



# Annual Program Review 2010-2011

## Student Services Programs

### Division/Service Area:

**Learning Center**

Report written by Andrew Stires, Student Services Lab Manager

### Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

\_\_\_\_\_  
Signature of Manager

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Date Submitted to Program  
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

The Glendale Community College Learning Center recognizes the complex needs of our diverse student population in both academic and occupational programs. In cooperation with faculty and staff, we support student success by encouraging a variety of learning strategies, elevating students' confidence, and empowering students to achieve their highest potential.

The Learning Center supports the mission of the college by providing tutoring services which help students achieve success in the classroom and workplace. Specifically, through personal interaction, the Learning Center assists with verbal and written communication, mathematics, and various study skills necessary to succeed in today's world.

The Learning Center also fulfills the college's core value of "providing an extensive array of student services and learning tools, including state of the art technology." The Learning Center's Computer Assisted Instruction (CAI) Lab allows access to online learning resources as well as specific programs designed to assist students in math, reading, and writing. The Learning Center also provides students with instructional videos and DVD's which further enhance classroom learning.

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### 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service Function	Acad. Year	Service Contacts	STAFFING			Trends/Comments
			FTEF	Class	Other FTE	
CAI Lab	2007-2008	13,468				
	2008-2009	11,288				Student contacts down 16% from 07-08.
	2009-2010	10,271				Student contacts down 9% from 08-09
Math	2007-2008	2,029				

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Annual Program Review, Fall Report, Instructional Programs, 2010-2011

Tutoring						
▲	2008-2009	1,590				Student contacts down 22% from 07-08
	2009-2010	1,270				Student contacts down 20% from 08-09
▲ Writing Tutoring	2007-2008	3,532				
▲	2008-2009	3,363				Student contacts down 5% from 07-08
▲	2009-2010	3,204				Student contacts down 5% from 08-09
▲ Other Subject Tutoring	2007-2008	1,570				
▲	2008-2009	972				Student contacts down 38% from 07-08
	2009-2010	1,620				Student contacts up 67% from 08-09
▲ Studying	2007-2008	18,355				
▲	2008-2009	16,982				Student contacts down 7.5% from 07-08
▲	2009-2010	10,759				Student contacts down 37% from 08-09
▲ Workshops	2008-2009	223				Workshops began in Fall 2007; stats are not available until 08-09
▲	2009-2010	481				Student attendance up 116% from 08-09
▲ All Services Combined	2007-2008	38,954	.5	3	1	
▲	2008-2009	37,118				Student contacts down 5% from 07-08
▲	2009-2010	27,605				Student contacts down 26% from 08-09

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1.1. Describe how these trends affect students and/or your program:

More GCC students would benefit from tutoring, especially the growing number of basic skills students, but a decrease in our numbers, especially in math, indicates fewer students have been seeking tutoring.

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While it is difficult to draw a direct causal relation between tutoring and pass/fail rates, tutoring can be one reason students succeed in classes in which they struggle. The goal of the Learning Center is not necessarily to improve student grades, but to improve student learning, which will hopefully lead to success over time. For example, in a writing tutoring session, the goal of the tutor is not to make sure the student leaves with an "A" paper, but rather to make sure the student is able to master one or two concepts for which she was referred by her instructor. The student might receive a low grade on the essay, but hopefully she will be able to apply what she has learned to future essays and gradually improve, eventually mastering skills she will need in school and the workplace.

Our workshop series has proven to be very successful. Student surveys show that 91% marked "strongly agree" when asked if the workshops are valuable. Skills taught in the workshop series can help students be more successful in their coursework.

The former Learning Center Coordinator, Denise Ezell, implemented the workshop program in Fall 2007. Although we do not have data for 2007-2008, we do know that only 33 workshops were offered that year, and Denise reported very low attendance, with only 3-4 students attending each workshop. We offered 53 workshops in 2008-2009 and 64 in 2009-2010. Attendance has continued to increase each year as the workshops have been recommended by more instructors and have become more familiar to students.

