

2018-19 The Learning Center Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

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

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

- Provide instructional support services that supplement classroom learning to enable students to acquire the skills necessary for academic success in all course levels SCG-1, BG-3, BG-4, DSP-2.3c, SCG-4
- Provide support services to assist faculty in meeting student learning outcomes BG-1, SCG-1, SCG-3, SCG-4
- In addition to these two primary goals, the Learning Center has the following secondary goal:
- Provide short and long-term professional development opportunities for student and professional staff. SCG-6

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

Learning Center Program Student Learning Outcomes are as follows:

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

I.C. Profile: Program Review Team

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

Narrative

Chelssee De Barra, Interim Learning Center Manager

Gabriela Nocito, Learning Commons Director

Josh Lindo, IA II

Hong Guo, IA II

Raymon Gutierrez, Retention Specialist

Gavin Townsley, Program Services Coordinator, Supplemental Instruction

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

Scott McMullin, IA II

Bryan Swartout, IA II

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes.

Program data may

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

As a flexible learning environment, TLC provides academic support through individual and small group tutoring, facilitated study sessions, mentoring, workshops, computer use, and instructional media for students enrolled in Skyline College courses.

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

The TLC serves approximately 800 unique students each semester, with more than 9,000 student transactions logged per semester. Students logged a total of 8,000 hours over the course of a single semester. Besides appointment based and drop-in tutoring, the TLC offers up to 90 Supplemental Instruction sessions per week. In Fall 2017, the TLC offered 150 workshops with 1001 total attendees on topics related to learning and student success. The ESOL lab conducts weekly conversation groups in addition to workshops.

The TLC provides academic support through the following programs:

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

Writing and Reading Lab (WRL)

Over the course of the 2014-2018 academic years, there was a 20% increase in usage of this lab. While numerous courses were supported by the writing and reading assistance available through this lab, students in the following disciplines have demonstrated the greatest volume of usage over the past year:

- English
- ESOL 400
- Spanish
- Early Childhood Education
- Communication
- History
- Psychology
- Biology
- Anthropology
- Counseling
- Business
- Philosophy
- Journalism

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

Conclusions:

We project that overall attendance and usage of the Writing and Reading Lab will increase exponentially as a result of the removal of basic skills courses due to AB 705 as well as academic support requirements in the Promise Scholars program. In preparation for the expected growth in student attendance, we have proactively redesigned the space of the WRL and ESOL Labs in order to generate a more quiet and comfortable environment for students with students sitting at a tutoring table of their choice and preparing their space with their materials prior to a tutoring session. It is important to note that the 20% increase may also be due to the graduation of former ESOL students from ESOL courses into English 105 and 110 and now utilize the WRL over the ESOL Lab.

English for Speakers of Other Languages (ESOL) Lab

Since 2016, there has been a 160% increase in usage of this lab by students at Skyline College. The ESOL lab is primarily utilized for all levels of ESOL, but has continued to support former ESOL Students who have now entered into transfer level courses such as English 105, 100, and 110.

Permanent TLC staff have strengthened the alliance between the PACE Learning Community as this learning community is an essential resource for non-native speakers taking ESOL courses. In addition, TLC Retention Specialist has played a key role in connecting students to this lab. TLC continues to provide embedded tutoring to students in ESOL courses and provides English conversation groups in the TLC for non-native speakers

Conclusions:

ESOL academic support continues to be an area of high need. With ESOL students learning both English as a secondary language and also a humanities focused academic writing style, continued collaboration with ESOL staff is imperative in order to ascertain any skill gaps and address them accordingly. Moreover, we will continue to focus our efforts on facilitating ongoing tutor training centered on how to help students bridge these skill gaps.

Math Tutorial Lab

Since 2013, the math lab has seen growth in the number of visits by 14%. The math lab supports all levels of math classes. The statistics classes, math 190 and math 200, continued to provide the highest percentage of students coming to the math lab. Statistics accounted for over 25% of all students tutored in the math lab in 2017-18. To meet the demand in terms of space and tutors since 2016, there is a dedicated Statistics Tutoring area. Finally, our math tutors have continuously supported workshops at the Learning Center through the spring 2018 semester, by leading math workshops. TLC permanent staff play an instrumental role in strengthening the alliance between the Math Department and TLC. In Fall 2018, the TLC piloted embedded tutors into math classrooms in an effort to provide support to students in accelerated courses.

Conclusions:

While the math lab is the most utilized tutorial lab, growth is discouraged because of tutoring space and staffing. We have made some steps to alleviate the space pressure by an overall redesign of the TLC space and a dedicated Statistics tutoring area as well as small group and one:one tutoring space. STEM Center services in 2019-2020 will relieve some of the pressure on Math Lab services, and allow TLC to transition to some smaller group or 1:1 tutoring. The slight peak from Fall 2015 to Spring 2016 might be due to declining enrollment in City College of San Francisco because of their accreditation issues.

Science/Business/Social Science/other subjects Tutorial Lab

Since 2013, the Science/Business/Social Science/other subjects Lab has seen substantial growth (167% increase in visits). This is partly due to expanding the subjects tutored in the lab to cover computer science, economics, and accounting.

Conclusions:

Although availability of staffing can be limited in this area, usage data implies that resources are well-spent in this lab. Improved tutor recruitment will be an area of focus in the future.

Embedded Tutors

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

Embedded tutoring was piloted in 2017-2018 with eight classes supported including ESOL courses and counseling courses and has since undergone considerable refinement, with faculty and student guidelines created. For the 2018-2019 academic year, the embedded tutoring program expanded to support a total of 25 courses. While the program successfully supported primarily ESOL and English courses in the past, the program now supports corequisite math sections and prioritized Promise Scholars sections as well. In Fall 2018, the TLC piloted embedded tutors into math classrooms in an effort to provide support to students in accelerated courses. This expansion comes as a direct result of our TLC staff members and the instrumental role they play in strengthening partnerships with the Language Arts Division and Math Department.

Conclusion:

TLC will implement a tutee exit survey as well as a faculty survey to continue to evaluate the Embedded Tutoring program. Based on feedback from these surveys, we will work with our embedded faculty members to revise the embedded tutoring program as necessary to meet student needs.

