Cañada College Learning Center

Program Review: Evaluation 2002-2003

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I.   OVERVIEW OF LEARNING CENTER PROGRAM

A. Executive Summary

From its inception in 1991, the Learning Center has been a dynamic center at Cañada College dedicated to providing technological resources and academic support services to students from every discipline and from every level. We attract the entire student community, from high-end students for computer programming and one-on-one faculty conferencing, to low-end students needing supportive services and non-traditional learning assistance. Faculty and staff also use the Center both to interact with students and to utilize the learning resources. There is a synergistic effect to our physical arrangement and mission that multiplies our involvement in student learning.

Students find assistance through the Math Lab, the Writing Lab, the Tutorial Center, two computer labs, the front desk and night-time service. Additionally some classes meet in the Center. We also provide self-paced classes and provide support for various initiatives which incorporate collaborative teaching and learning such as Title V and the MESA program. The Center also provides many additional services such as word processing and internet assistance, material distribution, tape duplication, and test proctoring for the on-line classes, and individual classes, etc. Staff in the Learning Center are cross-trained generalists who assist students with a wide variety of needs.

The Learning Center is a living, changing part of Cañada College. To remain vital, the Learning Center staff must constantly reevaluate the Center's goals and its success in achieving them. Additionally, its technological resources must be constantly upgraded. As we plan for a new Library/Learning Resource Center, we are in a transitional stage, ready to go forward serving the campus in new ways. To prepare for the future, we have had joint meetings with the Library, convened Liaison Committee meetings, have met with Cañada's off campus Learning Center, have had a retreat where we reflected upon past and present Learning Center goals, and we have reorganized our staffing. Additionally, the Learning Center is now under Student Services through the new University Center and Academic Support Services Division and will continue its close working relationship with Instructional Services. To prepare this program review we consulted with members in all divisions, prepared internal drafts and met with our Dean.

B. Goals and Focus of the Program

- Support instructional and student services divisions by
    - ❑ providing academic assistance to students
        - ▪ maintaining responsive Math Lab, Writing Lab, Tutorial Center both day and evening
        - ▪ operating up-to-date, well-maintained computer labs with internet access (See **VI. B**.)
        - ▪ offering self-paced, open-entry classes that support student skill development
        - ▪ maintaining instructional materials such as CD roms, videos for student use
        - ▪ offering innovative instructional assistance such as developing Supplemental Instruction tutoring, computer-assisted instruction such as *academic.com* and other initiatives which support student learning in all departments and divisions

    - ❑ assisting faculty and division
        - ▪ collaborating with individual faculty/counselors/staff members, attending division meetings, retreats
        - ▪ receiving individual and class referrals for individualized student learning
        - ▪ seeking faculty participation by soliciting donated office hours and discipline specific workshops
        - ▪ doing off-site and classroom presentations of services, giving site tours and

orientations
- proctoring exams for students with learning differences and for on-line courses
- facilitating and hosting computerized instruction for various courses, i.e. History 100, Chemistry 192, Math 111/811, English 801/800/400/100

- ❑ collaborating in work of campus to develop a high-quality educational community
  - serving on committees such as Curriculum Committee, Scholarship Committee, Accreditation Subcommittees, Technology Committee, Health and Safety Committee, College Mission and Goals Committee and Classified Senate
  - pursuing professional development activities such as attending conferences, presenting at conferences

- **Provide academic support through specific partnerships in three major components**

  - ❑ **Math Lab**- Fourteen of the seventeen Math courses offered every semester require one hour of Math Lab per week. The Lab is open to all students taking math at Cañada. It is staffed by a full time Instructional Aide II, and its goals and functions are as follows:
    - working closely with the Math faculty to support their curriculum
    - providing space for Math faculty to meet with students and conduct workshops
    - staying open two nights a week as well as day hours
    - offering help on graphing and scientific calculators
    - providing space for individual and group study
    - working closely with MESA, the Math, Engineering, and Science Achievement Program
    - facilitating an MESA Academic Excellence Workshop
    - being a member of CMC^3, the California Mathematics Council, Community Colleges
    - resources
      - ○ having six graphing calculators for student and faculty use
      - ○ providing an extensive math library
      - ○ providing several computer math program including *academic.com*

