



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

Department/Program Title: Learning Center/*Student Services Functions*

Date submitted: March 25, 2013

0. Key Findings:

- **Tutoring Program – Worrisome Changes Over the Last Three Semesters**

Over the last three semesters, there are worrisome changes in both success and retention figures, and volume of tutoring. This is covered in detail below at Item 6.B. Program Level Data/Program Performance.

- **Funding:** The Learning Center is using its Measure G tutorial funds faster than anticipated, and will have to either tighten its tutoring belt substantially, or look to available grant funds to cover the possible shortfall.
- **Study Skills Workshops:** These were temporarily suspended during staff change over between Fall 2012 and Spring 2013. Expect to resume Study Skills workshops in Fall 2013.
- **Learning Center Usage:** Per SARS data capturing system, the number of students using the Center has steadily increased over the past five years, but dropped slightly in Fall 2012, which we attribute, at least in part, to the re-opening of the cafeteria. (see Attachment A).
- **SLOs:** SLOs for these functions may be viewed in Tracdat, under Selected Unit: CAN INSTR – Learning Center.
- **Staffing Changes:** The Learning Center is adjusting after the loss of two long-term staff members, Learning Center Manager due to retirement, and the Assistant Project Director. Each of these two positions was assumed on an interim basis by one of the Learning Center's full-time Instructional Aides. The openings created in those two Instructional Aide II positions were necessarily temporary, which has made them hard to fill with qualified applicants. The overall level of service to students has suffered, notably in the reduction of Math 200 workshops from 10 hours per week to 4 hours per week.
- **Learning Center Mission Statement:** The Learning Center Mission Statement has been modified. Please see Item 7, Action Plan, below.

1. Planning Group (include PT & FT faculty, staff, stakeholders)

Frank Austin, Interim Learning Center Manager (FT Classified)

Jonathan MacSwain, Interim Assistant Project Director (FT Classified)

Nancy Ward, Instructional Aide II (11-month, Classified)

Julie Wilson, Writing Coordinator (PT Faculty)

2. Writing Team and Contact Person:

Frank Austin (contact person)

Jonathan MacSwain



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

3. Program Information

A. Program Personnel

- Frank Austin – Interim Learning Center Manager (FT Classified)
- Jonathan MacSwain – Interim Assistant Project Director (FT Classified)
- Nancy Ward - Instructional Aide II (FT Classified - 11 months)
- Vacant (position temporarily vacated by Frank Austin) - Instructional Aide II (FT Classified – 11 months)
- Julie Wilson – Writing Coordinator (PT Faculty)
- Ozlem Yankin – Instructional Aide II (FT Substitute Classified, expires June 30, 2013)
- Vacant (position temporarily vacated by Jonathan MacSwain) – Instructional Aide II (FT Classified – 12 months)
- Steven Bradley - Instructional Aide II (temporary evenings (48%))
- Active Tutors (regardless of funding source): Fall 2012 = 77; Spring 2013 = 64; (mostly paid, but some volunteers)
- Monica Vasquez – Student Assistant (PT, Work Study)
- Angelica Valencia – Student Assistant (PT, Work Study)

B. Program Mission and Vision

On April 1, 2013, the Learning Center adopted a new Mission Statement, which is set forth below:

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.

C. Student Learning Outcomes (SLOs): may be viewed in Tracdat.

The following is patterned on Item 4 of the standard form Annual Program Plan and Review (Student Services)

1. Results from prior cycle's SLOs (as set forth in Item 3.C. of 2012-2013 Learning Center Annual Program Plan & Review).

SLO 1. Tutors will apply either the Direct Technique or the Socratic Questioning Technique when tutoring. Assessment: Direct observation

As to SLO #1, in Fall of 2012, 24 of 26 formally observed tutors successfully applied the proper listening/questioning techniques when tutoring.



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

SLO 2. Students will evaluate their tutoring needs and use appropriate tutorial assistance.
 Assessment: Student use of the tutoring program's services is tracked on a regular basis in terms of number of tutees, visits per tutee, hours of tutoring, subject usage, etc.

As to SLO #2, please see data summarized in Item 6.B., below, and pertinent attachments.

SLO 3. After completing Tutor Training, tutors will be able to evaluate how well they have done. Assessment: Reflection Paper

As to SLO #3, 80% of the Fall 2012 Tutor Training students satisfactorily completed a Reflection Essay for the course.