With the implementation of AB 705, students who may have historically taken Math 811 or ENGL 846, will likely be taking English 105 and Math 120 co-requisite courses. In collaboration with faculty, staff, and deans in both SMT and Language Arts Divisions, we are planning a substantial increase in support of these courses with embedded tutors or Supplemental Instruction Leaders. We will continue to support the ESOL and English courses that we currently have, with tutors that would have been embedded in ENGL 846 or ENGL 105 being allocated to a different, appropriate ESOL/ENGL course.

Other Tutoring Conclusions

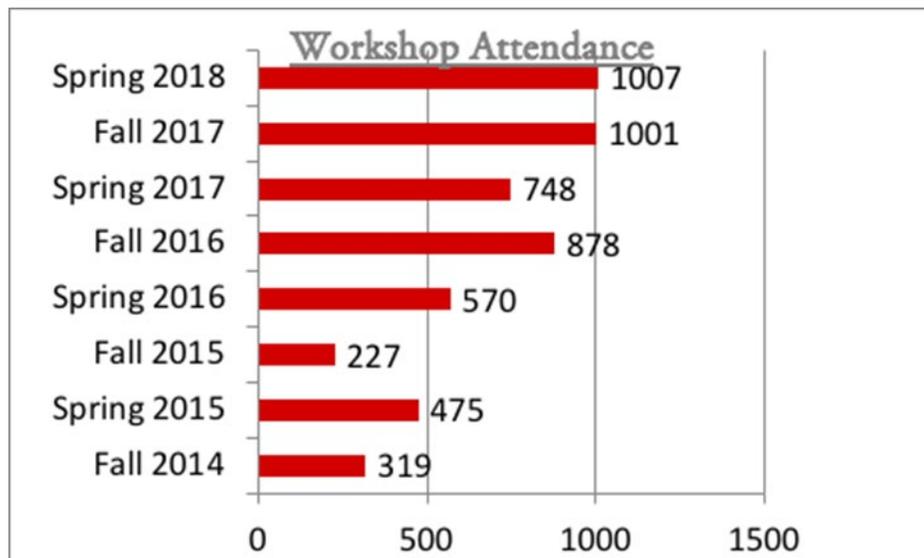
Increased academic support demands have made staffing challenging because we depend largely on student schedules for training and setting TLC staffing hours. For the past years since its inception, the LSKL 110 semester-long, transferable tutor training course has been the source of all of our peer tutor staffing. While it is an appropriate option for some students, the wait time from faculty recommendation to taking the semester long course and then employment in our tutoring labs poses challenges. Because some of our students are beginning on their 3rd or 4th semester when they begin to tutor in the TLC, they are often only with us for a semester or two. Substantial resources are committed to training student staff for onboarding and ongoing training. In order to alleviate the difficulties in finding adequate and qualified staffing in all of the tutorial labs TLC is piloting a second pathway that is combination of online training modules, face to face training, tutor shadowing, and co-tutoring. Both pathways allow tutors to earn a Level 1 International ITTPC CRLA certificate. Additionally, in Summer 2017 the LSKL 110 was offered as a four week hybrid course. The intention is to continue offering a 1 credit LSKL 110 in summers and a 1 credit, seven week hybrid course during Fall and Spring of 2019-2020.

New to Spring 2019, we have also introduced our ongoing training series for our student employees that was created based on employee feedback for professional development topics. Our current training modules include tutor-specific subjects such as tutoring reading skills or different learning styles in math and science, or de-escalating difficult situations. We are also working with Math, English, and ESOL faculty to identify skill gaps that will likely be more prevalent with the advent of AB 705 legislation. We will continue to strategically curate our repertoire of training topics and

include training modules based around addressing identified skill-gaps predetermined through collaboration with faculty members. At the same time, we will increase our level of collaborations with other departments on campus as a means of providing our student employees with additional strategies and a deeper understanding of the resources available on campus.

Academic and Skills Workshops

TLC works closely with Promise Scholars and Middle College staff to facilitate workshops. We are also streamlining our workshop request process, so that faculty and staff can electronically request workshop topics and dates.



Conclusions:

While workshop data shows increases, there are many workshops with very low attendance. A lot of time and resources are involved in planning and marketing workshops, so TLC staff are identifying workshops that are historically well-attended and have positive evaluations and will continue to offer those as well as other workshops that address skill gaps in students impacted by AB 705. Additionally, in Spring 2019, TLC staff are promoting a push-in/embedded workshop model that will address the direct needs of instruction/courses/faculty. This model will allow faculty to request workshops on specific topics throughout the semester that align with curriculum and student needs.

Furthermore, in preparation for AB 705, we will be improving accessibility for our workshops to all students. To make access to these workshops more convenient for interested attendees in a professor's course, we will also be conducting outreach to interested faculty members in order to see if faculty members would prefer that we present a workshop directly in their class versus requiring prospective attendees to come to The Learning Center. By advocating for a type of "Workshop-on-the-Go" format through combining our push-in model with facilitating workshops in a professor's classroom, we aim to increase the overall attendance of workshops while simultaneously providing workshop support for basic skills - the faculty member would help our staff identify skills gaps for students in their course and we would collaborate

with them to create a workshop based on introducing/developing the necessary skills. For this process, we will work closely with faculty members from SMT, English, and ESOL in order to identify current skill gaps for students and strategies to help students develop the skills to bridge these gaps.

In addition, with the increased number of online students and the assumption that they come ready to use all educational technology and tools, the demand for the type of technical support the Learning Center provides will increase. To meet this demand, TLC will be implementing a series of workshops aimed at developing computer and internet literacy.

Online Tutoring:

NetTutor is an online tutoring platform that offers several levels of assistance; live one-on-one tutoring online, a Q&A center where students can submit questions for response, and an online Paper Center where students can submit drafts of composition assignments for review. The Q&A Center and Paper Center have a turnaround time of 24 hours and 48 hours maximum, respectively. Tutors providing support via NetTutor hold at least a bachelor's degree and their training is aligned to the same professional standards as TLC tutors.

The priority for outreach and access is students enrolled in online courses, students taking courses for which face-to-face tutoring is not available in TLC, and students who are not able to be on campus during TLC open hours. NetTutor is accessed through the Canvas learning management system. Online tutoring is available for Skyline College students in over 50 subject areas within the broader discipline areas of English, Math, Accounting, Economics, Finance and Business, Life Sciences and Physical Sciences, World Languages, General Humanities and Social Science, Nursing and Allied Health, Information Technology and Computer Science.

