

Skyline College

The Learning Center

Program Review

Executive Summary



Short Summary of Findings

Since 2007, the Learning Center (TLC) at Skyline College has undergone significant, positive changes in leadership and staff. In addition, the quality of the Learning Center tutoring services has consistently been rated very highly in our efforts to promote student success and retention. Several improvements are needed in order to ensure the TLC continues these efforts, including hiring more support staff, upgrading outdated electronic equipment, purchasing new educational software, and implementing a TLC budget. Furthermore, in a continued effort to meet the needs of students in an evolving technology driven society, the TLC looks forward to receiving the institutional support in becoming the “Learning Center of the Future.”

Three Strengths of the Program

- Focus on student-centered learning
- Breadth and quality of services offered
- Leadership and collaborative nature of staff, faculty and students

Three Suggestions for Improvement

- Increase qualified staff in the Learning Center
 - ESOL Tutors
 - Program Services Coordinator
- Update/upgrade facility, equipment and software (i.e. electrical outlets, educational/tracking software, other equipment)
- Implement a TLC Operating Budget (currently, without one)

Full-Time Faculty Signatures

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Submitted on: Monday, April 9, 2012

PART A: Overview

1. Goals/focus of program and how it contributes to mission/ priorities of college and district.

The primary purpose of the Learning Center (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. The TLC has two primary goals:

- Provide instructional support services that supplement classroom learning so 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 community, the TLC offers an open, 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 by:

- Providing a *campus climate* that is student-centered and provides individually tailored assistance that addresses individual needs and learning preferences
- Supporting the value of *academic excellence* by enabling all interested students to create their own “avenues to success” by offering many academic support services and methods, including drop-in tutoring by instructional aides, peer tutors, or faculty members; short courses and workshops to enhance basic skills development; a course in study skills; peer tutor training; Supplemental Instruction sections in developmental English and Math courses, and instructional media materials
- Promoting the value of *open access* by offering services that welcome all students, regardless of cultural, socioeconomic, or learning differences. The TLC offers an extensive web site that allows 24/7 access to resources and services. It also provides specialized comprehensive support services to at least 330 first generation, low-income and/or disabled students with academic needs (TRiO Student Support Services Program), serves 30 at-risk high school students (Jump Start), and builds leadership skills for students (Leadership Academy)
- Supporting the core value of *community connection* through its participation in the leadership of several collaborative community education programs such as the Herman@s program for Latino high school youth; Prep for PEP, a placement preparation program for incoming high school students; the SEED committee, assessing and promoting community connections; collaborating with the Transfer Center on the Transfer Articulation Bridge (TAB) with San Francisco State University, and maintaining a strong partnership with the Sparkpoint Center at Skyline College
- Supporting the core value of *shared governance* by encouraging and supporting faculty and staff participation and leadership in key committees such as Classified Council, the First Year Experience, EOPS Advisory Board, Supplemental Instruction (SI), Grove Scholars, financial coaching, the Basic Skills Initiative (CSI), College Council, SEED and learning communities.

TLC Students consistently rate the services of the TLC very highly in overall satisfaction. Data from several student surveys reflect this. The Fall 2011 Student Survey of TLC services reflect:

- 94% agreed they would recommend the TLC to others
- 94% agreed they would continue to use TLC services in the future
- 75% agreed that tutoring helped them improve their understanding of class material
- 94% agreed that it helped them improve their grades

- 56% agreed with the statement that there was a greater chance that they would have dropped their classes without tutoring
- 100% agreed that workshops offered in the center helped increase their academic success skills
- 86% agreed that they would apply their new skills to other classes
- 100% agreed the workshops helped them complete and pass their classes

The Fall 2011 Tutoring survey (N=310) conducted by the TLC and in collaboration with the Office of Planning, Research, and Institutional Effectiveness found:

- 85% of students who sought TLC tutoring indicated they used the Writing and Reading Lab and the Math and Science Labs specifically
- 98% of students felt that tutoring improved their understanding of class material
- 99% of students felt comfortable working with their tutor
- 99% of students indicated they would work with the same tutor again

Additional student comments include:

- “Got exactly what I needed. Great tutor. Straight to the point. Spotted my problem within 10 minutes and helped me understand it.”
- “I really appreciated and enjoyed all the group sessions that I participate in at the Learning Center. The Learning Center sessions are a very valuable learning asset for the students at Skyline College.”
- “Great experience, Can't believe I attempted to write papers without using the help and guidance of the tutors available.”