  - ❑ Writing Lab –Writing 836, Basic Writing II, is a one-unit Humanities, co-requisite course for English 836, which is housed somewhat uncomfortably in the Center due to its privacy needs as a classroom environment. It is staffed by rotating faculty members and a full-time Instructional Aide II who is supervised by the Center Director. (One Writing Lab course is not housed in the Center and is taught by a learning community instructor without the support of an Instructional Aide.) The goals, requirements and resources of the lab course are as follows:
    - goals
      - ○ improving writing skills of students in English 836 and students in English 100 who are required to take the course due to placement scores through assistance with rewriting and through grammar lessons that address sentence level issues
    - requirements
      - ○ present at least three drafts of English class assignments to staff for comments
      - ○ receive a grade of 80% on eight grammar tests
      - ○ write three in-lab, timed writing assignments on provided topics
    - resources

- tutoring for students in any level English or ESL course (Students are enrolled in LCTR 698, Supervised Tutoring/Academic Assistance to collect their hours for the college.)
- handouts on writing and grammar, prepared by the instructional aide
- computers have plug-in for *academic.com* installed

- ❑ ESL Component – The English Institute Reading/Writing classes and the vocabulary class require one hour of work in the Learning Center per week. A full-time Instructional Aide II was hired to serve EI students in the Center. To support the instruction of the EI faculty, the goals and functions of this component are as follows:
  - ▪ offering four-level of module-design grammar work, as well as other Center self-paced classes as appropriate
  - ▪ maintaining resource collection consisting of books, tapes, videos and CD Roms that support specific faculty assignments utilizing these materials
  - ▪ facilitating a conversation circle
  - ▪ facilitating grammar workshops and study groups
  - ▪ providing tutoring by peer tutors, many of whom speak Spanish, and by the Instructional Aide
  - ▪ previewing ESL materials for EI faculty
  - ▪ maintaining ESL handouts prepared by the EI faculty
  - ▪ troubleshooting in EI computerized classroom
  - ▪ serving as Center liaison by attending EI meetings

- **Providing night-time service and academic support to students, faculty and staff Monday through Thursday until 8:00 p.m.**
  - ❑ acting as night-time ambassador to the evening students, faculty and staff
  - ❑ providing a place for students to study, use computers, meet with instructors, etc.
  - ❑ providing academic support services outlined above such as operating up-to-date, well-maintained computer labs, encouraging the development of study groups, receiving referrals for individualized student learning, assisting students in self-paced classes, checking out books, CD roms, tapes, tape duplication, etc.
  - ❑ helping students with tutorial services, etc.

- **Support the development of the "whole student" by**
  - ❑ participating in Title V activities, including faculty workshops, Strand Chair and Advisory Committee
  - ❑ serving on MESA Advisory Board
  - ❑ serving on Freshman Success and Learning Communities Committee
  - ❑ helping coordinate MESA Academic Excellence Workshops
  - ❑ providing and coordinating tutor training in cultural diversity, learning differences
  - ❑ providing peer tutors and student assistants with training and development opportunities
  - ❑ collaborating with Workability III, Learning Achievement Center to implement individual student learning plans
  - ❑ providing supportive services to Middle College
  - ❑ developing individual learning plans for athletes
  - ❑ developing individual learning plans for probationary students on financial aid

- **Support the development of a lively campus community by**
  - ❑ organizing FUN RUN, end of the semester tutor parties
  - ❑ displaying student art, Humanities Division themes such as Frida Kahlo, Diego Rivera
  - ❑ providing meeting space and support for student clubs and organizations

C. Progress toward Previous Program Goals

This is the first time the Learning Center has gone through program review. However, there have been several internal evaluations which have involved feedback from various parts of the campus. For example, because of the need to plan the new Library/Learning Resource Center, the Director of the Center, the Reference Librarian and Learning Center and Library staff have met to integrate and define services. Additionally, this year the Director of the on-campus and the off-campus Learning Centers met, shared resources and developed vision statements. Last year a Liaison Committee with representatives from all instructional divisions as well as student services was formed and met each semester to discuss goals and ways to better support students. Finally, two years ago a retreat was held with the current staff, the founders of the Learning Center, and the Vice President of Instruction to reflect on the original goals of the Center.