In 2018, Skyline College students used approximately 111 hours of tutoring. Writing, Statistics, Calculus, and Algebra were the subjects most accessed by students on NetTutor.

Conclusions:

Current purchased hours are only a supplement. Increased budget for hours would allow for more marketing, and increased access for students expanding our reach and allow us to further serve those students that do not come to campus or need support during hours that TLC is not open.

Peer Mentoring

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

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

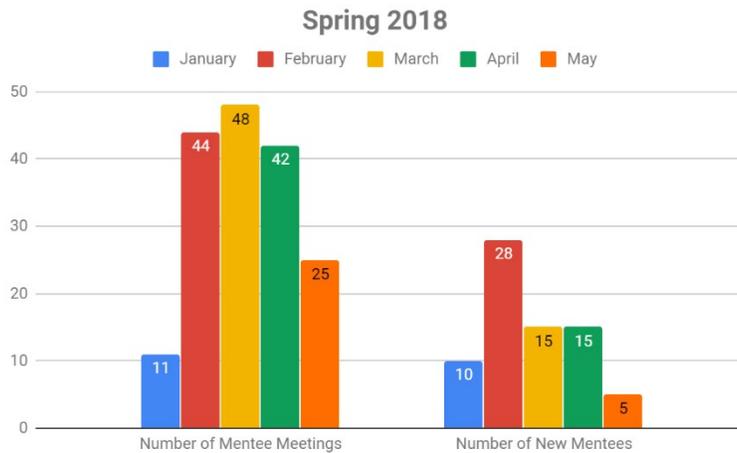
- Increase academic engagement and success

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

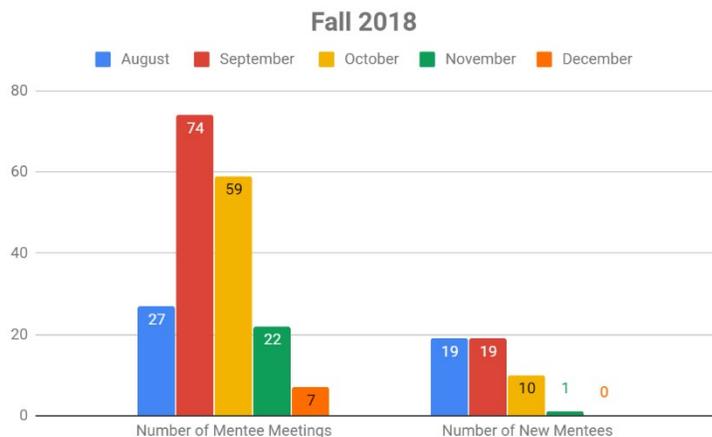
Peer Mentor responsibilities include working with the Retention Specialist to create student success plans, documenting all contacts, completing any forms relative to evaluation of the mentoring program and proactively meeting with students to monitor their progress, sharing knowledge and experience, and attending a monthly check in with the Retention Specialist.

Peer Mentor Data:

The Peer Mentor program started in Spring of 2018. With a total of 6 peer mentors, our team supported 73 student mentees and completed a total of 170 one-on-one mentee meetings.



- In Fall 2018, the Peer Mentor program supported 51 students and completed a total of 187 one-on-one meetings.



In addition, our Peer Mentor program continues to serve students by addressing soft skills topics that many students struggle with. We created a Student Success

Workshop Series which is designed to introduce new and returning students to knowledge, skills and campus resources to help them in their transition to Skyline College and promote future success and engagement throughout their college experience. We collaborated with various student services and programs along with departments across Skyline such as The Promise Scholars Program, Middle College, Counseling 100, and ESOL courses. In Fall 2018, we facilitated 18 workshops with a total of 327 attendees.

Conclusions:

Our goal is to increase student persistence and success. During our pilot in Spring 2018, the Peer Mentor team focused on marketing, expansion, and visibility to promote the new program. The following semester, Fall 2018, the Peer Mentor Program focused on building on the quality of retention of student mentees rather than growth. In comparison in Spring and Fall, we served 22 fewer students in Fall. However, the Peer Mentor program successfully facilitated 24 one-on-one meetings in Fall compared to Spring 2018. We were able to achieve a higher retention rate of student mentees returning to the program to work on their success plans. The Peer Mentor team will continue to assist the Retention Specialist with outreach and retention, including developing strategies to enhance student completion and success

In spring 2019 our team consisted of 8 peer mentors with a total 52 hours. In Fall 2019 Peer Mentors will have an increased role in supporting Promise Scholars, Counseling, outreaching, conducting one-on-one meetings with students, and workshops. Peer Mentors will work closely with counselors in their Meta-Major and be a part of the Student Success Team. It will be essential for the Peer Mentor team to grow in order to meet the growing demands.

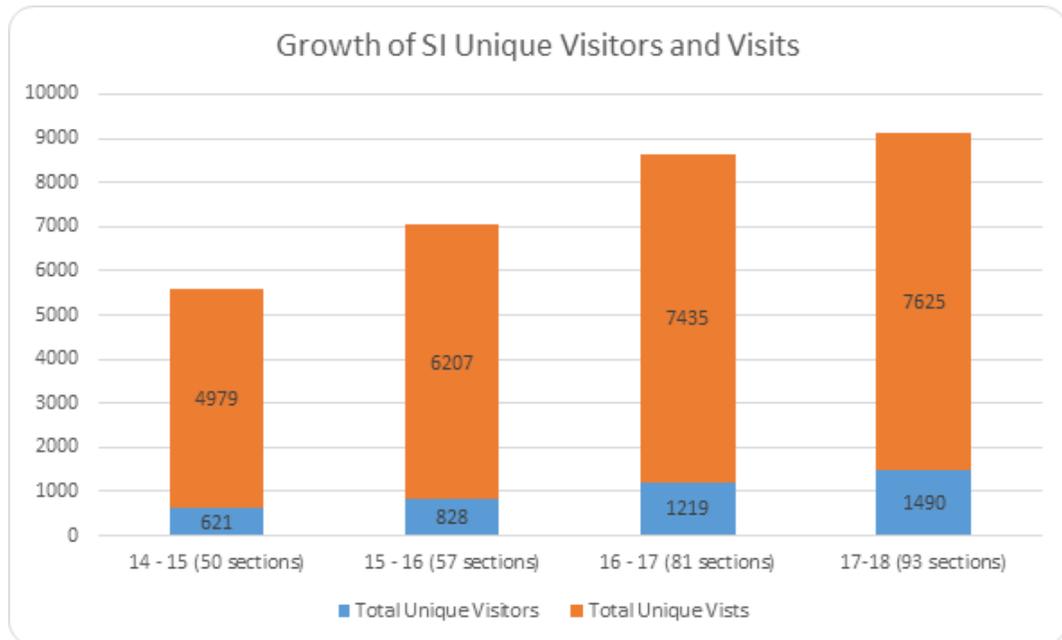
Supplemental Instruction (SI) is an academic-assistance program designed to help students succeed in traditionally difficult courses through in-classroom support and voluntary, group-study sessions. The SI Leaders, peers who have already successfully completed the targeted course or come with strong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