Finally, data collected and analyzed from SARS shows an increase of more than 100% in student hourly contact with the TLC since Fall 2007. While the number of students who enrolled in LSKL courses dropped due to staff and budget cuts, the number of students seeking tutoring increased. *Please see Appendix B on page 11 for a chart of the data.*

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

While the TLC offers various services that support students in all academic disciplines and vocational programs, it plays a significant role in basic skills development, especially in English, Reading, Writing, Mathematics, Science, and English for Speakers of Other Languages. Services in the TLC are offered through a series of “labs”—The Writing and Reading Lab, Math/ Science Lab, Language Lab, and ESOL Lab—and each lab is coordinated by a faculty member from the affiliated academic discipline. In this way, tutoring and supplemental instruction services are developed, evaluated and revised with input from the faculty of that division along with full-time Instructional Aides ensuring ongoing communication with faculty, quick response to curriculum changes, knowledge of student learning outcomes, and access to up-to-date best practices.

More than 70% of students entering Skyline College place at pre-college levels in English and Math placement tests; therefore, the TLC has initiated a placement preparation program at high schools and has prioritized working with Counseling, Language Arts, and Math faculty members for this project. Additionally, the same faculty teach 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 TLC is a department within the Language Arts Division, the TLC staff members have a strong collegial relationship with the division faculty. A number of recent collaborations include:

- The Acceleration Project and Supplemental Instruction programs through CSI (BSI)
- TLC staff collaboration with Language Arts faculty to discuss course outlines, student learning outcomes, and effective instructional assistance to individual faculty members’ students..
- The Center offers specific tutoring and short courses in grammar, syntax, basic writing skills and editing in collaboration with reading and writing faculty.

- The Writing and Reading Lab coordinator, along with a full-time WRL Instructional Aide, guides and encourages graduate tutors and peer tutors to work collaboratively with individual faculty members from all disciplines to help integrate effective writing and reading strategies for specific assignments.
- In collaboration with staff, faculty hold office hours in the TLC to attract more students.

Other collaborative leadership efforts in which the TLC staff participates include:

- Leadership in the Basic Skills Initiative coordination and implementation on campus.
- Participation in the Student Learning Outcomes Steering Committee.
- Collaboration and support of learning communities such as Kababayan, Puente, Hermana/os, and ASTEP.
- Class tours/presentations of the TLC to describe the various services available.
- Coordination with staff from Counseling, Financial Aid, Transfer Center, Career Center, Sparkpoint at Skyline College, sister/ local colleges, and high schools in offering services and workshops for TRiO program participants.
- Collaboration with the Learning Centers of Cañada College and College of San Mateo to focus on best practices.

3. Explain how program meets the needs of our diverse community.

The TLC 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. The TLC 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. It also provides more targeted services for the Athlete/Scholars, Bilingual Learning Community, Women in Transition students, and ESOL students.

Enrollment demographics gathered by the Office of Planning, Research and Institutional Effectiveness demonstrate how usage of the TLC is similar to the demographics of the student body. Figures for the past five years (2006/07 through 2010/11) show that of the students utilizing the TLC, 55% were female and 43% were male. Statistics for enrollment by age show that the center serves students across an age span from below 18 to above 60. The largest percentage (57%) of those using the center were between the ages of 18 to 22, 20% were 23 to 28, 12% are 29 to 39, 6% were 40 to 49, and 4% were over the age of 50. Enrollment by ethnicity was as follows:

<u>Ethnicity</u>	<u>5 year numbers</u>	<u>Percentage</u>
African American	438	6%
Asian	1,903	27%
Filipino	1,117	14%
Hispanic	1,890	26%
White	1,076	14%
Other	69	1%
<u>Unknown</u>	<u>848</u>	<u>12%</u>
Total	7,341	100%

Specific ways that the TLC supports the diversity of the campus community include:

- Hosting TRiO cultural events in partnership with departments such as Student Activities, Sparkpoint Center, students clubs and Learning Communities on campus.
- Creating displays in the TLC celebrating Hispanic History month, the Day of the Dead, and differential learning services.
- Creating and coordinating placement preparation for incoming high school students at local high schools.

- Providing leadership development for all students in a variety of levels and abilities through the Leadership Academy.
- Supporting learning community participation and mentoring through the Hermanos and Puente programs.
- Coordinating 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.
- Administering the TRiO Student Support Services program that provides in-depth, comprehensive academic and counseling support services for 330 students annually who are disabled and/or first generation college students from low-income families.
- Providing classes, conversation groups, and self-directed study programs for non-native speakers of English who need extra assistance to master classroom learning.
- Employing a number of tutors and Instructional Aides who speak more than one language fluently and can provide assistance in the students' native languages.
- Hosting the Kababayan Fulbright Scholar from the Philippines, who has volunteered as a tutor in the Writing and Reading Lab for the past 3 semesters.
- Providing a range of instructional support equipment through the Media Center.

