

COMPREHENSIVE PROGRAM REVIEW REPORT

Learning Center

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

The Learning Center's mission aligns exceptionally well with Cañada College's Mission, Vision, and Values. The programs and services of the Learning Center engage with all the instructional divisions through our tutoring programs and retention support services which support student success in multiple disciplines.

Mission Alignment

Engagement & Empowerment**:** The Learning Center's integrated tutoring, discipline-specific hubs (Writing and STEM Centers), and retention services centered on Program of Study directly operationalize the college's core mission to engage and empower students in transforming their lives.

Vision Alignment

Equitable Achievement**:** The Learning Center explicitly commits to facilitating "equitable student academic achievement" and "addressing gaps in learning support services," mirroring the college's vision to provide equitable education so students from all backgrounds can achieve their goals.

Values Alignment

The College's EMP specifically highlights ways in which the Learning Center contributes to the mission and priorities through the following strategic initiatives:

- 1.16 Create campus culture that supports completion within 3 years by providing adequate academic support for students to succeed in this time frame.
- 4.3 Create a hub for evening and weekend students since it is one of the spaces open late, until 8:00 PM, Monday through Thursday.
- 4.8 Increase student access to tutoring and other academic supports by adding numbers of tutors, subjects and hours of support, and exploring different support models (drop-in, embedded, in-person, virtual).

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."

A change in Financial Aid regulations is likely to have an impact. The U.S. Department of Education instituted a federal regulation requiring that federal financial aid only pay for classes that count toward a student's officially declared degree, certificate, or transfer program. Learning Center courses are support and skill building courses and not part of any program of study, degree or certificate. Enrollment in LCTR courses may decline as financial aid will not apply towards those units.

3. Community & 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, its membership, and describe your advisory group's recommendations for your program.

No known changes which impact Learning Center programs

Looking Back

4A. Progress Report - IPC Feedback

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

Advocate more forcefully and clearly for permanent, full-time support to meet students ongoing needs...moving to permanent and full-time employees who can create consistency and long-term relationships with students and navigating the institution.

The Learning Center was successful in receiving approval for three (3) permanent, part-time Instructional Aides in the Writing Center. We have been able to use those positions to provide embedded support in ENGL C1000e (ENGL 105) courses and expand the availability of in-person and on-line support for writing in all disciplines.

Also, work with IPC and PRIE to find a way to investigate equity data as it applies to LC usage, rather than in the context of "courses" that are not the primary way that students engage with this service and program...We recommend that the review questions are better tailored to the Learning Center and that equity data around use of tutoring be included and evaluated as part of future program review.

The Learning Center worked with PRIE to provide disaggregated, demographic data on students who use our services. The collection of student ID numbers has been inconsistent but we believe that the data does represent a reasonable picture of those who come into the Learning Center. The disaggregated data will allow us to better compare those who access Learning Center services with college-wide data to identify if there are significant differences in the proportional rates of students accessing services.

To further the goal of Tech support, tech jams at the beginning of the semester could help.

Since our last comprehensive program review, the Learning Center has made a few different attempts at hosting workshops that cover different technology related topics. We hosted sessions during Welcome Week, scheduled workshops throughout the semester, and did classroom presentations. Student participation never emerged in those formats. There is such a wide spectrum of knowledge, experience, skills and needs that generalized workshops do not seem to meeting the needs. Current efforts are more focused on individual help through our

Tech Team (peer to peer support) in the Learning Center and Instructional Aide support in the Library. We have engaged in efforts to raise awareness of technology help through class visits, primarily English and ESL, tabling at Welcome Week, and Canvas announcements. Since launching our Tech Team support the Learning Center has provided one on one assistance for hundreds of students. We think that this individual approach is effective and have expanded our services to include Saturdays in the Library during their weekend hours.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

1. *Evaluate and update curriculum for the LCTR grammar and vocabulary courses –*

The Learning Center has continued to evaluate the need for the full sequence of Grammar and Vocabulary courses. Based on historical enrollment patterns and repeated course cancellations, the

program reduced the number of levels regularly scheduled and has focused its offerings on the beginning levels where student enrollment and participation have been strongest.
Assessment conducted during the current 2023–2026 cycle provides additional information for evaluating the courses that remain active. For example, students completing LCTR 822, Grammar Trouble Spots I, met the established criterion for the assessed verb tense outcome in both Fall 2024 and Fall 2025. However, enrollment remained small, with three students assessed in each term. These results suggest that students who complete the course can achieve the intended learning outcomes, while continuing to raise questions about enrollment, demand, and the appropriate number and structure of Grammar and Vocabulary courses offered by the Learning Center.
The program will continue reviewing enrollment, assessment results, course content, and student need to determine which courses should remain active and whether additional curriculum revisions or course banking are appropriate.

2. *Interrogate how we can better engage with part-time students to address gaps in LCTR course success*

Status: In Progress

The Learning Center has received additional data from PRIE to support its evaluation of LCTR course enrollment, success, and student engagement. This work remains in progress. As the program reviews these data alongside course enrollment and SLO assessment results, greater attention is being given not only to whether students who complete LCTR courses achieve the intended outcomes, but also to whether the current structure, scheduling, and delivery of these courses provide sufficient access and value for students with varying schedules and levels of campus engagement.
This is particularly relevant for part-time students, who may spend less time on campus and have fewer opportunities to participate in optional support courses. The program will use the available data to identify practical changes to scheduling, delivery, communication, and course design that may improve participation and completion.