II. CURRICULAR OFFERINGS

A. How adequately do the course offered in this program meet the needs of the discipline and the students?

Through LCTR 698, Supervised Tutoring/Academic Assistance, the Center attempts to provide free peer tutoring to all students in all subject areas. Because the course depends on peer tutors, this goal meets with different success different semesters. There has been discussion of the need to recruit and employee "graduate tutors" to fill in gaps at the upper levels although this has been difficult without a Tutorial Coordinator.

LCTR 100, Effective Tutoring, supports LCTR 698 through the training and supervision of peer tutors. LCTR 110, Tutoring/Mentoring Practicum, and LCTR 120, Literacy Tutoring in the Community, were developed to provide tutor training resources.

LCTR 810, Study Skills, supports all courses in the curriculum since it helps students develop more effective study skills.

LCTR 400, Report Preparation and Editing, supports all the courses in the curriculum since it facilitates the preparation and editing of reports on computers and through the internet for all classes.

LCTR 820/821/822/831/832, 840, 841, 842 and 843 all help students in English at the basic skills level. Several of these courses need updating so they can better address student needs.

LCTR 138/139 Fundamentals of the Research Paper and The Research Paper from A to Z, provide assistance to students in courses requiring research papers. (Students are also encouraged to take LIBR 100 to learn the most current research strategies.)

LCTR 151, Allied Health Science Vocabulary, helps students develop a better vocabulary background in the Health Sciences.

LCTR 440, Math without Fear, was designed to help students overcome Math anxiety, but it hasn't been offered in several years because not enough students sign up for the course. A self-paced course would help students, but a Math instructor would have to be assigned hours in the Center for individualized student feedback.

The Learning Center would like to work with the MESA Program to develop a course that would support students entering the MESA Program. Additionally the Center would like to develop a course like Skyline's Math 650 course to provide students with the opportunity to review Math concepts.

There is a strong need on the campus to develop additional services to support student retention. With the benefit of campus-wide assessment, the Learning Center could collaborate with divisions and instructors to develop courses that assist in that effort.

B. Describe changes in the discipline (field) and student population and how the curriculum is addressing these changes.

Changes in student population

The Cañada College Learning Center brings together technological learning resources and learning assistance resources to serve our students, who have changed a great deal within the last few years. Within the past decade and especially within the last three years, Cañada's demographics have evolved to: 41% Latino, 41% white, 7% African American, 4.3 Pacific Islander and the rest of the students are Asian, Filipino and Native American.

To take responsibility for the growth in our Latino population, Cañada applied for and received a five-year Title V Hispanic Serving Institution grant. From its inception Learning Center staff have participated in Title V activities and have taken leadership roles, including chairing Strand 2 and serving on the Strand Chair Committee and the Advisory Committee.

In response to Title V, and to begin addressing Cañada's demographic changes, the Learning Center has worked closely with the English Institute. Summer 2000 Center staff and EI faculty spent 16 hours planning and training. From that time together, we added a one-hour-by-arrangement lab to the daytime EI Reading/Writing classes, housed and maintained materials necessary for lab assignments, developed four-levels of grammar modules to complement and supplement existing classes for students who would benefit from self-paced classes, and hired an ESL Instructional Aide II to support the lab assignments and the new course. Additionally, this Aide assists in the EI computer lab when necessary.

Also, through Title V funds, the Center has established Supplemental Instruction tutoring in targeted classes for three semesters, such as English 400, Math 111 and the Business/EI Learning Community. Supplemental Instruction utilizes a tutor, called an SI leader in new ways, helping students develop critical thinking skills as well as knowledge in the classes.

Also, through Title V funds, the Learning Center purchased *academic.com*, an online content library with learning modules that provide interactive instruction and review of the fundamentals of mathematics, statistics, grammar, writing and study skills through the web, available to all students enrolled in the College. The Center has supported faculty use of this tool to supplement their teaching and assisted students as they use the resource.

Evaluation of student response to the one-hour-by-arrangement, grammar work, Supplemental Instruction and *academic.com* has been positive.

