1. **Executive Summary**

   0. Executive Summary

The Cañada College Learning Center strives to provide energetic, competent and friendly academic and related support to all Canada students. The Learning Center is home to a variety of academic support services that includes tutoring, embedded tutoring, modified supplemental instruction, retention services, peer mentor services, writing support, test proctoring, workshops, transfer assistance, college application help, personal statement help, Learning Center courses, technology orientations, general orientations, proactive registration service, STEM tutoring and support, support for "Dreamer" and AB540 students, as well as a host of technology and textbook supports.

**The Learning Center supports the students through the following programs:**
-Math/Word/Physics Jams
-Colts Academies 1,2 3
-Expanded Peer Mentor programs/activities
-Structured LC/Technology orientations for Basic Skills Students
-Proactive Retention Support
-Proactive Registration (in collaboration with Admissions, Counseling, Financial Aid, Peer Mentors, and Tutors)
-Tutoring/Embedded Tutoring/EPIC
-Textbook Learners Collection (TLC) in collaboration with the Library
-Expanded Transfer Services (in collaboration with the Transfer Center)

**The following programs are currently being planned to expand the support offerings housed in the Learning Center:**
-Writing Center (in collaboration with faculty in the English Department and Social Sciences)
-Dreamer Center (in collaboration with the Library and Counseling Department)

We are continuing conversations to strengthen our tutoring and embedded tutoring supports as well as our developing subject matter workshops and mini-workshop offerings. We are continually working to improve our online presence through expanded use of social media and other methods to promote and inform and engage the college community.

The Learning Center staff approaches our work with enthusiasm, passion, professionalism and creativity. Our students are at the center of all that we do and we welcome collaboration with faculty and administrators to join us as we strive to meet the needs of our students.

2. **Program Context**

   1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

The Learning Center offers eleven courses, all of which align with the college's mission statement. For example, the Health Vocabulary Course (LCTR 151) is a one-unit CSU transferable career technical course in medical terminology. Our grammar and vocabulary courses (LCTR 822, LCTR 840, 841, 842 843) are ideal for basic skills and ESL students. We offer a course on Study Skills (LCTR 810) which we consider a guided-academic preparation course that is also conducive for lifelong learning and transfer preparation. Courses on writing effective Research Papers, Research

Papers A to Z (LCTR 139), Professional Writing (LCTR 140), Paragraph Writing (LCTR832) and Effective Tutoring and Practicum (LCTR 100) also align with the college's mission statement.

The current mission statement for the Learning Center is:

It is the mission of the Cañada College Learning Center to provide energetic, competent and friendly academic and related assistance to all Cañada students, regardless of the focus of their work at Cañada. Assistance includes peer and professional tutoring, workshops and technological support. We approach our work with passion, professionalism and creativity; our students with admiration and patience; and our colleagues with respect and a commitment to shared goals and values.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

   The Learning Center currently offers 11 Learning Center course options. As our courses aren't directly related to high school curriculum, changes in the high schools would not impact our course selection. However, changes to the 4-year curriculum might have some impact in that we do offer 2 transferrable courses.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

   The Learning Center is open to and offers limited services to the Redwood City community and surrounding areas. As a HSI (Hispanic Serving Institution) the Learning Center has expanded the availability of multi-lingual staff members that can offer services to our growing populations. The Learning Center also offers basic and advanced level technology support to students and community members who are in need of help in navigating the Canada college application process.

   The Learning Center consistently opens its doors to host community based programs and has available services for not only the Canada College community but for general public as well.

3. **Looking Back**
   4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

   The Learning Center course offerings have changed a lot in the past two years. The following changes have helped us to increase efficiency and access for students enrolled in Learning Center courses.

   1) LCTR 698 (Academic Tutoring) has changed from a paper enrollment process to now being available through WebSmart online. Due to this change, enrollment in LCTR 698 has increased and is more accessible to students.

   2) The LCTR 822 (Grammar Trouble Spots) course has changed from and online Pearson course to a workbook through Oxford Press titled "Elements of Success." Prior to the change, the LCTR 822 course was problematic for students enrolled in the course because many of them had trouble

with navigating the Pearson system as well reported very little progress in their grammar knowledge. Since changing to the Oxford workbook, many students have shared that the workbook as been much more helpful in their desire to learn grammar basics.

