

Academic Resource Center

DRBU's Academic Resource Center (ARC) offer programs and services that support student learning and promote academic achievement. ARC currently offers the following services: instructional services, career services, disability services, and computer services. ARC is housed under the Office of Academic Affairs with coordination from each unit with faculty and staff collaboration. ARC is available to all students at DRBU.

As an overall support program, ARC offered a time management workshop in Fall 2016. There are plans for a time management workshop series in Fall 2017, with inter-departmental collaboration with Work-Study and New Student Orientation/First-Year Experience.

While there is a general survey that includes three of the four ARC services, each unit is measured in variance with the programs offered.

1. Instructional Services

DRBU Instructional Services seeks to build a community of sharing and learning. The primary area of Instructional Services is Tutoring Services, which offer a range of support that assists students in their academic development. Support includes appointments and drop-in assistance for coursework, guided study, and group study sessions. Tutors include both hired professional staff and peer-student tutors.

Goals of Tutoring Services

- Developing tutor-tutee mutual sharing connections
- Promoting deep interpretation of texts in relation to personal, social, and natural implications
- Reinforcing and developing strategies and skills necessary for academic success

Alignment to Program Learning Outcomes

Bachelor of Arts PLO's	Master of Arts PLO's
[PLO 3] Demonstrate critical thinking skills.	
[PLO 8] Compose coherent arguments and narratives.	[PLO 4] Create sustained, coherent expositions and reflections for both general and specialized audiences.
[PLO 9] Evaluate and responsibly use and share information resources.	

Tools for assessment

- Writing Tutors meet with students and appointments are logged
- End-of Semester Survey given to students who use Tutoring Services based on the following areas:
 - Professionalism
 - Knowledge
 - Effectiveness
 - Availability

Writing Tutors

DRBU has a team of writing tutors to assist any student who would like help with assignments. Writing tutors can help students with grammar, punctuation, word usage, writing style, and overall organization of academic papers. Writing tutors can go over reading assignments, help students understand a writing prompt, or be a sounding board for student ideas.

Each semester, students are assigned to writing tutors. Students are able to have individual meetings with tutors in-person or virtually. There is also an English as Second Language (ESL) workshop to assist students who are not native English speakers. For further flexibility, one tutor holds office hours where students are able to drop-in for tutoring services. Professors are also able to request students to work with their writing tutors.

At the end of Fall 2016, the writing tutors and Associate Dean of Academic Affairs gathered to assess student papers. The Master of Arts Program Learning Outcome (PLO) 4, “Create sustained, coherent expositions and reflections for both general and specialized audiences”, was evaluated. The assessment was done in the same format used for teaching faculty to evaluate PLOs and utilizing [MA PLO 4’s scoring rubric](#).

Six members looked at two pre-edited papers from the beginning of the semester and end of the semester from four MA students. During paper calibration portion of the meeting, the beginning of the meeting was spent on reading papers and rubric score calibration. Among the writing tutors, clarification about the criteria and questions raised about the criteria of “Organization of Writing” and “Audience.” There was suggestion on criterion 5 to shift toward comprehensibility rather than “has a few errors.” The Writing Tutors also examined the students’ attention to textual passage and if the writing unpacked the text. Another suggestion discussed during paper calibration was regarding the content and defining terms.

The remainder of the meeting was spent on reading eight papers, followed by paper scoring, and discussion. After evaluating both papers, writing tutors did not notice any distinct shift of improvement between the first and second paper read. For a better longitudinal evaluation of

students' writing, it was suggested to look at papers between various semesters so there enough time between semesters for noticeable progress in writing. Furthermore, writing drafts are usually brought to the tutors that are difficult to measure against the current rubric. It was suggested that writing tutors could either contribute to revising the rubric or develop a separate one to evaluate writing tutoring services. There was also discussion around the writing prompts. There could also be more integration with the professors and writing tutors. This would help facilitate understanding between the professors and writing tutors in terms of expectations of the writing prompt and context of the course for paper revision.

At the beginning of Spring 2017, there was an addition of three writing tutors. Two new peer writing tutors from the second-year MA cohort were recommended by the Dean of Academics. The third writing tutor was hired at the beginning of the semester. Students were assigned to one of the writing tutors or peer writing tutors. Students were able to schedule individual appointments with their tutors in-person or virtually. One tutor also held weekly office hours.

Future Planning

With feedback from the students who were assigned peer writing tutors, there is no plan for peer writing tutors for the upcoming academic year. Furthermore, based on the writing tutors' experience with students, they are working on developing writing workshops that are focused on topics such the writing process, citation, and thesis statements. There is also suggested collaboration with professors and writing tutors to better understand what workshop topics are needed.

Tutoring Services has primarily focused on writing tutoring, however, there are plans to expand tutoring into other academic areas.

2. Career Services

It is the aim of career services to ensure that we assist every student to achieve a meaningful career or entry in higher academic pursuits, and to utilize their education by demonstrating sound judgment, ethical interactions, and positive vision in the workplace and college setting.

