

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

1 Executive Summary

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

Response Status: In Progress

Percent Complete: 0 %

Narrative

The Cañada College Learning Center strives to provide comprehensive, energetic, relevant, competent and friendly academic support to all Cañada 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 writing help, Learning Center courses, technology orientations, general orientations, proactive registration services, STEM tutoring and support, university visits, Veteran Resources (VROC), 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
- A Variety of Academic Preparation Programs
- Colts Academies 1,2 3
- Expanded Peer Mentor programs/activities (Bridge to Opportunity (BTO) Peer Mentor Program)
- 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 (Embedded Peer Instruction Cohort)
- Online Tutoring (through Net Tutor)
- Textbook Laptops Calculators (TLC) in collaboration with the Library
- Expanded Transfer Support Services (Scholarship applications and personal statement workshops)
- Dream Center Services and Supports
- Other student centered support programs such as TRIO (Student Support Services), A2B and VROC

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)

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 beginning of an online tutoring program is currently being offered to a select sampling of online courses. We have also started a college-wide "Tutor Strategies and Interventions" work session series to inform and direct our efforts to continually work to ensure that we are delivering effective academic support services.

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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

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Response Detail

No Response Information to Display

Narrative

The Learning Center offers eleven courses, all of which align with the college's mission statement. The Health Science Vocabulary Course (LCTR 151) is a one-unit CSU transferable career technical course in medical terminology. Our grammar and vocabulary courses (LCTR 822, LCTR 823, and LCTR 840, 841, 842 843) are ideal for basic skills and ESL students. We offer a course on Study Skills (LCTR 810) which is considered 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), 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 College. Academic assistance includes peer, professional and online tutoring, workshops and technological support, test proctoring, academic preparation programs, and retention 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.

Suggested Follow Ups

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No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

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 3 transferrable courses.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Response Detail

No Response Information to Display

Narrative

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 tutors and other staff members that can offer services to accommodate many of 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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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Response Types: All Responses Types

Response Detail

Response Status: In Progress Percent Complete: 0 %

Narrative

The Learning Center course offerings have changed a lot in the past two years. We have made a deliberate attempt to increase our online course offerings and to make the materials more accessible for students, when possible. We have also changed the required text for some of the courses which has helped to improve student learning. The following changes have helped us to increase efficiency and access for students enrolled in Learning Center courses.

1) LCTR 698 (Academic Tutoring) was banked during the last curriculum review cycle but has since been made active again so that we are able to offer online tutoring through this course. The online tutoring is available to a select group of online courses but will be expanded.

2) The LCTR 822 (Grammar Trouble Spots) course has changed from an 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 as reported very little progress in their grammar knowledge. Since changing to the Oxford workbook, many students have shared that the workbook has been much more helpful in their desire to learn grammar basics.

3) Both LCTR 823 (Grammar Trouble Spots 2) has changed from an online Pearson course to a workbook through Oxford Press titled "Elements of Success 2." Students have expressed that the change in the curriculum has resulted in increased grammar knowledge and usage. This course was also unbanked since the last program review.

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

5) LCTR 140 (Professional Writing) is another course that has been moved to Canvas. Offering this course via Canvas 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 concepts 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..

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

Response Status: In Progress Percent Complete: 0 %

Narrative

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

1) How do you plan to incorporate the results of the program review process into the Learning Center courses?

The Program Review process has enabled the Learning Center staff to consider how we can improve our courses and our services to better support students at our college. 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, improve academic support services, expand academic support services, develop an online tutor component and add online courses to the Learning Center course listing. Many of the Learning Center courses have changed to either a hybrid course or an online course. This is one of the ways that we have used the information gathered through the Program Review process to better meet the growing needs of

our students.

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) Do you have quantitative data on the use of the Learning Center resources?

Learning Center Usage Counts:

The Learning Center, during the fall and spring of the academic year, can host as many as 1,000 students per day during a high peak time of year. The random sampling of one week of Learning Center usage counts reflected the average activity and usage of the Learning Center.

Duplicated/Unduplicated Head Counts

Monday: 691

Tuesday: 823

Wednesday: 1,016

Thursday: 888

Friday: 115

Tutoring Services

Summer 2016

Visits=224, Unduplicated 85

Fall 2016*

Visits = 1495, Unduplicated = 389

Spring 2017*

Visits = 1525, Unduplicated = 338

Summer 2017**

Visits = 110, Unduplicated = 54

Fall 2017***

Visits = 1884, Unduplicated = 469

* Tutors were instructed to log only what constituted a tutoring session: one question that lasted 5 minutes or more or any interaction that contained 2 or more questions. This reduced the number of one minute interactions that would need to be discarded.

** In the summer of 2017 we saw a drastic shift in the number on campus enrollment with many students preferring online courses over the summer. This kept many students off campus and out of the tutoring center. Our response to that was to expedite the implementation of online tutoring through NetTutor which has gone live as of now.

