to get set up and started for the students this year.
- Wider time options, including Fridays, for testing center. No professional tutoring available for allied health courses
- Not applicable for my students off campus.

Some of these comments are a bit worrisome, as they may indicate a misunderstanding as to the mission and purpose of the ASC. First, the testing center is a shared space; the ATC's hours of operation are such because of it being a shared space. The ATC is only able to schedule tests when the testing center is available for use. In addition, we have requested additional space for testing (and for upgrades including soundproofing for our existing space) only to have the spaces the ASC currently occupies taken away (i.e. Math SI and Writing Center). Nonetheless, the staff of the testing center work diligently to meet the needs of instructors for providing tests within reason. Ideally, the testing center would be managed by a different department and overseen by a faculty member, as testing is part of instructional time, and the ASC is run by WCC staff, not faculty.

Regarding the comment about after-hours support, the ASC is a program that exists and functions with a predominately part-time staff. The hours of operation offered are conducive to meeting the needs of the most students on campus and we offer after-hours tutorial support through our Ask Billy Online Tutoring platform; this platform saved the ASC during the COVID pandemic, and we were able to run without missing a single day of service for the students of WCC. While other programs were trying to figure out how to pivot and provide support, *we did not skip a beat and did not miss a single day of work during the transition*. For many years, we provided after-hours (5pm-8pm) service on campus; however, in the past five years, we've had less than 10 requests for in-person support after 5pm. Those requests were all met through our virtual platform, which is not as intimidating as some may believe. In addition, it is 2024, and virtual meetings are an everyday part of life. To say that students today cannot manage is a non sequitur; our students are managing to navigate hybrid and online modalities and doing quite well with the platform. If anything, the comment I get the most from **students** is that they wish we had MORE online support availability (i.e. 24/7 support.) Any time we receive requests for after-hours support from students, we do our very best to accommodate the requests. Ask Billy is available Monday-Thursday from 8am-8pm, so there are after-hours options for students who choose to take advantage of the resources available to them.

The English staff are well-versed in APA, MLA, and even have familiarity with Chicago, IEEE, Harvard, and MHRA styles. The frustrating thing is that there are some instructors using outdated versions of MLA and APA as their standard in their courses, so when a student has one instructor for ENG111 and another for ENG112, they often receive conflicting guidance from their instructors. As the ASC staff is there to guide the students based on the *instructor's* wishes, we can only tell them to follow the instructions provided by that instructor. However, we do guide them to Purdue OWL and other online resources that provide the most up-to-date information on the most current editions of APA and MLA formatting.

The comment about peer-tutoring taking a while to get started this semester is true, and, unfortunately, not something that could be helped this semester. However, the circumstances were connected directly to the transition in Human Resources (HR) from Applicant One to NEOGOV and not at all connected to the services provided by the ASC. As the ASC had no control over that change and even though the peer tutoring position was posted (and active), the ASC director was not able to access the applications until they were "pre-approved" by Human Resources. Hiccups due to this transition were inevitable and the ASC was not the only department impacted by the change. As is indicated by the results of this survey, it did have an impact on our ability to hire peer tutors and get them in-processed as quickly as some instructors are used to. Nevertheless, we are diligently working to overcome this now-known obstacle to expedite hiring when needed.

The last two statements are a bit concerning—every semester, we reach out to Allied Health (Nursing) and request recommendations for tutors and EVERY SEMESTER, we are told that they "do not offer tutoring" or that they "do not have anyone they'd recommend." The subject matter experts in the Allied Health field could assist us in finding tutors to support students, yet we are continually met with resistance when we reach out to try to hire tutors in that academic discipline. This semester, I found out that the nursing department had mentors (dedicated 2nd year students to support NUR111 and NUR101 students) on-hand as a resource for their students, so I reached out to the department chair to praise this development and extend the offer to

hire these mentors as peer tutors in the tutoring center. Rather than share the email that I provided, the department chair erroneously told those mentors that I could “reimburse them” for their time. This is not only inaccurate, but it also implies to the students that if they miss their scheduled mentor session, that they (the student) will have to pay for the support. (This is an actual conversation had between a nursing student and a mentor in the program, which has caused tremendous confusion with the students.)

