

# **BERGEN COMMUNITY COLLEGE**

## **Administrative & Educational Support Assessment Report**

### **Assessment Report for Department or Unit:**

The Cerullo Learning Assistance Center (CLAC)

### **Department or Unit Leader:**

Khairia Fazal, Director of Learning Assistance Services

### **Assessment Period:**

2012-2013

### **Submitted by:**

Marilyn Pongracz, ELRC Supervisor

#### **1. Intended Outcome (Goal):**

To ascertain if the hours the English Language Resource Center (ELRC) is open are adequate or if there is enough need to warrant more hours and what those hours should be.

**Or:**

Students will be satisfied with the hours the ELRC is open.

#### **2. a) Section(s) of the Strategic Plan to which the intended outcomes relates:**

We will improve student ... success.

1.1 Take steps to increase student retention and student progression through academic programs.

1.2 Take steps to increase the number of students who graduate or transfer in a timely fashion.

#### **b) General Education Requirement(s) to which the intended outcome relates:**

Requirement 1: Students will communicate effectively in both speech and writing.

#### **3. a) Means of assessment:**

Random groups of students from Level 2 or 3 ALP classes will be asked about the convenience of the ELRC's operating hours and whether additional hours would increase their attendance in the Center.

#### **b) Sources of data:**

Focus groups from ALP classes

#### **c) Desired result:**

80% of students will be satisfied with the hours that the ELRC is open.

#### **4. Summary of Results:**

Focus Group = 177 students from 13 American Language Program (ALP) courses

Out of 13 ALP classes and 177 students in the focus groups, once reminded of the operating hours of the ELRC, in particular, Saturday hours, all but 2 students indicated that the hours of operation of the ELRC are adequate, and that additional hours would not enable them to make use of the services offered. 50 % of the students queried stated that they had come for assistance either in the current or in past semesters. 35% of the students did not or no longer came because of personal time constraints due to having jobs. About 6% felt that they did not need extra practice because they could practice elsewhere. 8% of the students, all of whom were in classes in the Pitkin Education Center would prefer to get tutoring there so they would not have to come back to Ender Hall. Two students mentioned being dissatisfied with working with other students as tutors.

#### **5. Recommendations for modifications:**

No modifications to the ELRC hours seem merited. However, we will pilot having limited tutoring in the Pitkin Education Center in the Writing Center in L-125 by having two or three tutors either from the ELRC or the Writing center who receive training through the ELRC to work with ALP students.

#### **6. Actions taken based on recommendations:**

\*This portion will be updated and submitted in 2014