3. *Continue to grow Learning Center usage and participation in Learning Center programs & services.*

Both the number of students and the total number of their visits to the Learning Center has recovered from a low point following the COVID-19 pandemic. The Learning Center has used multiple communication strategies to increase awareness of the Learning Center and its services including class visits, Welcome Week tabling, printed and electronic communication
(Learning Center newsletter), and collaboration across programs through the College Retention and Engagement Workgroup help to increase student participation.
A continuing challenge is ensuring that student use of the Learning Center is accurately documented. The open and welcoming environment of the Learning Center means students sometimes enter and use the space or services without properly checking in. Staff and tutors have therefore continued to reinforce accurate sign-in, sign-out, and tutoring-session documentation. Improving the quality of these data is important not only for reporting overall usage, but also for understanding who is and is not accessing Learning Center services and making informed decisions about staffing, scheduling, and future services.

5B. Progress Report - Prior Program Goals

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process. • For the following questions, please use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. • Please note: "program of study" refers to any specific degree or certificate that a student can complete. A "program" as a discipline may contain multiple programs of study.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Although there have not been major changes to the official curriculum since the previous comprehensive program review, the Learning Center has made significant changes to the scheduling and instructional delivery of LCTR 100, Effective Tutoring and Practicum.

LCTR 100 was previously delivered in three class meetings of approximately 2.5 hours each. The course is now structured as five approximately 1.5-hour meetings. While the total instructional time remains the same, the revised schedule creates more points of contact between the instructor and new tutors during their first several weeks of employment.

The revised structure supports the clinical nature of the course. Tutors are able to apply concepts on the tutoring floor between class meetings and then return to class to discuss actual tutoring experiences. Class discussions regularly ask tutors to describe sessions, evaluate their own performance, explain the strategies they used, and receive feedback from their peers. Because tutors are working directly with students, these discussions also provide the program with information about emerging student needs and behaviors that may not otherwise be immediately visible to faculty and staff, including the increasing use of generative AI by students.

Course instruction has also increasingly emphasized tutoring as facilitation rather than direct instruction. Topics include the role and purpose of tutoring, questioning and listening strategies, empathy, growth mindset, tutoring documentation, scheduling and tracking systems, and basic workplace expectations. Growth mindset has become a particular area of emphasis to help tutors avoid deficit-oriented assumptions about students and reinforce the idea that students are actively developing their skills and abilities.

The program continues to evaluate the effectiveness of this instructional model through tutor performance, reflection, coaching, and observation.

5B. Program of Study Completability

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

The Learning Center does not offer any courses that lead to a degree or certificate.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

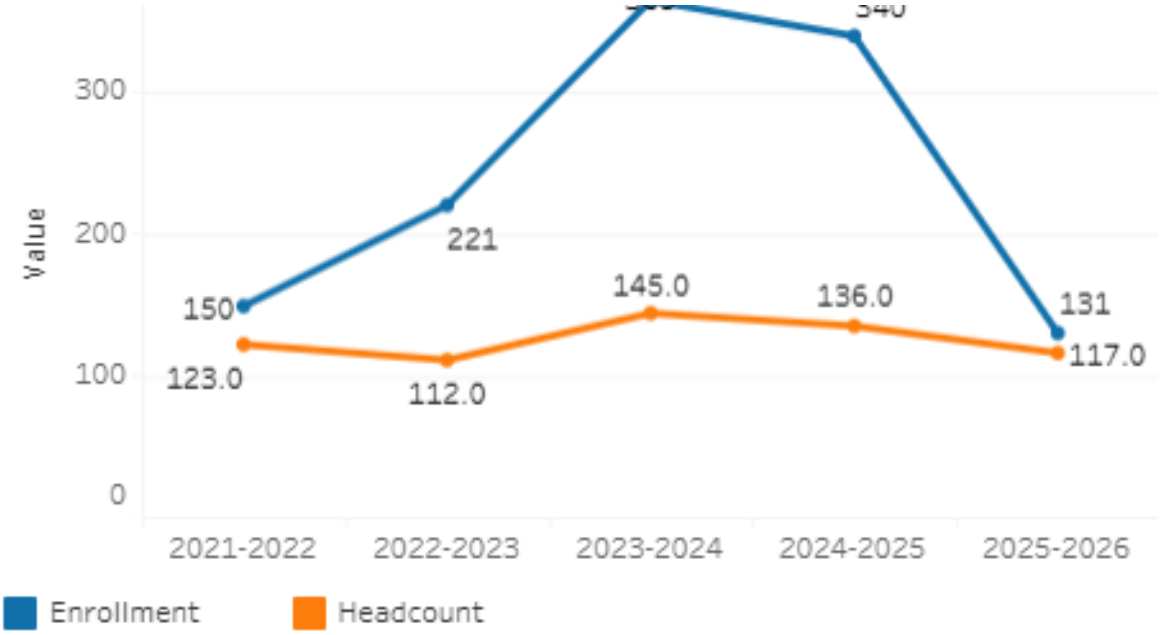
The Learning Center does not offer any courses that lead to a degree or certificate so we do not have program maps.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: • Trends, significant changes, and any disproportionate enrollment impacts in course offerings, • Any disproportionate enrollments of student subpopulations indicated in PRIE data, • Trends in headcount, FTES, and load.

