Skyline College
Learning Center
Program Review
Executive Summary

Short Summary of Findings

The Learning Center is a highly valued campus resource which provides a rich variety of academic support services that assist students in staying in school and reaching their educational goals. The warm and friendly tutors, staff, and faculty create a nurturing atmosphere and vibrant place for learning, dialogue, and mastery of academic material with an emphasis on building habits of mind and personal responsibility that lead to academic and personal success. The Center succeeds through its strong partnerships with academic divisions, especially Language Arts and Math, Science, and Technology, whose faculty members coordinate the tutoring labs in Basic Skills, Writing and Reading, ESOL, and Math and Sciences. The federally funded STAARS program provides a more comprehensive package of academic counseling and instructional assistance to 330 first generation, low income or disabled students annually.

While the Learning Center continues to strive to meet students' individual needs for academic support, staff have been challenged by the increased demand for more tutors, as seen in student and faculty surveys, the lack of state of the art computers and equipment, the shift to providing services through "for credit" courses that have lab fees, and the resulting confusion about how sign up for and access services. The Learning Center staff continues to work to create a streamlined enrollment and log-in process, but recommends that policies that restrict access to computers in the center to those enrolled in Learning Skills courses be reviewed. The Learning Center is a gem of an asset for the college as it strives to provide basic skills instruction and support for the increasing number of freshmen who place into pre-college English and math courses. The staff and faculty are creative and inspiring members of the campus community.

Three Strengths of the Program

- The Learning Center provides high quality academic support services for a multiplicity of student needs in one location. 99% of the students who completed the Spring '07 survey would recommend the Center to others.

- The Learning Center is visible, known and respected as a valuable resource for students and faculty. 97% of students receiving tutoring services stated that tutoring helped them improve understanding of class material and 61% agreed that there was a greater chance they would have dropped their class without tutoring.

- Staff and faculty are innovative and flexible in trying new approaches and adjust to changing student needs, as seen in the creation of the Basic Skills Lab, design of four short courses for writing, and the use of more multi-intelligent teaching strategies to engage learners who process in more multi-sensory modes of learning.

Three Suggestions for Improvement

- The Learning Center, like the library, is challenged to delivery quality services with aging equipment and facilities. A modern reception center is needed to facilitate appropriate access and accurate log-in for services. The carpet needs to be replaced and computers need to be upgraded. Color accent walls would enhance the warmth of the spaces. The Basic Skills Lab needs a Smart board in order to provide technologically sophisticated instruction.

- The impact of Title V regulations on the delivery of Learning Center services for credit courses in order to collect greater apportionment has had both positive and negative consequences. We recommend further study to determine the most effective ways to structure the courses, gather attendance data, and communicate with students and faculty.

- Increase funding for tutors and instructional aides, and provide additional training.
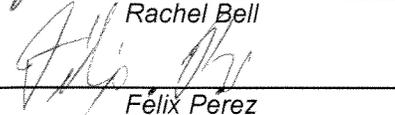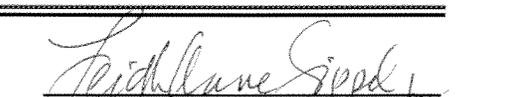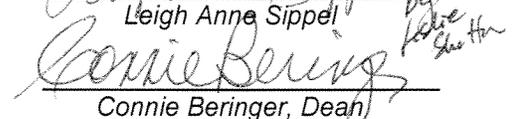

Full-Time Faculty Signatures

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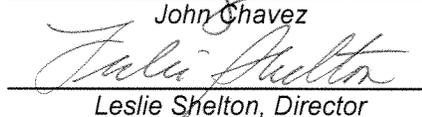
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Submitted on: September 27, 2007

SKYLINE COLLEGE LEARNING CENTER
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

The primary purpose of the Learning Center is to provide a rich 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. The Learning Center has two primary goals:
- Provide instructional support services that supplement classroom learning so that students acquire skills necessary for academic success in college-level coursework.
- Provide support services that assist faculty in meeting student learning outcomes.

As a valued member of the Skyline College learning community, the Learning Center offers a warm, friendly and flexible learning environment that provides students, faculty and staff with a multiplicity of services, resources, courses, and facilities that support the mission and core values of the college and district in the following ways:

- The Learning Center supports the core value of providing a *campus climate* that reflects a students first philosophy by providing individually tailored assistance such as one-on-one and small group tutoring in various academic subjects that address individual needs and learning preferences;

- The Learning Center supports the value of *academic excellence* by enabling all interested students to create their own "avenue to success" by offering a smorgasbord of academic support services and methods, including drop-in tutoring by professional instructional aides, peer tutors, or faculty members; short courses and workshops to enhance basic skills development; a course in study skills; independent study through computer-based learning; and instructional media materials;

- The Learning Center supports the value of *open access* by offering services to all interested students, regardless of cultural, social, economic, or learning differences. It provides an extensive web site that allows 24/7 access to resources and services. The Learning Center also provides specialized comprehensive support services for at least 330 first generation, low-income or disabled students with academic needs (STAARS) and serves 30 at-risk high school students through its summer Jump Start program;

- The Learning Center supports the core value of *community connection* through its participation in the leadership of several collaborative community education programs such as the Los Hermanos program for Latino high school youth; the America Counts program, which trains college students to serve as elementary school tutors; and the Gateway program, which targets workforce development.

- The Learning Center supports the core value of *shared governance* by encouraging and supporting faculty and staff participation in key college committees such as Classified Council, the First Year Experience committees, the Basic Skills Initiative, College Council, SEEED and many of the learning communities.

