

2019-20 The Learning Center Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

Overview

The Learning Center (TLC) seeks to empower and transform a global community of learners to be responsible, active learners through close collaborations among faculty, staff, student leaders, and fellow students. TLC offers students opportunities to learn more effectively with greater confidence through individualized assistance and instructional approaches that engage diverse modes of learning and intelligence systems. TLC programs are designed to meet the academic support needs of students in all course levels by providing them with contextualized, integrated academic support services designed collaboratively with faculty, staff, and student leaders.

The primary purpose of the TLC is to provide a variety of academic support services that assist students in achieving their educational goals through student-centered approaches that respect individual and cultural differences, engage learning strengths, and develop personal and social responsibility. TLC programs support many academic content areas, and in this way provide support for course-level and department-level student learning outcomes in every division of the college. TLC is also a resource for training future educators, as evidenced by strong and growing peer tutor-trainings, professional tutoring, the supplemental instruction and peer mentoring programs. The Learning Center offers authentic employment experiences for students through opportunities to serve as peer tutors, peer mentors, and Supplemental Instruction Leaders. There are two primary goals through which TLC means to achieve the purpose expressed above:

- Provide instructional support services that supplement classroom learning to enable students to acquire the skills necessary for academic success in all course levels

SCG-1, BG-3, BG-4, DSP-2.3c, SCG-4

- Provide support services to assist faculty in meeting student learning outcomes

BG-1, SCG-1, SCG-3, SCG-4

In addition to these two primary goals, the Learning Center has the following secondary goal:

- Provide short and long-term professional development opportunities for student and professional staff.

SCG-6

Learning Center Programs

Tutoring Support

Tutoring is provided through TLC's 4 labs, which includes the Writing and Reading Lab (WRL), English for Speakers of Other Languages (ESOL) Lab, the Math Lab, and the Science, Social Science, and Business Tutoring lab. The tutoring labs provide content tutoring in reading, writing, mathematics, science, business and other subjects.

World languages support is also offered through one-on-one tutoring support for Spanish and conversation groups for Japanese and other languages when staffing is available.

Embedded Tutoring

Embedded Tutors attend class sessions, modeling successful student behaviors and practices during lecture such as taking notes and participating in discussions. Embedded Tutors also assist faculty during class sessions by serving as support for students to answer questions and help guide inquiry. Embedded tutors are available in the TLC tutoring labs for tutoring but give priority to the students in the class they are embedded in.

Academic and Skills Workshops

The Learning Center offers various opportunities to attend both academic and soft skill workshops. Additionally, we have transitioned to in-class support with the Tutor/Workshop by Request service. Some of our workshops include: Reading strategies and skills, grammar, graphing calculator use, time management, Google Suite, Adjusting to College, and many more.

Online Tutoring

Net Tutor and Star-CA: Online tutoring is available for Skyline College students, via the NetTutor and Star-CA platforms. NetTutor is accessed through the Canvas learning management system. NetTutor is an online tutoring platform that offers several levels of assistance; live one-on-one tutoring online, a Q&A center where students can submit questions for response, and an online Paper Center where students can submit drafts of composition assignments for review. The Q&A Center and Paper Center have a turnaround time of 24 hours and 48 hours maximum, respectively. Tutors providing support via NetTutor hold at least a bachelor's degree and their training is aligned to the same professional standards as TLC tutors. Online tutoring is available for Skyline College students in over 50 subject areas within the broader discipline areas of English, Math, Accounting, Economics, Finance and Business, Life Sciences and Physical

Sciences, World Languages, General Humanities and Social Science, Nursing and Allied Health, Information Technology and Computer Science.

Tutor Training

Online tutor training and LSKL 110: The Learning Center is predominantly a peer to peer academic support model. This model relies heavily on staff recommendations for student leaders. The cycle of recruiting, hiring, and training is ongoing in the Learning Center and in the past we have relied on our LSKL 110: Tutor Training course as our primary means of training and preparing prospective tutors for working in The Learning Center. Additionally, prospective tutors who do not take the LSKL 110, can become a CRLA certified tutor through our Learning Center tutor training program

Peer Mentoring

The Peer Mentoring program at Skyline College is an academic program designed to leverage the skills and experience of continuing students who are trained to facilitate academic and personal success outcomes for their fellow students (mentees). Peer Mentors provide one-on-one and group support for the following outcomes in mind:

- Increase mentees knowledge about resources which may help them succeed in college
- Promote development of educational, leadership, career and learning goals
- Increase social engagement and sense of belonging for students
- Increase academic engagement and success

The goal of the Peer Mentoring program at Skyline College is to increase student retention and success for mentees by engaging them early in their academic journey to identify challenges and connect to the appropriate resources that will facilitate their success.