Lastly, just because a student is off campus does not mean that tutorial support is “not applicable” to them. Tutoring is an andragogical approach to instruction; this means that, unlike traditional classroom instruction, it is student led. If the student determines that tutorial support is necessary, then we provide that support. We communicate with the instructor the need and we help that student bridge the distance between classroom instruction and practical application of learned content. The instructor does not dictate whether tutorial support is “applicable” for their students; the STUDENTS deem tutorial support applicable to themselves, and we support the students.

Baseline: Students: 95.9%
Standard: Students: 96%
Target: Students: 96.5%

Academic Testing Center Actual: 99.07%

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	26	46.43%	41	48.24%	26	44.83%	45	42.06%
Agree	27	48.21%	41	48.24%	32	55.17%	61	57.01%
Disagree	2	3.57%	2	2.35%	0	0.00%	1	0.93%
Strongly Disagree	1	1.79%	1	1.18%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction).

In Fall 2024, the ATC had 99.07% student satisfaction, which reflects ASC/ATC’s ongoing efforts to provide superior customer service and do what we can to help students in an efficient and effective way. We did receive one comment (noted below):

- They should provide earplugs at the Academic Testing Center while students are testing, since the clicking sounds from other students are really getting into my nerves.

The ATC does have earplugs and headphones available for student use in the center; the student need only ask. In addition, we have over the ear headphones available for student usage, and while we cannot guarantee a 100% silent space, we do try to mitigate noises as best we can.

Baseline: Students: 94.49%
Standard: Students: 95%
Target: Students: 95.5%

Accounting Lab Actual: 96.59%

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Count	Percent	Count	Count	Percent
Strongly Agree	16	32.00%	29	44.62%	22	45.83%	31	35.23%
Agree	31	62.00%	32	49.23%	26	54.17%	54	61.36%
Disagree	2	4.00%	4	6.15%	0	0.00%	2	2.27%
Strongly Disagree	1	2.00%	0	0.00%	0	0.00%	1	1.14%

Provide narrative for analysis of (student satisfaction).

The Business and Accounting Lab has worked to improve student satisfaction over the last several years—with a target of 95.5%, earning a 96.59% satisfaction rating with the students who use the tutorial services in 2024. It is discouraging that we had three students provide negative ratings, especially given that we received no comments to support negative ratings. Nevertheless, 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:97.78%

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Count	Percent	Count	Count	Percent
Strongly Agree	17	31.48%	28	41.79%	25	49.02%	35	38.89%
Agree	34	62.96%	35	52.24%	26	50.98%	53	58.89%
Disagree	2	3.70%	4	5.97%	0	0.00%	2	2.22%
Strongly Disagree	1	1.85%	0	0.00%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction).

Beginning in 2020, the ASC director worked to ensure that all tutors employed by the Academic Skills Center were trained to minimum industry professional 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.

This year, it seems that two students responded negatively to this particular question; however, the feedback section of the survey does not indicate any specific instances that would justify the negative response to this question. It is likely that these two responses were either in error, or accidental, as no recommendations were provided as solutions for overcoming the reason for their disagreements with the premise posed in the question. Even with these negative responses, the peer tutoring program outperformed the target number. The ASC strives to ensure that all students receive a superior standard of service, and the peer tutoring component is but one strategy to ensuring students receive such care.

Baseline: Students: 95.58%

Standard: Students: 96%

Target: Students: 96.2%

Professional Tutoring Actual:96.81%

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Count	Percent	Count	Count	Percent
Strongly Agree	18	36.00%	29	43.94%	24	50.00%	39	41.49%
Agree	31	62.00%	33	50.00%	24	50.00%	52	55.32%
Disagree	1	2.00%	4	6.06%	0	0.00%	3	3.19%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction).