The warm and friendly tutors, staff and faculty in the Learning Center create a welcoming atmosphere and vibrant place for learning, dialogue, and mastery of academic material with an emphasis on building habits of mind and personal responsibility that lead to ongoing academic and personal success. Students consistently

rate the services of the Learning Center very high in overall satisfaction. Data from several student surveys reflect this. The Spring 2007 Student Survey of Learning Center services found (N=136):

- 99% agreed they would recommend the TLC to others
- 99% agreed they would continue to use TLC services in the future
- 97% agreed that tutoring helped them improve their understanding of class material
- 93% agreed that it helped them improve their grades
- 61% agreed with the statement that there was a greater chance that they would have dropped their classes without tutoring.
- 94% agreed that workshops offered in the center helped increase their academic success skills
- 90% agreed that they would apply their new skills to other classes
- 87% agreed the workshops helped them complete and pass their classes

The Student Survey of English students conducted in September 2007 by the Office of Planning, Research, and Institutional Effectiveness found that 63% of these students had used Learning Center services recently and that 92% of those rated the services as helpful or very helpful. Finally, the Campus Climate Survey conducted in Spring 2007 found that the category of Academic Services, which included library and tutoring services, ranked second highest in overall satisfaction. In addition, the Campus Climate student survey and Learning Center survey highlighted the need for more tutors to be available in the Learning Center. This data demonstrates how the Learning Center helps reduce attrition and increase retention and academic success, and is a key resource for the college as it focuses on tangible ways to implement services to address the First Year Experience. As one student stated in the student survey, "The Learning Center is one of the biggest assets in a student's success."

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

While the Learning Center offers a variety of academic services that support students in all academic disciplines and vocational programs, it plays a significant role in supporting basic skills development, especially in the areas of English, Reading, Writing, Mathematics and English for Speakers of Other Languages. Because services in the Learning Center are offered through a series of "labs," each lab that is affiliated with an academic discipline is coordinated by a faculty member from that discipline. This includes the Writing and Reading Lab, Basic Skills Lab, Math Lab, and ESOL Lab. In this way, tutoring and supplemental instruction services are developed and revised with input from the faculty of that division, ensuring ongoing communication with faculty, quick responsiveness to curriculum changes, knowledge of student learning outcomes for courses, and access to up-to-date best practices.

Because a significant percentage (more than 70%) of students entering Skyline College place at pre-college levels in English and Math placement tests, the Learning Center has prioritized working with the Language Arts and Math faculty members teaching pre-college core courses in order to develop the most effective tutoring approaches and basic skills short courses to support student success in these classes. Since the Learning Center is a department within the Language Arts Division, the Learning Center staff members have a strong collegial relationship with the division faculty. A number of recent collaborations include:

- In the past year, the Instructional Aides in the Writing and Reading Lab (WRL) began hosting informal conversations with all interested Language Arts faculty to discuss course outlines, student learning outcomes, and identify how the aides can best assist the faculty member and his or her students. This has led to more effective assistance and collaboration.
- In response to the need expressed by reading and writing faculty for more targeted assistance for spelling, grammar, sentence structure, and basic writing skills, the Learning Center staff created the Basic Skills Lab in the Spring '07 to offer more specific tutoring and developed four basic skills "short courses" in grammar, sentence structure, editing, and multi-intelligent approaches to learning.

- The Writing and Reading Lab coordinator, a Language Arts faculty member, has been developing an exciting cross-disciplinary program to encourage "Writing and Reading Across the Disciplines" (WRAD). In this project, Writing Lab faculty and instructional aides work with individual faculty members from other disciplines to help them integrate effective writing practices into their curriculum and assignments in fields such as biology and respiratory therapy.
- In a similar effort to develop greater collaboration with the math faculty, the Math Lab coordinator spearheaded several brainstorming meetings with Math 811 instructors to develop a plan to provide supplemental instruction for these students in the Basic Skills lab in the Fall '07 semester.

Other collaborative efforts in which the Learning Center staff participate or contribute leadership include:
- Leadership and participation in the Basic Skills Initiative implementation on campus.
- Participation in the Student Learning Outcomes Steering Committee.
- Collaboration and support of learning communities such as Kababayan, Puente, and ASTEP.
- Conducting class tours of the Learning Center to describe the various services available to students.
- Coordination with staff from Counseling, Financial Aid, Transfer Center and the Career Center in offering services and workshops to the STAARS program participants.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Learning Center does not have an advisory board at this time. However, staff members do participate in a number of professional organizations that offer a context of new developments within the field of learning assistance. These organizations include COE, the Council on Excellence, a national organization for colleges with Support Services grant projects funded by TRIO; ACTLA, the Association for College Tutorial and Learning Assistance; the League of California Community Colleges; and WESTOP, the Western Association of Educational Opportunity Personnel.

4. Explain how this program meets the needs of our diverse community.

The Learning Center provides a welcoming environment that serves all students seeking learning assistance regardless of age, lifestyle, sexual orientation, socio-economic status, ethnicity, religious background, or physical or cognitive ability. The Center offers an open and nurturing space that encourages curiosity, respect, and self-directed learning. Most services are provided on a first-come, as needed basis. Our staff works closely with the various special programs, such as EOPS, and learning communities such as Kababayan, Puente, and ASTEP to promote cultural and socially relevant events. We also provide more targeted services for the Athlete/Scholars, Bilingual Learning Community, Women in Transition students, Gateway participants, and ESOL students.