Supplemental Instruction (SI)

SI is an academic support program designed to help students succeed in traditionally difficult courses through in-classroom support and voluntary, group-study sessions. The SI Leaders, peers who have already successfully completed the targeted course or come with strong faculty recommendations, attend these courses as support for both the students and the professors as a member of their classroom community. SI Leaders use their study sessions to build student skills by assisting with course content, reviewing study strategies and techniques, and encouraging student involvement with peers and campus resources.

Student study center and gathering place for students:

Hundreds of students come to The Learning Center each day to study. The Learning Center provides quiet spaces as well as group study areas and computer use.

Online Programs and other remote modalities

As a result of the Shelter In Place order, the Learning Center, quickly and successfully transitioned all of our services to remote modalities, including extensive remote tutoring options, workshops, study groups, Supplemental Instruction sessions, Embedded tutoring, and Peer Mentoring.

Data/Assessment

TLC largely uses semester student surveys, usage data, program evaluations, SAP reports, and completion data to assess our many programs. We are currently working with PRIE and other learning centers to determine additional ways to assess our various programs, including accessing impact data at the course level to assess the effect of our academic support programs on retention and completion rates.

The TLC serves an average of 900 unique students each semester, with more than 8,000 student transactions logged per semester. Students logged a total of 8,000 hours over the course of a single semester. Besides appointment based and drop-in tutoring, the TLC offers up to 70 Supplemental Instruction sessions per week. In Fall 2019, the TLC offered 140 workshops with approximately 500 total attendees on topics related to learning and student success. The ESOL lab conducts weekly conversation groups in addition to workshops.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Chelssee De Barra, Interim Learning Center Manager

Gabriela Nocito, Learning Commons Director

Josh Lindo, IA II

Hong Guo, IA II

Shanna Cooper, IA II

Raymon Gutierrez, Retention Specialist

Gavin Townsley, Program Services Coordinator, Supplemental Instruction

Marisa Thigpen, Program Services Coordinator, Learning Commons and Learning Communities

Scott McMullin, IA II

Kourosh Ghaderi, IA II

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

The following progress has been made on the previously listed TLC objectives:

707-Increased in-class and 1:1 support by tutors and academic coaching by peer mentors: Face to face and online (Continuing)

Increase in-class support through peer mentoring, tutoring and workshops in both face to face and online courses to support Nights, Online, and Weekends initiative and students impacted by AB 705 legislation. (Co-requisite Math courses, Engl 105, Engl 100, ESOL, other content areas that need in-class support)

Progress: Embedded tutoring has increased support in English courses (ENGL 105) including an evening ENGL 105 section. We continue to increase opportunities to support faculty and students in other English courses and across disciplines. All embedded supports are currently online. We are continuously assessing and improving our online service delivery models.

718- Increase NetTutor budget (Continuing)

Increase NetTutor (3rd party online tutoring service) in order to market more widely and support NOW initiative and increase in DE offerings.

Progress: Due to the pandemic, additional budget has been allocated by the district for NetTutor. NetTutor will need continued resource allocation due to increased usage to the Covid-19 pandemic and shelter in place orders.

719-Provide tutor and other peer academic support training campus-wide (Continuing)

Partner with other programs providing academic support and centralize training in the Learning Center ensuring that all peer academic leaders across campus have a peer support foundation.

Progress: Continued efforts to collaborate with the STEM center and other satellite academic support programs across campus including TRiO and EOPs. Learning Center supports America Counts program by training student tutors who work in local K-8 districts.

720-Modernize the Learning Center's Instructional, service and Learning spaces (Continuing)

With the addition of SI rooms C and D, TLC is in need of additional furniture, as well as an update of current furniture that includes power outlets. Current floor outlets are a safety hazard

Progress: Learning Center staff continues to make improvements in the physical space of the Learning Center, when possible, but without significant budget and a concerted plan to update and modernize the space, progress in this area is limited.