3) Both LCTR 823 (Paragraph to Essay Writing) and LCTR 824 (Grammar Trouble Spots - level 2) were banked though at some point I would like to bring these courses back to the schedule as students ask for them often.

4) LCTR 810 (Study Skills) has changed from a workbook and paper course to now being available through WebAccess. Changing the course to WebAccess has allowed student to be able to better practice the skills learned throught the course such as time management and utilizing calendars. Students now have due dates and timelines that have been accentuated through the use of WebAccess.

5) LCTR 140 (Professional Writing) is another course that has been moved to WebAccess. Offering this course via WebAccess has allowed students greater access and has helped to improve course completion.

6) The curriculum for the tutor preparation course LCTR 100 (Tutor Training) has changed dramatically in that the curriculum and the course content has improved tutor preparedness by making the course not just focused on tutoring but also informing tutors about campus resources, how to refer, how to improve tutor to student relationships and understanding concept such as "growth mindset" and "reading apprenticeship." We have also added more role play and tutor sharing to the course to allow for experienced tutors to share information with new tutors. The tutors in the course meet monthly to discuss issues and positives and to provide overall support.

7) Our data collection systems have also improved through technology. Data generated through all of the LCTR courses was traditionally kept through a collection of paper forms and processes. Through technology systems such as Excel and skilled staff members, we are able to appropriately collect the data needed to generate reports on positive attendance and student success.

8) As a result of all of the changes mentioned above, overall student success, retention and enrollment in all of the Learning Center courses has improved.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

The last Program Review process requested the following information of the Learning Center:

**1) Plan to evaluate effectiveness and efficiency of Learning Center programs, especially tutoring.**

Since the last Program Review process, the Learning Center has made several changes to how we do things in an effort to assess and determine tutor effectiveness. The first of these is the development of a more efficient data collection system. After the last program review, the Learning Center staff has worked hard to create systems that would help to better evaluation of tutor and activity effectiveness in the Learning Center. The Learning Center staff made the following changes in an effort to improve the evaluation of Learning Center services: added more

staff to help with the collection of data, increased communication with the PRIE office to determine ways to better evaluate tutorial and other services through the evaluation of data, designed Excel spreadsheets designed to aid in the collection of data, automated the enrollment in the 0-unit tutor course. We are also in the process of designing a tutor evaluation course that will further us the opportunity to determine tutor effectiveness.

We were also able to hire a Math Instructional Aide II to evaluate the effectiveness of lower level math courses.

We are hopeful that the better data collection and data keeping systems will allow for the PRIE office to help us to determine student success, retention, course success, graduation and completion rates for students who receive tutoring services.

**2) How can tutoring hours best be leveraged to benefit the most students?**

Tutoring services have changed from an appointment based model to a drop-in model that allows for best use of tutor time and the ability to serve more students.

**3) What is needed to improve student success and student recruitment? Can this material be incorporated into other courses or services?**

One of our new goals in the Learning Center is to build better lines of communication and participation with faculty as well as design programs and activities that help students to learn more effectively. The Learning Center community is also working on designing new ways to work more closely together to deliver comprehensive and holistic services. The funding of the ESO (Expanding Student Opportunities) Grant has allowed for improved collaboration between available programs inhabiting the Learning Center in a was that allows for the students to Start Strong, Stay Strong and Finish Strong.

All of the practices, programs and services offered through the Learning Center can be incorporated into other courses and services.

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

A lot of progress has made on the strategic action plans identified in the last program review for the Learning Center. The Learning Center listed the following action plans during the last Program Review:

**Review PLOs, SLOs and Tutoring Program Data, Work more closely with Department of Planning, Research and Institutional Effectiveness, Improve and Revise the Tutor Evaluation Process, Increase the Usage of Tutorial Services, Review and Analyze the Efficiency of Learning Center and Tutorial Programs and Activities.**

The Learning Center has made some progress in addressing the "action plans" identified through the last Program Review process. For starters, we have started working closely with the PRIE office to help us to identify strengths and weaknesses in our student academic support services

through careful evaluation and interpretation of the data available to us through the PRIE office and Data Dashboard.