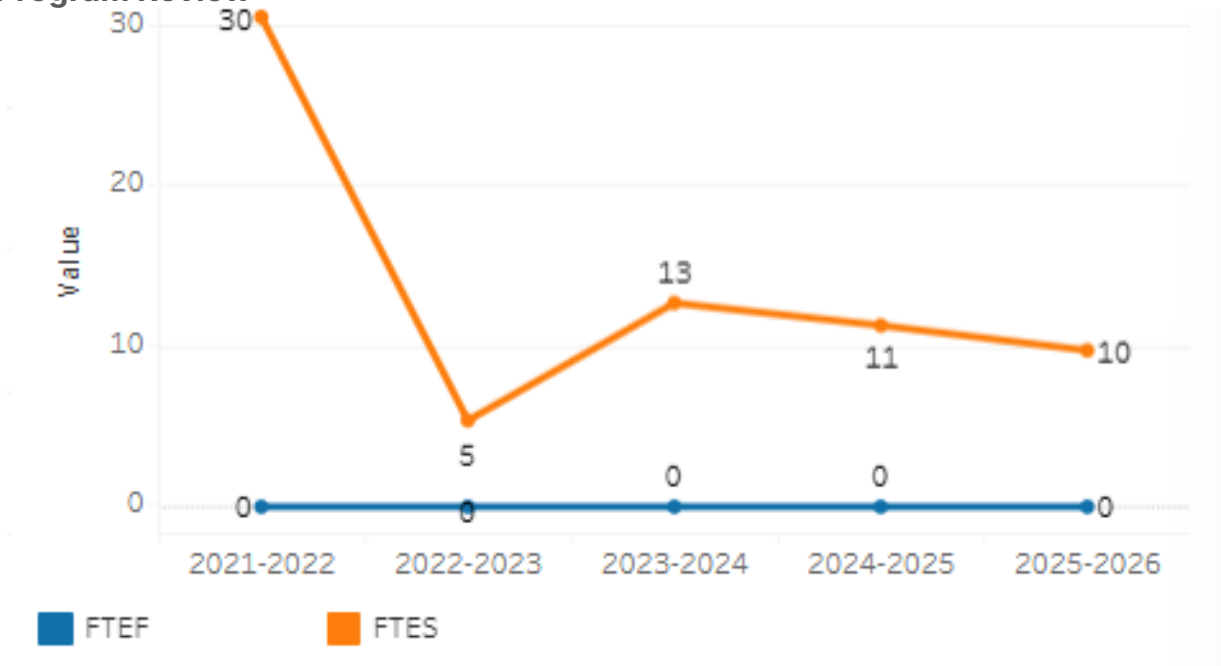
Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.

Trends in headcount, FTES, and load

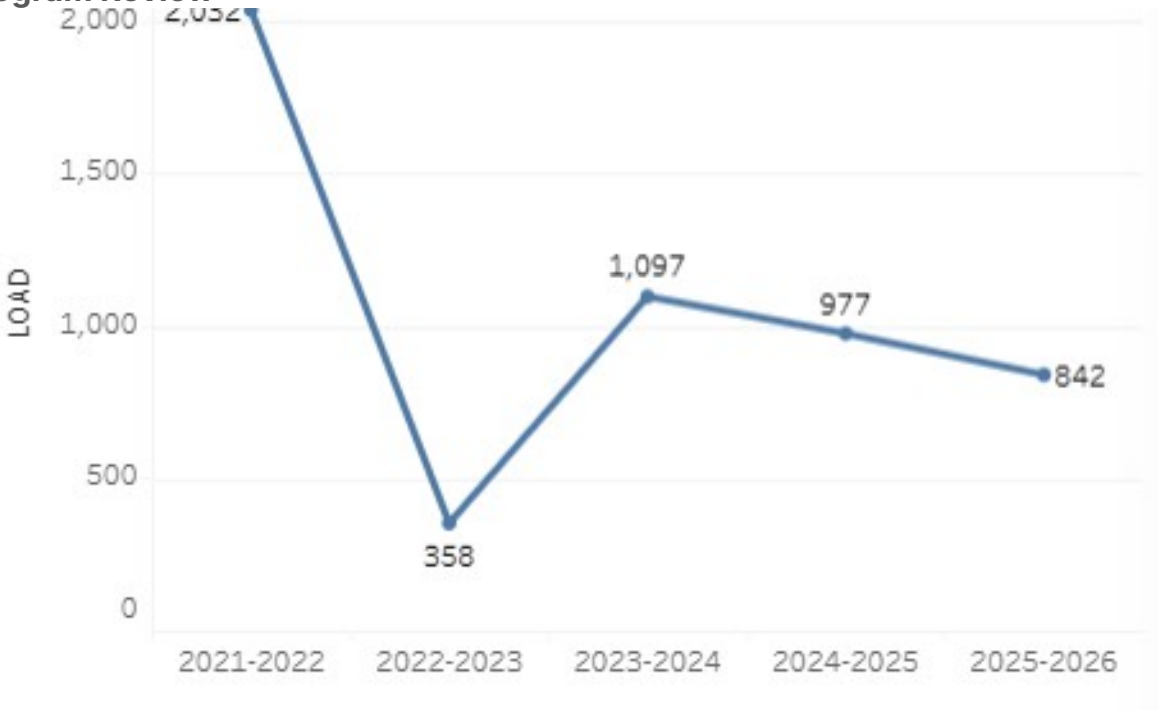


Enrollment experienced a sharp rise to peak at 365 in 2023–2024 before dropping back down to 131 by 2025–2026, while Headcount remained relatively stable throughout the period.