1.2. Is there any other relevant information that affects the evaluation of your program?

Yes. There may be several reasons for the decline in math and writing tutoring as well as CAI Lab usage.

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The first reason may be that students simply do not know our services exist. According to the Student Views 2010 survey, recognition of our services has declined since 2004 and is now around 75%, with the CAI Lab receiving the lowest recognition at 57%. In order to promote the Learning Center, we contact faculty each semester asking them to inform their students of our services. We also attend the Student Services Fair every year. Our Fall 2010 Faculty Survey revealed that 68% of faculty want a Learning Center representative to visit their classes to provide information about our services. In Spring 2011, staff will visit classes at the request of instructors. This may help to increase usage. Also, perhaps making tutoring services more prominent on the GCC website would help increase numbers. We also plan to have more communication with individual faculty members who want tutors available for their classes. This is one reason why we've seen an increase in other subject tutoring; more faculty members from different disciplines have asked us to hire tutors to help their students.

Over the past three years the Math Discovery Center has seen a steady increase in students served. They served 2303 students in 2007-2008 and 2,504 in 2009-2010. Perhaps some students who might have received tutoring in the Learning Center decided to use the Math Discovery Center instead.

The Language Lab now has a faculty member available during most hours to tutor students in ESL classes. This may account for the slight decline in writing tutoring in the Learning Center.

Further decentralization of tutoring services in the future could continue to impact our statistics.

Due to budget cuts in the last few years, we have limited the number of tutors working per hour which could be another reason why numbers have declined. For example, in the past we sometimes had 2-3 tutors for math during busy times, but we now only have 1 math tutor each hour. Although we still have appointment slots that go unfilled each year, it's possible that students are simply unable to book appointments during those times and might have made an appointment at another time if multiple tutors had been available.

The fact that our tutors are receiving better training and are enforcing the Learning Center policies more strictly might also be having an impact on usage. Students now must sign contracts, which state that tutors will not proofread, edit, or correct papers or complete math homework for students, before they can receive tutoring in math or writing.

Another reason for the continued decline in Learning Center usage could be the referral process that was implemented in Fall 2009. All students are now required to get a referral from a faculty member before receiving tutoring. They are informed of this policy when they schedule their initial tutoring appointment. Some students may feel that requesting a referral from their instructors is too bothersome, or that doing so will identify them to their instructors as needy or having difficulty in the class. For these or similar reasons, they may decide to forgo tutoring to avoid any perceived stigma. However, it should be noted that we do not currently turn students away for not having referrals because we've found that the majority of faculty who utilize our services do not complete referrals for their students.

The CAI Lab numbers are down because fewer instructors are requiring students to use our Passkey software to improve math, reading, and writing skills. Also, ESL level 1-3 classes now complete lab work in the Language Lab instead of the CAI lab. This was done to meet legal

mandates regarding lab use on campus related to TBA hours and lab oversight; the Learning Center does not have a full time faculty member who can provide oversight of the CAI lab. In the future, if the CAI Lab expands its software offerings, we may see an increase in usage.

Our workshop series is currently funded through the Basic Skills Initiative. In order to continue to expand the series and offer more workshops at a variety of times, we will need money to pay instructors. In addition, it is not part of the Learning Center's faculty coordinator's job description to oversee/teach the workshop series. The coordinator needs additional released time or extra pay if the series is to continue.

The Learning Center's goal is to serve more students in the future, but it should also be noted that serving more students requires having more resources. For example, increased student usage of the Learning Center might result in the inability to provide enough tutoring. Tutors must be hired, trained, and supervised, which is a time-consuming and intensive process. Adding additional tutors will require additional faculty coordination in the Learning Center. Current Basic Skills and Title V initiatives are proposing that the Learning Center play an ever-expanding role in helping basic skills students succeed. We will have to proceed with caution in implementing such proposals which require expansion of the Learning Center program. According to the Student Views 2010 survey, satisfaction with the Learning Center's services is at 89%. We don't want increased quantity of services to affect the quality of the program.