Both the Tutor Coordinator and the Math Instructional Aide II as well as the Program Services Coordinator working in the STEM area have been charged with the task of designing a formalized tutor evaluation process. That process is still being developed but along with that, those three members of the Learning Center staff have also been engaging in increased communication with and observation of the tutors and the students who are utilizing tutorial services. This has enabled the Learning Center staff to be able to assess gaps in service which has been addressed in the mandatory LCTR 100 Tutor Training Course.

The Learning Center will always strive to increase the utilization of tutorial services. As we strive to improve our web presence and also improve our information sharing with faculty, we are hopeful that the inclusion and involvement of more faculty and improvements to our website will allow for increased clarity about all of the available services to students in the Learning Center which we hope will help to improve the use of the tutoring and other Learning Center services.

We are continually looking for ways to assess the effectiveness of tutorial services as well as other Learning Center services. There are many programs and services housed in the Learning Center. Over the past two years, the Learning Center staff and community have worked very hard to deliver academic support services collaboratively which has helped to improve our ability to evaluate efficiency. This collaborative model along with the availability of improved data tools and increased involvement with PRIE has allowed for the development of regular data checkpoints. This improvement of data flow we anticipate will allow for open and honest discussion and action plans that are data driven and tested which we believe will improve effectiveness and efficiency.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

The availability of needed resources is an important part of Learning Center functionality and efficiency. The needs of the students that utilize the Learning Center are varied which is why adding additional resources to the Learning Center offerings is essential and directly impacts student success for the Canada College students.

During the last Program Review cycle the Learning Center requested the following:

Headphones, Echo Pens, Microsoft Surface Pro IV Tablets

The addition of new headphones and echo pens have added to the richness of available resources in the Learning Center. Since none of the LC computers have external speakers, headphones are borrowed daily by students requiring audio in the Learning Center. the headphones are also requested for workshop use and programs such as Word Jam.

The Microsoft Surface tablets have have added flexibility for staff members as a portable resource. They have been utilized in meetings and workshops, and have been instrumental in data gathering as a mobile SARS log-in for the 2016 Winter Word Jam. We anticipate utilizing them

in the same capacity for upcoming Workshops and Jams, and expanding their use of SARS to other programs found in the Learning Center such as BTO and for logging test proctoring.

There have been several additions to the Learning Center community that have had a huge impact on the delivery of academic support services that are available to students, faculty and staff who utilize the available services in the Learning Center. Each position has had an impact on the amount and quality of services that are available to the students, faculty and staff at Canada College.

1. **Math Instructional Aide II-Karen Arnold-(STEM & Learning Center)-**The Math Instructional Aide II position is a new one but has already impacted the Learning Center's ability to serve both basic skills and lower level math courses. The addition of this staff position as added to improved and increased and improved communication with faculty. The addition will also help to increase collaboration with STEM program as well as allow for a "go to" person to assist with the statistics needs of the students in need of statistics support.

2. **Program Services Coordinator- Timurhan Vengco-(A2B)-**The addition of a PSC with the A2B Program has greatly enhanced the "transfer" focused services and activities now available in the Learning Center. Since the start of the A2B PSC, in coordination with the ESO Grant staff, the Learning Center now offers a variety of transfer related services, including college application assistance as well as personal statement writing workshops and assistance.

3. **Assistant Project Director-Daniel Barba (ESO Grant)-**Through the ESO (Expanding Student Opportunities) Grant, the Learning Center has added an Assistant Project Director to the Learning Center Community. As anticipated, this has allowed for the local oversight of Floor 2 expenditures and reporting.

4. **Tutor Coordinator/Basic Skills Specialist-Julian Taylor-(Learning Center)-**The Tutor Coordinator/Basic Skills Specialist is an integral part to the overall functioning of the Learning Center's primary service...tutoring. The Tutor Coordinator works collaboratively with STEM, MESA, EPIC, the Math Instructional Aide II, the Retention Specialists and with various faculty to offer comprehensive tutoring services.

5. **Program Services Coordinator -Patricia Sehl-(ESO/TRIO)-**The addition of a PSC for TRIO and the ESO Grants has allowed for greater and focus of transfer related offerings in the expansion of transfer related field trips, increased workshops that are transfer focused and the development of a Transfer Jam (Colts Academy 3).