Program Review



FTES comes off of a low of 5 in 2022–2023, rebounding to 13 the following year before steadily declining to 10 by 2025–2026.



LOAD tracks with FTES with a low of 358 in 2022–2023, rebounds to 1,097 the following year, and then steadily declines to 842 by 2025–2026.

It is important to note that LCTR courses are all elective courses; none satisfy a GE, degree or certificate requirement and many are not even Associate's degree applicable. The overall enrollment numbers in LCTR classes are rather small and small changes in numbers can have a significant impact.

Based on the available data, the most noteworthy finding is the relative stability of the student population alongside substantial changes in enrollment intensity and instructional activity. The data do not, by themselves, establish that fewer students are accessing Learning Center courses. Instead, they suggest that students may be enrolling in fewer courses or generating fewer enrollment instances than in earlier years. Further examination of course-level enrollment patterns, and section offerings shows a significant jump in the number of students enrolled in LCTR 100 Tutor Practicum (47) in AY 23-24 and then a decline (31) in AY 25-26. This reflects a significant hiring increase as a result of receiving a grant to support peer tutors and a subsequent decrease in the number of new tutors that were hired as we only hire enough to replace those who graduate or do not return as tutors.

The following table provides information about any student sub-populations experiencing disproportionately negative access to Learning Center courses between 2021-2026:

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Female	-14.3%	2025-26

First Generation	-17.3%	2023-24
	-15.1%	2024-25
Less than Part-Time	-13.2%	2022-23
	-14.6%	2023-24
	-15.7%	2024-25
	-13.9%	2025-26

Female, First Generation, and Less-than-Part-Time populations experienced disproportionately lower enrollments at the Learning Cetner during the assessment period, generally remaining within the range of -13% to -17%. The enrollment gap for Female students only shows up in a single academic year and does not constitute a trend. However, we will need to monitor enrollment data in the coming years to be able identify if it is a one-time dip or if it continues. The gap for First Generation students declined from 23-24 to 24-25 and was not present in 25-26. While the gap did not show up in the most recent year, it is still something to monitor. As mentioned previously, enrollment in LCTR classes is relatively low and small changes can have large impacts when looking at rates of enrollment.
The gap for Less than Part-Time students is not a surprise. Students who have limited opportunity to enroll, whether the reason is financial, personal, or professional, are not likely to invest their limited time in a LCTR course that does not contribute towards transfer, or degree completion.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

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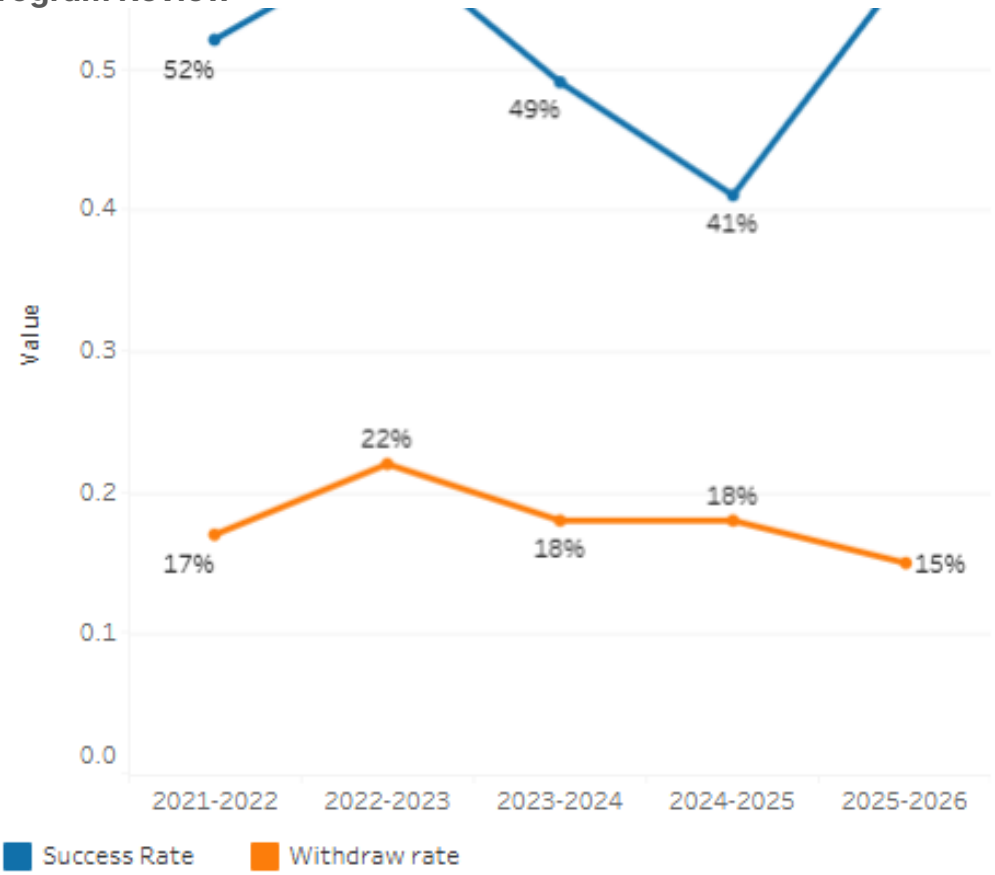


The Success Rate fluctuated over the five-year period, peaking at 59% in 2022–2023, declining to 41% in 2024–2025, and then recovering to 57% by 2025–2026. The sudden decline in success rates in 23-24 and 24-25 seem to be driven by uncharacteristically low success rates in a summer section of LCTR 810 (7%) and lower than average success rate in LCTR 100 in Fall ‘24 and Spring ‘25, 70% and 75% respectively. However, the Withdraw Rate spiked to 22% in 22–23, but has otherwise remained relatively steady over the evaluation period.