722-IA II Support for Supplemental Instruction administration (Discontinued)

Additional .48 IA II needed to support the SI program with classroom observations, training, and data management and requests from Counseling and Promise Scholars program. AB 705 legislation and increased demands across campus for course level support as well as plans to provide increased access to SI and new SI modalities, necessitates more support in the program.

Progress: In Spring 2019, the program piloted using SI Mentors to increase the reach of mentorship and community within SI. Previously, Mentors were leveraged to help with data entry, Canvas support, and observations. In the last year, the mentor role was expanded to meet programmatic goals. The mentors have several responsibilities, including SI Leader observations, planning support for SI sessions, programmatic development, open office hours, and other duties.

Associated Objectives

1195-Increase NetTutor budget

1196-Increased in-class and 1:1 support by tutors and academic coaching by peer mentors: Face to face and online

1197-Provide tutor and other peer academic support training campus-wide

1178-Technology Support for Students

1198-Update and add furniture to TLC

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Pandemic and need to provide online support: The Learning Center has made significant progress and is already providing multimodal support access (email, chat, phone, online). However, with the increased demand (i.e. more online classes) students will require additional support and resources. Manager will remain vigilant of the needs and adjust resources as necessary.

AB 705: An accelerated curriculum initiative (AB 705) and the overall objective to increase all types of support to students will increase the demands on the Learning Center to provide additional academic support to students who may have previously been placed in basic skills courses. The Learning Center works in partnership with English Department, SMT, Promise Scholars Program, and the DRC to ensure students are receiving the academic support they need. In anticipation of increased and different demands on the Learning Center resources we are piloting and expanding several programs including the Embedded Tutor program, on demand, in-class tutor support, a push-in workshop model, online Supplemental Instruction sessions, online embedded tutors, as well as an alternative tutor training to address potential staffing increases.

NOW Initiative: Nights, Online, and Weekends Initiative beginning in Fall of 2019 will require additional academic support by TLC services including online tutoring, peer mentoring, and resources to help students succeed in an online format.

STEM Center: STEM Center opening up on campus that will provide academic support available to students pursuing a degree in STEM. A new center opening up on campus that will have some form of academic support available to students pursuing a degree in STEM. TLC is working with the SMT Division to determine how best to support students collaboratively, including training tutors who will work in the STEM Center. An additional academic support center on campus will necessitate more cross departmental collaboration, better communication between students, staff and faculty, and increased awareness of each programs' range of services.

Building and construction across campus: Space issues will occur due to planned capital improvement projects for the campus. Language Lab in the TLC was repurposed as SI rooms which has lessened the construction impact on TLC.

Rapid technology changes and equity: There is an assumption that our students are ready to easily grasp technology or that they come to our college with advanced computer skills. This puts some students at a disadvantage. The push for more online education and the rapid changes in technology will require the Learning Center to increase support for students.

Funding: As our demand increases, the Learning Center budget does not keep up with student pay increases and evolving program demands. With the need for additional staffing brought on by college initiatives and AB 705, our static budget impacts our ability to fully support the multiple programs and initiatives operating on campus that require academic support.

The Skyline Promise: Modeled after the Accelerated Study in Associate Programs (ASAP) program in the City University of New York, a program that offers wrap around services including academic support. Mandatory academic support for some identified Promise Scholar students (approximately 150 of 500 total Promise Scholars in Spring 2019) will likely impact tutoring and Supplemental Instruction services to meet the increased demand. In addition, replication requires weekly data reports increasing workload on Learning Center staff. We are currently working on ways to make the data pulls less manual.

Meta Majors/Guided Pathways: Changes included in the campus redesign will also necessitate a greater integration of peer-to-peer support, such as Peer Mentoring, tutoring, and Supplemental Instruction, including integration of Learning Center staff and services into Student Success Teams. In addition, increasing demand for tutoring services and other TLC support services as demonstrated by semester-over-semester and year-over-year increases in student use of services will necessitate a more robust recruitment, hiring, and training period, as well as increased need for continuous training throughout the semester to maintain standards and quality of student support.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Not applicable: Learning Center courses, PSLO's, and ISLO's are not scheduled for assessment until after Spring 2020. (3-year assessment cycle schedule link below)

Learning Center Program Student Learning Outcomes are as follows:

1. Increase awareness of strengths and challenges in academic work
2. Increase personal development in areas such as self-monitoring, time management, persistence, and academic proficiency.