Enrollment demographics gathered by the college's Office of Planning, Research and Institutional Effectiveness demonstrate how usage of the Learning Center is similar to the demographics of the student body. Figures for the past five years (2002/03 through 2005/06) show that 56% of the students utilizing the Learning Center were female and 43% male. Statistics for enrollment by age show that the Center serves students across an age span from 16 to 59. The largest percentage (61%) of those using the Center were between the ages of 18 to 22, 21% were 23 to 28, 10% are 29 to 39, 4% were 40 to 49, and 2% were over the age of 50. Enrollment by ethnicity was as follows:

Ethnicity	5 year numbers	Percentage
African American	564	5%
Asian	3,236	28%
Filipino	2,357	20%
Hispanic	2,897	24%
Native American	57	1%
White	1,861	15%

Other	407	4%
Unreported	399	3%
Total	11,778	100%

Specific ways that the Learning Center supports the diversity of the campus community include:

- Displays in the Learning Center celebrating Hispanic History month, the Day of the Dead, and learning difficulties services.
- Support of the creation and delivery of the Los Hermanos project for Latino male students at South San Francisco High School.
- Coordination of Jump Start, the summer intensive program for high school students with less than a 2.0 GPA who show college potential. Participants are from disadvantaged ethnic and socio-economic populations with no history of college participation.
- Provision of the STAARS program that provides in-depth, comprehensive academic and counseling support services for 330 students annually who are disabled or first generation college students from low-income families.
- Provision of classes, conversation groups, and self-directed study programs for non-native speakers of English who need extra assistance to master classroom learning. Because 41.5% of all San Mateo County households speak a language other than English, this is an invaluable service for students.
- A number of our tutors and Instructional Aides speak more than one language fluently and can provide assistance in the student's native language.
- The Kababayan Fulbright Scholar from the Philippines has been volunteering as a tutor in the Writing and Reading Lab for the past three semesters.
- A range of instructional support materials in different languages are housed in the Media Center for use in the Learning Center.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Learning Center completed its first Program Review in the fall of 1998. While some progress has been made on some of the recommendations for improvement, most continue to stand as unmet needs. The 1998 recommendations and progress to-date are as follows:

1. *The Learning Center staff and discretionary budget should become an integral, institutional entity on the campus.* Assessment: There has been some progress on this item. While the Learning Center itself is seen by students as an integral part of the college's support services, the integration of services and staffing into the budget has not been substantial. However, given the fiscal constraints that the college faces, reasonable efforts have been made to address this goal. A portion of the salaries (58%) for three permanent Instructional Aide positions have been shifted from federal TRIO funding to the college. Ten percent of the Learning Center Director's salary has been shifted from TRIO to college funding. Additional funds ($20,000 per year) have been added to hire additional short-term hourly Instructional Aides and peer tutors. The Language Arts Division pays for paper supplies used by the faculty and staff. The IT department shoulders the costs to purchase and replace equipment and materials in the Media Center. However, the Learning Center has no budget to pay for supplies or operational costs to help promote the center's programs such as printing, signage, promotional materials, newsletters or other forms communication. This impacts the general operations of the center, and makes it difficult to describe changes in services and promote the many valuable services.

2. *The Learning Center needs to physically move its log-in (tracking) system to a location in the facility that will not allow students to enter the TLC without logging in first. Some students are able to walk past the system and receive help without being accounted for.* Assessment: Some progress. The challenge of getting students to log-in consistently and accurately continues to be a significant issue. There are a number of factors impacting this issue. The welcome area at the entrance to the center consists of a table

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and stand with one log-in computer. The entrance is not secure and the table is marginally staffed with work study students. Students can still walk in to the center without logging in. Because of changes in Title V regulations, services are now offered for credit, which requires the student to select from an array of open-entry courses that are discipline specific for English, math and ESOL tutoring or more generic for other subjects. Students have to remember which "course" they are signed up for and select it. In addition, students enrolled in courses with hours-by-arrangement can access the lab for up to 8 hours of assistance in English classes or 16 hours in math classes before being asked to enroll in a tutoring class. This creates additional confusion and a more complicated log-in screen of choices.

During the Spring '07 semester the two log-in computers at the entrance were relocated to the Writing Lab area and Math Lab area in hopes that tutors and Instructional Aides could better monitor and assist students in logging-in where they were receiving services. The SARS Trak log-in screens were changed to try to more accurately capture the service (and course number) that the student was receiving. Unfortunately, the original log-in computers were at least 10 years old, and were constantly breaking down under the new need to capture course specific information. In addition, a separate log-in system, called PC Trak was purchased and installed on the 51 PC computers in the Center in an effort to better capture usage and discourage inappropriate use not academic in nature, as required by Title V. While appearing to enhance accuracy, the combination of out-dated equipment and increased technological demands overwhelmed the aging log-in computers and resulted in the loss of months of student log-in data while waiting for replacements from surplused computers discarded by the library. In addition, the requirement that nearly all Learning Center courses be offered as credit classes led to confusion and some refusal to enroll. A central log-in computer has been moved back to the front entrance, but the challenges remain: the surplused computers now supporting the log-in system have inadequate memory to support the software adequately, students expect services to be offered for free and it is challenging to get students to enroll in courses and log-in accurately, and it is difficult to monitor student use after hours-by-arrangement hours are used. While this is a more complicated issue than location and use of log-in computers, it continues to be the most challenging and time-consuming issue for staff.

3. *With the increase in student and faculty use of the TLC, there will be an increased need for office, storage and general facility space, as well as a mechanism for upgrading and purchasing state-of-the art computer technology and software.* Assessment: Some progress. The constraints of a fixed design of the facility make it difficult to accommodate the need for additional office, storage and workshop spaces. However, a number of changes have been made in the past year to address some of these needs. With the departure of the Disability program staff from two offices, four Language Arts faculty members have been relocated from an internal group office to individual offices along the perimeter of the enter. This has opened up a room now designated as at STAARS/TRiO student room for tutoring and workshops. In addition, the Media Services staff has relocated from the glass-walled office into a back storage area that was cleared, thus freeing up a space to create a multi-use Basic Skills Lab to offer classes and tutoring. These changes give the impression that we have gained space, but we have actually just rearranged how existing spaces are used.