Currently, the Learning Center staff consists of a 50% Faculty Coordinator, full-time Lab Manager, and 3 full-time Lab Technicians. There is also a vacant Lab Technician position that will need to be filled in the future should services be expanded.

## 2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

Program: Service/Function	SLOs/SAOs Written	Assessment Tool Written	Assessment Completed	Assessment Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
Math, Writing, Other Subject Tutoring	Students recognize individual areas in need of improvement	Faculty referral forms, tutor evaluation forms	Yes	Yes	Yes	1 Year
	Students solve errors identified by instructors, counselors, or tutors	Faculty referral form, tutor evaluation forms	Yes	Yes	Yes	1 Year
	Students compose assignments independent of a tutor's help	Tutor evaluation forms	Yes	Yes	Yes	1 Year
	Students explain successful study habits and memory techniques	Tutor evaluation forms	Yes	Yes	Yes	1 Year
	Students organize large	Tutor	Yes	Yes	Yes	1 Year

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	assignments into manageable tasks	evaluation forms				
▲	Students illustrate verbal and written communication and/or computational skills	Tutor evaluation forms	Yes	Yes	Yes	1 Year

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2.1. How has assessment of student service outcomes led to improvement in your program or plans?

Lack of referral forms from faculty impacts our ability to analyze data in the first and second SLO/SAO's listed above because students will not recognize areas in need of improvement or be able to solve errors identified by faculty if faculty do not provide guidance via the referral form. We receive referral forms for approximately 1% of tutoring sessions. Even when faculty submit referrals, students do not always schedule time to meet with a tutor. Also, many faculty do not fill out referrals correctly, either providing very general goals for a tutoring sessions (i.e. "student needs help with problems in chapter 4") or asking tutors to cover too much material in one session (i.e. "student needs help with fragments, run-ons, organization, thesis, conclusion, commas").

Tutor evaluation forms have provided us with better data, although more subjective. After each tutoring session tutors rate the six SLO/SAO's listed above using a five point scale with 1 being "No, not at all" and 5 being "Yes, very well." For math tutoring, in Fall 2009 all six areas averaged a 4 rating, "Yes, adequately." For the fifth and sixth items in the chart above, we saw an average of 3, "Somewhat" in Math 102, 103, and 104. These numbers held steady through Spring 2010, but ratings improved in Math 102, 103, 104, which received a 4 rating. For writing tutoring, from Fall 2009 to Spring 2010 all six areas averaged a 3.75 rating, "Somewhat." For tutoring in subjects other than math and writing, from Fall 2009 to Spring 2010 all six areas averaged a 3.8 rating, "Somewhat."

It should be noted that most tutoring sessions are 30 minutes in length and many issues cannot be addressed in that limited timeframe. It is also difficult to see individual student improvement with the data we have collected. We do sometimes receive anecdotal data from students but not quantitative data.

We will improve our tutor training to address deficient areas in writing and other subject tutoring. Various modules will be added to SD 150: Tutor Training, and we will hold more frequent meetings with tutors to help improve ratings.

We also plan to create a student exit survey that students will complete at the end of a tutoring session. This will allow us to gauge what students think they learned in the tutoring session. We will then be able to compare tutor/student perceptions of tutoring and make improvements to tutor training and Learning Center policies.

We plan to work closely with individual instructors to assess the efficacy of tutoring sessions. We will pilot this by collaborating with the Physics Department to measure the impact of tutoring on student success in Physics 105. Ideally, we will be able to compare success rates of students in a particular class who receive tutoring vs. those who do not. Although this will not necessarily show a direct causal relationship, we should be able to see some correlation between tutoring and student success over time. This collaboration will also encourage instructors to submit referrals, recommend outstanding peer tutors to work in the Learning Center, and help us improve our tutor training class.