<https://skylinecollege.edu/sloac/assets/threeyearplans/learning%20center.pdf>

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The pandemic and resulting shelter in place order, pushed the Learning Center's timeline to move services online to a very short window. This has created an opportunity for staff to move all of our services and programs online. While the transition was consolidated into a two week timeline, we have successfully moved everything to remote modalities. As we settle into our new normal, we have an opportunity to assess our current online programming, identify gaps, improve our training, and creatively augment our services as we assess our programs, services, and student needs.

Strengths

- TLC provides multiple programs and services to address many student's needs as they pursue academic and professional goals
- Well-established programmatic foundations
- Flexible and motivated staff committed to the values of Academic Excellence, Social Justice, Open Access, Student Success
- TLC is an established gathering place. Not only do we provide multiple academic support services, but a sense of community for students
- TLC staff dynamic is one of collaboration and partnerships that reach across campus

Challenges

- Communication and Marketing of all our programs, services, and events. While we are making progress on marketing and communicating our services, we must persist in communicating all that we do to students, faculty, and staff. Example: a more consistent promotion of our services is needed among adjunct faculty
 - Communicating impact of our services. Usage only tells a part of our story. Assessing and publicizing the impact of our services for academic success is more difficult.
 - Decreasing funding (general fund). Demand of our services continue but are limited due to budget cuts
 - Aging facilities, furniture, and electronic equipment.
 - Capacity to expand services within the physical TLC space
 - Capacity to foster community in new online/remote modality

- Student staffing turnover creates continuous recruitment, hiring, and training cycle

Opportunities

- Improve relationship and partnerships across campus to scale our services.
- Tap into grants for specific projects and needs instead of general fund.
- Improve surveys and include specific questions around impact of services
- Better and continuous marketing and promoting of everything we do
- Creatively provide more access to services-meet students where they are physically and academically
- College redesign, AB 705, NOW, and other distance education initiatives present opportunities to rethink service delivery models outside of TLC, including more opportunities for online services including, online Supplemental Instruction sessions, embedded tutoring online, peer mentoring online, and electronic Directed Learning Activities
- With the ability to schedule nearly all Supplemental Instruction sessions in the TLC, we are able to emphasize quality of services through observations and trainings

Concerns

- Funding: Even when considering alternative sources of funding, the work of requesting and advocating for those funds takes time and effort away from our programs and services. One-time, special grants can only be used for one-time, special events and cannot be counted on services that should be implemented in a more permanent fashion.

Further Research is needed

- To assess usage and impact of our tutoring and peer mentoring
- To assess needs of our Distance Education students

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

ISLO's were not assessed in this cycle

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The Learning Center will continue the strategy for program enhancement as outlined in the 2019 CPR:

Expand the reach of the Learning Center:

- Embedded tutoring, SI, and Peer Mentoring online
- Create tutoring and workshop program that enables faculty (who do not have embedded tutors) to request workshops and tutors to come to their class for support
- Expand amount of courses support by an embedded tutor
- Use lecture capture or other technology to video SI sessions and post in Canvas
- Continue to strengthen partnerships with counseling by aligning Peer Mentors with Meta-Major counselors (in progress) participating in high school outreach, and supporting Counseling 100 courses
- Strengthen partnerships with Promise Scholars in preparation for AB 705
- Experimenting with different practices and structures for specific subjects supported by SI

TLC as hub of peer academic support training:

- Use both LSKL 110 and our TutorLingo pathways to collectively train all campus tutors
- Collaborate with other centers that offer tutoring in order to construct cross-departmental ongoing training for campus tutors
- Collaborate with other programs on campus to create more varied, student-centered workshops and services
- SI Coordinator collaboration with STEM Center PI / AEW program to provide meaningful consistency of service between programs

Learning Center evolving into the Learning Commons:

- Synergy between TLC, CTTL, and Library to optimize resources and provide comprehensive student support. Examples include creating a support access point similar to Apple's "Genius Bar" where students will

receive concierge-style support for all their needs. Staff can refer the students to the various services provided based on their needs.