In the 2017-2018 academic year, the SI program supported 44 classes in Fall 2017 and 49 classes in Spring 2018, for a total of 93 in-person courses. In the 2017-2018 academic year, SI expanded support to the following courses:

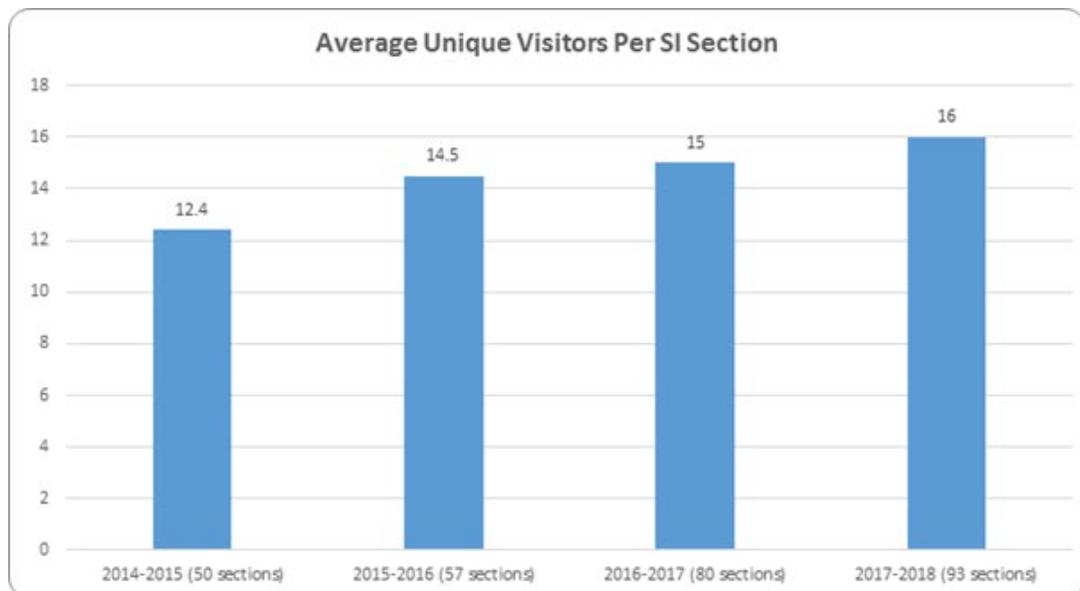
- ACTG 100: Accounting Procedures
- ACTG 121: Financial Accounting
- BIOL 130: Human Biology
- CHEM 192: Elementary Chemistry
- ECON 100: Principles of Macroeconomics

Unique Visitors and Visits

The graph below illustrates the increase in total number of unique students and unique visitors from the 2014-2015 through 2017-2018 academic years.



The next graph shows an increase in the average number of unique students served per number of course sections that were supported by SI.



SI Usage and Completion Rates

During the Spring 2018 semester, SI was utilized by an average of 20% of students across all supported courses, with lowest rates at 3% for ENGL 846 and ENGL 100 and highest usage by HIST 235 at 50%.

On average, course completion rates for students that attended SI were 72% compared to 62% for non-SI attendees. Examples of strong rate averages for specific subjects:

- PSYC - 100% completion
- SOCI - 90% completion
- HIST - 95% completion
- BIOL - 81% completion
- CHEM - 71 % completion

Math showed an average increase of 6% in completion rates for students that attended SI, but ENGL 105 shows a difference of 8%.

Conclusions:

In 2018-2019, the SI Program is focused on improving quality of services rather than expansion to both address current challenges and while also continuing to improve upon strong results in areas of success.

In 2017-18 a .48 IA II was approved and hired to facilitate professional development for all SI Leaders through increased mentorship and SI session observations. However, funding for this position was not part of TLC or ASLT budget for the new year. To address the gap in program and Leader support, the SI Program Services Coordinator (PSC) is committed to building a stronger, more sustainable foundation for SI services through a student-led Supplemental Instruction Mentor program that will focus on leveraging experience leaders to help develop and run trainings, session observations, and planning support previously handled by the IA II.

Last year's data shows that usage and effectiveness of SI in ENGL courses are much less significant than in other supported courses. The PSC is committed to addressing concerns by restructuring existing practices to increase SI Leader professional development, subject-specific strategies for assisting ENGL students, and improved SI Program collaboration with the faculty and the department in order to address barriers and build solutions that improve ENGL specific practices within the program.

One of the biggest challenges for the SI Program is finding applicants to staff support for the wide variety of classes and their schedules each semester, especially because the program relies on student workers and their schedules to fill this support. The SI Program will be updating its hiring and recruitment practices to increase opportunities to find applicants, especially with regard to subjects highly impacted by the mandates in AB 705.

In preparation for AB-705, the SI Program will be making targeted efforts to improve recruitment in ENGL 105 and Math 200 courses with a goal to have support in most, if not all, sections offered by the college. The Program will work with both faculties to ensure SI Leaders are prepared to meet the needs of these students and to provide the necessary leadership to assist their students toward success.

Student study center and gathering place for students:

Hundreds of students come to The Learning Center each day to study. The Learning Center provides quiet spaces as well as group study areas. However, after reviewing data from our student satisfaction survey taken at the end of each semester, we found that we could better utilize our TLC space to better accommodate student needs and requests.

While our general study area has remained relatively unchanged, it has been moved an area of the center that provides more overall space. The new location of the general study area permits students to create their own comfortable environments by allowing more students to sit at each table, it reduces the congestion of our previous layout, and it is closer to the entrance of TLC, thereby being more at the forefront of a student's perception upon entering. However, one recurring concern for students has been the availability of tables and chairs within the general study area during times when our tutoring tables are full. Additional space and/or tables are needed in order to meet the demand of space for students.

