
Language Resource Center

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Language Resource Center
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1 Summary Information

Faculty from the ASL and AEIP primarily use the Language Resource Center in LIB 225. Students from the Foreign Language department come to the LRC to practice, complete course work, learn and are tutored in LIB 225 and GEB 316.

2 Achieve/Promote Student Success

Students in the AEIP and the FL programs come to the LRC in LIB 225 to practice and see tutors in GEB 316 for one on one help. The LRC has computers, software, videos and different work stations that include private filming booths, work areas, and a separate classroom area for teachers to use for classroom and individual meetings with students.

2.1 Additional Programming

The LRC was remodeled to promote a more user friendly environment. Students come to the LRC to do work for courses and instructors use the LRC for testing and teaching as well. The LRC is open 8-8 Mondays-Thursdays, 8-5 Fridays and 10-1 on Saturdays. These hours allow students to come to the LRC at different times of the day. The tutors work with a set schedule, but if there is a need for students to come by appointment only, the tutors have flexible schedules. We have also implemented a new log in system. The goal is to allow students to state specifically why they are in the LRC, how long they stay and then allow instructors to see if student success is based upon time spent in the LRC or working with a tutor.

2.2 Measures/Assessments

Due to Hybrid and on line course offerings, the LRC usage decreased in the past years. On line aides also contributed to the decline in numbers. The LRC remodel has welcomed students to the lab in order to study, research or to collaborate with one another. Instructors bring students during class time to do a variety of activities in the LRC. Numbers have been growing and we will continue to see how to increase usage in the LRC.

2.3 Accomplishments

NA

3 Assessment of Student Learning Outcomes

Classes are held here as needed. No classes are scheduled in the LRC. Accutrack has been recently installed in LIB 225 and GEB 316. Although it is in its infancy stage, the goal of Accutrack is to see

1. which tutors are seen by students and why they are seeing the tutors.
2. why the students come to the LRC (class, videotape, computer work, etc).
3. what level of satisfaction students feel after going to the LRC after 5 visits. (a survey will pop up).

The future goal of accutrack is to provide feedback to instructors about student usage and perhaps to see if there is success based on the amount of time a student spends in the LRC.

4 Significant Assessment Findings

Tutors were asked this semester to turn in more detailed logs showing which students visit, why they visit and whether or not the tutors see student success. If you look at the tutors log report samples that are attached, you will see comments about student success.

I can personally comment that one of my students did much better on her last test after having visited the Spanish tutor. I know that the one on one time spent with him was helpful.

5 Ongoing Assessment Plans

Accutrack is a new program that is being piloted in the GEB 316 tutor room. Once we understand how to use this program that has many settings, we may be able to see how much success takes place in the LRC based on student visits.

My goal is to continue to receive detailed feedback from tutors so that we know why students come to see tutors. I hope that Accutrack will help with this process in order for me to receive instant feedback instead of waiting for tutor reports from the employees.

Tutor report examples [DOCX 15 KB 11/29/14]

6 Student Evaluation/Survey Responses

Student Persistence.

Student Satisfaction.

Past surveys from students were paper/pencil surveys.

The students would comment that the LRC needed to be updated. JCCC eventually found money to update the LRC.

Students most often commented that the staff was helpful in both LIB 225 and GEB 316.

6.1 Highlight Accomplishments

The LRC has since been remodeled after many student surveys. It now serves as a user-friendly multi-functional lab. Students meet here for group work, individual work, filming and tutoring. The lab has 4 separate work areas. In the past, it could only be used for 2 work areas.

Students see tutors on Saturdays and evenings because students requested to come at these times. Students can also meet tutors by appointment if tutors can meet at requested times. Our goal is to accommodate the students if tutors can meet at requested times.

7 Curriculum Reflection

NA No courses are currently offered in the LRC.

8 Resource Center Successes

The LRC's remodel allows for students to work, meet, and learn in one center. Curtains allow for separation of activities. Instructors have brought students here for lab work and testing.

8.1 Highlight Faculty/Tutor Accomplishments

The French tutor has published beginning and individual readers. The French tutor serves as a substitute to the French professors.

Our Chinese tutor attended a conference on teaching Chinese to English speakers and will meet with the Chinese instructor to share her findings.