2. Current SLO and relationship to College SLO or Strategic Directions. May be viewed in Tracdat

	SLO 1. Tutors will apply either the Direct Technique or the Socratic Questioning Technique methods when tutoring.	SLO 2. Students will evaluate their tutoring needs and use appropriate tutorial assistance.	SLO 3. After completing Tutor Training, tutors will be able to evaluate how well they have done.
ILO 1. Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.	X	X	X
ILO 2. Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.	X	X	X
ILO 3. Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.	X		
ILO 4. Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.	X		



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

4. Response to Previous Annual Program Plan & Review

Please see response to Item 4 in the Annual Program Plan for the Learning Center's LCTR courses, housed under Instruction.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and Curriculum data in the appendix:

Not applicable.

B. Identify Patterns of Curriculum Offerings

Not applicable.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Not applicable. The Data Packet is limited to the LCTR Courses, which are addressed in a separate Program Plan.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Data. The PLOs are one measure of the effectiveness of tutor training, and how well our students are being tutored, which is taken into account as we continually seek to improve tutor training. The Learning Center primarily seeks to assess its Student Services performance by tracking: (1) Learning Center Usage (number of students who log in when they enter the Learning Center, and the hours spent in the Learning Center by students who have logged in), and (2) all tutoring activity, which is used to measure Success and Retention of students who receive tutoring. Additionally, tracking the demand for tutoring in the various academic areas helps us to focus our tutor recruiting efforts.

- **Learning Center Usage:** Per SARS data capturing system, the number of students using the Center has steadily increased over the past five years, but dropped slightly in Fall 2012, which we attribute, at least in part, to the re-opening of the cafeteria. (see Attachment A).
- **Tutoring Program – Success and Retention between Fall 2011 and Fall 2012** (see Attachment B)



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

- a. *All Students Who Received At Least Two Hours of Tutoring*: For all students who received at least two hours of tutoring, there is a slight downward trend in success and retention, although the Fall 2012 figures are not out of line with figures going back to 2007.
- b. *Specific Subject Areas*: However, the success rate for *Developmental Math* students was down significantly, from 71% to 59%; and the success and retention rates for *Basic Skills ENGL/READ* students are down quite dramatically, although there were only 14 students in this group, so it is hard to assess the importance of this change. To date, there has been no systematic analysis of these changes.
- **Tutoring Program – Volume of Tutoring Business** (see Attachment C)
 - a. *Total Students Tutored*: the 5-year trend for both total number of students tutored and total tutoring hours is dramatically up, though both declined a bit from Fall 2011 – Fall 2012, which we attribute, at least in part, to the budget-necessitated cessation of Liberal Studies drop-in tutoring.
 - b. *Students Who Received 2+ Hours of Tutoring*: However, when we limit the data to students who received at least two hours of tutoring during the semester, the data tell a different story: the number of these students in Fall 2012 was down 12% from Fall 2011, and 20% from Spring 2012. Of particular concern is the decline in the number of ESL students, from 56 to 29 since Fall 2011. To date, there has been no systematic analysis of these declines. On the other hand, the number of transfer students receiving 2+ hours of tutoring is up 20% since Fall of 2011, which we suspect is due largely to expanded STEM tutoring funded by CalSTEP and other grants.
- **Tutoring Program - Student Survey**. In the Spring of 2012, a Survey Monkey Survey was conducted of students receiving tutoring. Notable results include the following:

How was the tutoring session conducted?

The tutor and I had a dialog and we worked together	82%
The tutor just gave me the answers	6%

Overall, I think my tutoring sessions were successful

All or most of the time	88%
-------------------------	-----

I feel better prepared and/or more confident in the subject(s) I came in for

Strongly agree	62%
Somewhat agree	38%

In the future I will probably . . .

Continue to seek tutoring appointments	70%
Continue to seek Drop-in assistance	45%
Recommend my friends get tutored	45%



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

With the major staff turnover that occurred in late Fall 2012, no survey was conducted in Fall 2012. However, for Spring 2013 a survey was distributed on April 9 to all students who have received tutoring. The results will be compiled at the end of the semester.