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2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes. Although we do a lot of outreach to both faculty and students informing them of the referral process, it is still difficult to get faculty to fill out referrals. We recognize that the process can be arduous, and we have tried to streamline the process, providing multiple ways referrals can be submitted (PeopleSoft, Learning Center website, hardcopy forms). In our Fall 2010 Faculty Survey, 60% indicated they would like referrals linked to early alert within PeopleSoft. We plan to implement this in the future.

Tutors overwhelmingly support the referral process, as referrals provide guidance and structure to a tutoring session, and lead to fewer conflicts about the role of the tutor and the Learning Center. In our Fall 2010 Faculty Survey, 69% indicated that referrals are helpful in their disciplines. We will continue to need faculty and institutional support for the referral process.

In order to analyze SLO data more effectively, it will be necessary to create electronic versions of tutor logs and student exit surveys that can be saved in a database. This would allow us to easily chart individual student progress during a semester. We will need to make sure tutors have laptops so they can input this data. We will also need assistance from ITS to create electronic forms and a functional database.

Further collaboration with faculty will help us improve our SLO's, improve tutoring training, and show a stronger correlation between tutoring and student success. This collaboration will also help integrate the Learning Center in the larger campus community and help communicate our mission to instructors and students.

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### 3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

As stated in our Spring 2009 program review document, one of our goals was to implement a tutoring referral process. We did this in Fall 2009.

A second goal stated in the Learning Center's Spring 2009 program review document was to develop SLOs/SAOs for the tutoring program. We introduced SLOs/SAOs in Fall 2009.

A third goal in Spring 2009 was to hire an additional faculty coordinator and to increase released time for the current faculty coordinator, plus hire adjunct faculty to fully staff the Learning Center to meet state requirements for receiving apportionment for the tutoring done in the Learning Center. The option of hiring a Learning Center Program Manager to provide oversight was also suggested in the Spring 2009 program review document. None of this has been accomplished.

According to state law, the Learning Center is required to be under the "immediate supervision and control" of an academic employee during all of its open hours. The college is out of compliance with these Education Code and Title V regulations because supervision by an academic employee (faculty member with released time) is only provided 15 hours per week. Budget augmentation requests were submitted for 2009-2010 documenting the need for an increase from 50% to 60% released time for the existing faculty coordinator position, plus an additional 60% released time faculty coordinator position. Additional funding would need to be provided for adjunct faculty to cover the hours not covered by the faculty coordinators. This need impacts all areas/functions of the Learning Center.

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As stated in the Spring 2009 program review, another goal was to expand the workshop series and encourage faculty from across the curriculum to offer workshops on a variety of topics. It has been determined that this cannot occur without ongoing Basic Skills funding or new Title V funding and increased released time for the Learning Center faculty coordinator.

3.2. What measurable outcomes were achieved due to the actions completed?

The tutoring referral process allows us to comply with the mandate from the Chancellor's Office which states that in order to receive apportionment, all students must be referred for tutoring by an instructor, librarian, or counselor.

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The Learning Center introduced SLO's in Fall 2009. Please refer to section 2.0 for measurable outcomes achieved.

Since we have not hired an additional faculty coordinator or increased released time, there are no measurable outcomes for that action.

We have doubled the number of workshops offered since 2007 and have also recruited faculty to offer workshops on reading comprehension and sociology. Our workshop series has proven to be very successful. Student surveys show that 91% marked "strongly agree" when asked if the workshops are valuable to them.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

As noted in section 2.0, the referral process has not been very successful. Most students receiving tutoring still do not have referrals. Also, many times when students do bring in referrals, the instructions are too general, or instructors have specified more issues than can be addressed in one tutoring session. Tutors have told us they prefer working with students who have referral forms that address one or two specific areas because it helps them focus their sessions and alleviates a lot of time spent trying to explain to students our tutoring policies which helps prevent frustration for both student and tutor.

