



Center for Academic Support

**Semester End Report**

**Fall 2010**

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## **REPORT PURPOSE**

This report documents student usage of the Center for Academic Support and activities in and throughout the campus.

This report may be used as a means of formal reporting, to aid in semester scheduling, to plan training meetings and to recognize achievements, successes and failures. Ultimately, this report is intended to be a tool for future planning.



**Los Medanos College  
Center for Academic Support  
Fall 2010**

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Reading & Writing Consultation Total Contacts	2,277
Reading & Writing Center non-duplicate count	692
Online Tutoring Contacts	40
Online Tutoring non-duplicate count	25

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### Reading & Writing Consultation Contacts Snapshot

Anthropology	54	Art	18	Chdev.	18
English	1226	Humanities	65	Music	40
Polsc	91	Biology	70	ESL	32
Speech	35	History	81	Psych	24

#### **Semester Overview and Recommendations:**

This semester the Reading and Writing Consultants served 693 students for a total of 2, 277 contacts. Because of incorrect numbers being reported on SARS in the past, it is hard to show how these numbers compare with previous fall semesters. However, without a doubt, Fall 2011 has been the busiest of record. This increase reflects on the increase of students on campus. The numbers show that students who utilized the R&W consultants were frequent users. Again, because of unreliable data, it is hard to say “how” much busier we were, but the number of individual students have increased. It is fair to say that this semester our data collection is more accurate than previous years, but more work with this must be done. Also, the “professor is in” project appears to be bringing in more students to the Center.

The data collected also show a notable rise in contacts with students from general education courses; although, English courses, at 53%, reflect the most dominant reason as to why students seek help from a consultant. A notable increase in student contacts occurred in students seeking help with History courses to 81 contacts. Several reasons for this increase can be explained by the “requirement” for History students to work with a consultant and the inclusion of History Professor Patricia Tirado as a Writing Consultant. The overall increase in numbers may also be attributed to the increased outreach efforts.

### **Daily Contacts:**

The numbers of contacts for each day demonstrate that this semester show that every day was busy with more contacts Monday, Tuesdays, and Wednesdays. There was a notable rise in student using the Center on Fridays, 139 contacts for the semester with an average of 10 students per Friday. On some Fridays, 14-16 students worked with a consultant. The Center offered a total of 10 possible consultant appointment times with one hour drop-in time on Fridays. Thus, one can extrapolate that Friday hours were used at a maximum and Consultants saw more than two students an hour Detailed reports from the SARS GRID show that the morning times from 9:00—2:00 were the busiest times. However, on some days, the busy trend continued until 3:00. Since the center closed early, 5:00 p.m. due to lack of staffing, for two evenings, evening contacts are obviously lower than previous semesters. However, on the two evenings that the Center was open until 7:00, the consultants appear to busier at those times than in previous semesters.

**Computers:** A significant decrease in student computer use. This was a result of the relocation and less computers available for student use. However, students who use the computers in this area are only using the computers for school endeavors.

### **Brentwood Ctr.**

This semester we offered nine hours of consultations on Mondays, Tuesdays, and Wednesdays for 14 weeks. Brentwood consultants worked with 67 individual students for a total of 133 contacts. According to SARS data, the consultants were seeing an average of 11 appointments per week. At half hour appointments, this indicates that the consultants were at a student utilization rate of 61% average. However, during busier times it is evident that the consultants were being utilized at 90% rate. During less busy times, Consultants worked with 6 contacts.

**Milestones**

Milestones	% or numbers	Explanation/analysis
<ul style="list-style-type: none"> <li>Creating a single budget for all activities in the Center.</li> </ul>		<p>Achieving one of our goals in program review.</p>
<ul style="list-style-type: none"> <li>Study Slam</li> </ul>	<p>First study slams with a 97 participants for both tutoring and Reading and Writing consultants.</p> <p>5 consultants took part in study slam with two instructors volunteering their time.</p>	<p>This was a very successful first event. However, the times should be changes slightly to 3:00—9:00 since students were arriving at 3:00 pm and we were not busy after 9:00.</p>
<ul style="list-style-type: none"> <li>Consultant observations</li> </ul>		<p>This semester the Center began consultant observations by the faculty lead.</p>
<ul style="list-style-type: none"> <li>Online Writing Consultation</li> </ul>		<ul style="list-style-type: none"> <li>Online Writing Consultation continues to be used by about 20-30 students</li> </ul>
<ul style="list-style-type: none"> <li>Transfer/scholarship Workshops</li> </ul>	<p>Three workshops held with 12-16 participants for each workshop.</p>	<ul style="list-style-type: none"> <li>Barbara Austin's workshops continue to be successful workshops with weveral</li> </ul>

			<p>participants winning awards. Recommend that do follow – up study to see how many of participants win scholarships.</p>
<b>Meetings</b>			
<ul style="list-style-type: none"> <li>R&amp;W Ctr. Meetings</li> </ul>			Four meetings were held this semester
<b>Project</b>			
<b>Project</b>			<b>Explanation</b>
Professional Development <ul style="list-style-type: none"> <li>Flex Workshop</li> <li>R &amp; W Meetings</li> <li>Assessments</li> </ul>			<ul style="list-style-type: none"> <li>Alex Sterling and Sandra Mills organized a Flex Workshop which was attended by 6 people. Four R &amp; W Meetings were held. Instructors from different areas were invited to attend to train consultants on papers for their areas.</li> </ul>
Evolution of Center			The Center continues to evolve as a cohesive support center for all student needs.