C. Other Considerations

None

7. Action Plan

- **Review PLOs, SLOs and Tutoring Program Data.** We will review the current PLOs and SLOs to see if they can be improved to more accurately measure the effectiveness of the tutoring program and tie more clearly to each other and to ILOs. The LCTR Usage data and tutoring volume data help the Learning Center understand the needs of students, adjust the way tutoring is offered, and work within the budget to be effective. We will continue to look at success and retention data and seek to focus on those areas where either the volume of tutoring business, or success and retention figures, are lagging, and will seek to attract faculty support for initiatives in those areas.
- **Dissemination of New Mission Statement.** Effective April 1, 2013, the Learning Center Staff adopted a new Learning Center Mission Statement. See Item 3.B., above. The Staff proposes to post the new mission statement, large and prominent, in one or possibly two locations in the Learning Center, and also to publish it on a distributable card or bookmark in English, Spanish, Russian and Mandarin. The Staff believe, based on experience, that Mandarin and Russian are the most prevalent native languages among Learning Center users, after English and Spanish.
- **Improve the Quality of Learning Center Tutoring** We would like to raise the quality of Learning Center Tutoring. This does not reflect any particular dissatisfaction with the current quality of our tutoring, only an acknowledgment that tutoring is the most important thing we do, and just as Apple continuously tries to improve the iPhone, we should continuously evaluate and try to improve our tutoring. Obvious areas to focus on are: Tutor training, tutor observation and evaluation, and tutor recruiting. Measures under consideration include revising course materials, incorporating experienced student tutors into the training process, reviewing past Tutor Training Evaluations submitted by Tutor Trainees, and surveying faculty for input regarding all aspects of the tutoring program.
- **Become More Efficient.** We would like to become more efficient in our administrative and clerical tasks, and in every other way we can think of. Efficiency is a worthy end in itself, but the more efficient we can become, the more time we will have in which to do what we are really here to do: serve the students. Virtually every staff member here is distracted from their main vocation by the need to handle clerical and administrative tasks, and it often results in a *de facto* reversal of priorities, in which reporting, accounting and justifying become the focus and students the distraction; this is unacceptable. We would like to use technology and some “outside the box”



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

thinking to find ways to keep up with our administrative and clerical tasks while reducing the amount of time spent on them. (For example, the SARS program has many limitations with regard to data compilation and reporting. There are new cloud-based products in wide use which address these matters, and are being investigated by Learning Center staff.) The students will be the beneficiaries. The team will work closely with the VPI, the Research Department and ITS to come up with a plan to become more efficient in the compilation of data and the generation of statistics.

8. Resource Identification

A. Faculty and Staff hiring requests

Writing Coordinator.

This position was requested for 2013-2014, but was not forwarded.

Beginning in Fall 2012, the Learning Center has employed a part-time faculty member Retention Specialist to assist our students with writing. The Retention Specialist has built an archive of materials that support the writing assignments in various courses, trained/supervised writing tutors, promoted and overseen *Word Jam*, developed strategies that promote and improve “Writing Across the Curriculum,” and was available to students through office hours. This is important work, and fills a void in Learning Center services, where there is extensive drop-in help for STEM, but very little for Writing. The drop-off in tutoring and Learning Center Usage in Fall 2012 is attributed, at least in part, to the budget-necessitated reduction in drop-in tutoring for liberal studies in general and writing in particular.

Please see Attachment D: New Classified Hiring/Position Justification - Retention Specialist (Writing Coordinator)

B. Professional Development needs

Staff will take advantage of opportunities to improve their skill levels in Flex Day activities. We will also investigate other opportunities to deepen our understanding of our students and learn more about effective techniques for tutoring and training tutors.

Here is a schedule of identified conferences:

- Association of Colleges for Tutoring and Learning Assistance (ACTLA): April 22 in Sacramento, one day. Cost is \$50 for registration, plus \$131.08 for mileage reimbursement.
- College Reading and Learning Association (CRLA): November 2013 in Boston, four days. Cost would be \$225 (early registration for members), plus reimbursable room, board and travel.



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

- National Association for Developmental Education: March 2014 in Dallas, four days. Cost would be about \$400 (registration), plus reimbursable room, board and travel.

C. Classroom & Instructional Equipment requests

<i>Equipment</i>	<i>Description</i>	<i>Vendor</i>	<i>Quantity</i>	<i>Total Cost</i>	<i>Justification</i>
Headphones	Califone-SO	School Outfitters	24	\$270	Replacements needed (repeat request from last year)
Echo Pens	A “smart pen” that records everything the user is hearing, as the user writes, and links the written notes to the recorded audio, which can be played back. Notes and audio may also be transferred to PC or Mac.	Livescribe	3	\$450.00	1-2 week rental through Peninsula Library System, to students who have difficulty with note-taking (<i>e.g.</i> , suffer from dyslexia or similar challenges) or would like to have lecture recordings. TRiO already has a few of these that are available to its members. Repeat request from last year.