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Please refer to section 2.0 for information on success of actions and program success related to SLO's.

Since we have not increased released time or hired an additional faculty coordinator, we cannot comment on the success of completed actions in that area.

Our workshop series has proven to be very successful. However, many students want more workshops offered at different times throughout the day and in the evening, something we are not currently able to do because of the lack of instructors willing to teach workshops. Ultimately, continuing the workshop program will depend on outside funding from Basic Skills or Title V.

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

We have never turned students away who do not have referrals for fear of alienating both students and instructors. Although instructors understand the philosophy and benefit of having a referral process many feel it is one more hurdle for students to clear before receiving help. Students most

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likely feel burdened by the referral process as well. On the other hand, our tutors overwhelmingly support the referral process because it provides clearer goals for a session. We plan to continue to encourage instructors and students to submit referral forms as it helps both students and tutors achieve more realistic goals during a session.

Please refer to section 2.0 for information on modifications we plan to make to our SLO's.

Since we have not increased released time or hired an additional faculty coordinator, we cannot comment on modifications/improvements in that area.

In our Fall 2010 faculty survey, we asked instructors for their thoughts about the workshop series. 40% of instructors surveyed recommend the workshops to their students. However, 25% do not know about the workshops, which indicates that we need to publicize the series more aggressively. 19% of instructors felt that the workshops were very helpful, but many want more feedback on student progress. In the future, we plan to offer pre and post tests for each workshop to measure student success. If these tests were electronic, we could then e-mail this information to faculty. 15% of instructors indicated that they would design and teach a workshop if compensated at their hourly rate. 36% do not want to teach workshops. Another 30% are unsure if they would want to teach a workshop. Continued recruitment is necessary if we want to expand the series and offer more topics at a variety of times.

#### 4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP/ SSSMP Goals and SAOs	How action will improve student success and/or service functions	Resource Needs
Increase Learning Center Coordinator position	EMP Strategic Goals 1, 3	<p>This need impacts all areas/functions of the Learning Center. Increasing this position will help us meet a legal mandate which states that in order to received apportionment, the Learning Center must be under the "immediate supervision and control" of an academic employee during all of its open hours. The college is out of compliance with these Education Code and Title V regulations because supervision by an academic employee (faculty member with released time) is only provided 15 hours per week.</p> <p>▲ Increasing this position will help to improve tutor training, allowing the coordinators to meet more regularly with tutors to discuss issues.</p> <p>▲ There may also be increasing demands on the Learning Center due to proposals being submitted related to the Title V grant and Basic Skills Initiative.</p>	<p>Budget augmentation requests were submitted for 2009-2010 documenting the need for an increase from 50% to 60% released time for the existing faculty coordinator position, plus an additional 60% faculty coordinator. Additional funding was also requested for adjunct faculty to cover the hours not covered by the faculty coordinators.</p>
Student	EMP	This is the next phase of our SLO	None