4. Progress toward previous goals

The TLC 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 TLC staff and discretionary budget should become an integral, institutional entity on campus.*
 Assessment: There has been progress on this item. While students view the TLC 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. Ten percent of the TLC Director's salary has been shifted from TRiO to college funding. Additional funds (Measure G) 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 TLC 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 of communication. This lack of an operational budget impacts the general activities of the center, and makes it difficult to highlight changes in services/ processes to promote the many valuable services offered through the center.
2. *The TLC 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: Progress made. There now is a front station where a student worker is placed and helps greet students and guests as they enter the TLC. An informational touch screen has been placed at the entrance of the Center as an additional resource for students.

Despite the front station, the student tracking system (SARS) has presented many problems. Due to the multiple functions of services offered in the Center (drop-in tutoring, log-in, computer use, Language Lab, etc), SARS tracking data is sometimes lost if a student uses more than one service in the same visit. There is TLC tracking software available that is more conducive to having ID cards scanned and providing accessibility for students with physical disabilities that is currently not in place. For example, physically impaired students struggle to type their student identification numbers in the tracking computer.

To be in line with Title V regulations, services are offered as credit courses which require students 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.

The Center has two login-in systems, SARS Track (front desk) and separate log-in system, called PC Trak. PC Trak is installed on all the 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 software and database issues increased technological demands. Continuous tracking discrepancies with SARS consumes time and resources in which staff could be serving students more effectively.

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: Progress made. 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 in the past year have addressed some of these needs. There has been the addition of a Language Lab and two Communication Studies Labs, fitted with new computers, flat screen monitors, audio/visual equipment for presentations, recordings, and student work on software such as Rosetta Stone.

PART B: Student Learning Programs and Services

Overview

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

Staff members participate in a number of professional organizations that offer new developments within the field of learning assistance, including the Council for Opportunity in Education, a national organization for colleges with Support Services grant projects funded by TRIO; the Association for College Tutorial and Learning Assistance; the League of California Community Colleges; the Western Association of Educational Opportunity Personnel. Additional professional organization involvements listed on page 7.

Curriculum

1. *Describe how courses offered meet the needs of the discipline(s) and students.*

The TLC offers services in a variety of formats to support many disciplines, including:

- Individual instruction and tutoring through open-entry courses which provide academic support in reading, writing, Math, science, ESOL and other subjects for variable units of credit.
- Targeted month-long short courses in three basic skills categories including grammar, sentence building, and editing & proofreading.
- A study skills course that assists students in any discipline to succeed in college level courses.
- Cross-disciplinary workshops that support specific academic skills and college success strategies.
- Access to supplemental materials in various media formats that support in-class instruction, and a TLC website featuring materials, links to resources, and online tutor training resources.
- A tutor training course for peer tutors to develop instructional support strategies and skills
- Computer access and tutorial assistance for students engaged in computer assisted instruction using MyMathLab.

Specific courses taught or supervised by college faculty are offered through the different labs and programs in the TLC. Tutoring assistance is provided by faculty, full-time Instructional Aides, short-term Instructional Aides with degrees in subject content areas, and peer tutors. *Please see Appendix A on page 11 for course descriptions of all courses offered.*

Other Programs and Services

Online Tutoring: We offer online tutoring in Math/ Science and English for students currently registered in LSKL 803 and LSKL 853. Online tutoring is offered in the evenings when it poses more of a challenge for students to access the TLC services.

Academic Support Workshops: We offer 40 to 50 faculty-, graduate-, and staff-taught workshops that teach writing, reading and study skills each semester. The workshops reinforce lessons taught in the classroom and provide focused instruction on specific topics that instructors are unable to deeply cover in the classroom. These workshops supplement instruction and LSKL 800, 801, and 803.

Media Services: The Media Center supports the faculty, staff and students of the Skyline College campus. Their primary function is to provide multimedia support for each of the Smart class rooms and to train staff and students in the proper operation of the equipment.

TRiO – Student Support Services (SSS): The TRiO SSS program has served Skyline College students since 1980. This federally funded program serves 330 first generation, low income and/or disabled students each year who have the goal to graduate with an Associate Degree or Certificate and transfer to a four-year institution. To qualify for TRiO, a student must be a U.S citizen or permanent resident and must have demonstrated academic need. The TRiO SSS program provides a rich variety of services, which include academic, career, and personal counseling, academic support in the form of one-on-one tutoring, workshops, and access to computers, transfer planning, visits to four-year colleges and universities, assistance with financial aid, financial coaching, cultural enrichment activities, and scholarship opportunities.

Prep for PEP: We offer a placement preparation program offered at local feeder high schools (currently at South San Francisco High School). This two week program is a pilot program funded through the Presidents Innovation Fund and Measure G.