D. Office of Planning, Research & Student Success requests

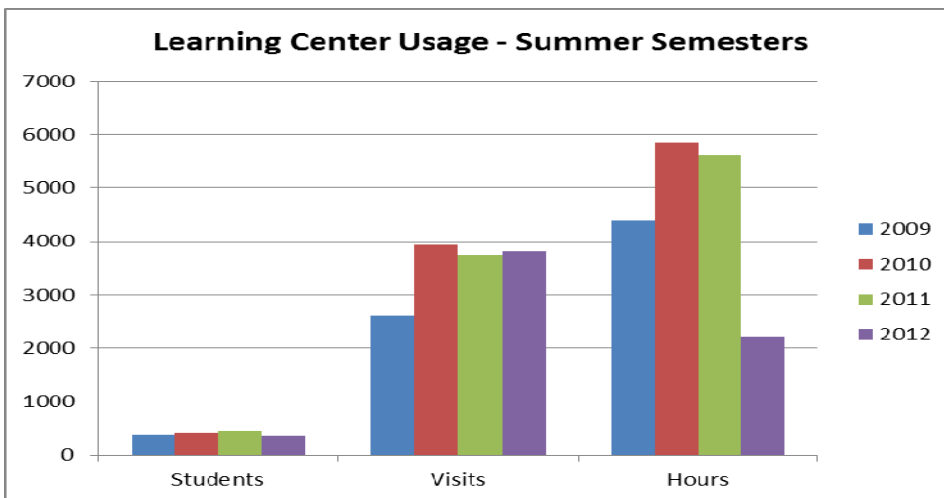
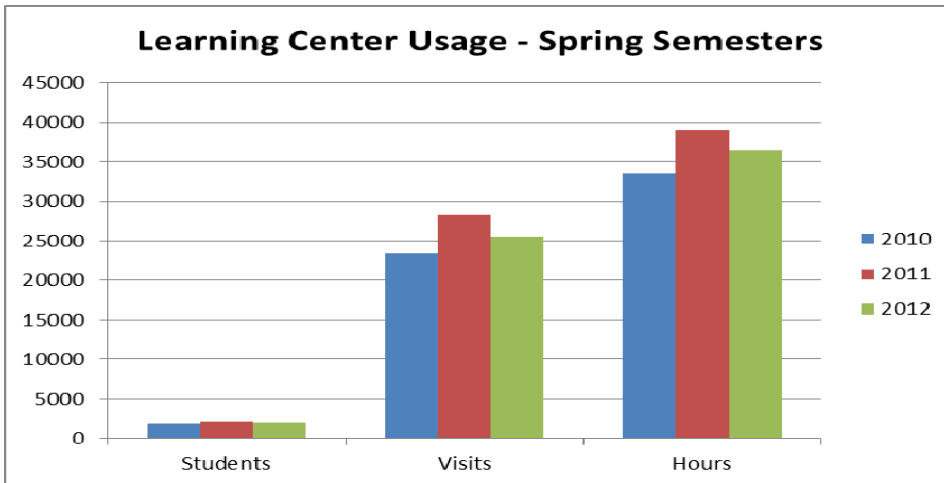
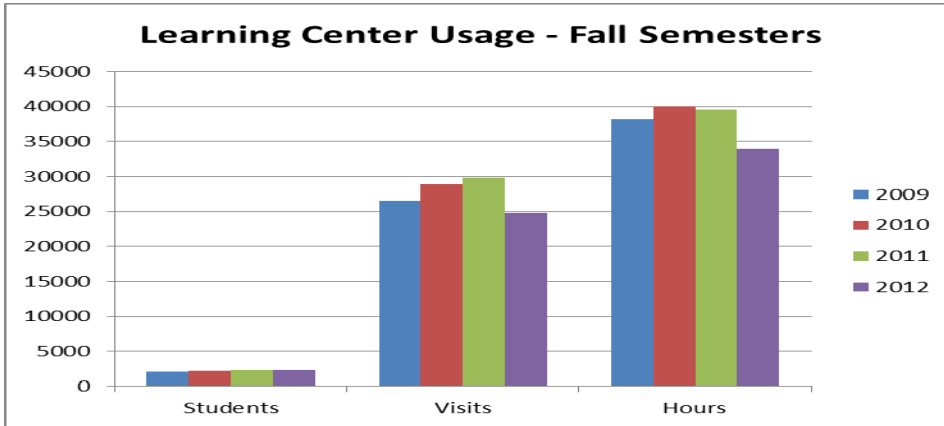
Compare success/retention/persistence of tutored basic skills students to basic skills non-tutored students, which will help address one of the PLOs, will help in recruitment efforts, and will help to document the value of the tutoring program,

E. Facilities requests

Fix water leaks near the southwest corner of the Learning Center; the new Facilities Manager is aware of this condition and is addressing it.