While staff has been able to be creative and flexible in addressing some needs for space, a process has not been established for upgrading and purchasing state-of-the-art computer technology for the Center. Instead, the Learning Center is at the end of a hand-me down process in which we are given computers that have been replaced by newer computers in other computer labs on campus. This means that the Learning Center equipment is always at least three to five years behind access to new technology. In fact, the staff computer for the Computer Lab coordinator charged with managing the lab is so limited in memory that he and students endure significant time delays in processing student information and running software programs.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The Learning Center offers services in a variety of formats to support many disciplines. Formats include:
- individual instruction and tutoring through open-entry courses which provide supplemental instruction in reading, writing, math, ESOL and other subjects for variable units of credit.
- targeted month-long short courses in four basic skills categories including multi-intelligent learning strategies, grammar, sentence building, and editing and proofreading.
- a studies skills course that assists students in any discipline to succeed in college level courses.
- workshops on a variety of topics that support specific academic skills and college success strategies
- a computer-based course for independent study and online research that is open entry
- access to supplemental materials in various media formats that support in-class instruction, and a Learning Center website featuring materials, links to resources, and online tutoring.
- a tutor training course for peer tutors to develop instructional support strategies and skills

Specific courses are offered through the different labs and programs in the Learning Center. These courses are taught or supervised by college faculty. Tutoring assistance is provided by faculty, permanent Instructional Aides, short-term Instructional Aides with degrees in subject content areas, and peer tutors.

The Writing and Reading Lab offers the following courses:

LSKL 853: Writing and Reading Assistance Lab:(changed from ENG 853) Provides assistance in reading strategies as well as all stages of the writing process for students enrolled in any college course. Students can drop in and choose the instructional methods they prefer: one-on-one tutoring, writing and reading software, grammar related handouts, faculty-taught workshops, and online tutoring. Open entry.

ENG 650: English Supplement for TRIO students: Individualized instruction in reading and writing skills for STAARS students based on the TRIO English instructor's assessment of each student's reading and writing skills. Students are assigned a personal tutor based in the Learning Center. In addition to assisting students to read and write more effectively, other aims are to help students identify and build their individual strengths as writers and readers, develop the capacity to learn independently, and transfer skills.

LSKL 830: The Sentence. This four-week short course offered in the Basic Skills Lab focuses on the fundamentals of sentence structure, so that students can write clearer, more grammatically correct sentences. Students are able to apply the concepts learned in this course to their writing in any class. (NEW Spring '07)

LSKL 831: Editing and Proofreading: This short course focuses on teaching students to become stronger editors and proofreaders of their own writing. Students work on error identification and strengthening skills in grammar, sentence structure, word choice, punctuation and mechanics. (NEW Spring '07)

LSKL 832: Sentence Combining: This short course is intended to prepare students to succeed in their basic writing courses by offering an introduction to sentence combining strategies, which are proven to increase syntactic maturity. Students increase the clarity and sophistication of their writing by creating more complex and better-developed sentences. (NEW in Spring '07)

LKSL 833: Multi-intelligent Learning Strategies for Reading and Writing: This course focuses on teaching students about the theory of multiple intelligences so they can identify their own strongest intelligence systems and design strategies to excel in mastering college coursework. (NEW in Fall '07)

The ESOL Lab offers the following course:

ESOL 655: English as a Second Language Supplement: Provides assistance for ESL students in communication skills, including reading, writing, listening, and speaking. Students can drop-in and follow self-paced curriculum, or to choose instructional methods they prefer: one-on-one tutoring, software, English practice groups, faculty-taught workshops, or phone-in/online tutoring when available. May be repeated for a maximum of 6 units.

The Math Assistance Lab offers the following courses:

Math 650 BV: Math Supplement for TRIO/STAARS: This open entry course provides intensive support to assist STAARS students in their regular mathematics classes or to prepare them for taking a math class. The individualized instruction is based on the Math Lab faculty coordinator's assessment of each student's skills.. be repeated for credit; variable units from .5 to 2.0.

A separate section of this course, *Math 650 AV*, is open to all non-TRIO students seeking tutoring assistance in any lower division math courses. Currently, students enrolled in Math 811 are also receiving individualized and small group instruction from two adjunct math faculty teaching Math 650AV in the Basic Skills Lab. The Math /Sciences Division is recommending this course be changed to Math 655 in the future to distinguish it from the TRIO services. Students enrolled in higher level math courses such as pre-Calculus, Calculus, and Trigonometry, are served through the broader LSKL 800 course for Supervised Tutoring in other subjects.

The Tutoring Assistance Program offers the following courses:

LSKL 800: Supervised Graduate Tutoring: Individual and/or group instruction by Instructional Aides with degrees (graduate tutors) in the Learning Center to reinforce learning in the parent course from which the student was referred. Faculty and/or counselors will refer students based on learning needs. Open entry. *Requires concurrent enrollment in course in which academic assistance is being provided.* May be repeated for credit a maximum of three times. (Units do not count toward an Associate Degree.)

LSKL 801AV: Applied Study Skills Assistance: Provides instruction in a variety of study techniques such as note-taking, study reading, time management, taking tests, etc. Open entry. May be repeated for credit for a maximum of 6 units. (Units do not count toward the Associate Degree.) A separate section tailored for bilingual students is also offered. This course is part of the Bilingual Students Learning Community. Students enrolling in LSKL 801 AC benefit from concurrent enrollment in ENGL 846 AC.

LSKL 110: Directed Experience in Tutoring: This course enables current students to serve as peer tutors and provide academic assistance to other students. Peer tutors help fellow students as study partners in order to understand the concepts of specific courses and apply effective study skills. Prerequisite: Minimum grade of B in subject to be tutored and letter of recommendation from instructor in that subject area. Transfers to CSU.