Spring 2002, Center staff attended the delegation to Santa Ana, a successful HSI in Southern California. Members of the delegation came back enthusiastic about the results of the Freshman Success program that Santa Ana successfully instituted several years ago. Staff have attended training sessions in the program to better support the program when it starts next fall.

Have all the courses in this program been reviewed and modified, if appropriate, during the last six years?

All courses have been reviewed and appropriate changes are in progress. Two courses that needed revision have already gone to the Curriculum Committee.   LCTR 698 has been changed from Supervised Tutoring to Supervised Tutoring/Academic Assistance to reflect the expansion of tutoring from a one-on-one activity to on-line tutorial assistance, etc. LCTR 680, Tutoring Practicum has been changed to LCTR 110, Teaching/Tutoring Practicum to facilitate partnerships with other institutions, such as University Center.

What plans are there for future review and modifications?

The Learning Center has plans for future review and modification. Several courses need to be consolidated to help insure that students are doing work at the appropriate level because some students have placed themselves incorrectly. For example, 820, Beginning Spelling and 821, Advanced Spelling, need to be consolidated, as do Vocabulary 840, 841, 842 and 843, and Research Writing 138 and 139. Conversations are still going on about the best way to incorporate the EI grammar work. Finally, LCTR 833, 850, 851, 852 and 853 will be taken to Curriculum so that they can be banked.

Additionally, the Learning Center would like to explore additional ways to support campus efforts to improve retention such as a MESA Orientation Class, a self-paced Math Without Fear class, Math Review, etc. Also, the Center would like to explore developing a course for students in classes with Supplemental Instruction tutors to encourage them to attend the SI sessions. Furthermore, there are possible partnerships with other divisions and/or other community based organizations that would strengthen our students' college preparation.

III. ENROLLMENT AND PERFORMANCE TRENDS

A. Program enrollment and WSCH trends

WSCH										
FAll	92	93	94	95	96	97	98	99	00	01
Cañada	151	167	397	466	503	483	429	303	244	707
FTE										
Fall	92	93	94	95	96	97	98	99	00	01
Cañada	0.3	0.40	1.37	0.97	0.97	0.99	0.83	0.51	0.22	0.23
LOAD										
Fall	92	93	94	95	96	97	98	99	00	01
Cañada	503	418	290	480	519	488	519	591	1109	3030

Learning Center enrollment and WSCH trends show a strong increase in productivity. A large increase in WSCH occurred in fall '01 due to increased staff efforts to enroll all students using the Center in appropriate classes, such as LCTR 400 and 698, and to monitor students' logging in.

B. Program's success and retention rates

Courses	# of Ss	CR/Pass/Inc.	NC/Fail	Withdraw	Retention
Fall 1999	189	137 (72%)	25 (13%)	27 (14%)	94%
Fall 2000	155	107 (69%)	27 (17%)	21 (16%)	93%
Fall 2001	443	270 (61%)	101 (23%)	72 (16%)	90%

C. Program factors affecting success and retention rates. Use of college services by program to provide multiple avenues for student success.

The Learning Center course retention rate is good. However, the Center's self-paced courses have a moderate success rate. These courses do not have a scheduled time and some students do not come regularly throughout the semester to complete their coursework, but try to complete them at the last minute even though the Center calls these students at several points in the semester. This situation may improve as the Center utilizes email more to contact the students.

The Learning Center staff refer students for additional use of college services, such as Financial Aid or DSPS, to provide multiple avenues for student success

IV. FTE AND WSCH/FTE (LOAD) and FTES

	1999	2000	2001
WSCH	303	244	707
FTE	0.51	0.22	0.23
LOAD	591	1109	3030
FTES	9.708	8.119	23.535

In addition to LCTR self-paced courses generating FTES, 14 Math and 5 ESL courses require a one-hour-by arrangement to be completed in the Learning Center. (This work by the Center is not reflected in chart above.)