6. **Assistant Project Director (STEM)-Marcella Grant-**The addition of an Assistant Project Director has allowed for improved collaboration between Learning Center programs and STEM based programming as well as cost comparisons and information sharing. As the Learning Center strives to model many of the successful strategies developed through the STEM grant, improved relationships has helped to improve overall services available to the Canada College community floor-wide.

7. **Retention Specialist (Student Equity)-Monica Reynoso-**The role of the Retention Specialist is a vital tool that greatly impacts the success of the students that are one-level below transfer. The Retention Specialist role has improved communication and relationships with faculty and has increased student awareness about available campus resources.

8. **Retention Specialist (STEM)-Gonzalo Arrizon-**Retention services are important in the Learning Center as they provide added support to all students in need of increased support. A dedicated STEM Retention Specialist adds a comprehensive level of academic support to students in the STEM area as well as those who are enrolled in STEM courses.

The addition of additional staffers has been a much needed compliment to the available services and activities in the Learning Center. These additions of additional staffers has tremendously improved Learning Center Services yet they have also created a need for space re-allocation. The addition of more and more staff in the Learning Center has dramatically impacted the availability of study space/options for students who utilize the Learning Center. While we have creatively addressed the growing staff members in the Learning Center, we are well aware of the fact that the need for space planning and in some cases reallocation of space is also a necessary part of our growth and our success.

4. **Current State of the Program**
    7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

There are 11 courses available to students through the LCTR (Learning Center) course offerings. All of the LCTR courses are "open-access" except for the LCTR Tutor Training course. The enrollment in LCTR courses has been consistent and many students take advantage if the open access to the LCTR courses.

LCTR Courses has a census headcount enrollment of: 2,192 students (includes enrollment in the LCTR 698 tutorial services 0-unit course).

FTES: 47.32

Load: 4,531

Sections: 35

Fill Rates: 66.0%

**In terms of Learning Center usage, the data below reflects a decline in usage. This might be attributed to the lack of an adequate activity and data collection system that can capture all student use and not just the students that sign into the SARS system.**

Learning Center usage numbers for Fall 2009 to Fall 2015

| | | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Su 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Students | 1 | 369 | 2001 | 1862 | 428 | 2214 | | 2140 | 460 | 2235 | 2012 | 36 |
| Total Visits | 2 | 2615 | 26550 | 23379 | 3938 | 28879 | | 28318 | 3746 | 29838 | 25581 | 38 |

Total Hours    4389    38192    33542    5853    39978    39086    5616    39526    36460    22...

**LCTR Usage - Summers**

| | Sum 2009 | Sum 2010 | Sum 2011 | Sum 2012 | Sum 2013 | Sum 2014 | Sum 15 |
|---|---|---|---|---|---|---|---|
| Total Students | 369 | 428 | 460 | 361 | 253 | 235 | 191 |
| Total Visits | 2615 | 3938 | 3746 | 3814 | 1449 | 1463 | 594 |
| Total Hours | 4389 | 5853 | 5616 | 2231 | 1994 | 2635 | 721 |

| | Students | Visits | Hours |
|---|---|---|---|
| 2009 | 369 | 2615 | 4389 |
| 2010 | 428 | 3938 | 5853 |
| 2011 | 460 | 3746 | 5616 |
| 2012 | 361 | 3814 | 2231 |
| 2013 | 253 | 1449 | 1994 |
| 2014 | 235 | 1463 | 2635 |
| 2015 | 191 | 594 | 721 |

**LCTR Usage - Falls**

| | Fall 2009 | Fall 2010 | Fa... |
|---|---|---|---|
| Total Students | 2001 | 2214 | 22... |
| Total Visits | 26550 | 28879 | 298... |
| Total Hours | 38192 | 39978 | 39... |

| | Students | Visits | Ho... |
|---|---|---|---|
| 2009 | 2001 | 26550 | 38... |
| 2010 | 2214 | 28879 | 39... |
| 2011 | 2235 | 29838 | 39... |
| 2012 | 2305 | 24750 | 33... |
| 2013 | 1944 | 25061 | 34... |
| 2014 | 1425 | 15458 | 268... |
| 2015 | 1393 | 12601 | 15... |

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

The enrollment in LCTR courses remains consistent, the Learning Center would still like to work on ways to increase enrollment through increased information sharing with counselors.