Student Sub-Population	Overall Course Success Rates Equity Gaps	Year of Gap
Hispanic	-13.1%	2022-23
	-11.1%	2024-25
Unknown Race	-22.5%	2023-24
White Non-Hispanic	-12.3%	2021-22

Hispanic-Female	-15.0%	2022-23
	-15.3%	2023-24
White Non-Hispanic-Female	-16.6%	2021-22
Age Group 23-28	-17.9%	2021-22
First Generation	-17.3%	2023-24
	-15.1%	2024-25
Less than Part-Time	-13.2%	2022-23
	-14.6%	2023-24
	-15.7%	2024-25
	-13.9%	2025-26

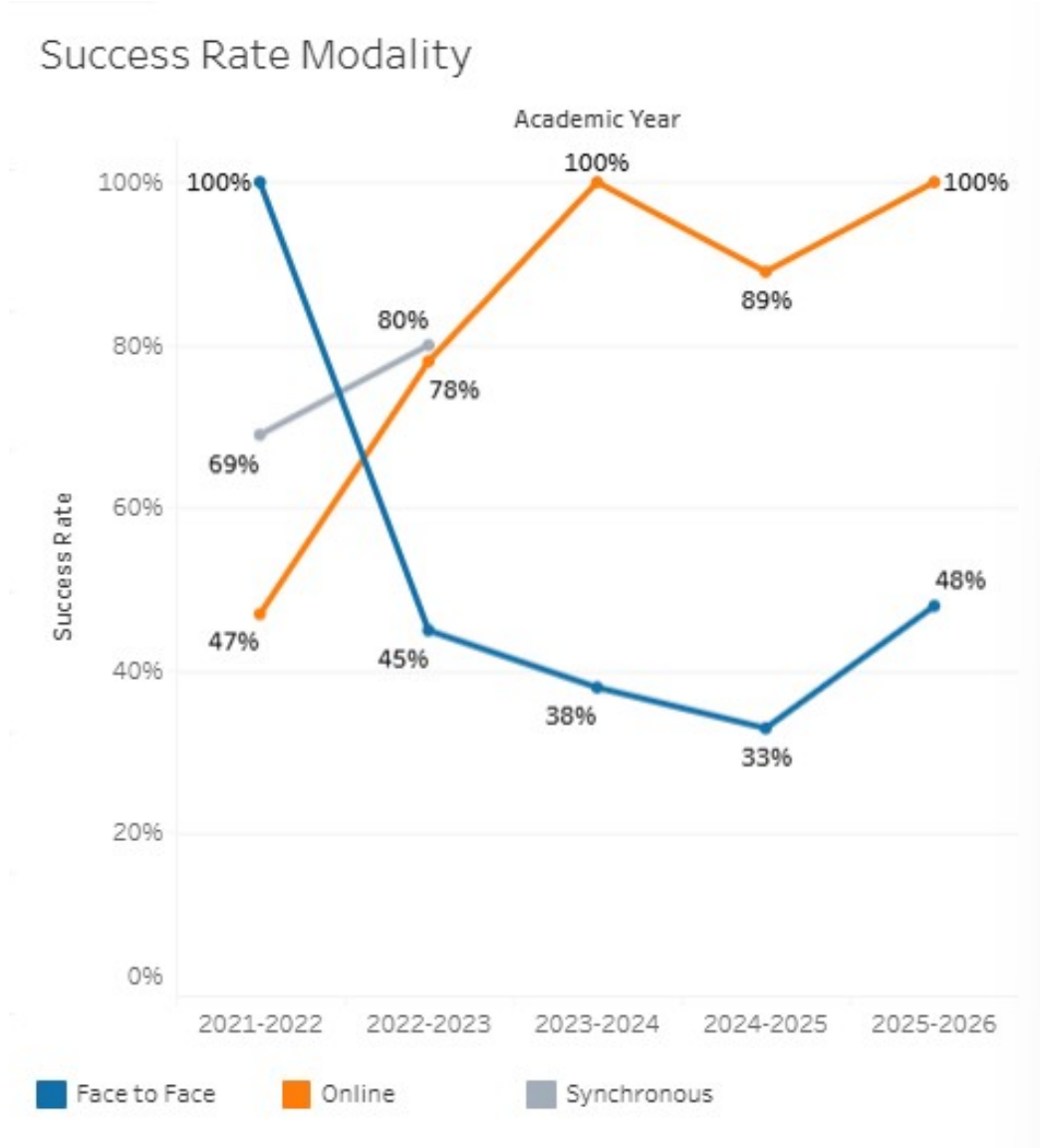
Hispanic and First Generation showed disproportionately lower course success for several years but these gaps are no longer evident in 2025-26. Less than Part-Time students show persistent gaps throughout the period.