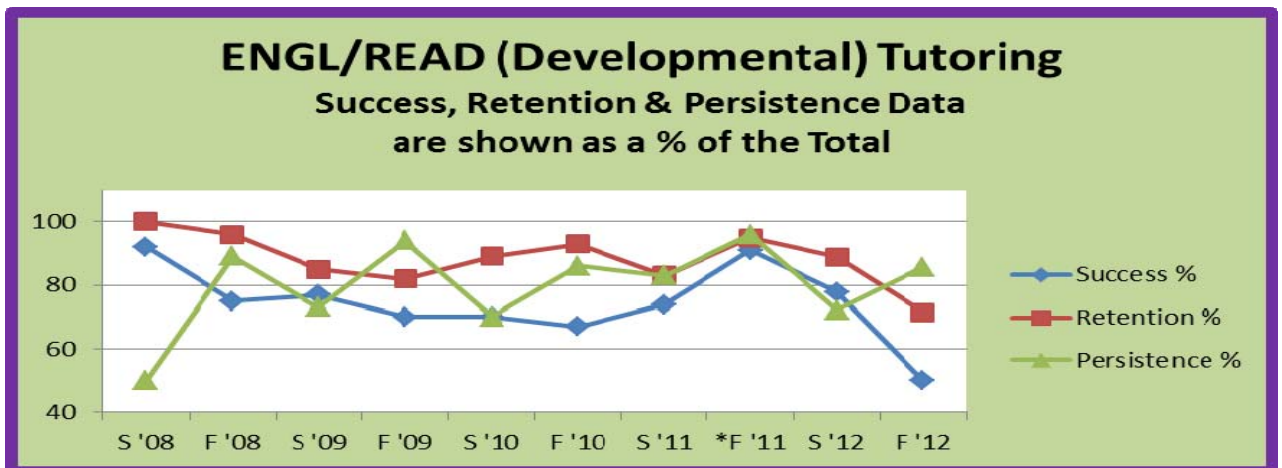
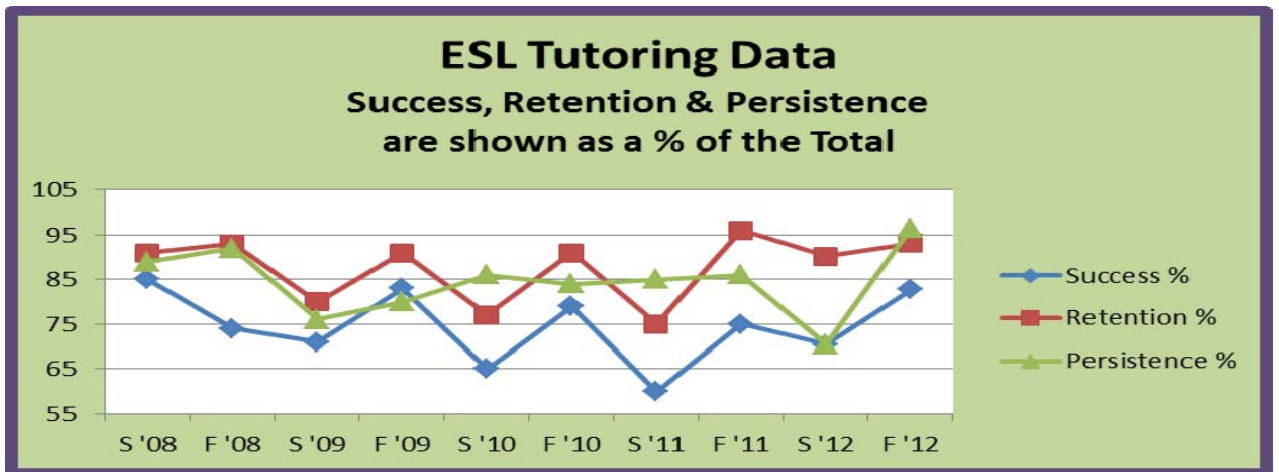
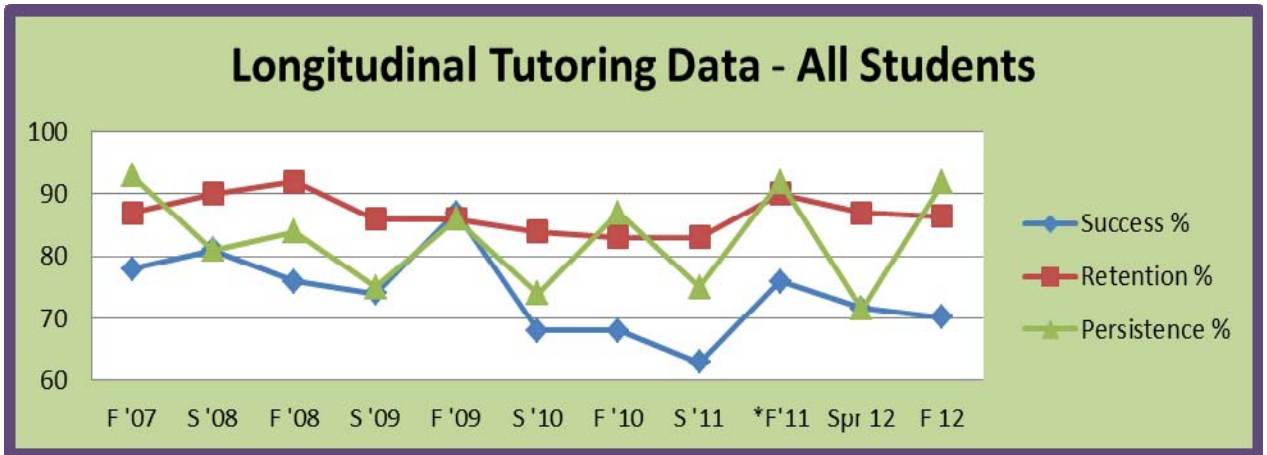
ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011