Leadership Academy: This workshop based program brings students and communities together to discuss and explore leadership in unique and innovated ways. The program is based on the Social Change Model of Leadership Development (7 C's) and promotes student growth and skill application through student-conceived service learning projects.

2. How program stays current in disciplines.

TLC faculty and staff members participate in faculty meetings, professional organizations, read discipline specific journals and publications, attend professional training meetings and conferences. Most labs employ several discipline-trained peer tutors and graduate short-term instructional aides currently enrolled in Master's degree programs. The Math/Science Lab employs several Skyline College Science, Math & Technology Adjunct Instructors as Instructional Aides.

The Language Lab has been equipped with state-of-the-art software and computers. The WRL supports texts, manuals, and materials for student use. Workshop and small group tutorial space with smart technology is available to accommodate different learning modalities.

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

The TLC 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 TLC established the Basic Skills Lab, created four short courses to address basic writing skills, and added Instructional Aides with expertise in writing and Math basic skills to provide more targeted tutoring assistance.
- We are piloting an online tutoring service as of Spring 2012, which was sparked by seed money from a mobilize.org grant. In addition, in person services are in higher demand and require extensive staffing support.
- The increase of ESOL students has escalated the need for ESOL tutoring and classes. ESOL Lab limitations during peak times impinge on student learning and general English tutoring; additional qualified ESOL tutors are needed. Currently, the ESOL Lab offers self-paced instructional modules that provide grammar, pronunciation, and writing practice.

4. All courses should be reviewed and if appropriate, modified every 6 years.

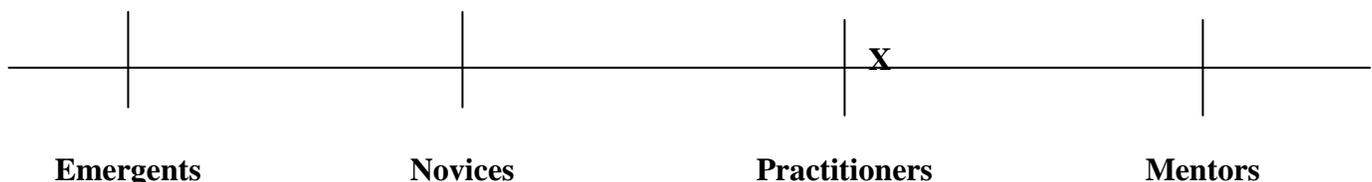
Courses offered in the TLC are reviewed every six years to remain current and are modified as needed. The LSKL 110 Directed Experience in Tutoring and LSKL 800 Supervised Graduate Tutoring classes have recently been reviewed to include Student Learning Outcomes. All other courses offered in the TLC have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

5. No external accreditation is required.

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

Mark an X on the continuum and briefly comment.



The Learning Center has been implementing on-going assessments that speak to student satisfaction and address Student Learning Outcomes.

2. Highlight any major findings and resulting course or program modifications.

One major finding was a drop in enrollments from 2007 to 2008 in our LSKL courses. We attribute this reduction to budget cuts resulting in less staff and tutors in the Learning Center. Also, research is being done on a student tracking system that is flexible and accommodating for all students and technology.

3. What additional resources are needed to implement the plan?

A new student tracking system that accommodates an ID scan, accessibility for students with special needs, and accurate tracking will be needed to streamline the student tracking process and awarding grades based on hours completed.

PART C: Resources

Faculty and Staff

6. Discuss plans for future review and program modifications.

Curriculum changes

- Explore the modification and addition of existing Basic Skills Lab short courses for Math and English needs in response to recommendations that resulted from the campus-wide Basic Skills Initiative.
- Reflect on structure, practice sets, and include best practices for the placement preparation program.
- Study the impact of Title V changes on the use of and access to TLC services, which led to changing Learning Skills courses such as LSKL 800 from non-credit to credit courses that result in lab fees.

Policy changes

- Hours-by-arrangement for English and Language courses will be eliminated as of fall 2012 semester.

Course enrollment and log-in process changes

- All students log-in to a computer system located at the front counter that tracks TLC usage and services received.
- A process to streamline service tracking needs to be developed and implemented.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in past six years.

The faculty and staff of the TLC participate actively in professional development activities to strengthen skills and maintain best practices in providing learning assistance programs. Faculty and classified staff members participate in college and district-wide committees, and are leaders in college community partnership programs such as Herman@s, SEED, Prep for PEP, and in student organizations such as Skyline College's Latin American Student Organization (LASO).