Student Sub-Population	Overall Course Withdraw Rate Equity Gaps	Year of Gap
Asian-Female	-23.8%	2025-26
Disability	-26.2%	2023-24
Part-time	-15.9%	2022-23

The gaps identified above are not consistent over time and are not indications of a trend.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."



Face to Face success rates plunge from 100% to a low of 33% before recovering to 48%, while **Online** success rates surge from 47% to reach 100% by 2025–2026, and **Synchronous** rates are only recorded through 2022–2023 where they peak at 80%.

Course success rates have varied substantially by instructional modality over the review period. Face-to-face success declined from an initial high of 100% to 33%, with a subsequent recovery to 48%, while online success increased from 47% to 100% by 2025–26. Given the apparent volatility of these rates, further analysis is warranted before attributing changes to instructional modality alone. In particular, the number of students and sections represented in each year, changes in course offerings, and differences in the characteristics of students selecting each modality should be examined. The

relatively small enrollment/headcount observed elsewhere in the data may also mean that a small number of students can produce substantial year-to-year changes in the reported percentages.

Course Success Rates: Equity Gaps by Modality

Student Sub-Population	Overall	Online Courses (ASYNC)	Face-to-Face Courses	Hybrid Courses	Synchronous Courses (SYNC)	Year of Equity Gap
Hispanic	-13.1%		-15.5%			2022-23
	-11.1%					2024-25
Unknown Race	-22.5%		-24.5%			2023-24
White Non-Hispanic	-12.3%					2021-22
Hispanic-Female	-15.0%					2022-23
	-15.3%					2023-24
White Non-Hispanic-Female	-16.6%					2021-22
Age Group 23-28	-17.9%					2021-22
			-20.9%			2024-25
Age Group 29-39			-21.9%			2022-23
Age Group 40-49		-15.7%				2021-22
	-17.3%					2023-24
First Generation	-15.1%					2024-25
		-13.7%				2021-22
Foster Youth			-31.0%			2023-24
	-13.2%					2022-23
Less than Part-Time	-14.6%		-19.6%			2023-24
	-15.7%					2024-25
	-13.9%					2025-26
Part-Time			-21.9%			2022-23

The disproportionately lower course success rates for Less-than-Part-Time students do not appear to be correlated with instructional modality.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved?

The Learning Center received Lottery funds to cover the costs for a small, ongoing budget augmentation to cover our portion of the room reservation subscription service Springshare. This is a shared service with the Library which allows students to book study rooms in either location. There are few small, quiet study spaces for individual students or small groups on campus and having a reservation systems means that students can be assured that there is a space where they can work on group projects, study, or attend virtual courses or appointments. The reservation system allows the Learning Center to also set rooms aside for small workshops and generally better manage the resource.

What have you been unable to accomplish due to resource requests that were not approved?

Introducing and reintroducing students to their Success Teams early on is a challenge. The Retention Teams are responsible for supporting students who are not part of special programs, like Promise or EOPS, and have caseloads in the range of about 300 students. Making a connection with those students so that they know who they can turn to when they have questions or need help is critically important but without the resources to host something like an orientation, we rely on students responding to email, Canvas messages, and other attempts to introduce them to their support team. It has been incredibly helpful to have dedicated Counselors attached to each Major area but it is still barely adequate. Having the resources for an integrated, in-person orientation that introduces the students to their Retention Specialist and other offices on campus would be beneficial but costly. Until then we will continue to reach out to students through the means we have at our disposal and try new ways to connect students to their Major Success Teams.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

The Learning Center requested and received approval for additional Instructional Aide II (three part-time @ 40%) to support the college's AB 1705 efforts as well as provide adequate Writing Center coverage for students in all subjects. The additional Instructional Aide support has allowed the Learning Center, in partnership with the English and ESL departments, to provide embedded support in all sections of ENGL C1000e (ENGL 105) and expand support for English language learners. By embedding Instructional Aides within English classrooms, we seek to bring support services directly to our students, building a bridge between the classroom and the Writing Center. With this support now in place for several semesters, by Spring '27 there should be enough data for us to work with PRIE on some initial analysis on the impact of embedded support on retention and academic success rates. The additional Instructional Aides have also allowed the Learning Center to expand workshop offerings to include topics in Grammar and Editing.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO assessment has continued during the 2023–2026 assessment cycle for active LCTR courses when sufficient enrollment has allowed assessment to occur. Historically, assessment of some LCTR courses has been difficult because courses were frequently canceled for low or zero enrollment. This issue contributed to the decision to reduce the number of Grammar and Vocabulary courses regularly scheduled and to evaluate whether all courses in those sequences should remain active.

The current assessment cycle includes recent results for several LCTR courses, including LCTR 100, LCTR 139, LCTR 140, LCTR 810, and LCTR 822. In general, students who participated in the assessments met the established criteria. However, several courses continue to have very small numbers of students participating in assessment. Consequently, the program is able to evaluate whether individual students are achieving course outcomes, but small sample sizes limit the conclusions that can be drawn about overall course effectiveness.

The Learning Center will continue to follow the three-year assessment cycle while also evaluating whether the current LCTR course inventory and scheduling practices provide sufficient enrollment to support meaningful and sustainable assessment.