Having the courses remain open access continues to be a good practice and is extremely helpful to students who are need of 1 or 2 units to complete their course schedules.

The Learning Center staff has also considered moving towards increasing the unit value of some of the Learning Center courses to more closely match the level of work required in the course. Some of the courses like LCTR 822 grammar class and the LCTR 840, 841, 842 and 843 vocabulary courses each require the completion of a workbook. These workbooks are very labor intensive and usually take a full semester for students to complete. Increasing the unit value of the courses might also serve as another way to help to increase enrollment in LCTR courses.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Historically, the retention rates for students enrolled in Learning Center courses has been high but this has been overshadowed by low success rates in many of the Learning Center courses.

The annual success rate for all of the LCTR courses in academic year 2014/2015 was 42 (goal 70)%. The retention for the same time period was 68 (goal 84)%. There are many factors that contribute to both the low success and retention rates most notably the late enrollment of many of the courses. Most of the students that enroll in LCTR courses do so after the drop with a W deadline in an effort to maintain eligibility for either financial aid or for athletics. While this is a valuable option for many students, the fact that the courses are self-paced requires a very motivated student.

The highest success and retention rates remain in the LCTR 100 course. This is the only LCTR course that requires attendance and the majority of the students enrolled in the course are interested in becoming tutors.

The data packets related to the Learning Center courses are included with this standard.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

The majority of the LCTR (Learning Center) courses are either online or self-paced. Only the LCTR 100 Tutor Training course requires any face-to-face time. By far, the face-to-face course has the highest success and retention rates but this might be attributed to the fact that the course is made up of primarily students who want to be tutors.

Please see the included data characteristics data packet which reflects the characteristics of the students who enroll in the Learning Center courses.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

There are a few contributing characteristics that contribute to the student success in Learning Center courses. The first of these is the fact that they are "open access" which many times translates into late adds for a large majority of the students that enroll in the courses.

There is also the fact that many of the students that enroll in the LCTR courses take courses that they perceive as being "easy" when the reality is that many of the LCTR courses are very labor intensive. Finally because many of the courses are 1 unit courses, the commitment level is often not there for students.

Please see the included link for the data packet that demonstrates student characteristics for Learning Center courses.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

All of the SLOs for the current Learning Center courses are being systematically assessed at least once every 4 years. The Learning Center staff is currently in the process of re-designing our SLOs to more closely match the way that the courses are now delivered.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

The Learning Center is starting a new process of developing and evaluating the SLOs for our courses. These SLOs are not yet established but we have been loosely using the old SLOs to guide how we support the existing courses. We are planning to use this next academic year to design, develop and implement new course SLOs for the Learning Center and a plan to evaluate them.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.
The Learning Center is starting a new process of developing and evaluating the PLOs for the Learning Center. These PLOs are not yet established but we have been loosely using the old PLOs to guide how we support the existing courses. We are planning to use this next academic year to design, develop and implement new course PLOs for the Learning Center and a plan to evaluate them.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.
The Learning Center is starting a new process of developing and evaluating the PLOs for the Learning Center. These PLOs are not yet established but we have been loosely using the old PLOs to guide how we support the existing courses. We are planning to use this next academic year to design, develop and implement new course PLOs for the Learning Center and a plan to evaluate them.

5. **Looking Ahead**
    11. (A) Other Instruction & Services: Describe the program's other instructional offerings (e.g. workshops, orientation) and menu of services (e.g. reference, tutoring). Report on student attendance and usage of

Since the last Program Review cycle, the Learning Center has greatly expanded the number of services and programs available to students enrolled at the college as well as those who utilize the Learning Center. The Fall of 2014 was the start of the **ESO (Expanding Student Opportunities) Grant** that has enabled the expanding of student academic support services as well of the collaborating of academic support programs that had once been existing in "silos" serving limited number of students per program.