Highlights of professional development activities since 2007 include:

- Implementation of new Blumen TRiO database and training in fall 2011.
- 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 TLC and record assistance given to students in the TRIO program.
- Coordination of Flex Day TLC workshops and tutor trainings.
- Coordination of Supplemental Instruction orientation and training workshops.
- Leadership in implementation of the Basic Skills Initiative.
- Participation and presentations at the following annual conferences: Community College League of California, National Conference of the Reading Association, National Association of Latino Arts and Culture, TRiO/ COE National Conference, On Course, and CCCCCO New Transfer Center Conference, WESTOP Regional Conferences, California Change Network, Mac World Expo, Ensuring Transfer Success, 3CSN, and RP Group's Student Success Conference.
- Faculty and staff participated and served in leadership positions with many college and district committees including: Classified Council, Management Council, Shared Governance, First Year Experience, SLOAC, accreditation, College Budget Committee, SEED/ Student Equity, Scholarship Committee, Grove Scholars Committee, various Skyline College Hiring Committees, and Financial Coaching Training.

Additional development needed or proposed:

- Further training and development in the creation and use of Podcasts and videos to be able to capture, archive and share workshops and short course presentations in an online format.
- Additional training for graduate tutors and staff in writing and reading processes, working with English Language Learners, and students with learning differences.
- Participation and presentations at the following annual conferences: Association of Colleges for Tutoring and Learning Assistance, National Association of Teachers of English, International Writing Centers Association, National College Learning Center Association, and Association of Writers & Writing Programs.

2. Orientation process for new faculty and staff, including student workers and Instructional Aides.)

Full-time staff and faculty serve as Lab Coordinators in the TLC. Instructional Aides who are hired as short-term graduate tutors and SI leaders for the academic year all hold recent Bachelors or Master's degrees in their respective fields. A number of these graduate tutors in the Math Lab and WRL have also been hired as Adjunct Professors for the college and receive college orientation through their respective departments. In addition, tutors receive individual training and orientation from the Lab Coordinator where they are placed. This includes ongoing discipline-training, a one-on-one orientation to the lab, an overview of instructional support materials, a description

of the process for enrolling students, an emphasis upon students-first values, and a review of the overall goals of the TLC.

The graduate and peer tutors working in the WRL meet with the WRL Coordinator and are required to complete the online tutor training on the TLC website before they begin working with students. The goal of the training is guided by the TLC Tutoring Philosophy: The TLC empowers students to be responsible, active learners through a close collaboration among faculty, staff, tutors, and students. The ESOL Lab Instructional Aides meet with the ESOL Lab coordinator weekly for training and support. Peer Tutors must enroll in LSKL 110 for the first semester that they tutor in the Center. This course is taught by the Director, Math Lab Coordinator and the WRL Coordinator. 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. Recruitment techniques

The coordinators of the tutoring assistance labs recruit a diverse group of instructional aides and tutors from graduate program listservs. Collaborating with faculty members to recommend students not only with the academic skills to tutor in the subject area, but also tutors from various ethnic and socioeconomic backgrounds has been effective. In addition, the center works with the Financial Aid department to seek students on Work Study or CalWorks in order to provide meaningful opportunities for student employment.

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 TLC occupies 9,261 square feet on the main floor of Building 5. The space includes 2 large open study areas for tutoring and independent work on nearby computers. These spaces contain the Writing and Reading Lab, the Computer Lab, the Language Lab, Communication Studies Lab, Math/ Science Lab and other subject tutoring areas. The center currently has 57 PC computers and 3 Macs for student use. Language Arts faculty and TLC staff offices surround the perimeter of the Math Lab area. Two small offices have been turned into the ESOL Lab with 5 computers and a tutoring table. A TRiO student study room for tutoring and workshops has transformed a former group faculty office. The small glassed-in conference room houses the Basic Skills Lab. One classroom designated for Reading and English courses is located in room 5102. The center is open from 8am to 7pm, Monday through Thursday and 8am-4pm on Friday.

During peak use hours from 9:00a.m. to 1:00p.m. when every table and computer is occupied, the center is stretched to its physical limits and hums with conversation and noise—a vibrant atmosphere for some, distracting for others. 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. The ESOL Lab is significantly constrained by its small size, which can accommodate few students, five computers and is not wheelchair accessible. The TLC could benefit from exclusive use of classroom 5102. Additionally, the ventilation and temperature system continues to be a problem, as well as mold on the ceiling. Finally, signage in the Building 5 lobby has outdated information and incorrect information.

Equipment and equipment maintenance:

As previously described, the computers in the TLC are relatively updated as refurbished equipment from other departments. The computer replacements we receive are not on any scheduled plan. However, the electrical outlets on the floor of the TLC need to be reconfigured. The metal covers of the floor outlets can sever power cords, resulting in dangerous electrical arcing that can harm students. The IT staff is responsive, helpful and works

closely with TLC staff when called for computer problems. They install upgrades continuously and work with computer related issues.

The Basic Skills Lab has only one whiteboard for instructional use and would benefit from being made into a smart classroom. The demand for instructional technology and equipment, especially laptop computers or tablets, by faculty and TLC staff continues to grow.