Since 1999, Learning Center FTE has gone down significantly. Further, next fall, the Program Director will be the only instructor of record. Learning Center staff are hopeful that an instructor from Humanities will again be assigned for a percentage of load, especially since enrollment and services are increasing. WSCH trends show a strong increase in productivity. A large increase in WSCH occurred in fall '01 due to increased staff efforts to enroll all students using the Center in appropriate classes, such as LCTR 400 and 698, and to monitor students' logging in.

V.   FACULTY AND STAFF

The Learning Center currently employs a Director, a Program Supervisor, an Instructional Aide in the Math Lab, one in the Writing Lab and an ESL Aide. A part time Instructional Aide works in the evening hours.

A. How would the Learning Center recruit full time or adjunct faculty and staff?

The Learning Center would use the District recruitment resources and would also advertise through LRNASST, a discussion forum for Learning Center and Developmental Education professionals. Additionally, Center staff would develop recruitment flyers and contact instructors in the University Center, education departments, career centers and discipline specific departments at four-year schools in the Bay Area.

B. How would this program orient new faculty and staff after hiring?

After the District orientation for faculty and staff, the Learning Center would provide new faculty and staff with access to orientation binders and would do one-on-one training.

VI.   FACILITIES, EQUIPMENT, MATERIALS AND MAINTENANCE

A. How effectively do the facilities, equipment, their maintenance and the materials available to this program support current and projected program needs? How do they affect student success? Are they accessible to all students, including the disabled?

The Learning Center is in a poor location, one floor down from the cafeteria, and plans are being made to build a new Library/Learning Resource Center, which will be necessary to support projected program needs throughout the campus for space and state-of-the-art technology. However, the Center is utilized extensively to support current program needs. Despite the poor location, students logged 19,738 hours fall 01. Further, according to an actual headcount of students over a one-week period during fall '01, during that week, 2642 students used the Center.

The Center is available, though not convenient, for all students, including the disabled. For example, a student in a wheelchair must use a very indirect route to access the Center. This student will also need to request assistance to navigate the restroom. Staff try to make sure the facilities work effectively for students with special needs. On the positive side, the Learning Achievement Center, which tests students for learning differences and helps students with differences obtain appropriate accommodations and support, is located in the Center.

The equipment and the materials available to this program are obtained and maintained creatively by the Center. For example, 12 new Dells were purchased through Title V funds summer '01. Four computers were purchased in collaboration with Science and Technology spring '00. Also, 14 computers in the Writing Lab were purchased through a donation. The maintenance of these computers is a challenge due to limited technical support. However, the Center works very well with the support available, does its own troubleshooting, and purchased a program called *Deep Freeze*, which stopped student modification of the computers. Additionally, the Center is requesting that in July 02, hours be extended to 10:00 pm Monday through Thursday to provide better security as well as providing much needed access to the facilities for the students.

Despite the creativity of staff and administration to create and maintain facilities, equipment and materials for an effective, responsive Center, many needs will need to be met in the near future to preserve the Center's positive role on the campus. For example, new computers are needed immediately; furniture will need to be replaced soon and space will need to be made for specific program needs. With the completion of the new Library/Learning Resource Center, and as the campus renovates and remodels current space, we will soon have the following facilities and resources with which to better serve the Cañada community:
- space for at least 100 computers in an open computer lab
- larger open-study space and larger Math Lab, Tutorial Center
- modular furniture
- 2-3 large multimedia classrooms, shared with the Library
- designated MESA space
- adequate facilities to offer academic support in language development
- 5-6 small group study rooms

B. How does this program use technology? Is this program current with respect to the use of technology compared to similar programs at other community colleges, four-year institutions and business or industry.

The Learning Center has a web-page, http://canadacollege.net/learningcenter/, off of Cañada's home page, that gives detailed information about our services. Also, because the Learning Center is open for more hours than any other area on campus, we can offer support to all divisions/departments.