9B. SLO Assessment - Impact

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

Recent SLO assessment results indicate that students who participate in and complete the assessed LCTR courses are generally meeting the intended learning outcomes. At the same time, assessment has reinforced an important distinction between student achievement within a course and the broader viability and purpose of the course. Several courses have produced positive assessment results with very small numbers of participating students. As a result, program dialogue has expanded beyond whether students can meet an individual SLO to include questions about enrollment, course demand, curriculum relevance, scheduling, and whether the existing course structure best addresses current student needs.

This discussion is informing the continuing evaluation of the Grammar and Vocabulary course sequences as well as other low-enrolled LCTR offerings. The program is considering assessment results together with enrollment and participation data rather than using SLO results in isolation when making decisions about future course offerings.

Assessment of LCTR 100 also supports continued attention to the development of tutors as facilitators of student learning. The course includes outcomes related to conducting successful tutoring sessions, active listening, evaluation of student needs, and cultural competence and sensitivity. These outcomes align with the program's increased instructional emphasis on questioning and listening, empathy, growth mindset, student engagement, and reflective tutoring practice.

The program will continue strengthening the connection between formal SLO assessment and instructional improvement so that assessment results lead to documented dialogue and identifiable changes in course design, instruction, and program practice.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The Learning Center's active Program Learning Outcomes focus on both the effectiveness of tutoring for students receiving services and the effectiveness of tutor preparation and performance.

Assessment of tutoring effectiveness is supported through collaboration with PRIE and analysis of student participation and success data. Continued improvements in Learning Center data collection will strengthen the program's ability to evaluate tutoring utilization, student outcomes, and differences in participation among student populations.

Tutor development is also assessed through observation of tutoring sessions by the Tutor Coordinator. Current observations focus on the interaction between the tutor and student, development of rapport, level of student engagement, the tutor's ability to facilitate rather than dominate the session, use of alternative methods when a student does not understand an initial explanation, and accurate documentation of tutoring activity.

The observation process currently functions primarily as a coaching and professional-development practice. Following observations, tutors are encouraged to evaluate their own performance before receiving feedback from the Tutor Coordinator. Evidence of tutor development can be seen when tutors begin to recognize and correct their own practices—for example, recognizing when they have become overly instructional and intentionally shifting responsibility back to the student—or when tutors independently seek feedback about challenging sessions.

An area for improvement during the next assessment cycle is to more consistently document these observations. While a standardized observation form exists, informal and organic observations currently occur more frequently than formally documented observations. Developing a manageable and consistent documentation process would allow the Learning Center to preserve the developmental nature of tutor coaching while producing stronger evidence for PLO assessment and identifying common areas that should be addressed through LCTR 100 and ongoing tutor training.

10A. Other Instruction and 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. Are there any disproportionately underserved student populations? What changes could be made to improve these instructional offerings and services and/or improve student utilization?

The Learning Center hosts several activities which we see as supporting students' success. Data from PRIE (June 2026) shows that Male students are more likely than female students to access services in the Learning Center, particularly non-tutoring services like studying and test proctoring. However, Male students are less likely than female students to access the Writing Center. Additionally, Hispanic (Latine) students are much more likely to access the Learning Center than students of other ethnicities. This holds across all Learning Center services.

Tutoring – In general, students who access academic support programs and services succeed in their courses at higher rates and are more likely to complete their academic program than those who do not.

23-24 thru 25-26	Average #Visits	Average #Unique Students
All Learning Center Services	12372	1452
All Tutoring Services	2722	659

Over the years considered in the most recent PRIE evaluation (23-24-25-26), more than half (53%) of all visits for tutoring services (all types of tutoring) were for one of eight courses:

- [ENGL-100/C1000] Academic Reading and Writing
- [ENGL-105/C1000E] Academic Reading and Writing
- [MATH-251] Analytical Geometry/Calculus I
- [MATH-200/STATC1000] Elem Probability & Statistics

- [MATH-120] Intermediate Algebra
- [ENGL-110] Compos., Lit. & Crit. Thinking
- [MATH-252] Calcu/Analytic Geometry II
- [MATH-225] Path to Calculus

Tutoring services have also evolved during the current program review cycle. In addition to drop-in tutoring, the Learning Center has expanded access to appointment-based tutoring, including both face-to-face and virtual appointments. This provides students with greater flexibility in how they access academic support and is particularly important on a commuter campus where students' academic, employment, family, and transportation responsibilities may limit the amount of time they are able to remain on campus.

The tutoring program continues to use student demand, tutor availability, course schedules, and Learning Center traffic patterns to inform scheduling decisions. The program has also increased classroom outreach, faculty communication, and Welcome Week promotion to increase student awareness of tutoring services.

A continuing area of focus is reducing barriers between students and academic support. The long-term goal is for tutoring to be viewed not primarily as an emergency intervention for students who are struggling, but as a normal and proactive component of successful learning. Expanding appointment options, virtual access, embedded support, classroom outreach, and collaboration with faculty are all strategies that move the program toward that goal.

At the same time, the program continues to face limitations related to tutor availability and the ability to recruit qualified tutors in some subject areas. Tutor staffing is dependent upon the availability of students who have demonstrated sufficient subject knowledge, meet employment requirements, and have schedules that align with student demand. These limitations can make it difficult to provide consistent coverage across all requested subjects and times.

Workshops – There are multiple workshops hosted by the Learning Center throughout the academic year. Workshop topics are guided by faculty input and are focused on Math (e.g. factoring) Writing (e.g. Thesis Statements), and Grammar & Editing (e.g. Run on Errors). Attendance varies from 4 to 15, depending on topic, but feedback after the workshops suggests that those students who do attend find them valuable.