Conclusions

Focus in the past years has largely been on growing programs and tutorial labs with regard to student usage. However, as many of our student services are well-established, it is vital that we recenter the focus to quality and sustainability, including prioritizing ongoing training of student and other hourly staff.

Use of space for faculty office hours:

In previous years, TLC has welcome the use of its space for faculty members seeking to hold office hours. The addition of office hours for faculty members strengthened connections between students and TLC - after meeting with faculty members, students could easily access tutoring in any of our labs due to that they were already in TLC.

Conclusions:

We used our TLC Redesign Project at the end of 2018 to create a dedicated area for faculty office hours. This decision came as a result of the inconsistent noise levels of TLC at differing times of the day and the difficulty in meeting with students for discussion. Currently, this space is utilized on an as-needed basis for both students and faculty members. Moving forward, we hope to welcome additional faculty members into this space for office hours and develop a scheduling system for faculty members to utilize.

Evidentiary Documents

[NoviSurvey_Fall_2018_TLC_Student_Satisfaction_Survey_Results_2-1-2019.pdf](#)

[SI Impact data highlights - Spring 2018 \(1\).xlsx](#)

[SI Summary-2017-18.docx](#)

[TLC Tutoring and Workshop Summary and Data_8-21-18.docx](#)

Evidentiary Documents

[722-IA II Support for Supplemental Instruction administration](#)

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

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

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

Expand existing Math Lab:

The Math lab has been expanded to include a defined area for statistics, trigonometry, algebra, and calculus. Additional space has been created for smaller group study and 1:1 tutoring for our embedded tutors.

Continue to expand the scope and size of the Supplemental Instruction program:

TLC continued to expand the scope of Supplemental Instruction (SI) program. In the 2017-2018 academic year, the SI program supported more sections of previously supported courses and piloted support for new courses. The SI program supported 44 in-person, classes[1] in Fall 2017 and 49 classes in Spring 2018, for a total of 93 in-person courses. This is an increase of 12 total classes from the 2016-2017 academic year. In the 2017-2018 academic year, SI expanded support to the following courses:

- ACTG 100: Accounting Procedures
- ACTG 121: Financial Accounting
- BIOL 130: Human Biology
- CHEM 192: Elementary Chemistry
- ECON 100: Principles of Macroeconomics

In 2018-2019, SI Program focus has been on quality of services rather than expansion. In 2017-18 a .48 IA II was approved and hired however funding for this position was not a part of TLC or ASLT budget. Until funding for expansion can be secured, the SI program services coordinator is committed to creating a student-led Supplemental Instruction mentor program that will focus on training, observations, and overall program quality.

Purchase online tutoring hours:

100 online tutoring hours have been purchased through NetTutor, the online tutoring platform that the district has chosen as their vendor. Hours will continue to be purchased going forward to support students in online classes, after hours, and with subjects not covered by in-person tutoring. Increased demand and Skyline's focus on night, online, and weekend course offerings will require more hours to be purchased. A larger budget will also allow TLC to market the service more widely and serve more students.

The following goals have not yet had specific progress moving them forward:

- Modular furniture has not been purchased for TLC tutoring labs. Budget constraints have not allowed for additional furniture acquisition. With the

redesign of TLC space areas for social learning would benefit from flexible and comfortable seating options with capabilities for power and other technology.

- Budget allocation for short term temp IA II has not been increased. District support of extended TLC evening hours allowed for an additional short term temp IA II, but this funding is not a guaranteed component of TLC operational budget moving forward.
- Student Assistant allocation budget has not increased.
- No additional permanent, part time .48 Instructional Aide II positions have been added to TLC staffing. With the addition of a .50 PSC into the Learning Commons as well as 1.0 IA II (to replace previous .50 staff assistant and .52 IA II, both previously shared with TRiO)

TLC programs and operations:

A TLC-specific budget that is loaded and accessible continues to be a priority need. Funding for the 2018-2019 year and beyond is supplemented by Basic Skills Initiative and Student Equity Plan fund allocations. All previous goals pertaining specifically to budgetary increases are made in an effort to support students, but forward progress is made more difficult without a specific budget. Plans to pursue Title III/Title V funding could result in additional budget support if received. Dedicated line item TLC budget in June is still necessary for TLC Manager to provide effective planning and budgeting.

II.A.2 Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

PSLOs

Learning Center Program Student Learning Outcomes are as follows:

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

Enrollment in LSKL courses continues to remain steady, with slight increase of enrollment in spite of decrease in overall Skyline College student enrollment. For example, Learning Skills (LSKL) headcount in Fall 2015 was 1197 and in Fall 2017 had plateau to around 1200 students enrolled.

PSLO Assessment Summary from Fall 2017 Student Satisfaction Survey Report:

For the fall 2017 semester a total of 97 students participated in the student satisfaction survey. The breakdown of these students are: 43% Math Assistance Lab, 29% Writing and Reading Lab, 7% Science/Social Sciences/Business Lab, 21% English for Speakers of Other Languages Lab.

PSLO Assessment Summary from Fall 2017 Student Satisfaction Survey Report: A total of 97 students participated in the student satisfaction survey.

Out of the 97 survey respondents:

- 53 (54.6%) strongly agree that the learning center helped them better address challenges in their academic work,
- 37 (38.1%) agree,
- 4 (4.1%) disagree
- 0 (0%) strongly disagree
- 0 (0%) had no opinion.

93% of respondents indicated that Learning Center services increased their success in understanding and completing their academic work.

Additionally, the Supplemental Instruction Program had the following findings from the student participant survey given to all registered SI users at the end of Fall 2017. The survey asked participants to assess their overall experience with SI as well as how helpful their SI Leaders were in helping understand class lectures and discussions, develop study skills, and become stronger students, all of which directly ties to TLC PSLOs. The survey collected 44 total responses.

The responses reflect an overall positive experience by students who completed the survey.

- 93% of students indicated that the SI Leader was either “Helpful” or “Very Helpful” in helping them increase their understanding of class lectures and discussions
- 84% of students indicated that the SI Leader was either “Helpful” or “Very Helpful” in helping them increase their comprehension of textbook/class materials.
- 93% of students indicated that their overall experience with their SI Leader was either “Helpful” or “Very Helpful.”