Student Use

Currently, the Learning Center houses 65 computers and five printers for student use and utilizes technology in a variety of ways to support students across the curriculum:

- **Supplemental Instruction**: Many courses, i.e. astronomy, physiology, multimedia art, computer programming, require students to do supplemental assignments. The Learning Center either has the software loaded directly on the computers or houses the CD-Roms for students to check out. Currently, we also provide *academic.com,* a web-based, fully interactive library of online supplemental course material that students can access here, or at their home/office, 24 hours a day, seven days a week.
- **Microsoft Office:** Students are able to use Word, Excel, and Powerpoint for class assignments.
- **Internet Access:** All computers connect to the net allowing students to do their academic research. Also, the Learning Center supports all on-line courses, so students who do not have internet access or email accounts can send/receive their assignments here.
- **Log-in computers:** To keep track of positive attendance hours, supplemental instruction hours, and general use hours, the Center has two computers that students log their time on. Monthly reports are sent to areas where students use the Center to complete their hour-by-arrangements, and semester reports are generated for necessary reporting purposes.
- **Other media:** The Center also houses tape duplicators, tape players, slide carousels, and TV/VCR's for students to do supplemental assignments. Additionally, the Center shares a computer cart with a Proxima unit for teaching purposes.

Campus/District Links

- **Banner**: The Director and Program Supervisor use Banner for budget control, purchasing, and to access necessary student information. Learning Center course grading and positive attendance reporting will be done through Banner soon.
- **Email**: All Learning Center staff have access to District email.
- **Sars Grid**: Staff have access to Sars Grid for setting up student counseling appointments.

Professional Development/Continuing Education

Each year, to keep abreast of current technological advances, both the Director and Program Supervisor attend conferences and workshops such as Tech Ed, CRLA, and NC5. Also, in 2002, staff visited Skyline College, Long Beach City College, Mission College, CCSF, and the University of Arizona, Tucson, to tour their Learning Centers and learning their best practices. Staff subscribe to periodicals such as *eweek, Technology in Review ,* and *Converge Magazine,* and are members of an international list serve, LRNASST, that deals with developmental education and Learning Centers.

VII. FACILITIES AND EQUIPMENT

See **VI. A**., last paragraph.

What do you anticipate will be major equipment expenditures in the upcoming years? List, in priority order, the new equipment needed as part of any facility changes.

Equipment	Program	2001-02	2002-03	2003-04
12 Dell PCs		X		
printers			X	X
16 PC upgrades			X	
20 Dell PC				X
50 roller chairs				X

VIII. PROJECTED BUDGET

Object Code	Current Budget 2001-02	Proposed Budget 2002-03	Proposed Changes in Budget 2003-04
1110 Fulltime Faculty	13,796	Same (with contract adj.)	
1270 Supv. Cert Salary	58,483	Same (with contract adj.)	
1310 Hrly Faculty FTE	0		
1394 Tchr, Post-Retire.	6,756	0	
2000 Class. FTE	0	0	41,000**
2120 Class.Supv.Salary	45,789	Same (with contract adj.)	
2210 Inst.Aide Salary	79,377	Same (with contract adj.) + $7250 (48% to 70%)*	
2392 Student Assistants	25,000	Same	
3000 Employee Benefits	41,845	Same (with contract adj.)	+10,000
4000 Books/Supplies	5,000	5,000	
5000 Other Operational	500	500	
6000 Capital Outlay	0	0	
7000 Other	0	0	

*Currently the evening Instructional Aide only works until 8 pm Monday through Thursday even though there are ten classes meeting in the Center that end after 8 pm. Future plans for the Learning Center in the evening should include extending the operating hour until 10pm. This would allow the day and evening students two additional hours to study, use the computers, meet with other students, meet with their instructors and continue using the other Learning Center services. Also having the Learning Center open until 10 pm would help with security. A staff member would be responsible for clearing the Center and locking up after the last evening class left.

**The Tutorial Center plays a crucial role in the recruitment and retention of Cañada College students. However, currently, the Tutorial Center is not staffed by a Tutorial Coordinator, but by the Learning Center Director and the Program Supervisor, who have other responsibilities and so the Tutorial Center desk is only staffed for a small portion of the day.

To serve the students and the college effectively, the Tutorial Center needs a permanent, full-time Tutorial Coordinator who can devote his/her time exclusively to the Tutorial Center. Both tutors and tutees need a professional consistently available in the Tutorial Center.

Given the current budget climate, hiring a Tutorial Coordinator is not feasible at this time. As soon as the budget projection improves, and especially upon the completion of the new Library/Learning Resource Center, this position should be filled.