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.

This year, it seems that three students responded negatively to this question; however, as with the peer tutoring analysis, the feedback section of the survey does not indicate any specific instances that would justify the negative response to this question. Again, it is likely that these responses were either in error, or accidental, as no recommendations were provided as solutions for overcoming the reason for their disagreements with the premise posed in the question. Even with these negative responses, the professional tutoring program outperformed the target number. The ASC strives to ensure that all students receive a superior standard of service, and the professional tutoring component is another strategy to ensuring students receive such care.

Baseline: Students: 93.71%
Standard: Students: 94%
Target: Students: 94.5%

Supplemental Math Lab Actual: N/A

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	17	34.00%	26	41.27%	20	44.44%	Question was not asked on the Fall 2024 Student Survey	
Agree	30	60.00%	33	52.38%	25	55.56%		
Disagree	2	4.00%	4	6.35%	0	0.00%		
Strongly Disagree	1	2.00%	0	0.00%	0	0.00%		

Provide narrative for analysis of (student satisfaction).

The Math SI has been moved up to the ASC’s newly renovated space and will no longer be measured as a separate center.

Baseline: Students: 94.38%
Standard: Students: 94.5%
Target: Students: 95%

Writing Lab Actual:97.80%

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	20	37.04%	31	46.27%	22	43.14%	36	39.56%
Agree	33	61.11%	31	46.27%	29	56.86%	53	58.24%
Disagree	1	1.85%	3	4.48%	0	0.00%	2	2.20%
Strongly Disagree	0	0.00%	2	2.99%	0	0.00%	0	0.00%

Provide narrative for analysis of (student satisfaction).

In the Summer of 2024, the ASC was undergoing a renovation project; as such, the ASC staff was temporarily moved downstairs to the old Math SI space and two classrooms on either side of the Math SI. When students found out that the Writing Center would be absorbed into the newly renovated ASC when the construction finished later that summer, several students complained. I approached my leadership and asked to move the Writing Center from our existing space (WLC220) to the Math SI room (WLC205). I was told that it should be fine, and the move was made when the renovations wrapped at the end of the summer semester. Despite advertising the shift of rooms, there was some pushback from students that they did not know where the “new” writing center was located. I did put in a request for new signage, but that print request was not fulfilled. Nevertheless, the Writing Center continued to be our most used supplemental room through October, with more than 75% of our additional centers’ visits coming from the Writing Center; as of 10/23, we’ve had more than 70 visits to the Writing Center. We often had a line of students waiting to use the space, which was encouraging. I can only assume that the two negative responses noted above are from students who ran into hiccups during the initial move at the beginning of the semester.

I learned a few weeks ago that, despite the complaints from students over the summer, and the increased usage of the Writing Center at the beginning of FA24, the room has been allocated to go to another organization, so the Writing Center was moved up to the newly renovated ASC space in early November 2024. This is discouraging, as our usage in the Writing Center has dramatically increased in FA2024 from previous semesters, we’ve had complaints from students about losing that dedicated Writing Center space, and this move will limit the ASC’s ability to grow. Despite having a center that’s doubled in size, this move now means that we have nowhere to grow into. In essence, we outgrew our renovated space in only two short months of being opened in a new space.

A solution would be for us to maintain the Writing Center in WLC 205 so that we have room to “grow” in the coming years, but the ASC is nothing if not adaptable. We will adjust to this change and try to make this transition as seamless as possible for WCC students.

Baseline: Students: 95.55%

Standard: Students: 96%

Target: Students: 96.2%

“Ask Billy” (Moodle) Actual:89.10%

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

Choice (Student)	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Strongly Agree	25	41.67%	36	43.37%	26	41.27%	41	40.59%
Agree	34	56.67%	41	49.40%	36	57.14%	49	48.51%
Disagree	1	1.67%	5	6.02%	0	0.00%	8	7.92%
Strongly Disagree	0	0.00%	1	1.20%	1	1.59%	3	2.97%

Provide narrative for analysis of (student satisfaction).