Attachment A



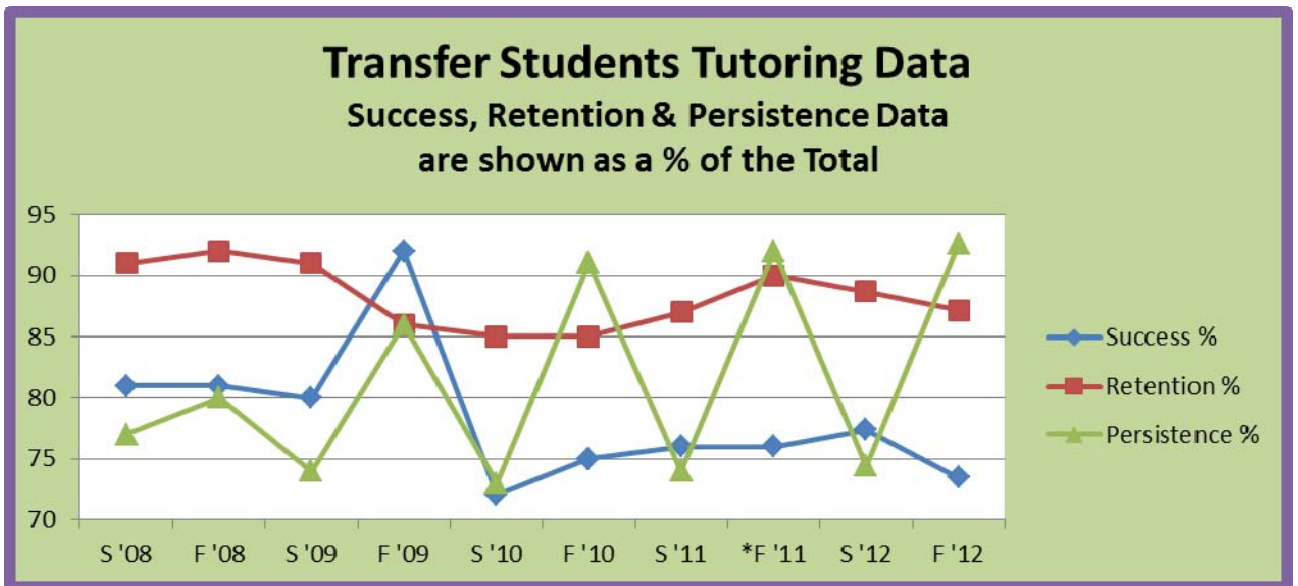
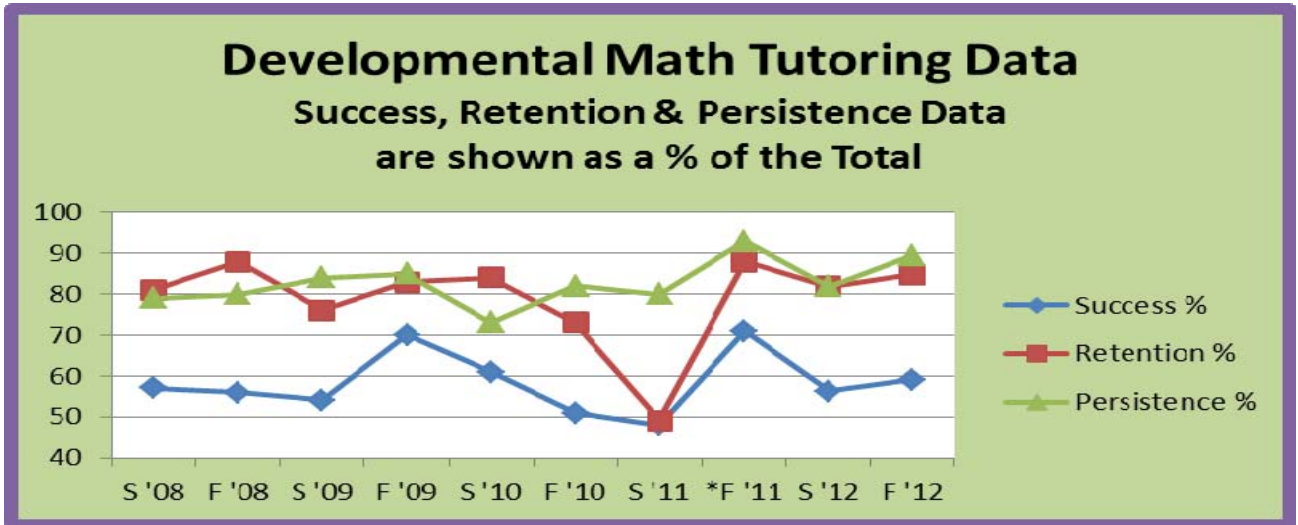
ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011