Career Services will be provided to any student interested in exploring employment opportunities while attending DRBU or upon graduation from DRBU. Career counseling is provided throughout all aspects of services to ensure student feels supported and to identify what barriers might obstruct pathways to certain jobs and how these might be circumvented. Career Services also extends support and advising for continuing education for students interested in graduate studies.

Goals of Career Services

- Students experience transition to the next phase of their work or academic life in a meaningful and positive way
- Students establish a career or seek higher learning significant for them
- Services are offered in a timely basis
- Faculty are consulted as a resource
- Keep current with new application procedures and labor market

Alignment to Program Learning Outcomes

Bachelor of Arts PLO's	Master of Arts PLO's
[PLO 1] Demonstrate ethical awareness.	[PLO 1] Exercise ethical sensibility.
[PLO 2] Cultivate a flexibility of mind to adapt to evolving conditions.	
[PLO 4] Exercise quantitative reasoning skills.	
[PLO 7] Practice thoughtful and probing dialogue combined with close listening to assess the context and the character of the audience.	

Tools for assessment

- Students meet with coordinator and appointments are logged
- Areas of interest
- End-of-semester survey
- Employment or continuation of education upon graduation
- Other suggestions/feedback

Individual student advising sessions with the Career Services Coordinator is an essential component of Career Services. Students are able to schedule meetings with the Career Services Coordinator regarding current or future job prospective as well as plans for continuing education. Services provided to the students also include reviewing resumes and interview preparation. The Career Services Coordinator also issues students referrals to local services, such as the employment center.

As the student population grows, the survey feedback shows an increase in demand for various Career Services resources. In the 2015-2016 academic year, Career Services primarily offered individual appointments for students. Based on feedback from the Spring 2015 Career Services

Need Survey, the item "Understanding my interests, skills, personality strengths and values and relating to my career choices" was ranked the most under "Very important" and "Important". Given that, Career Services workshops were offered in the following 2016-2017 academic year for further development in that area.

In Fall 2016, two Career Services workshops were offered. The first workshop covered topics including labor market information, employer contact, cover letters, cold calling, and transitioning from degree to career. The second workshop, The Core Gift, was a values assessment workshop in which students work on in groups through a series of developmental stages to discover what kinds of activities may fit for work or other spheres. After The Core Gift workshop, there was demand for a follow-up activity.

In Spring 2017, the follow-up activity was initiated through individual students taking the Self-Directed Search. The Self-Directed Search is an in-depth measure of aptitude, interests, and personality type. After completion of the Self-Directed Search, students met with the Career Services Coordinator to interpret their results. To gauge demand for the events, an electronic invitation is sent to all students and they are asked to indicate if they will attend the event. Events are held when the minimum number of participants is met.

In November 2016, a workshop cover Career Services Workshop that will cover topics including labor market information, employer contact, cover letters, cold calling, and transitioning from degree to career. After the workshop, students were asked to give feedback on what they learned. Student feedback on the workshop included:

- *Information about what needs to be considered before applying for a job*
- *Resources for where to find information about job demographics*
- *Resume was very helpful*
- *Presentation at walk-in's and job position*
- *Skills underline quality of your work space*
- *Website that shows available jobs in the area*
- *Cold-call info on what to say & how to appeal to employer*
- *Skills resume info - what's important*
- *Basic resume tips*
- *Relevant info about career choices*
- *Sense of cold-calls and walk-ins*
- *Preparation for the interview*
- *I like how Ernie showed a process of getting a job and his experience*

Revised Career Services Needs for Spring 2017 with responses from most to least prioritized:
Question: I'd like to see career services that can help me to (please check all that are important to you)

Total Responses: 10	Respondents to this answer	Percentage of respondents
Explore career options through field visits, informational interviews, internships, shadowing experiences, summer-part-time jobs, and/or cooperative education	9	90%
Understand my interests, skills, personality strengths and values and relate them to career choices	8	80%
Find and research career, educational and employment information	7	70%
Write cover letters; resume, and portfolio development	7	70%
Establish and plan career goals	6	60%
Write graduate school application essays and choose sample writing	6	60%
Prepare for a job interview	5	50%
Explore and plan for graduate school	4	40%

Future Planning

For the upcoming year, 2017-2018, DRBU intends to continue providing students workshops related to “Understand my interests, skills, personality strengths and values and relate them to career choices”. As the unit is in its fourth year of being active, the survey shows student interests in Career Services shifting toward application of student learning to careers, internships, and so forth. To support this growing need, the Career Services coordinator will work with local agencies for relationship-building, networking, and career leads for students.

Another area for Career Services assessment includes employment upon graduation from DRBU. There are ten alumni from the Master of Arts in Buddhist Classics program from the 2014-2015 and 2015-2016 academic year. Each of the alumni are currently employed.

For human resources, having a staff member whose specializes as a job developer who is aware of the local labor conditions, connect with local businesses, and assist students with their job search. This position would be on a contract basis to serve student demand. To further develop Career Services, the unit aims to build relationships with local employment agencies in the

Ukiah Valley, Mendocino County, and wider northern California region. Career Services would like to strengthen its resources and referral system for students while also assisting students with their long-term career goals and continuing education.