***Began the use of a digital data capture system (SARS).

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. This model serves to be a "just-in-time" service for students, where students, for the most part, can get service on demand when it fits their schedule.

Learning Center Test Proctoring:

Fall 2017: 563

Spring 2017: 675

Summer 2017: 201

Fall 2016: 599

Learning Center Workshops

The Learning Center also offers workshops and orientations to inform students about the available resources in the Learning Center.

Fall 2017: 200 students

Spring 2017: 186 students

Spring 2016: 138 students

What about strategies for increasing overall LC usage?

The Learning Center usage has been consistently growing since the last Program Review. Since there has been an increase in programming aimed at improving student retention such as the TLC (Textbook, Laptops and Calculators), EPIC, tutoring, retention support services, athletic support, workshops, university visits and academic preparation programs and STEM, the number of students utilizing the programs, services and the Learning Center has slowly and steadily increased.

One of the other ways that we have been working to increase Learning Center usage and visibility is to change the way that we advertise our Learning Center orientations, we have also increased the number and type of available orientations. We have also improved the organization of our website and we are working on improving our online image.

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Response Types: All Responses Types

Suggested Follow Ups

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5.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.

Response Detail

No Response Information to Display

Narrative

A lot of progress has been 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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

6.A. Impact of Resource Allocations

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?.

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Response Detail

Response Status: In Progress Percent Complete: 0 %

Narrative

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 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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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Response Types: All Responses Types

Response Detail

Response Status: In Progress Percent Complete: 0 %

Narrative

There have been several additions and changes to the Learning Center community which 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.

The Learning Center has also gained several staff members through the hiring of staff through our federally funded grant programs.

1. Newly advertised Math Instructional Aide II Position-(Innovation Fund & Learning Center)-The Math Instructional Aide II position is not a new one but we are currently going through the process of hiring to fill this very important position. The addition of this staff position will seek to provide improve 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 lower level math and statistics needs of the students in need of statistics support. The position will also provide much needed planning and budgetary of our JAM Programs.

2. Retention Specialist for STEM (Sally Heath)-The addition of a retention specialist to work with the students in the STEM areas who are in the most need of support and focused programming such as STEM Peer Mentorship added tremendously to the available for students in the Learning Center.

3. Addition of 2 Retention Specialists through our A2B grant funded program.

4. Office Assistant II for ESO Grant (Araceli Arias) - The role of Office Assistant II is an important part of the Learning Center as it supports the development of programs and activities. The OA II position is one that provides the graphic support needed to create and advance the many programs, services and activities that are available to students at Canada College and those who utilize the Learning Center. Araceli Arias was recently hired as a part-time permanent member of the Learning Center.

5. Instructional Aide II-The Learning Center was able to hire John Omar from part-time to full-time to replace Ozlem Yankin who resigned her position.

6. Staff Assistant (Brenda Martinez)-to support the Dream Center-this position has provided much needed deliberate support for our Dreamer students and for our Dream Center.

6. Within the next few weeks, the Learning Center will be going through the process of hiring the following positions:

-Program Services Coordinator for the BTO Program

-Program Services Coordinator to support the ESO Grant

-Detail Retention Specialist to support the Basic Skills students and faculty while Retention Specialist is on maternity leave

-Part-time Instructional Aide II to support the Writing Center

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.

Suggested Follow Ups

Date Suggested Follow Up

No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

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Response Types: All Responses Types

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

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Response Types: All Responses Types

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Since the last Program Review cycle, all of the Learning Center courses were updated through the curriculum review process. All of the SLOs for the current Learning Center courses were updated through the curriculum process and are now being updated in TracDat which includes the assessment of SLOs. As a part of that process, the Learning Center will review at least one SLO per course in the cycle per year.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

Response Status: In Progress

Percent Complete: 0 %

Narrative

The Learning Center has developed and updated SLOs for all of its courses as a part of the curriculum process. We are now in the process of updating them in TracDat while also determining how they will be measured and what the cycle of measurement will be. We are working closely with select faculty to complete this process.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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11A. Other Instruction & Services

Describe the programs' other instructional offerings (e.g. workshops, orientation) and menu of services (e.g. reference, tutoring). Report on student attendance and usage of these offerings. What changes could be made to improve these instructional offerings and services and/or improve student utilization?

Response Detail

No Response Information to Display

Narrative

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.