The ESO grant called for improved collaboration between "boutique", categorical and grant funded programs along with expanding tutoring and mentoring. This allowed for the addition of a number of staff members to the Learning Center community as well as a host of added services. **Some of the added and expanded services and programs includes:**

1) The creation of the **(BTO)** Bridge to Opportunities Mentor Program
2) The addition of retention services (STEM and Student Equity)
3) The creation of Colts Academies (Start Strong-Colts Academy 1; Stay Strong Colts Academy 2 and Finish Strong-Colts Academy 3)
4) Improved tutoring (EPIC, Embedded)
5) The addition of a Math Instructional Aide II (lower level math support)
6) The addition of a Tutor Coordinator/Basic Skills Specialist (specialized tutoring coordination)
7) Expanded workshops and writing assistance; scholarship and financial aid support

In addition to workshops, the Learning Center introduces it's services to as many new students as possible through orientations. 30 to 40 standard Orientations are offered to all developmental English, reading, math, ESL and writing classes at the beginning of each semester. These thirty minute orientations cover all aspects of the Learning Center and include a guided tour of the facility and the various programs housed here. At each location program representatives are given the opportunity to speak about their services.

Tutoring services available in the Learning Center continues to lead the academic support efforts that are available to students in need of academic assistance. The information below shows the usage availability of tutoring services within this Program Review period.

**Mission:**

The Cañada College Tutoring program seeks to provide free, course centered, faculty involved academic support service which provides supplemental instructional support to all currently enrolled Cañada College students. The program works with all instructional divisions and collaborates with other academic assistance programs and student services to identify strategies to assist in the success and retention of students across all disciplines. The program exists to help students with study skills and habits to become better students, reading and writing ability across the curriculum, including basic skills and ESL level courses, and building academic and professional confidence.

**Core Services:**

Drop In Tutoring:

Our primary service; students can drop in and get assistance when a tutor is available without an appointment. Sessions are timed at 20 minutes, after which tutors allow the student to work, helping them to be more independent. In Spring 2015, our tutors served 36 subjects, 109 courses, touching 246 individual sections.

**Subjects Covered:**

Accounting
Anthropology
Art
Astronomy
Biology
Business Administration
Computer Business Office Technology
Chemistry
Computer Information Systems
Communications
Cooperative Education
Drama
Early Childhood Education
Economics
English
ESL
Engineering
History
Human Services
Health Sciences
Paralegal Studies
Literature
Multimedia Art and Technology
Mathematics
Medical Administration/Assisting
Oceanography
Philosophy
Physics
Political Science
Psychology
Radiologic Technology
Reading
Sociology
Spanish

## **2014 – 2015 Data**

Course success rates increase by 22% points in Humanities and 12% points in Math when students receive 1.5 hours of tutoring per week.

Number of Drop in tutoring sessions: 5105

Number of Drop in tutoring hours: 3526

Number of unique drop in students: 986

## **Workshops:**

Facilitated study groups. The Learning Center currently offers workshops in Statistics and English. The workshops are led by qualified staff who provide supplemental instructional support to groups of students multiple times per week.

## **2014 – 2015 Data**

Course success rates increase by 30% points when students receive participate for 5 hours (for the semester) of Statistics workshop work.

Number of workshop sessions: 951

Number of workshop hours: 1307

Number of unique students: 174

**Cost Analysis*: The following is a cost analysis of drop in tutoring for the Spring 2015 semester:**

Humanities Tutoring (includes Embedded)*

Number of Drop in tutoring sessions: 2285

Number of Drop in tutoring hours: 1525

Number of unique drop in students: 579

**Tutor Cost: $42,000**

STEM Center Tutoring (includes EPIC)**

Number of Drop in tutoring sessions: 1571

Number of Drop in tutoring hours: 1130

Number of unique drop in students: 334

**Tutor Cost: $24,000**

**Staffing:**

In Fall 2014, the Learning Center employed 47 tutors without a full-time coordinator. In Spring 2015, a full-time coordinator was hired with 42 tutors on staff. The Tutor Coordinator spends 65% of work time focused on the coordination of tutors.

*All data in the cost analysis for Humanities tutors has been gathered from spreadsheets transcribed in the Learning Center. All values are approximate. Additional data and analysis are needed to produce a more accurate assessment.