The Computer Lab offers the following course:

LSKL 820: Computer-Based Independent Study: An individualized independent study course using computers in the Learning Center as learning assistance tools to master concepts, conduct on-line research, prepare college papers, or demonstrate learning through class presentations. Individualized assistance is provided by staff to meet specific student learning needs in conjunction with the requirements of the college course requiring academic assistance. (NEW Fall '07)

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Other Programs and Services

Academic Support Workshops: We offer 40-50 workshops that teach writing, reading and study skills each semester taught voluntarily by faculty. The workshops provide focused instruction on specific topics that instructors might not necessarily have time to cover in depth in the classroom or serve to reinforce lessons taught in the classroom.

Media Services: The Media Center houses a reserve collection of hundreds of movies, music and instructional support materials on video, audio cassette, CD and DVD that can be checked out for use in the Learning Center. Students can watch a math video, brush up on Spanish, or watch a movie.

STAARS (TRIO) – Student Support Services: This federally funded program of comprehensive services for first generation, low income or disabled students has been offered at the college since 1980. Students who meet enrollment criteria and have academic need receive more intensive services, which include academic and personal counseling, transfer planning, unlimited in-depth tutoring, and involvement in social and cultural activities. STAARS serves 330 students each year.

2. *State how the program has remained current in the discipline(s).*

Faculty and staff members in the Learning Center staff stay current in the disciplines by participating in professional organizations, reading discipline specific journals and publications, attending professional training meetings and conferences, and participating in faculty meeting. The *Writing and Reading Lab Coordinator* acquired a certificate in teaching post-secondary reading. This lab also employs several graduate tutors who are currently enrolled in Master's degree programs in the discipline and take classes in teaching theory as well. Within the past year the WRL Coordinator and one of the full-time instructional aides attended the National Conference of the Reading Association. The WRL Coordinator and former Learning Center director were presenters.

The ESOL lab utilizes state-of-the-art computer instruction via interactive software and voice recognition programs. The lab maintains a current selection of texts, and all curricula are designed by ESL teachers. The *ESOL Coordinator* is a member of the ESL faculty; the *graduate tutors* have college degrees with course work in ESL and are trained in modern methods of Second Language Acquisition theory and ESL tutoring techniques. The *Math Lab Coordinator* is a member of the math faculty, attends all math faculty meetings, and teaches Math 111 and 112 as well. The *Tutorial Assistance Program Coordinator* has been actively involved for many years in the leadership of the statewide professional organization of learning assistance professionals (ACTLA) and attends annual conferences. The *Computer Lab Coordinator* attends the Mac World Expo in San Francisco annually and subscribes to a number of technology journals. The *Learning Center Director* utilizes the online professional development service, OTAN (Online Technical Assistance Network) resources, and participates in state community college conferences as well as national conferences for student support services.

3. *If the student population has changed, state how the program is addressing these changes.*

The Learning Center has responded to the following changes in the student population.
- With more than 70% of freshmen placing at pre-college levels in English and math, the Learning Center established the **Basic Skills Lab**, created four short courses to address basic writing skills, and added additional Instructional Aides with expertise in writing and math basic skills to provide more targeted tutoring assistance.
- As students have become more reliant on computers for learning, the desire for 24/7 access to services has increased. Staff created a Learning Center web site that provides links to articles and resources, and added an online tutoring program that provided students written feedback on within 24 hours. The online tutoring service has been discontinued as of Fall '07 due to very low usage over a 2 year trial period. In

addition, we found that "Smart Thinking" and Academic.com websites have been underutilized and not cost-effective for the students we serve. In-person services are in demand.

- As more students come from families who speak another language as their first language, the need for support outside ESOL classes led to the creation of the ESOL Lab, providing conversation groups and self-paced instructional modules that provide grammar, pronunciation, and writing practice.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

Courses offered in the Learning Center are reviewed every six years to remain current and are modified as needed. The LSKL *110 Directed Experience in Tutoring* and LSK 800 *Supervised Graduate Tutoring* classes have been recently reviewed in order to add Student Learning Outcomes. All other courses offered in the Learning Center have been modified in the past two years and approved by the Curriculum Committee.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.
Not applicable.

6. Discuss plans for future review and program modification.

Curriculum changes
- Create and offer a separate supplemental instruction math course, Math 655, in order to distinguish it from Math 650 for TRIO students. Math 655 will serve the general student body and have different SLO's.
- Explore the creation of new Basic Skills Lab short courses for math and English needs in response to recommendations that result from the campus-wide Basic Skills Initiative discussions.
- Identify other avenues to provide study skills and multi-intelligent learning strategies courses as a part of the First Year Experience initiative in order to increase student success and retention.
- Study the impact of Title V changes on the use of and access to Learning Center services, which led to changing Learning Skills courses such as LSKL 800 from non-credit to credit courses that result in lab fees.
- Remove the limitation that tutoring courses can only be repeated for credit 3 times for a maximum of 6 credits. This affects ESOL 655, Eng 650, Math 650, and LSKL 800. This limit restricts the student from accessing tutoring after three semesters.
- Either withdraw or change the *LSKL 803 Peer Tutoring* course. Title V regulations state that peer tutoring must be offered as a non-credit course. The current course is listed as for credit.
- Bank *LSKL 100 Strategies for Academic Success*. This course has not been taught for 10 years and needs reevaluation.

Policy changes
- Review impact of hours-by-arrangement usage on the enrollment process for math, English and basic skills tutoring courses after students use up their HBA hours.
- We recommend that Skyline students be allowed open access to computers in the computer lab without being required to enroll in a Learning Center course. For extensive computer use, students would be asked to enroll in LSKL 820 Computer-Based Independent Study.

Course enrollment and log-in process changes
- The current log-in system needs to be perfected so that all students log-in before receiving services and log-in accurately in order to more accurately reflect learning center usage.

- A process to streamline and explain the need to enroll in open entry courses for tutoring services needs to be developed for faculty and students.
- A more effective welcome and log-in structure needs to be located at the entrance and adequately staffed, similar to the curved reception station in DSPS area on the main floor in building 2.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

The faculty and staff of the Learning Center participate actively in professional development activities to strengthen skills and maintain best practices in providing learning assistance programs. The faculty members who coordinate the different labs participate in the faculty meetings and professional development activities related to their disciplines. Faculty and classified staff members participate in college and district-wide committees, and are leaders in college community partnership programs such as Los Hermanos, Gateway, and America Counts.