As mentioned on page five under the section of Progress Towards Previous Goals, two Communication Studies Lab have been created. They consist of two small converted offices with each room consisting of an Apple computer, lapel microphones, monitor, and camera. In addition, one room has an additional Apple computer and a large monitor for students to play PowerPoints to accompany student presentations. Students can record speeches and presentations for real-time assessment.

The Language Lab has been added to the resources that the TLC offers. The Language Lab consists of a new glass-partitioned room where students can access language programs, such as Rosetta Stone and audio recording programs such as Audacity, on 35 PC computers. In addition, a teacher station consisting of a PC, printer, document projector, and computer projector that projects the desktop screen from the teacher station computer onto a video screen. A white board is also available so teachers can lead classroom discussions.

Materials:

The Media Center provides videotaping for big events such as Graduation, Expanding Your Horizons, and events arranged by the College President's office. They also can provide video editing and duplication for these events. The Media Center can also transfer VHS tapes in DVD format, along with editing and publishing for iTunes U. With many staff requiring meetings with clients from a distance, the Media Center can also setup and support teleconferencing through Skype and conventional telephone conferencing.

2. List projected needs.

- Video cameras
- Video production with remote cameras for big events
- Wireless microphones
- Adopt an accurate log-in system with software that is easy to use, and locally housed on campus computers
- Install a Smart Board for instruction in the Basic Skills Lab
- Rewire ground outlets to accommodate frequent lap top use by students
- Establish a regular schedule for replacement of equipment (i.e. computer replacements)
- Replace two aging printers/ software for students to print documents
- Replace TLC copier as it frequently is out of service
- Provide funding to purchase additional materials to continually upgrade the quality of the offering in the ESOL lab
- Acquire tablet computers to assist with tutoring.

3. Describe use of technology in program and if current.

The Basic Skills Lab needs to become a Smart classroom. Equipment challenges in the TLC 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. 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 facilitate the use of technology to assist students who access textbooks and support materials through websites online. 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 TLC 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. *Support from industry*

At this time, the TLC does not receive support from industry for its programs.

PART E: Budget Request

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

Staff: We concur with the recommendation in the 1998 Performance Review that the TLC staff and discretionary budget become an integral institutional entity on campus. Specific recommendations are:

- Approve a full-time position for a Program Services Coordinator to assist in the facilitation of programs and new initiatives coming out of the Learning Center (i.e. Prep for PEP, Leadership Academy, Jump Start, etc.). (\$50,604 - \$61,500)
- Approve a full-time TRiO Instructional Aide for the Math/Science Lab (\$44,688 - \$54,600)
- Increase the institution's share of cost for the TLC/TRiO Director position from the current match of 10% to 50% so that it more accurately matches actual time and effort. (\$60,000)
- Increase funding for 3 to 5 additional short-term instructional aides for the ESOL and Math labs in order to accommodate unmet demand. (\$25,000)

Facilities and Equipment:

- Paint the center and modernize with accent walls of color. (\$700)
- Upgrade the computers in the center and create a replacement schedule. (\$20,000)
- Research addition of individual or small group tutoring rooms
- Replace three log-in computers with newer, more reliable computers. (\$4000)
- Replace two aging printers with new printers (\$1600)
- Replace faulty copier with new one (leased from Xerox)

Office Supplies and Printing:

- Provide funds for TLC staff and tutors for printing of publicity materials, duplication services, office supplies, and signage. (\$3000)

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Faculty and staff members participate in college and district-wide committees, and are leaders in college community partnership programs such as Herman@s, SEEED, Prep for PEP, College Success Initiative (BSI), Groves Scholars, financial coaching, the Acceleration Project, Transfer Initiative, Transfer Articulation Bridge (TAB), Supplemental Instruction (SI), and in student organizations such as Skyline College's Latin American Student Organization (LASO) and the TRiO Club. Other district involvements include partnering with campus departments and collaborating with the other Learning Centers in the district.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

The Learning Center has an active voice in the Management Council, a member of the EOPS Advisory Board and the TLC staff/ faculty also participate on campus wide initiatives such as hiring committees.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Through staff and faculty lead staff meetings, the TLC staff looks at ways we can improve our services, troubleshoots problems, and reflects on best practices. Through a collective effort, everyone is involved in making changes, recommendations, and improvements to best serve our students.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*

Through on going assessments and student evaluations, the Learning Center will continue to make changes based on student feedback, faculty and staff input and gaps in service. Technology is a big part of the everyday service the Learning Center provides. A more functional check-in system is being researched and explored to accommodate students with special needs.