II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

Learning Center Manager (1)

- Oversees operations of the Learning Center
- Manages personnel
- Participates in campus wide committees
- Part of the college's leadership team
- Manages budgets
- Selects and acquire resources
- Assesses progress towards objectives
- Sets the objectives for the Learning Center based on the broader objectives of the College and the District

Instructional Aide II (3)

- Supervises tutorial labs
- Trains students and other hourly staff
- Provides administrative support to TLC
- Tutors students
- Organizes and facilitates academic support workshops
- Conducts Skyline faculty and student outreach to improve student services

Instructional Aide II (2 positions at .48, 10 months)

- Provides administrative support to TLC
- Tutors students
- Conducts Skyline faculty and student outreach to improve student services.
- Supports training of student and staff
- Supervise tutorial labs during evening hours

Retention Specialist (1)

- Facilitation and planning of training for Peer Mentoring student staff
- Collaborate with faculty, departments, divisions, and programs across campus
- Administrative and logistical support for TLC
- Organizes and facilitates academic support workshops
- Conducts Skyline faculty and student outreach to improve student services.

Supplemental Instruction Program Services Coordinator (1)

- Administrative and logistical Support for Program and Staff
- Management of student personnel
- Facilitation and planning of training and professional development for staff
- Refinement and improvement of program services in order to meet program, TLC, and campus wide goals and initiatives
- Collaborate with faculty, departments, divisions, and programs across campus

Learning Commons Program Services Coordinator (.50)

- Administrative, logistical, marketing, and event support for programs and staff
- Management of student personnel
- Collaborate with faculty, departments, divisions, and programs across campus

II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

Classified Staff FTE: 6.46

Administrator FTE:1

II.A.4 Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

Open hours:

8:00 a.m.-9:00 p.m. Monday-Thursday (tutoring available between 8:00 a.m. and 8:00 p.m.)

8:00 a.m.-4:00 p.m. Friday (tutoring available between 8:00 a.m. and 2:30 p.m.)

In Spring of 2017, the district piloted extended hours in the Learning Center. Usage data was collected and presented to the district board, and it was discontinued because of high cost when compared to usage data.

Embedded Tutoring: Embedded tutoring was piloted in Fall of 2017. Embedded tutors support students in classes and offer 1:1 tutoring in the Learning Center. Embedded tutoring increases access to students who are struggling in the classroom in addition to the tutoring supports than can receive outside of the classroom. Embedded Tutoring as a practices bridges students from the classroom to all of TLC academic support services, as well as creates points of contact for supported classes. In addition, prioritizing students in classes with embedded tutors increases access for students who may not have accessed tutoring services without it.

Net Tutor: Online tutoring is available for Skyline College students, via the NetTutor platform. The priority for outreach and access is students enrolled in online courses, students taking courses for which face-to-face tutoring is not available in TLC, and students who are not able to be on campus during TLC open hours. NetTutor is accessed through the Canvas learning management system. NetTutor is an online tutoring platform that offers several levels of assistance; live one-on-one tutoring online, a Q&A center where students can submit questions for response, and an online Paper Center where students can submit drafts of composition assignments for review. The Q&A Center and Paper Center have a turnaround time of 24 hours and 48 hours maximum, respectively. Tutors providing support via NetTutor hold at least a bachelor's degree and their training is aligned to the same professional standards as TLC tutors. Online tutoring is available for Skyline College students in over 50 subject areas within the broader discipline areas of English, Math, Accounting, Economics, Finance and Business, Life Sciences and Physical Sciences, World Languages, General Humanities and Social Science, Nursing and Allied Health, Information Technology and Computer Science.

Online tutor training and hybrid LSKL 110: The Learning Center is predominantly a peer to peer academic support model. This model relies heavily on staff recommendations for student leaders. The cycle of recruiting, hiring, and training is ongoing in the Learning Center and in the past we have relied on our LSKL 110: Tutor Training course as our primary means of training and preparing prospective tutors for working in The Learning Center. While the LSKL 110 course does provide a strong, pedagogical foundation for tutoring strategies, as well as time to practically apply concepts learned in the class via an in-house practicum, the LSKL 110 course also creates certain obstacles in terms of peer tutor position accessibility to students. In

order to become a tutor at The Learning Center, students are required to take the LSKL 110 prior to applying for a peer tutor position. As such, students desiring to become tutors must wait one semester to enroll and participate in the class and must then apply (without full guarantee of being accepted as a peer tutor) to work at The Learning Center upon successful completion of their LKSL 110 course. Moreover, the LSKL 110 course requirement impedes students seeking a peer tutor position to make financial ends meet as it does not give the opportunity for students to work and receive payment for work quickly or efficiently. To remedy these obstacles in peer tutor position accessibility, we piloted an additional tutor training pathway through TutorLingo in Spring 2019.

In using the TutorLingo software, we have been able to offer an alternative route to taking LSKL 110. Whereas the LSKL 110 course excels at grounding tutoring styles in a pedagogically potent foundation with limited tutoring floor experience, the TutorLingo software enables a new tutor to quickly progress through the pedagogical modules in favor of more shadowing and co-tutoring time. This, in turn, enables our new tutors using TutorLingo to gain more hands-on experience in our tutoring labs by interacting more closely with veteran tutors, TLC staff members, and tutees. In this way, not only do our new tutors gain valuable experience on-the-job (as our new tutors are paid while training), but they are able to build and foster closer relations with tutees, many of whom come back to work exclusively with them.

Our first TutorLingo cohort consisted of three new tutors: two tutors for our Writing, Reading Lab and ESOL Lab, and one for our Math Lab. In addition to watching each of the nine videos required by the TutorLingo software, our staff members utilized Canvas in order to create an online supplement to the TutorLingo curriculum. After completing each video, our tutors are then asked to reply to a Canvas discussion topic corresponding to each TutorLingo module. Discussions are a blend of questions supplied by TutorLingo's resources and also questions created internally by our staff members as a means of providing our new tutors with potential scenarios relevant to our center. Lastly, each tutor must complete a minimum of five hours shadowing veteran tutors and a minimum of five hours co-tutoring alongside veteran tutors. After each shadowing or co-tutoring sessions, our veteran tutors conduct a short debriefing session with our newer tutors wherein they discuss the overall trajectory of the tutoring session and tutoring strategies used throughout the session. Additionally, new tutors must then keep track of their shadowing/co-tutoring sessions in a type of tutoring journal on Canvas.