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exit survey	Strategic Goals 1, 3	<p>development. Currently tutors rate the success of a tutoring session, but we need to measure how students rate the success of the session as well.</p> <p>▲ This will allow us to compare tutor/student perceptions of tutoring and make improvements to tutoring training and Learning Center policies.</p>	
▲ Collaborate with Physics Dept. to measure impact of tutoring on student success in Physics 105	EMP Strategic Goals 1, 3	<p>The third phase of our SLO's is to begin working with individual instructors to assess the efficacy of tutoring sessions.</p> <p>▲ Ideally, we will be able to compare success rates of students in a particular class who receive tutoring vs. those who do not. Although this will not necessarily show a direct causal relationship, we should be able to see some correlation between tutoring and student success. This collaboration will also encourage instructors to recommend outstanding peer tutors to work in the Learning Center and help us improve our tutor training class.</p>	None at this time.
▲ Collaborate with Disabled Student Programs and Services	EMP Strategic Goals 1, 3	We plan to collaborate with DSPS so there is more integration between services. For example, DSPS could provide training for our staff and tutors to help us better identify and learn to work with students who have learning disabilities. This information could also be developed into modules for SD 150: Tutoring Training.	None at this time.
▲ Learning Center remodel	EMP Strategic Goal 1	<p>This remodel would allow for better traffic flow, reduce noise by providing individual cubicles, and include a break area for tutors. It would also provide better lighting and create a warmer, more welcoming atmosphere. The cleaner, quieter environment would be more conducive to learning.</p> <p>▲ In the event that a Title V grant is secured by the college and remodeling of the Learning Center space is part of the proposal, that effort would be coordinated with the remodeling plan that has already been approved.</p>	<p>The Learning Center remodel was approved by the Campus Development Committee in May 2007 and added to the 2007-2008 Campus Development Priority Project List. In Fall 2007, the project was ranked 6 out of 11 requests as evaluated by the Campus Development Committee, but no funding has been allocated to do the work. The cost has been estimated at \$60,000 to \$100,000.</p>

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## 2010 PROGRAM REVIEW

Service  
Area

Learning Center S: LL-2

### Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request.

>>> **The following page can be copied for this purpose.**

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) or SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

Planning Goal: This resource request addresses Educational Master Plan (EMP) Strategic Goal 1 (Students Awareness, Access, Persistence, and Success) and Strategic Goal 3 (Instructional Programs and Services).

The increase in faculty coordination of the Learning Center will address Strategic Goal 1 in several ways. It will improve awareness of Learning Center resources through increased and effective internal and external communication. Specifically, the coordinators will have more time available for faculty and student outreach. Increasing faculty coordination will increase student access by helping develop strategies and systems to improve basic skills preparedness. The coordinators will be able to work more closely with faculty and tutors to improve tutoring techniques, expand the workshop series, and implement new learning strategies such as directed learning activities (DLA's). The increased coordination will also increase student persistence and success in completion of their educational goals. Coordinators will be able to improve tutor training and develop ways to more accurately track student progress in relation to tutoring and academic success.

The increased position will also address Strategic Goal 1 by allowing the coordinators to explore potential collaborations with other community colleges. The current coordinator, Shant Shahoian, has already met with student success center coordinators at Chaffey College and attended a conference there. In the future, coordinators will visit other colleges in the area and attend conferences to share ideas. Several years ago, the Writing Center hosted a conference for the Southern California Writing Center Association. An increase in the coordinator position will allow for more opportunities like this in the future, which further help to showcase and improve GCC's programs and services.

Increased faculty coordination in the Learning Center will address Strategic Goal 3 in several ways. It will help implement empirically-based planning and decision-making. Coordinators will be able to continue to develop and improve SLO's and student surveys which will help measure student retention and success as it relates to tutoring. Increasing faculty coordination will improve and increase the use of Student Education Plans and PeopleSoft for instructional planning. Coordinators will work to utilize the Early Alert system in PeopleSoft so that instructors can easily refer students for tutoring. The coordinators will also be able to collaborate more closely with faculty which will strengthen the interface between Student Services and Instructional Services. Increasing faculty coordination in the Learning Center will help streamline the movement of students through the curriculum. Coordinators will be able to enhance tutor training which will help students pass classes. Coordinators will also participate in the Basic Skills Initiative and the Title V grant to integrate Learning Center services into course outlines. Finally, increasing the faculty coordination will promote innovative learning for 21<sup>st</sup> century students and faculty by further integrating the Learning Center into the larger campus community. Coordinators will work to connect instructors, students, and tutors electronically through a searchable database which will be

able to track student progress in tutoring sessions and provide immediate feedback to all parties. Coordinators will also introduce online tutoring and directed learning activities.