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 make appointments or drop in when they want and choose the instructional methods they prefer: one-on-one tutoring, group tutoring, writing and reading software, grammar related handouts, faculty-, graduate-, and staff-taught workshops, and online tutoring. Open entry, .5 to 3.0 units

ENGL 650: English Supplement for TRiO students: Individual instruction in reading and writing skills for TRiO 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 TLC. 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 to other courses. May be repeated for credit a maximum of three times; variable units from 0.5-3.0

LSKL 830: The Sentence. This four-week short course offered in the Basic Skills Lab focuses on the fundamentals of syntax, sentence clarity, and grammar. Students are able to apply the concepts learned in this course to their writing in any class.

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.

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.

The ESOL Lab offers the following course:

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

The Math/ Science Assistance Lab offers the following courses:

Math 650 BV: Math Supplement for TRiO: This open entry course provides intensive support to assist TRiO SSS students in their regular Mathematics classes or to prepare them for taking a Math class. The individualized instruction (reserved tutorial assistance) is based on the Math Lab faculty coordinator's assessment of each student's skills. May be repeated for credit a maximum of three times; variable units from .5 to 2.0. (Units do not count toward an Associate Degree.)

Students enrolled in all levels of Math courses and students in the science courses Biology and Chemistry receive individual and/or group instruction (drop-in tutorial assistance) by Instructional Aides in LSKL 800 and by Peer tutors in LSKL 803.

General Learning Center Tutoring offers the following courses:

LSKL 800: Supervised Graduate Tutoring: Individual and/or group instruction by Instructional Aides with degrees (graduate tutors) in the TLC 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.)

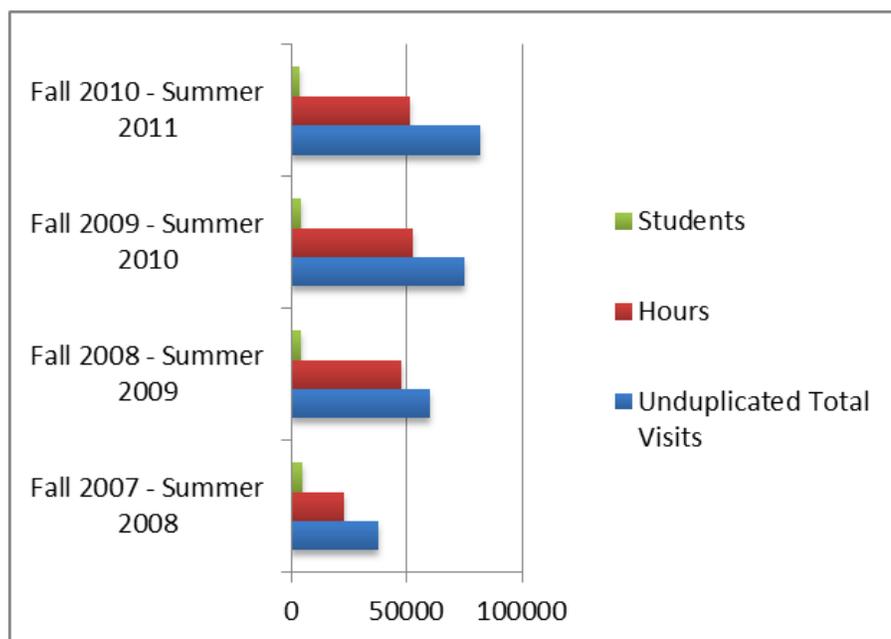
LSKL 801AV: Applied Study Skills Assistance: Provides instruction in a variety of study techniques such as note-taking, study reading, time management, taking tests, etc. Open entry. May be repeated for credit for a maximum of 6 units. (Units do not count toward the Associate Degree.) A separate section tailored for bilingual students is also offered.

LSKL803: Supervised Peer Tutoring: Individual and/or group instruction by peer tutors in the TLC to reinforce learning in the parent course from which the student was referred. Faculty and/or counselors will refer students based on learning needs. Students in this course are also able to access online peer tutoring in the areas of Math and Science. Open entry. *Requires concurrent enrollment in course in which academic assistance is being provided.*

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.

Appendix B

Semesters - years	Unduplicated Total Visits	Hours	Students
Fall 2007 - Summer 2008	37794	22974	4989
Fall 2008 - Summer 2009	60343	47871	4005
Fall 2009 - Summer 2010	74936	52818	3994
Fall 2010 - Summer 2011	82194	51304	3541



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

Weekly Student Contact Hours – WSCH

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

Year	2008	2009	2010
WSCH	1,821	2,505	2,913

Please comment on program enrollment and expected trends.

The Learning Center has seen a steady growth in the amount of contact hours provided to registered students. This pattern is expected to continue with the continued high quality of service offered.