**Data in the STEM cost analysis is a mix of provided data and best estimates by STEM staff. All values are approximate. Additional data and analysis are needed to produce a more accurate assessment

Revised 7/20/2015

---

Beginning in the Fall of 2015, an additional extended orientation featuring the use various technology used in the classroom has been offered. These new workshops, piloted only to "one level below" transfer math and English, lasted over an hour long and were well received by faculty and students. We are planning to institutionalize the offerings of the technology based orientations.

In Spring 2016, the Learning Center also re-instituted a beginning of the semester open house treasure hunt. This has not been done since 2009, and was a very effective means of educating new students on our programs and services.

**Proactive Registration**

| In an effort to create improved registration numbers in the Basic Skills courses: Proactive Registration took place in Fall 2015 | |
| --- | --- |
| Participated in the Proactive Registration event | 372 |
| Registered for Spring 2016 | 99% |
| Registered at the Proactive Registration event | 43% |
| Registered for Spring 2016, prior to attending the event | 48% |
| Need help completing their registration | 2% |

Along with the other support services, other support services that are now provided includes a "Transfer Wall" for students to complete their college applications and scholarship applications. Along with that, there is also Saturday tutoring available along with increased number of embedded tutors. Economics and statistics workshops are a new addition to the Learning Center offerings.

Test proctoring continues to be in high demand in the Learning Center and is a service utilized by several faculty members on campus as well as outside colleges and universities in need of professional proctor sites. The Learning Center staff has recently developed data tracking methods to help us to gather information on proctor usage.

(B) Resource & Facility Use: Describe your current usage of resources and facilities. How can your usage of resources or facilities be more effective? [Note: If you have need for additional resources and facilities, consider creating an objective and action plan in the Planning Module of SPOL and request those resources]

The Learning Center utilizes a lot of resources in our efforts to serve our college community. Many students come to the Learning Center I need of technology in many forms. Students use the computers and print stations that are available in the Learning Center as well as the study space. There is consistent use of headphones and calculator as well as the checking out of resource materials for specific courses.

The Learning Center is consistently full with students in need of study space. While many of the new additions of staff members to the Learning Center has translated to an increase of available services and expanded availability of programs and information the additions have created a reduction in the available study room and open area space for student study.

The primary focus of the Learning Center community within the next Program Review cycle will be to review and evaluate the space issues that continue to impact the Learning Center services as well as to review the placement and location of programs and personnel.

Along with that, we will be continually looking for ways to improve efficiency of service delivery in the Learning Center, paying special attention to proctor services and testing; tutoring and embedded tutoring, retention support services and group study.