In addition to the Tutorlingo pathway, we will continue to offer the LSKL 110 course as a one credit hybrid course. During 2019-2020 we will conduct ongoing assessment and viability of both tutor training pathways for quality as well as viability for staffing needs.

Embedded Tutoring and Workshops: In Fall 2018, we extended our Embedded Tutoring Program (ETP) to support 25 ESOL, English, Counseling, and math courses. In our current embedded tutoring model, tutors embed themselves within a course with historically high-enrollment and challenging course material. In these courses, tutors act as a bridge between The Learning Center and the embedded course, offering students from that course individual and group tutoring and workshop services based on the respective courses' needs. New to our model in Spring 2019, embedded tutors are now authorized to construct and facilitate workshops for their embedded classes

based on the recurring challenges faced by students in understanding course material. Moving forward, we aim to add the following to our program:

- Fall 2019, we will implement embedded tutoring in online courses as well as opportunities for students in face to face courses supported by an embedded tutor to access tutoring support online via Canvas.
- Online embedded tutoring can also allow for pre-recorded workshops on course materials should a tutor or tutee be unavailable for an in-person workshop.
- Fall 2019, we will also be piloting pre-recorded workshops available online. These workshops will be aimed to help students hone and develop basic skills and will act as an additional basic skills supplement in response to AB 705 legislation.

Directed Learning Activities (DLA): Alongside our many other academic supports, students have access to our Directed Learning Activities as a form of independent study. DLA's focus on a variety of topics such as grammar concepts, reading skills, study skills, and essay writing. While DLA's are available to all students if desired, students enrolled in our LSKL 800 course are required to complete DLA's. We are beginning work with CTTL instructional technologist to convert our DLA's into an electronic format on Canvas for increased student access.

SI Online and Offline: The two biggest hurdles for access to SI are the session schedules and the physical need to be in the session. To overcome these hurdles, the SI Program is actively testing ways in which we can open up SI services to students who are unable to physically be on campus via online sessions or the ability to see SI sessions at later dates through lecture capture programs and software.

The SI Program is currently testing the use of Canvas in conjunction with Google products such as Google Docs and Hangouts in order to see if remote SI Sessions are successful and utilized. Depending on results, we will be putting together a larger pilot in the 2019-2020 academic year. SI is also looking to potentially integrate services with other software platforms such as BluePulse.

Outside of technology, SI is also looking at different models in order to increase accessibility to our ENGL and Math transfer courses, such as open SI sessions that are attached to a course subject rather than a particular section of that subject. These open sessions will be available to all ENGL 105 or Math 200 students and they will have a variety of time/days in which the service is provided.

SI is also interested in increasing support for evening classes in order to make the service more accessible to students with full time jobs, families, or other time constraints that prevent daytime attendance to Sessions and classes.

Peer Mentoring Online: Limited online peer mentoring will be piloted in Fall 2019 to support the first cohort of the Nights, Online, and Weekends program. This pilot will help us develop a more comprehensive online peer mentoring program in the future.

Educational technology support for students: In collaboration with the Instructional Technologist, the Learning Center will offer support for students impacted by AB 705 legislation including a series of workshops to ensure students have the necessary computer and internet literacy skills to succeed in college. With the increased number of online students and the assumption that they come ready to use all educational technology and tools, the demand for the type of technical support the Learning Center provides will increase. Through these workshops, students will be on-boarded to the various educational technology tools the district provides, so that they are able to use those tools in their courses and stay focused on the subject matter of their courses. Some of the topics covered in these workshops include, Canvas, MS Office Suite, Google Suite (my.smccd.edu), Zoom Web Conferences, Navigating WebSmart, How to be successful in online courses, using web tools to create infographics and concept maps, etc. Additionally, the Learning Center in collaboration with the Instructional Technologist will digitize and make eDLAs available in Canvas so that students can complete them at their pace and asynchronously.

Associated Objectives

[722-IA II Support for Supplemental Instruction administration](#)

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

II.A.5 Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

External Changes:

- AB 705 -- an accelerated curriculum initiative requires all students to complete their basic skills classes within one year (with a two year exception for ESOL). This has been mandated through the California Community College Chancellor's office that will result in changes to the structure of current courses offered at Skyline College.
- Skyline Promise-The Skyline Promise is modeled after the Accelerated Study in Associate Programs (ASAP) program in the City University of New York, a program that offers wrap around services including academic support. This support will take the form of Peer Mentoring, tutoring, and Academic Skills workshops-- among others--which will necessitate an increase in all the above identified services to meet the demand of the projected 500 incoming Scholars students for Fall 2018.
- Meta Majors/Guided Pathways work--changes included in the campus redesign will also necessitate a greater integration of peer-to-peer support, such as Peer Mentoring, tutoring, and Supplemental Instruction. In addition, newer forms of tutoring, such as Embedded Tutoring, will be introduced to subjects where appropriate. All of these changes will necessitate a larger number of peer leaders.
- STEM Center -- A new center opening up on campus that will provide academic support available to students pursuing a degree in STEM. TLC will work with the SMT Division to determine how best to support students collaboratively, which could range from training tutors who will work in their location to more integrated collaboration systems. An additional academic support center on campus will necessitate more cross departmental collaboration, better communication between students, staff and faculty, and increased awareness of each programs' range of services.
- Building and construction across campus -- Space issues will occur due to planned capital improvement projects for the campus. Two rooms in Pacific Heights generally used for SI sessions will go offline as Pacific Heights becomes swing space. This loss of SI space will greatly impact the ability to schedule rooms for SI sessions, particularly given the fact that there are over 90 SI sessions currently scheduled per week and growth of the SI program is projected for 2018-2019 academic year.
- Due to state-mandated requirement to provide online learning support equivalent to in-person support The Learning Center has purchased hours with NetTutor; this is an additional cost for the overall Learning Center budget.

Internal demands:

- Increasing demand for tutoring services and other TLC support services as demonstrated by semester-over-semester and year-over-year increases in student use of services will necessitate a more robust recruitment, hiring, and training period, as well as increased need for continuous training throughout the semester to maintain standards and quality of student support.