The Hebrew tutor left JCCC and lived in Israel for a year. She has returned to tutor for JCCC.

The German tutor teaches English courses at other colleges in the Kansas City area.

The Russian tutor has a degree in teaching ESL as well.

Many of our tutors have degrees and tutor because of their desire to teach.

8.2 Innovative Research, Teaching or Community Service

The AEIP encourages students to participate in outside activities. The LRC will advertise the activities that take place in the DEAF community.

Members of the Kansas City community contact the LRC supervisor to find individuals to help interpret or translate for them. For example, the LRC supervisor recently helped find an interpreter for visitors from a German "sister city". A recently retired German instructor helped facilitate communication between the Americans living in Kansas City and the mayor and his group visiting from Germany.

Members of the community contact the LRC supervisor to find American Sign Language and Foreign Language interpreting services and to learn about the programs on campus. The LRC supervisor helps facilitate this communication.

9 Goal Setting and Action Plan

Student Persistence. (Students come to the LRC to complete work and to meet with tutors).

Student Satisfaction. (Students will fill out on line surveys using Accutrack or another service to state how they feel about services provided in the LRC.)

9.1 Long-term Goals

Accutrack will allow the Foreign Language staff to see why students use the LRC-classwork, filming, tutoring, group work, etc. The reports that we generate will show usage and in turn allow us to see if student usage equals success.

The LRC supervisor will encourage the staff to send students to LIB 225 and GEB 316 on a newly created scavenger hunt in January 2015. If students are required to go to a physical space, they are more likely to return to the LRC or the tutor room.

The supervisor will continue to work with other labs to insure that they advertise the LRC. The supervisor posted links to other labs on the LRC website, and has placed other labs' booklets outside the LRC and outside of CC 305. The LRC staff is trained to tell students about the other labs on campus.

The supervisor will continue to go to the new tutor fall meetings run by the Math Center in order to promote Foreign Language tutors and the LRC.

9.1.1 Long-range Adjustment to Resources

The supervisor will continue to train on the many uses of Accutrack

9.1.2 Updates on Long-Term Goals

NA

9.2 Short-Term Goals

The supervisor will send an email to the staff and create a flyer in order to promote a scavenger hunt. The goal of the scavenger hunt is to require students to go to the LRC and the tutor room to see where it is and to see what resources exists. The staff will continue to be retrained on how to show students during the first two weeks why coming to the LRC is beneficial.

9.2.1 Actions/Resources Required

The cost of creating the scavenger hunt will not need to be included in the budget and the staff will receive an email/flyer about the LRC's scavenger hunt. The Chairs of Communications will be asked to advertise the LRC's scavenger hunt and will be given a flyer. (Each semester the Communications staff receives bookmarks to hand out to students in order to advertise the LRC and are given signs to post in classrooms. They are encouraged to bring their students to the LRC for a visit and request tutors to come to their classroom to advertise their services.)

9.2.2 Updates on Short-Term Goals

NA

10 Accreditation Standards

NA

11 Resource Request/Adjustment

The attachments show the ITP request for this year as well as the PT Temporary Non-Instruction 52160 item for the 2014 budget.

LRC budget [XLSX 8 KB 12/1/14]

LRC program review [PDF 842 KB 12/1/14]

11.1 Long-range Adjustment to Resources

A request for more private curtained stations in another LRC remodel.

A request for new computers to replace the TV/VCRs that are no longer supported by JCCC's tech support will be made. This will allow for DVD viewing and for students to complete filming and classwork on the computers.

DVDs or on line resources need to be purchased to replace the videotapes for the AEIP department.

11.2 Educational Technology Support

The LRC needs to have updated computers in both the LIB 225 and GEB 316 rooms. Once all computers are replaced, each computer will allow for video and audio recording of students for courses.

Other technology needs to be explored in order to make sure that the LRC has the resources needed for testing, classwork and instruction.

Software needs to be updated as well in order to provide extra practice for Foreign Language students.

Support from the JCCC staff is needed to make sure that the software and hardware in both locations functions for students.

Accutrack is being piloted in the tutors' room. Eventually the LRC would barcode all resources checked out to students to replace the manual check out system that is currently being used. This would allow the LRC to know which resources are most used by students.

End of report