Proctoring – The Learning Center offers this service as a benefit for both students and faculty. For students who need to make up a missed exam or who are offered an opportunity to re-take an exam, the Learning Center offers a location that is monitored and available during expanded hours. The number of exams proctored through the Learning Center has nearly doubled in the last three years to nearly 600 in AY 25-26.

Tech Team – Our Tech Team is primarily peer-to-peer support for students using campus tools like Canvas, Google or Microsoft suite, printing, WebSMART, etc. We have found that students are extremely familiar with these and the peer-to-peer nature of the support, lowers barriers for students looking for help. The Tech Team also is available to make classroom visits to give overview of the technology and we have video guides available. The technology support is typically available whenever the Learning Center is open and if student assistants are not available at a particular time, we also utilize Instructional Aides in providing technology support. This year (AY26-27) we have made technology support available on Saturdays in the Library as well to help meet the needs of our students.

10B. Resource and Facility Use

Describe your current usage of resources and facilities. How can your usage of resources or facilities be more effective?

The Learning Center is relatively self contained on the 2nd floor of building 9 and our facilities usage is mostly confined to that space. We have seen an **increase in requests for use of our small flex space** in 9251C. It is currently used by Classified Senate, PTK, Math Jams, counseling, ASCC, at least one student club, and the occasional Super Registration event. The Learning Center is as much a resource for others as it is a user of facilities.

Looking Ahead

11A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections),curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

LCTR courses present a particular enrollment challenge because they are elective support courses and generally do not contribute directly toward degree, certificate, or transfer requirements. This may be particularly significant for Less-than-Part-Time students, who have demonstrated a persistent enrollment gap and may have limited time available for coursework beyond their primary academic requirements.

The Learning Center should continue evaluating the number, scheduling, duration, and delivery format of LCTR course offerings to determine whether existing structures create unnecessary barriers to enrollment. The revised LCTR 100 schedule provides one example of this approach. The course was changed from three approximately 2.5-hour meetings to five approximately 1.5-hour meetings while maintaining the same overall instructional time. The revised structure provides more frequent contact with new tutors and creates additional opportunities to connect course concepts with their experiences working with students.

Continued review of the Grammar and Vocabulary course sequence is also warranted to ensure that scheduled offerings reflect demonstrated student demand. Recent SLO assessment suggests that students who participate in retained courses can meet the intended outcomes, but small enrollment continues to limit the reach of these courses and the strength of conclusions that can be drawn from assessment.

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

The Learning Center should continue examining the factors contributing to retention and success within individual LCTR courses, particularly among Less-than-Part-Time students. Because overall LCTR enrollment is relatively small, course-level analysis is important before attributing changes in success rates to a single factor.

Within LCTR 100, instructional practice increasingly emphasizes application, reflection, and coaching. Course meetings provide opportunities for new tutors to discuss experiences from the tutoring floor, evaluate their own performance, receive peer feedback, and connect course concepts to actual tutoring interactions. Course content includes questioning and listening strategies, empathy, growth mindset, tutoring documentation, tutoring systems, and professional expectations.

The program should continue evaluating whether these instructional approaches contribute to student retention and successful completion of LCTR 100 and whether similar changes in course design could benefit other LCTR offerings.

As it relates to our Retention Specialist activities, after an evaluation of our Guided Pathways implementation by PRIE the Retention Specialists were reorganized around academic divisions and their repsective majors rather than by Interest Areas. We believe that it will be clearer to students and the campus community when we talk about support that we frame it around divisions/majors rather than Interest Areas. This is new for Fall 2026 so some time is still needed before we understand how this organizational change may impact retention and student sense of belonging. While we may have slightly changed Who the retention teams are supporting, we have continued in our activities. We continue to leverage data to identify students who may need additional support. As an example, as part of the Student Equity Plan the success teams are intentionally reaching out to students who are retaking their first transfer-level math and English courses. The outreach is meant as a check in with the student on how they are doing in the class, reminds them of the resources that are available to them, and invites them to meet with their Retention Specialist if they have questions. The retention teams have also been making classroom visits in order to introduce themselves to students, maintaining Canvas shells and using them to communicate to students in specific majors about relevant events and activities, and responding to Early Alerts from faculty.

11B. Improving Retention and Success Rates

11C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Recent assessment suggests two related areas for continued improvement. First, the program should continue using SLO results together with enrollment and participation data when evaluating LCTR course offerings. Several assessed courses show that participating students are meeting intended learning outcomes, but very small enrollment limits the broader reach of the courses and the conclusions that can be drawn from assessment. This supports continued review of course purpose, scheduling, curriculum relevance, and student demand rather than evaluating course effectiveness solely through SLO achievement.

Second, the Learning Center will work to strengthen the formal documentation of peer tutor observations. Tutor observations currently provide valuable opportunities for coaching, reflection, and professional development, but observations are not consistently documented using the program's standardized instrument. A more consistent and manageable documentation process would allow the program to preserve the reflective coaching model while producing stronger evidence of tutor development over time.

More systematic observation data could also be used to identify common areas in which tutors need additional preparation and to inform future revisions to LCTR 100 and ongoing tutor professional development. Together, these changes would create a stronger connection between SLO/PLO assessment, program dialogue, and documented instructional or program improvements.

Supporting Information