Attachment B



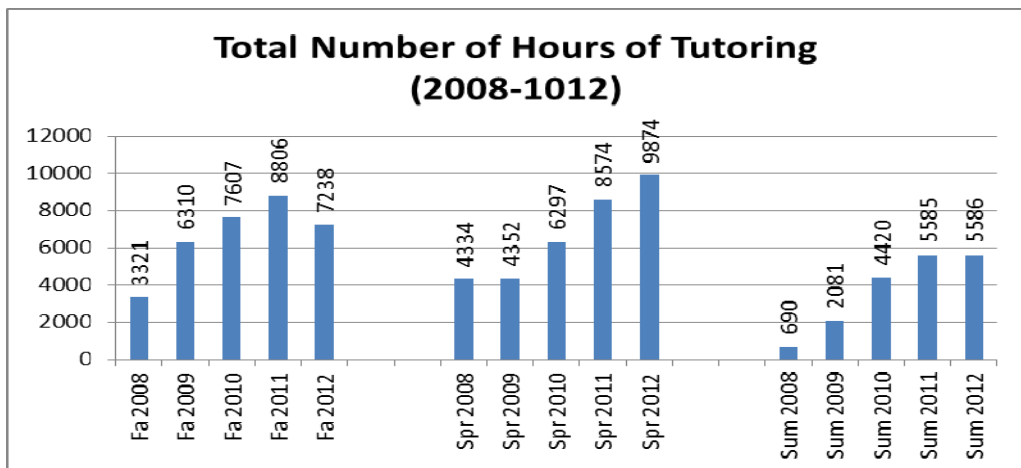
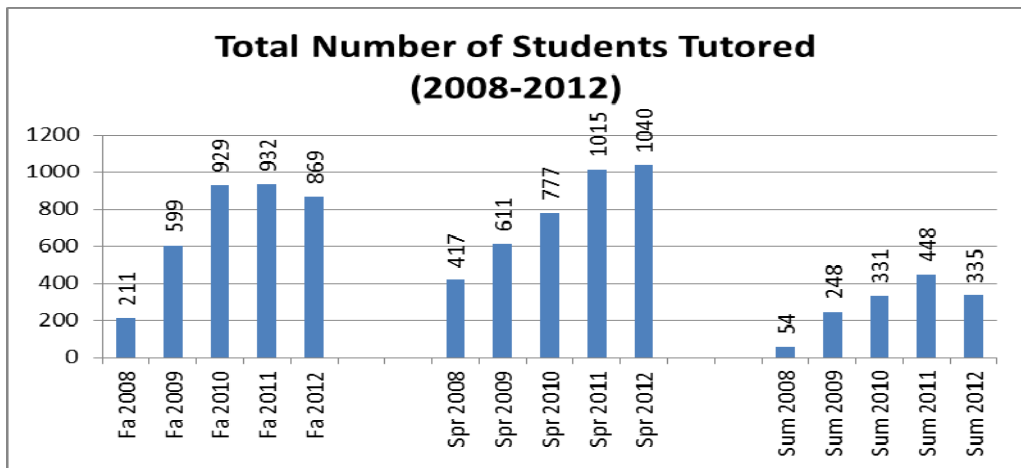
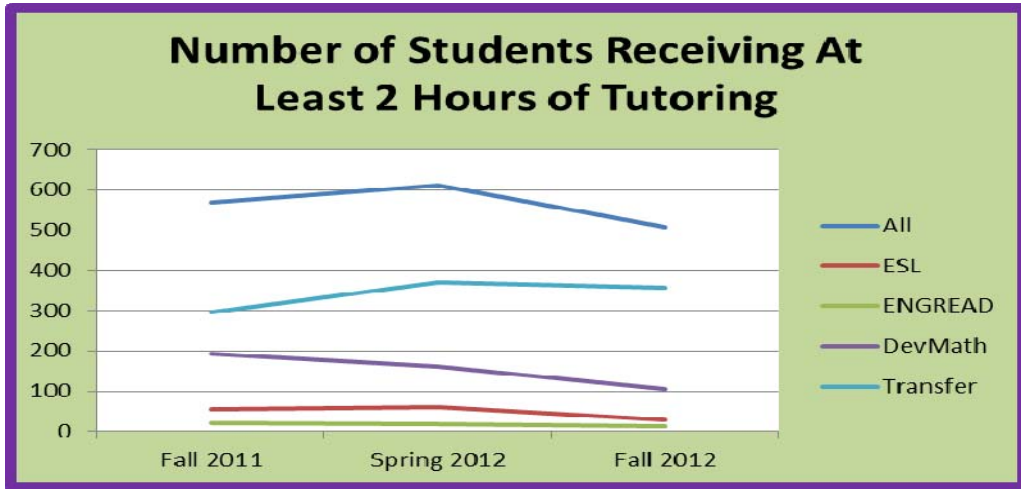
ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011