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 (Proactive Registration, STEM, Student Equity and A2B Grant Program)
- 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, drop-in, appointment based available on Saturday in the library)
- 5) The addition of online tutoring through Net Tutor
- 6) The addition of a Math Instructional Aide II position (lower level math support)
- 7) Expanded workshops and writing assistance; scholarship and financial aid support
- 8) The addition of a DREAMER Center (available to AB540 and Dreamer students)
- 9) The addition of free Legal Clinic Services
- 10) University Visits (Student field trips to prospective transfer institutions)
- 11) Veterans Services (V-ROC)

In addition to workshops, the Learning Center has also expanded the type of orientations available through the Learning Center. The Learning Center now offers a standard orientation, a technology orientation (includes basic technology and navigation of college website) and the extended technology orientation (which focuses on use of the online platform and email accounts). Orientations are offered to all developmental English, reading, math, ESL and writing classes at the beginning of each semester. These thirty, sixty and ninety 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 2016, our tutors served 36 subjects and over 109 courses, conducted over 2763 tutoring sessions and delivered more than 2100 hours of tutoring services.

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

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

2015 – 2016 Data

Number of Drop in tutoring sessions: 5,564

Number of Drop in tutoring hours: 4,443.85

Number of unique drop in students: 1,346

2016 – 2017 Data*

Number of Drop in tutoring sessions: 3,244

Number of Drop in tutoring hours: 2,035

Number of unique drop in students: 812

2017 – 2018 Data (Through Fall 2017)*

Number of Drop in tutoring sessions: 1,994

Number of Drop in tutoring hours: 1,329

Number of unique drop in students: 623

*These numbers also do not include the students who received tutoring services in STEM. We have recently made changes to our data collection processes and systems to allow for a more accurate representation of tutor services delivered to all of our students including STEM. Tutors were instructed to log only what constituted a tutoring session: "one question that lasted 5 minutes or more or any interaction that contained 2 or more questions". This reduced the number of interactions logged that would need to be discarded.

Cost Analysis:

The following is the cost of drop in tutoring for Fall 2017:

Humanities Tutoring and Basic Skills Tutoring = \$32,337

35 Tutors on staff

The following is a projection of tutoring costs for Spring 2018:

Humanities Tutoring and Basic Skills Tutoring = \$60,256

35 Tutors on staff, takes into account \$1 dollar raise for all tutors for minimum wage limits.

Workshops:

Facilitated study groups. The Learning Center offers workshops in personal statement writing, statistics and English. There are also workshops. The workshops are led by qualified staff who provide supplemental instructional support to groups of students multiple times per week.

2016 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

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

Fall 2017-Courses that attended Proactive Registration

Sections of Math 1 # of students in Math 34

Sections of English 5 # of students in English 102

Sections of ESL 5 # of students in ESL 132

Sections of Reading 1 # of students in Reading 15

Total Count 283

Total students (unduplicated) 265

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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

11B. 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.]

Response Detail

No Response Information to Display

Narrative

The Learning Center utilizes a lot of resources in our efforts to serve our college community. Many students come to the Learning Center in 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 calculators 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 rooms and open area space for student study. Also, the increase in available EPIC (Embedded Peer Instruction Cohort) sessions have also created a need for increased study space.

While the addition of academic support programs and other services in the Learning Center have greatly benefited the students of our college, the use of study rooms to house the growing number of programs and staff has created a need for the Learning Center staff to find creative ways to foster useful study spaces. One way that we have been able to do this is to purchase mobile white boards for student and group 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 tutoring and embedded tutoring, retention support services and group study.

Suggested Follow Ups

Date

Suggested Follow Up

No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

5 Looking Ahead

12 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

The Learning Center is continually evolving. As student needs change and programs and services continue to try to meet the needs of our ever changing student demographic, so does the Learning Center. The Learning Center continues to work very hard to maintain the classic features of our unique student centered space such as providing instructional resources to students, test proctoring, tutoring, embedded tutoring and study spaces. We also have tried to increase the available resources and services such as the addition of technology based orientations, retention support services, increased EPIC sessions, academic support services for athletes, services for veterans, peer mentoring, Dreamer and AB 540 students, and online services.

Some of the things that we will continue to do as we strive to be flexible and accommodating in the next two years while also maintaining and delivering excellent service to our students is:

- 1) Improve and enhance our online presence
- 2) Work to design a system that maximizes our space in the Learning Center to improve student study without compromising the number of student resources
- 3) Continue to work collaboratively with our very large and powerful community to find new and inventive ways to improve student success and retention. From our perspective it really does take a village.
- 4) Find more ways to market our services while also sending messages of positivity around the work that we are doing and the small and big successes that we have been able to accomplish through our grants, our hard work ethic and through our never-ending belief in our ability to transform the lives of our students through amazing programs and services.
- 5) Form a committee 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. We are in the process of making this a reality by ensuring that all of our programs and services are utilizing the same systems and collecting the same data.
- 6) Continue the development and planning of a Writing Center. We have identified possible funds to support a Writing Center coordinator and hope to move forward with finding ways to support writing across the curriculum.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty & Staff, Library & Learning Resources

Response Types: All Responses Types

13 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display