**Core Competencies:** This resource request addresses the core competencies of communication, mathematical competency/quantitative reasoning, information competency, critical thinking, global awareness and appreciation, personal responsibility, and application of knowledge. The Learning Center provides tutoring for students in writing, math, and a variety of other subjects. We also offer workshops, learning software, videos, and DVDs. Increasing faculty coordination of the Learning Center will directly impact all Learning Center services, which will address all seven core competencies. Specifically, it will improve tutor training, expand the workshop series, facilitate more collaboration, and help integrate the Learning Center into the larger campus community. This will lead to student success in such areas as writing, math, the evaluation of information, the analysis of ideas, awareness of social and cultural diversity, study skills, workplace skills, and lifelong learning.

**SLOs:** The Learning Center has developed six SLOs: students recognize individual areas in need to improvement; students solve errors identified by instructors, counselors, or tutors; students compose assignments independent of a tutor's help; students explain successful study habits and memory techniques; students organize large assignments into manageable tasks; students illustrate verbal and written communication skills. This resource request relates to SLOs because coordinators need to continue to work with tutors and faculty to make sure students using the Learning Center succeed in achieving the SLOs. SLOs are currently assessed with a tutor evaluation form in which tutors rank the success of the SLOs on a 5 point scale. Over the past year most math tutors rated each SLO as a 4 (Yes, adequately) while writing and other subject tutors rated each SLO as a 3 (Somewhat). Coordinators will need to work to increase ratings by improving tutor training and working more closely with faculty to make sure students have referral forms. Coordinators will also develop new ways to monitor student progress through student exit surveys. The SLOs will need to be continually improved, assessed, and analyzed.

5.2. What measurable outcome will result from filling this resource request?

Increasing faculty coordination of the Learning Center will impact all areas of Learning Center services. The coordinators will be able to work more closely with faculty to integrate Learning Center services into the larger campus community. The new Title V proposal and Basic Skills Initiative promote the Learning Center as having a central role in helping basic skills students succeed. The coordinators will be responsible for overseeing several key components including tutoring training, workshops, and directed learning activities. The coordinators will also need to implement online tutoring in the near future to accommodate the growing number of online courses. Overall, increasing faculty coordination of the Learning Center will help further improve tutor recruitment and training which will benefit students using Learning Center services.

Increasing faculty coordination in the Learning Center will allow GCC to meet the state mandate for the supervision required in order to collect apportionment for tutoring.

5.3. Describe the resource request (in detail).

This is a request for an increase from 50% to 60% released time for the existing faculty coordinator position, plus an additional 60% released time faculty coordinator position for the Learning Center. Additional funding will also need to be provided for adjunct faculty to cover the hours not covered by the faculty coordinators.

Major duties and responsibilities include the following (taken from the current "Coordinator of the Learning Resource Center" job announcement):

- Coordinates the planning, development, and implementation of staffing, operations, equipment, materials, and facility needs of Learning Resources programs.
- Provides leadership in the integration of Learning Resources plans and activities into those of the College.
- Conducts need assessments both within Learning Resources and between other areas of the College and Learning Resources.
- Promotes the instructional use of all learning resource materials and services.
- Maintains contact with and provides information for faculty and academic personnel on the use of the Learning Center and ensures that learning resource needs are addressed.
- Participates in developing reports and planning documents for the unit.
- Integrates a variety of Learning Resources components into a unified instructional support program to meet students' academic needs.
- Assumes leadership in curriculum and instructional development for the program.
- Oversees maintenance of Learning Resources inventory.
- Maintains current knowledge of trends, technologies and techniques in information processing and related computer applications to Learning Resources programs.
- Coordinates training of tutors.
- Coordinates tutorial, writing lab, CAI, and other learning assistance activities.
- Provides instruction in use of Learning Center technology.
- Develops curriculum and serves as Instructor of Record for courses taught in the Learning Center.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	Approx. \$10,000	Increase current 50% released time Faculty Coordinator position to 60%	In order to receive apportionment for tutoring provided in the Learning Center, Title 5 of the CA Code of Regulations requires "the immediate supervision and control of an academic employee," which in turn, requires the "presence of the employee." Currently the Learning Center is supervised by one faculty coordinator with 50% released time (15 hours per week). Based on this limited supervision, apportionment can only be reported during the hours that the faculty coordinator is present, which is 15 out of 62 open hours per week.	District Funding: Funding for this position should come from the apportionment the college receives from the state for tutoring/positive attendance reported in the Learning Center
	Approx. \$50,000	An additional 60% RT Faculty Coordinator position	Same as above. The Learning Center is open 62 hours per week. Two 60% faculty coordinators could provide 36 hours per week if they don't have overlapping hours.	District Funding: Same as above
	Approx. \$25,000 per	Pay adjunct faculty to provide	Same as above. An additional 26 hours per week will need to be covered by adjunct faculty when the Faculty	District Funding: Same as