- Decrease in budget--with a need for additional staffing brought on by outside initiatives, a decreased budget impacts the ability to fully support the multiple programs and initiatives operating on campus that require academic support.

Associated Objectives

[722-IA II Support for Supplemental Instruction administration](#)

II.A.6 Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

Gender: We have lower representation by men than the Skyline College average. In Fall 2018, TLC usage by male students was 42.4% while the college average is 45.9%. Our usage by female students was higher at 55.2% and the college average was 51.8%. Data has been variable since Fall of 2013, but the gender gap has closed since Fall 2013 when data showed usage by females at 60.5% and males 38.9%

Race & Ethnicity: Representation among demographic subgroups in the Learning Center has remained fairly consistent since fall of 2013, with TLC outpacing Skyline College average representation of Asian, Black, Filipino, and Hispanic students by 2%-4%.

Age: The mean age of students using the Learning Center has dropped from 28 in Fall of 2013 to 24 in Fall of 2018.

Opportunities: At the Learning Commons, we benefit from having a large and diverse group of student employees. Working with these students has given us regular opportunities to gather student perspectives on how we can improve our services from both an equity and accessibility standpoint.

One opportunity for improvement that could be creating more language accessibility within the Learning Center and the Learning Commons through signage or services in a student's native language. For example, our diverse Peer Mentors could provide academic coaching for students in their native language.

TLC staff has always been committed to providing training for student staff beyond the scope of their job descriptions. In the recent past, we have facilitated student staff trainings on Power and Privilege: How Dynamics Affect Our Work in TLC Workshop, Recognizing Implicit Bias, Addressing Micro-aggressions, Professionalism In and Out of the Workplace, and Communication Styles.

Currently, three TLC staff members are attending the Equity Training Series (ETS). Equity Training Series requires its attendees to work together in small groups and create a culminating project that focuses on applying the material on equity learned in the series to current and/or new campus projects and/or campus spaces. Upon completion of ETS, we will incorporate understanding equity and equitable practices into our student employee training as well. In doing so, we hope to further develop our own student-facing services so that our student employees will be able to equitably serve their fellow students on a more relatable and metacognitive level.

In addition to incorporating the Equity Training Series material into our own ongoing training for student employees, we will be introducing a type of student “TED Talks.” In these TED Talks, students can work with faculty or staff mentors to build a small presentation that provides their own perspectives on academic categories, life experiences, challenges, etc. while in a comfortable and familiar environment. The goal of this series would be to increase mentorship between students and staff while simultaneously promoting inclusions and awareness of other perspectives around campus. We believe this type of event will give students a platform to share their experiences and to increase staff and peer involvement in the push for more equitable practices.

Evidentiary Documents

[NoviSurvey_Fall_2018_TLC_Student_Satisfaction_Survey_Results_2-1-2019.pdf](#)
[Skyline_apr_College-wide.pdf](#)
[TLC_CPR_Demographics.xlsx](#)

Associated Objectives

[722-IA II Support for Supplemental Instruction administration](#)
[707-Increased in-class and 1:1 support by tutors and academic coaching by peer mentors: Face to face and online](#)

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

LSKL 890: Reviewed and changes were made and submitted for Dean Houpis's approval.

LSKL 190: Requested that Dean Houpis write a memo to the Curriculum Committee to bank LSKL 190.

All other courses were reviewed, but no changes were made.

Evidentiary Documents

[LSKL_2-2019_CourseOutlinePrereqChecklist.pdf](#)

IV.A.1 Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

Strengths

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

Challenges

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

Opportunities

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

Concerns

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

Further Research is needed

- To assess usage and impact of our tutoring and peer mentoring

Associated Objectives

[722-IA II Support for Supplemental Instruction administration](#)

IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

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

TLC as hub of peer academic support training- As the Skyline College campus expands to include other centers for tutoring including our newly developed STEM center, we seek to use both our LSKL 110 course and our TutorLingo training to centralize all tutor training and house it here in The Learning Center. While each individual department would be responsible for managing its own tutors' schedules and compensation, they will be able to have The Learning Center train their tutors. The Learning Center is the largest peer-led academic support facility on campus. By centralizing our campus tutor and other peer academic support training, we can ensure that our peer supports have similar foundational background and skills and can thereby work with students from different campus departments

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

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



Associated Objectives

722-IA II Support for Supplemental Instruction administration

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

Expand the reach of the Learning Center:

- Embedded tutoring, SI, and Peer Mentoring online
- Create tutoring and workshop program that enables faculty (who do not have embedded tutors) to request workshops and tutors to come to their class for support
- Expand number of courses support by an embedded tutor
- Continue to strengthen partnerships with counseling by aligning Peer Mentors with Meta-Major counselors (in progress) participating in high school outreach, and supporting Counseling 100 courses
- Support NOW initiative an online peer mentor/academic coach
- Support students taking online courses with technology workshops
- Use lecture capture or other technology to video SI sessions and post in Canvas
- Strengthen partnerships with Promise Scholars and Counseling in preparation for AB 705
- Experiment with different practices and structures for specific subjects supported by SI
- Pilot a reading support and strategies program especially for students impacted by AB 705 legislation

TLC as hub of peer academic support training:

- Use both LSKL 110 and our TutorLingo pathways to collectively train all campus tutors
- Collaborate with other centers that offer tutoring in order to construct cross-departmental ongoing training for campus tutors
- SI Coordinator collaboration with STEM Center PI / AEW program to provide meaningful consistency of service between programs
- Learning Center evolving into the Learning Commons:
- Synergy between TLC, CTTL, and Library to optimize resources and provide comprehensive student support. Examples include creating of a support access point similar to Apple's "Genius Bar" where student will receive concierge-style support for all their needs. Staff can refer the students to the various services provided based on their needs.
- Improve facilities so that they are modern and welcoming. The update of our spaces can start with simple painting or purchasing of new furniture to the more elaborate wiring for new technology and design for "idea" hubs.

- Learning Commons will become synonymous to “solutions commons” where students come to get answers and acquire resources and tools.
- Greater SI Leader and Program involvement in Learning Commons events and outreach

Culture of assessment and continuous improvement:

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

Associated Objectives

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

V.B. Action Plan and Resources Requests

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative**Associated Objectives**

[722-IA II Support for Supplemental Instruction administration](#)

[718-Increase NetTutor budget](#)

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

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

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

Budget Request

[LTCR-CPR-BudgetRequest-2019-20](#)