The negative responses to this question from students are disheartening as most feedback/comments received were neutral or even quite positive, as noted below:

- Not applicable (15)
- The people involved with the tutoring are amazing!!!
- I have not used many of these services.
- Never used most of these but heard good things

We did receive these criticisms:

- More services
- I agree with most because I believe they would be helpful if/when needed. the Ask Billy portal - the one time I did have a question was later (after hours) and there was no way of contacting anyone. It might be helpful to have a message board set up with general questions for students to peruse. Or even more specific questions related to classes. I'm not sure how that would look or if it would be helpful. I say that because in my case, it would have been helpful.

As more details would be needed to address the “more services” comment, it is difficult to determine how to meet this request. In addition, with the recent renovation and shifting of the Math SI (and now Writing Center) up to our newly renovated space, we have already “outgrown” our new space. Nevertheless, the ASC director was recently awarded a mini-grant and has implemented this into the space dedicated to Foreign Language support.

Ask Billy **does** have after hours resources to assist students when tutors are not available. However, this comment gave me pause as the resource may not be as easy to find in our portal as originally thought. We will work on revitalizing our Ask Billy portal; perhaps a renovation of our online platform may also be needed to encourage our students! The ASC director will work directly with the department of eLearning to “revamp” the virtual space so that it is more visually appealing and easier to navigate.

2024-2025 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	Better articulate 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 to 24/7 resources on Ask Billy portal. 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.	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 annual survey results.

Outcome #2: ASC FTE as % of Curriculum WCC FTE per year (average of three semesters).**Action Items from 2022-23 Service Outcome Year-End Report:**

Item #	Action Items: <i>(Action item identified in the 2022-23 service outcome year-end report.)</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 2024-2025 action items table below.)</i>
1	Continue thorough and detailed reporting of FTE hours provided by ASC and associated centers. (Assessed by: Ongoing reporting and tracking)	Ongoing: Increased use of ASC services by students resulting in increased FTE. Measure ASC FTE reporting relative to WCC FTE. Continue action item in 2025-2027.
2	Investigate student usage of virtual platform (Ask Billy) to determine efficacy of online tutoring provided to WCC students. (Assessed by: Ongoing reporting and tracking.)	Ongoing: In FA2022, Ask Billy reported 239 visits by 61 enrolled students, and a total of 172.16 reportable hours. In FA2023, Ask Billy reported 306 visits by 77 enrolled students, and a total of 311.24 reportable hours. In SP2023, we had 365 visits, 102 enrolled students, and 316.28 reportable hours. In SP2024, we saw a slight decrease in online visits and hours with only 263 visits, 108 enrolled students, and 215.49 reportable hours. In SU22, Ask Billy had 66 visits, 16 enrolled students, and 66.43 reportable hours. This means that, combined for 2022-2023, we had 670 visits, 179 enrolled students, and 554.87 reportable hours to 2023-2024's 639 visits, 207 enrolled students, and 621.59 reportable hours. While this is a 4% decrease in visits annually, this is an enrollment increase of 15% and a 12% increase in reportable hours for that supplemental support center. At the very least, it supports the idea that student usage of the online tutoring forum had contributed to increased FTE in the Ask Billy Tutoring forum. 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 2025-2027.

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%
2023-2024	Data not available by review deadline	Data not available by review deadline	Data not available by review deadline

Provide narrative for analysis of (ASC FTE).

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 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. This action item is something the ASC will continue monitoring as it provides clear and measurable data as to the service provided by the department.

2024-2025 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	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: 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 2025-2027. Action Ongoing: 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 11/15/2024

Department Chair, Dean, Director, and/or AVP / Date: Joanna Morrisette 11/15/2024