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	semester	supervision of the Learning Center in the absence of the Faculty Coordinators	<p>Coordinators are not scheduled to supervise Learning Center activities.</p> <p>Having supervision during all hours the Learning Center is open will allow the college to collect apportionment for tutoring done during all hours the Learning Center is open.</p>	above
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## 2010 PROGRAM REVIEW

Service Area

Learning Center S: LL-3

### Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

This resources request addresses Educational Master Plan (EMP) Strategic Goal 1 (Students Awareness, Access, Persistence, and Success).

Remodeling the Learning Center will improve traffic flow, help reduce noise, provide better lighting, and create a warmer, more welcoming atmosphere. This will help attract more people to our services, and a cleaner, quieter environment will be more conducive to learning and improve student success.

5.2. What measurable outcome will result from filling this resource request?

Currently, the Learning Center has a collection of old, outdated furniture that does not match and is not very functional. The carpet is so old that cleaning it does more harm than good. Students have complained about the poor lighting, especially in the evening. Creating a more inviting and functional environment will improve student learning.

A central, professionally designed front desk will help control the flow of traffic and allow for more accurate data collection. More clearly designated areas (waiting area, tutoring cubicles, study areas) will lead to less confusion among students, tutors, and staff. All of this will lead to better service overall.

Cubicles for tutoring will help reduce noise and distractions and make sessions more successful. Tutors and students have complained about the level of noise in the Learning Center.

A conference room will allow for both staff and tutor meetings, which will help improve services. In addition, having the meetings in private will be less disruptive to the operation of the Learning Center.

Adding staff cubicles in the main Learning Center area will allow for better monitoring of students and better oversight of all Learning Center functions.

Providing a break area for tutors will give them a place to eat and store their belongings. This would be a nice benefit for student workers and possibly even an incentive for tutor recruitment.

Remodeling the Learning Center will create an environment more reflective of the college's image. The Learning Center is in a highly visible/central area on campus, and our services should be attractive to students. Also, the welcoming appearance of student services on campus, including the Learning Center, may influence a potential student's decision to enroll at GCC.

5.3. Describe the resource request (in detail).

The original floor plan for the remodel adds a centralized front desk and waiting area, cubicles for tutoring and for staff, a conference room, tutor break area, and new carpet, furniture, paint, and lighting.

The Learning Center remodel was approved by the Campus Development Committee in May 2007 and was added to the 2007-2008 Campus Development Priority Project List. In Fall 2007, the project was ranked 6 out of 11 requests as evaluated by the Campus Development Committee, but funding has not been available to actually do the work.

In the event that a Title V grant is secured by the college and remodeling of the Learning Center space is part of the proposal, that effort would be coordinated with the remodeling plan that has already been approved.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities		Learning Center Remodel	Creates a cleaner, more inviting environment for students, which improves student success.	District Funding
Equipment				
Supplies				
Software				
Training				
Other				
Total				