Highlights of professional development activities since 2001 include:
- Creation of the Basic Skills Lab and related services.
- Development of four Learning Skills short courses including: LSLK 830: The Sentence, LSKL 831: Editing and Proofreading, LSKL 832: Sentence Combining, LSKL 833: Multi-intelligent Learning Strategies for Reading and Writing.
- Creation of the ESL Lab in 2004. Institution of conversation groups in 2005. Development of independent study materials and lessons for the Lab in 2005/06.
- Creation of Student Learning Outcomes for all math, English, and Learning Skills courses offered.
- Implementation of SARS Trak and PC Trak to better monitor and record student attendance in the Learning Center and record assistance given to STAARS students in the TRIO program.
- Development of Math 650 supplemental instruction curriculum, assessment and monitoring procedures.
- Coordination and provision of the English component of the Puente and ASTEP program.
- Participation in First Year Experience training and shared leadership of FYE steering committee and focus groups.
- Participation in and shared leadership of implementation of the Basic Skills Initiative.
- Participation and presentations at the following annual conferences: ACTLA (Association of Colleges for Tutoring and Learning Assistance), CCLC (Community College League of California), NCRA (National Conference of the Reading Association).
- Participation in the following conferences: Council for Opportunity in Education – annual national TRIO conferences, annual California Community College EOPS Association conferences, WESTOP Regional Conferences, California Change Network, and Mac World Expo.
- Faculty and staff participated and served in leadership positions with many college and district committees including: Classified Council, College Council, Shared Governance, First Year Experience, SLOAC, accreditation, College Budget Committee, SEEED, Scholarship Committee, and Instructional Technology.

Additional development needed or proposed:
- Further training and development in the creation and use of Podcasts to be able to capture, archive and share workshops and short course presentations in an online format.
- Additional training for Instructional Aides in writing processes, working with second language speakers, and working with students with learning disabilities.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Full-time faculty serving as Lab Coordinators in the Learning Center are members of their respective academic divisions and are, therefore, included in the faculty orientation provided by the college through the Academic Senate. Sshort-term graduate tutors who are hired for the academic year all have recent bachelors or master's degrees in their respective fields. A number of these "grad tutors" in the Math and English Assistance Lab have also been hired as adjunct professors for the college and receive college orientations through these departments. In addition, they receive individual training and orientation from the Lab Coordinator where they are placed. This includes a one-on-one orientation to the lab, an overview of instructional support materials, a description of the process for enrolling students, emphasis students-first values, and a review of the overall goals of the Learning Center. The instructional aides working in the WRL meet weekly with the WRL Coordinator and are required to complete the online tutor training on the Learning Center website before they begin working with students. The goal of the training is that aides and tutors be student centered and able to guide students towards becoming independent writers, readers, and thinkers. The web site is: www.smccd.net/accounts/skytlc/wrl_tutortraining.asp. The ESL Lab tutors meet with the ESL Lab coordinator weekly for training and support. Peer tutors under the supervision of the Tutor Assistance Program Coordinator must enroll in LSKL 110 for the first semester that they tutor in the Center. This course is taught by the Tutor Assistance Program Coordinator, and the Math Lab Coordinator provides five weeks of instruction as part of this course for all beginning tutors. These tutors teach a variety of subjects such as chemistry, economics, psychology, higher level math, accounting, and Spanish. All peer tutors must have received a B in the course in which they tutor and have a letter of recommendation from an instructor of that course.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The coordinators of the different tutoring assistance labs have a variety of techniques for recruiting a diverse group of instructional aides and tutors. The Writing and Reading Lab Coordinator and Math Lab Coordinator post job announcements on the SFSU listserve for graduate students and recent graduates in these two disciplines. This has been an excellent source of well-trained tutors from diverse backgrounds, some of whom become adjunct faculty as well. When the Tutorial Assistance Program Coordinator recruits peer tutors, he invites faculty members to recommend students not only with the academic skills to teach in the subject area, but also seeks tutors from various ethnic and socio-economic backgrounds. In addition, we work with the Financial Aid department to seek students on Work Study or CalWorks in order to provide meaningful opportunities for student employment.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Facilities:

The Learning Center occupies 9,261 square feet on the main floor of Building 5. The space includes two large open study areas for tutoring and independent work on nearby computers. These spaces contain the Writing and Reading Lab, the Computer Lab, and the Math Lab and other subject tutoring areas. The Center currently has 51 PC computers and 10 Macs for student use. Language Arts faculty and Learning Center staff offices surround the perimeter of the Math Lab area. Two small offices have been turned into the ESL Lab with three computers and a tutoring table. A TRIO student study room for tutoring and workshops has transformed a former group faculty office. The Media Services Center check-out and viewing space is located near the front

of the center and the nearby glassed-in office that was the Media Center work space has been reconfigured as the Basic Skills Lab. One classroom designated for Reading and English courses is located near the front of the Center. The Center is open from 7:30 am to 8 pm Monday through Thursday and closes at 4 pm on Friday. Some reading courses continue until 10 pm, after the Center closes.