Bldg. 9, Second Floor
## Learning Center Map
## Programs and Services
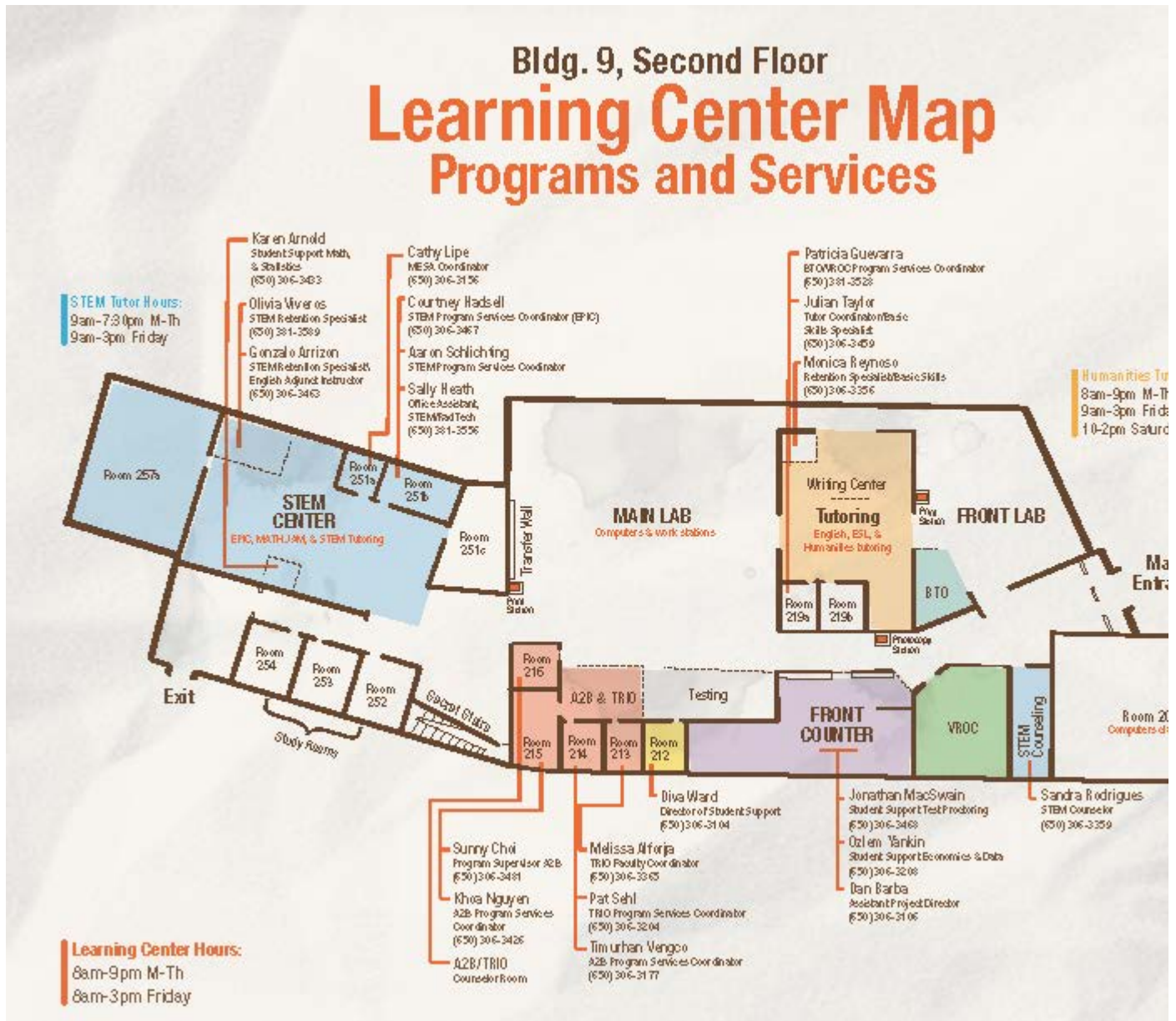
### 12. Program Improvement Initiatives:

Going through the Program Review process has shined some light on the need to regularly review the course level and program level SLOs. In order for this to be accomplished, a number of things needs to happen.

1) We need to develop a method for sharing important and relevant data across the Learning Center and it needs to be accessible by everyone on Floor 2.

2) A committee of Learning Center community members need to meet regularly to review Learning Center course outcomes, student learning outcomes and program level outcomes and develop ways to evaluate the effectiveness of the outcomes.

3) A committee also needs to be formed to evaluate the effectiveness and efficiency of Learning Center programs and activities. Data collection systems need to be developed and implemented across the Learning Center.

4) Improved relationships with the PRIE office need to be established to improve the data collection and evaluation methods among not only the Learning Center Programs but also among the grant programs.

5) Space allocation plans will be developed throughout the Learning Center to evaluate and define space efficiency to yield maximum productivity.

6) Learning Center wide meetings and gatherings should be continued to ensure efficiency and collaboration among the varying members and programs within the Learning Center.

7) Test proctoring and other Learning Center services need to have improved data collection systems and methods of evaluating and improving service delivery models.

8) The online and web presence of the Learning Center will be evaluated for efficiency and the representation of available services and programs should be expanded to include the functions that are core to Learning Center functionality and use. For example forms for faculty to request a proctored exam and/or to refer a student as a tutor should be available online.

9) A Tutor Advisory Group should be formed to ensure the smooth delivery of tutorial services floor wide that should include administrators, faculty and integral Learning Center staff members.

10) Student study and the need for improved furniture choice that will allow the creation of study pods will be considered as an alternative to the dwindling number of available study rooms for student use.

11)The development and planning for a Dreamer Center that will exist within the walls of the Learning Center should be of importance in any and all future planning and space allocation conversations.

12) A dedicated space designed for test proctoring needs to ne established and adequately planned for test taking productivity.

13) Further development and planning of a Writing Center is well on its way. The consideration of adding a dedicated staff member to manage the available and planned Writing Center functions would be ideal. Signage and other directional aides are needed throughout the Learning Center.