3. Disability Services

DRBU offers accommodations to all students with disabilities and has as its aim their full inclusion and success.

DRBU welcomes applications from and participation of students with disabilities. Once a disability that would affect academic performance is established, the Disability Services Coordinator will conduct an assessment with the prospective student to determine what barriers to performance exist and by what means barriers can be effectively removed to ensure student success. There is a coordinator to assist students with accommodations related to Disability Services.

Goals of Disability Services

- Assist with personal growth and development and empower students toward self-advocacy
- Ensure inclusion in the university community
- Provide timely, effective, and accommodations, as feasible
- Serve as a liaison between students, faculty, and staff
- Stay informed of information and issues related to disability

Alignment to Program Learning Outcomes

Bachelor of Arts PLO's	Master of Arts PLO's
[PLO 2] Cultivate a flexibility of mind to adapt to evolving conditions.	
[PLO 3] Demonstrate critical thinking skills.	
[PLO 8] Evaluate and responsibly use and share information resources.	

In Fall 2016, two students were advised by the disability services coordinator. Upon initial consultation and follow-up, students were redirected to the appropriate student services, such as Health Services under the department of Campus Life. There was no direct action from Disability Services. There has been no student usage in Spring 2017 nor prior to Fall 2016.

Incoming new students receive DRBU's New Student Packet and the Application for Equal Access to Learning (see attached) is included in the packet. Students may also be referred to Disability Services from an outside health provider or DRBU Health Services.

Future Planning

Disability Services is anticipated to be developed as the student population increases and there is more usage of the service. Disability Services will also plan for further integration with other campus departments, such as Health Services. There could be further growth of the staff for Disability Services who are knowledgeable of counseling and issues related to liability. The Disability Services budget includes \$4,000 to assist students with accommodations as well as standard equipment DRBU would need for students accommodations.

4. Computer Services

DRBU Computer Services currently offers a computer lab that functions primarily to help students in their studies.

The computer lab provides computer, printing, and internet facilities to students for the purpose of supporting their study, work, and personal communications. There are six computers available for student usage. Currently, the computer serves primarily as a service, rather than a program, in supporting academic learning. Computer Services is staffed by a coordinator from the Information Technology (IT) department.

Goals of Computer Services

- Maintain a lab environment conducive to the students' learning
- Foster a sense of responsibility and respect for the intent of computer and internet Usage on the university campus
- Promote reflection on the ethics of internet usage and impact upon the individual and society

Alignment to Program Learning Outcomes

Bachelor of Arts PLO's	Master of Arts PLO's
[PLO 1] Demonstrate ethical awareness.	[PLO 1] Exercise ethical sensibility.

[PLO 8] Evaluate and responsibly use and share information resources.	
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Usage of the computer lab has since increased each academic year as the student population grows.

Student Usage of Computer Lab

	Spring 2017	Spring 2016	Spring 2015	Spring 2014
Total Student Responses	16	12	8	7
Daily	20%	16.7%	25%	14.3%
Weekly	46.7%	33.3%	--	42.9%
Monthly	6.7%	16.7%	25%	14.3%
Less than once a month	20%	25%	--	--
Never	6.7%	8.3%	50%	28.6%

The frequent usage of the computer lab makes it a vital service in supporting student learning. In ranking various aspects of the computer lab, surveys suggest that "Printers & computers are available" and "Hours of operation" are most commonly ranked as "Very important".

Future Planning

Computer Services is an area to be further developed. Given the current student population and facilities, there is one computer lab in the University building. As we anticipate student population growth, there are two computer labs in the future University building. As suggested by a student response, offering instructions on how to use computer programs will assist in student learning. For future purposes, helpful tools for assessment of computer services would include: surveys, questionnaire, and usage statistics. The budget is currently under the Information Technology (IT) department, with consideration to add to the overall ARC budget in the future. Human resources is also an aspect that will need to grow as Computer Services evolves.

Allocation of Resources

The ARC budget is under the Office of Academic Affairs. Below is how each area was budgeted and expenses spent.

	2014-2015		2015-2016		2016-2017	
	Expenses	Budget	Expenses	Budget	Expenses	Budget
1. Tutoring						
Independent Contractor (Personal)	\$7,738.2 5	\$20,000	\$14,550. 42	\$28,880. 22	\$7,827.5 0	\$26,000
Writing Lab Resource			\$475.15		\$186.62	
Misc.			\$19.33			
2. Career Services	\$246.11	\$3,000	\$227.77		\$733.7	
3. Disability	\$0	\$0	\$0	\$0	\$0	\$5,000
4. Computer Lab (student)	\$486.60	\$40,000	\$787.50	\$0	\$189.99	\$0

Summary Reflections

ARC currently utilizes Program Learning Outcomes (PLOs) to measure student learning. Upon completion of this self-study, there was difficulty measuring ARC student learning. The teaching faculty and staff members of ARC could collaborate to develop more meaningful and measurable outcomes for future program review that would be related to Institutional Learning Outcomes (ILOs) rather than PLOs. There is recommendation for further study.