During peak use hours (9 am to 1 pm), when every table and computer is occupied, the Center is stretched to its physical limits and hums with conversations and noise. Although some of us interpret this as a vibrant atmosphere, others can find it distracting. There are no quiet rooms for one-on-one tutoring, but the Basic Skills Lab does offer a contained space for individual and small group instruction, but access to it is through a door in a restricted hallway. It would be helpful to put a new doorway into the center of the room from the Learning Center rather than hall. The ESL Lab is significantly constrained by its small, cramped environment, which can only accommodate five students and three computers and is not wheelchair accessible. As discussed previously, the lack of a visible and professional-looking reception structure at the entrance makes it difficult to provide good customer service and monitor access and the log-in process. The furniture in the facility is adequate, but the heavy metal desks bolted together in long rows limit the ability to rearrange how the computers are configured for friendlier, more modern lab configurations. The carpets have endured heavy use and are stained with food spills and gum throughout the center. Despite efforts to spot clean the carpets, stains remain. Carpets are not vacuumed, and the furniture and equipment must be dusted by Center staff in order to be clean. Many fabric-covered computer chairs are heavily stained as well. Some of the most damaged have recently been replaced with surplus furniture from the Chestnut Center. The ventilation system continues to be a problem.

Equipment and equipment maintenance:

As previously described, the computers in the Learning Center are not new, state-of-the-art computers. They are surplused units from other labs on campus and range from 3 years to nearly 10 years old. The replacements we do receive are not on any scheduled plan, but come when another campus lab receives funding to replace their equipment. Our 24 newest computers are Pentium 4 Dual Core with 3.2 GHz CPUs, 2 Gigs of RAM, and 250 Gig hard drives. The oldest computers, which are in the Writing Lab and ESL Lab, are Pentium 4's with 1.7 GHz, 512 Megabytes of RAM, and 4 Gig hard drives. None of these can handle the instructional software used in the labs and are very slow. While the monitors in the computer lab area have been replaced with flat screens, they have not been replaced in the Writing/Reading Lab. All computers are wired for internet access and have recent office software applications. But 2 of the 3 printers available for student use are old, break down a lot and are very slow. The Mac printer is more than 10 years old and it takes more than a half hour to load and print PDF files, holding up all other print jobs sent to it. This leads to frustration and drives students away from the Learning Center. In summary, our computer and technology resources and furniture are not comparable to the Learning Center at our sister campus, Cañada College, or other community college learning centers such as De Anza College, American River College, and San Francisco City College.

The IT staff is responsive and helpful when called to help with computer problems. They install upgrades consistently and assist with SARS and PC Trak problems quickly. Unfortunately, once we upgraded our log-in software on our aging log-in computers this past January they began to crash. Even though these computers have recently been replaced by surplus CPUs from the library, they are at least five years old. Because of our reliance on waiting for other departments' discarded computers, the Center waited months to receive the library's old computers to replace three aging log-in computers in Spring '07. Repairs to a cable in the Math Lab area added several more months' delay due to the contractor. The result was that many students who accessed services did not log in and receive accurate positive attendance for the entire semester. The impact on the Center was a significant drop in FTES. While the computer problems were only one contributing factor to a drop in Learning Center course enrollment and positive attendance, they did further constrict our ability to collect accurate usage data and receive the appropriate FTES.

The Center has adequate equipment in the Media Center for students to view instructional materials on video and CD, but we need more computers capable of playing DVD's. The Basic Skills Lab has only one

whiteboard and an aging video monitor for instructional use. This space would benefit from being made into as smart classroom. The demand for instructional technology and equipment, especially laptop computers, by faculty continues to grow. And theft of new, secured computer equipment some campus buildings has been a problem using valuable resources for replacement.

Materials:

The Media Center has a large collection of instructional support materials. The Writing/Reading Lab has created a good resource collection of materials for its lab and the instructional aides in the Basic Skills Lab have created many innovative instructional materials that are more multi-intelligent in nature. The Math Lab has worksheets and materials that they provide for students. The audio-video packages in the ESL Lab are outdated and need to be replaced by CD's and DVD's, along with newer machines for playback that are easy to use. The headphones in the lab are worn and uncomfortable.

2. List projected needs.

- Install a reception desk at the front entrance similar to Student Services with adequate staffing.
- Install new carpet to replace the 11 year old carpet that is worn and stained.
- Develop a functioning log-in system with software that is accurate, easy to use, and locally housed on campus computers rather than district computers.
- Add a central entrance door to the Basic Skills Lab and install a Smart Board for instruction.
- Upgrade the computers, especially in the Writing and ESOL Labs, for instructional software and DVD's. Establish a regular schedule for replacement of equipment.
- Replace two aging printers for students to print documents.
- Upgrade ESL and language materials available for check-out from the Media Center and for instructional use in the ESL Lab.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

As discussed previously, equipment challenges in the Learning Center also impact the use of technology for independent study and instruction. Use of technology to present workshops and short courses varies from overhead projectors to laptops with LCD projectors. Students can now access textbooks and support materials through websites online. Workshop instructors and Basic Skills Lab instructors tend to rely on the use of colored markers and white boards for most instruction. Making the Basic Skills Lab a Smart classroom would improve the ease of using technology to teach. The ESL Lab faculty has expressed the need to update instructional materials and listening devices for the ESL lab. Staff and faculty have also expressed interest in filming and creating podcasts to capture many of our workshops and short course material so that a greater number of students have better access to these presentations. The Learning Center computer lab staff also devoted time to creating a thorough website, which provides access to a variety of resources, links to articles and materials, and access to online tutor training modules. The challenge is having devoted staff and time to keep the web site current.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

At this time, the Learning Center does not receive support from industry for its programs. At one time, the summer Jump Start program was supported through grants from the local Community Foundation and other organizations, but the program has now gained institutional support.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Staff: We concur with the recommendation in the 1998 Performance Review that the Learning Center staff and discretionary budget become an integral institutional entity on campus. Specific recommendations are:
- Increase the TRIO Counselor position from 60% to full-time. TRIO funds are available if budget reallocations are made. ($35,000 available with budget reorganization)
- Restore the English Assistance Program Coordinator position, which was changed several years ago. Costs for this position would be shared between the TRIO and Language Arts Division.
- Reclassify the Office Assistant II position to a Staff Assistant position to more accurately reflect the skills needed and workload to provide budgetary, record-keeping and programmatic support to the Learning Center as a well as the TRIO/STAARS program. ($1500 - $2000)
- Increase funding for three to five additional short-term instructional aides for the ESL and math labs in order to accommodate unmet demand. ($25,000)
- Increase funding for five additional peer tutors to assist students in other subjects. ($10,000)