FTE and WSCH/FTE (LOAD)

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

Year	2008	2009	2010
FTE	1,951	1,670	2,569
WSCH/FTE			

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

Productivity has seen a steady growth since 2008. The addition of staff and faculty assigned to the TLC has helped with in this area.

Retention and Success

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

Year	2008	2009	2010
Retention	90%	86%	86%

Success

59%

57%

58%

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.

The tracking system has gone through some changes in recent years with the use of SARS and PC-TRAK. All students must log-in to a computer system located at the front counter that tracks TLC usage and services received. If All students must complete at least 24 hours of tutoring for every 0.5 unit of course credit. The student tracking system has gone through some changes in recent years with the use of SARS and PC-TRAK. All students must log-in to a computer system located at the front counter that tracks TLC usage and services received. If a student does not sign-in on a computer, their hours may not be tracked and their success in the course may be jeopardized. Signage around the TLC, on computer screens, and messages sent via email are all active ways to inform students of the process. A more streamline check-in system is currently being researched to accommodate students with special needs and accurate tracking. student does not sign-in, their hours may not be tracked and their success in the course in jeopardy.

Program Review Course Outline & Prerequisite Checklist

Discipline: Learning Skills (LSKL)

Semester: Spring 2012

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implement-ation	Reviewed
			CSU	UC & CSU							
LSKL 110	Directed Experience in Tutoring	4/9/12	X				X	Yes	Yes		
LSKL 800	Supplemental Learning Assistance	4/9/12					X	Yes	Yes		
LSKL 801	Applied Study Skills Assistance	4/9/12					X	Yes	Yes		
LSKL 803	Supervised Peer Tutoring	4/9/12					X	Yes	Yes		
LSKL 820	Computer-Based Independent Study	4/9/12					X	Yes			
LSKL 830	The Sentence	4/9/12					X	Yes			
LSKL 831	Editing and Proofreading	4/9/12					X	Yes			
LSKL 832	Sentence Combining	4/9/12					X	Yes			
LSKL 833	Multi-Intelligent Learning Strategies for Reading and Writing	4/9/12					X	Yes			
LSKL 853	Writing and Reading Assistance Lab	4/9/12					X	Yes	Yes		

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

*Nohel C. Corral, Director
Learning Center/ TRiO SSS*

Date Submitted: 4/9/12

Division Dean: _____

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



MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

Skyline College Institutional Outcomes

Key: (C) central to a course, (S) supported by a course, (blank) does not apply

		LSKL 110: Directed Experience in Tutoring	LSKL 800: Supp. Learning Assistance	LSKL 801: Applied Study Skills Assist.	LSKL 803: Supervised Peer Tutor	LSKL 820: Computer-Based Independent Study	LSKL 830: The Sentence	LSKL 831: Editing & Proofreading
Critical Thinking:	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	S						
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.							
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	S					S	S
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.							
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.							
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.							

Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.		C	S				S	C
	Effectively express ideas through speaking and writing.		C	S				C	C
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.		S						
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.		S	S					
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.		S	S					
	Demonstrate commitment to active citizenship.		S						
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.			S					
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.								
Information and Computer	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and								

Technology Literacy:	problem solving skills.								
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.		S						

Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	S		S					
	Effectively express ideas through speaking and writing.	C		S					
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.								
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.			S					
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.			S					
	Demonstrate commitment to active citizenship.								
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.								
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.								
Information and Computer	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and								

Technology Literacy:	problem solving skills.								
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								

Program Review - Resource Needs Summary Table

Program: Skyline College Learning Center

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. Staff with ESOL/Grammar experience 2. Program Services Coordinator 3. Instructional Aides in Math and ESOL 4. Student Assistants 	
Equipment	<ol style="list-style-type: none"> 1. Tracking system 2. Grammar software 3. Updated electronics 4. New copy machine 	<ol style="list-style-type: none"> 3. Video, TLC copier, two printers, wireless microphones, SmartBoard in Basic Skills Lab, tablet PC's for tutoring,
Facilities	<ol style="list-style-type: none"> 1. Space for one-on-one tutoring areas 2. Updated electrical outlets in the floors 3. Paint damaged walls 4. Update TLC and Building 5 signage 	<p>With the rapid growth of technology, an updated facility to incorporate technology and student use will be important as we move towards the "Learning Center of the future."</p>

Appendix D
Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 25 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes. However, with multiple projects and grant reporting due all in the same month, it was difficult to meet the timeline. The flexibility granted was very much appreciated.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes, the instrument was clear and understandable. Training on CurricUNET would have been helpful. I realized that the LSKL course information (description, etc.) had not populated or transferred over the week of program review being due.

3. Were the questions relevant? If not, please explain and offer suggestions.

Yes.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

The data was helpful, not only for the Program Review process, but for internal use as well.

6. Please offer any comments that could improve and/or streamline Program Review.