- Improve facilities so that they are modern and welcoming. The update of our spaces can start with simple painting or purchasing of new furniture to the more elaborate wiring for new technology and design for “idea” hubs.
- Learning Commons will become synonymous to “solutions commons” where students come to get answers and acquire resources and tools.
- Greater SI Leader and Program involvement in Learning Commons events and outreach

Culture of assessment and continuous improvement:

- Reach out to other academic support programs to find out what is working
- Look for specific assessment that measures impact.
- Correlation studies and students perceptions surveys will be designed.
- Start with assessing current programs and expand to include new ones.
- Partnering with the PRIE office is essential.
- Develop greater knowledge of global and regional SI practices, both logistical and pedagogical, to improve services and impacts locally.
- Increase avenues for feedback and data collection within the structure of the SI Program
- Increase collection of data with regard to SI Leaders’ success as students to determine practices that can enhance professional and academic development of leaders (ie. Creating a program and creates strong leaders beyond our classrooms and campus).
- Develop best practices for ENGL 105 SI support that result in success comparable to other subjects.

Expand the reach of the Learning Center-The Learning Center has a strong brick and mortar foundation to build upon, but the ideal future involves an expansion of current programs that will meet the needs of our diverse learners and an innovative and evolving campus. While the focus in the past years has been on continually growing current programs, the future is to expand access, ensure that all TLC programs are student ready, and meet students where they are, in the classroom or online. In addition, the expansion of distance education programs, the Nights, Online, and Weekends initiative, and AB705, the Learning Center has an opportunity enhance our technology support for students

TLC as hub of peer academic support training- As the Skyline College campus expands to include other centers for tutoring including our newly developed STEM center, we seek to use both our LSKL 110 course and our TutorLingo training to centralize all tutor training and house it here in The Learning Center. While each individual department would be responsible for managing its own tutors’ schedules and compensation, they will be able to have The Learning Center train their tutors. The Learning Center is the largest peer-

led academic support facility on campus. By centralizing our campus tutor and other peer academic support training, we can ensure that our peer supports have similar foundational background and skills and can thereby work with students from different campus departments

Learning Center evolving into the Learning Commons--Learning and resources space for all.

The Library and The Learning Center become one to provide a space, whether physical or virtual, where students come to learn. The Learning Commons will optimize resource utilization to ensure fiscal stability but more importantly to provide a one-stop service for students. Resources and services are organized in a way that students will get all they need to complete their assignments or achieve a goal seamlessly. We will provide solutions to access issues and provide support to all students, faculty, and staff. Students will have a modern, safe place to study independently and rely on staff for academic or educational technology support. This aligns with Skyline College's Strategic Goal #1 of Student Completion, Goal #3 of Improved Technologies and Facilities, and Goal #5 for Fiscal Stability.

Culture of assessment and continuous improvement—Our assessments of our own work will be critical enough to make incremental improvements. Our assessments will focus on the impact we make towards student learning and student objective completion. Our staff will be improvement oriented and participate in multiple professional development opportunities. Students will describe the role of the Learning Center as influential in terms of their successful academic performance. This aligns with Skyline College's Strategic Goal #1 of Student Completion and Goal #5 for Fiscal Stability because our improvements will lead to optimal use of resources

Associated Objectives

1195-Increase NetTutor budget

1196-Increased in-class and 1:1 support by tutors and academic coaching by peer mentors: Face to face and online

1197-Provide tutor and other peer academic support training campus-wide

1178-Technology Support for Students

1198-Update and add furniture to TLC

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

See the planning module.

Associated Objectives

[1195-Increase NetTutor budget](#)

[1196-Increased in-class and 1:1 support by tutors and academic coaching by peer mentors: Face to face and online](#)

[1197-Provide tutor and other peer academic support training campus-wide](#)

[1178-Technology Support for Students](#)

[1198-Update and add furniture to TLC](#)

[1179-Update Learning Center website](#)

Enhanced Budget with Objectives and Task Detail

[The Learning Center Enhanced Budget with Objectives and Task Detail](#)