Facilities and Equipment:
- Replace the carpet in the center. ($10,000)
- Paint the center and modernize with accent walls of color. ($500)
- Install a semi-circular reception desk similar to the DSPS counseling reception area. (unknown)
- Upgrade the computers in the Center and create a replacement schedule. ($20,000)
- Study possibilities to add individual or small group tutoring rooms.
- Replace three log-in computers with newer, more reliable computers. ($4000)
- Replace two aging printers with new HP Laserjet 4300 printers ($1600)
- Replace the computer lab tables with modules that allow for pods of 3 or 4 computers in work clusters.

Office Supplies and Printing:
- Provide funds for Learning Center staff and tutors for printing of publicity materials, duplication services, office supplies, and signage. ($3000)

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

The Learning Center currently shares resources with the Language Arts Division in terms of faculty assigned time to provide supplemental instruction, funds to pay for printing supplies for faculty and staff, and some instructional materials. In addition, we share resources with the District IT department to pay for Media Services instructional equipment. Other programs with which we collaborate for special programs include Workforce Development to provide supplemental assistance to Gateway students and the Language Arts and Math, Sciences, Technology Division for instructors for the Jump Start program.

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE
LEARNING CENTER

Weekly Student Contact Hours – WSCH	

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	**2004**	**2005**	**2006**
WSCH	549	1,580	873

Please comment on program enrollment and expected trends.

This data primarily represents tutoring services provided in the different labs in the Learning Center. What stands out in the data is a nearly three-fold increase in Fall 2005. This can be explained by an effort at that time to use class lists to enroll students in Learning Skills courses, which were offered as non-credit courses at that time. This practice changed in the summer of 2005, when changes in Title V regulations clarified how apportionment could be claimed for learning assistance services. As a result, all of the courses offered in the Learning Center, including LSKL 800, ESOL 655, and LSKL 853, ENG 650 TRIO and Math 650 TRIO, were changed from noncredit to for-credit courses with variable units from .5 to 3.0 units. These changes caused what appears to be a significant drop in enrollment. But, in comparison to the 2004 data, there is an increase in student participation. The drop from 2005 to 2006 more likely reflects that students must now enroll themselves and select the services they feel are most appropriate. In addition, a number of the courses have a limit of three repetitions, which discourages or blocks access to assistance after three semesters. Feedback from students informed us that some students do not want to add additional credits to their course load and others do not want to pay for what used to be seen as a free service. We see this trend as a bit of a course correction, but also a more accurate reflection of services being used. As we improve our ability to describe and market our services as a "good deal" for $10 a half credit and unlimited assistance, we expect our enrollment to continue to rise. In addition, we expect that the both the Basic Skills Initiative and First Year Experience efforts will provide opportunities for the Learning Center to more effectively reach those students with greater need for tutoring assistance. Also, we have increased the participation of TRIO students in the English and math supplemental courses each year of the past three years, but these figures are not reflected in the productivity data provided for this report.

FTE and WSCH/FTE (LOAD)	

Report the previous 3 Fall semesters with the most recent on the right

	2004	2005	2006
FTE	18.31	52.67	29.10
WSCH/FTE	8,237	23,688	6,544

Please comment on the comparison of this program to College trends.

As noted in the previous answer, the spike in numbers for Fall 2005 are the result in changes made in enrolling students in courses. We expect that our FTE and Load numbers will recover as we implement efforts to communicate with students and faculty about the value of our services.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

	2004	2005	2006
Retention	86%	70%	93%
Success	54%	49%	82%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

These statistics seem to demonstrate that students served in the Learning Center in 2006/07 were more likely to continue to receive services and complete the number of hours in order to receive a half credit. During the previous two years, these courses were no credit and the larger enrollments did not necessarily reflect persistence attendance for tutoring or other assistance. We therefore see this as a positive trend that students who are self-enrolling in courses in the Learning Center are receiving consistent services that keep them engaged and lead to greater success.

COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
Eng 650	English Supplement for TRIO students	04/07				None	X
Math 650	Math Supplement for TRIO/STAARS	04/06				None	X
ESOL 655	English as a Second Language Supplement	08/06				Concurrent enrollment in an ESOL course	X
LSKL 100	Strategies for Academic Success	08/87	X			None	X
LSKL 110	Directed Experience in Tutoring	09/07	X			Minimum grade of "B" and letter of recommendation from instructor in the subject area to be tutored.	X
LSKL 800	Supervised Graduate Tutoring	08/06				Students must be enrolled in another course for which they need academic support to succeed.	X
LSKL 801	Applied Study Skills	09/07				None	X
LSKL 803	Supervised Peer Tutoring	08/06				Students must be enrolled in another course for which they need academic support.	X
LSKL 820	Computer-Based Independent Study	08/07				Concurrent enrollment in a course in which student needs assistance.	X
LSKL 830	The Sentence	03/07				None	X
LSKL 831	Editing & Proofreading	02/07				None	X
LSKL 832	Sentence Combining Strategie03/07s	02/07				None	X
LSKL 833	Multi-intelligent Learning Strategies for Reading and Writing	02/07				None	X
LSKL 853	Writing and Reading Assistance Lab	01/07				None	X

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures

_____
Rachel Bell

_____
John Chavez

_____
Félix Perez

_____
Leigh Anne Sipple

_____
Leslie Shelton

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Highlight this text & type in name

Date Submitted: *Highlight this text & type in date*   **Division Dean:** _____

(Additional faculty signature lines may be added to this form as needed.)