Attachment B (cont'd)



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011



Attachment C



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

Attachment D

New Classified Hiring/Position Justification

Hiring Division/Department: Learning Center **Position Title:** Retention Specialist (Writing Coordinator)

Classification

Position type: Permanent x Full Tin x # of month 12
 Part Tin % of Full Tin # of month

Position: General Funds 100%
Allocation: External Funds* Expiration Date

Budget Information

Grade 24 Step 3 Annual Salary \$53,088

Justification

Please respond to the following questions in electronic format to the appropriate Dean, Manager or Vice President. Additional information may be provided as relevant for position justification.

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

Beginning Fall 2012 the Learning Center has employed a part-time faculty member to take on the critical and comprehensive task of addressing the writing needs of our students. As part of that effort, the employee has worked to build an archive of materials that support the writing assignments in various courses, train/supervise writing tutors, promote and oversee *Word Jam*, develop strategies that promote and improve “Writing Across the Curriculum,” facilitate TBA assignments, and create assessment tools that will help us place students in the most appropriate courses. Clearly, this is important work that we need to support and augment, as improving the writing and critical thinking skills is central to student success irrespective of course level and discipline. As the needs of our students grow and the Learning Center strives to meet these needs, the role of Retention Specialist (Writing Coordinator) becomes increasingly indispensable.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Cañada’s mission is to ensure “that students from diverse backgrounds have the opportunity to achieve their educational goals,” by providing (1) “a learning-centered environment,” and (2) “transfer,



ANNUAL PROGRAM PLAN & REVIEW (STUDENT SERVICES)
ASGC ADOPTED SPRING 2011

career/technical, and basic skills programs, and lifelong learning.” The Retention Specialist (Writing Coordinator) position contributes to that environment and support those programs, particularly by helping students develop the communication and critical thinking skills that are so critical to achieving academic and professional success.

3. Explain how adding this position will strengthen the department or division.

Employing a full-time Retention Specialist (Writing Coordinator) will not only strengthen the Learning Center but will bolster the academic efforts of the entire institution. The position will certainly help increase the number of basic skills students who avail themselves of the Learning Center resources (particularly the workshops and the tutors), as well as better prepare students for the more rigorous coursework in the transfer-level courses. The Retention Specialist will collaborate with faculty members across disciplines to develop exercises and support services to augment in-class teaching and assignments.

4. Explain how this work will be accomplished if the position is not filled.

If the Retention Specialist (Writing Coordinator) position is not filled, it will significantly undermine the ability of the Learning Center to serve the critical writing needs for student success, and retention rates in courses will decline significantly. Although our tutors are extremely important and student assistants are helpful, the foundation of the Learning Center is a stable, consistent, permanent, high quality staff upon which the students know they can rely upon.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor

Date