



Skyline College

Comprehensive Program Review - SS with Courses

2024 - 2025

SKY PR Group – Learning Center / Skills

Student and Learning Support Services with Courses Comprehensive Review

Submitter Name:

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Submission Date:

03/28/2025

BACKGROUND

1.A. DIVISION:

Academic Support and Learning Technologies (ASLT)

PROGRAM NAME:

The Learning Center

1.B. YEAR OF REVIEW:

2024 - 2025

1.C. PROGRAM REVIEW TEAM

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1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. **Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

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 academic division of the college. TLC is also a resource for training future educators, as evidenced by strong and growing peer tutor-trainings, professional tutoring, and the supplemental instruction and peer mentoring programs. The Learning Center offers authentic employment experiences for students through opportunities to serve as peer tutors, peer mentors, and Supplemental Instruction Leaders.

There are two primary goals through which TLC means to achieve the purpose expressed above:

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

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.

The Learning Center is comprised of many programs and services, including tutoring, embedded tutoring, peer mentoring, Supplemental Instruction, workshops and workshops-by-request, study space, student computers, printing, and more. All our major programing includes online service options for remote and hybrid students.

Overview of Services

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Tutoring Support

Tutoring is provided through two distinct labs, the Writing and Reading Lab (WRL), and the Math Lab. The tutoring labs provide content tutoring in reading, writing, mathematics, science, business and other subjects. World languages support is also offered through one-on-one tutoring for Spanish and conversation groups for Japanese and other languages when staffing is available. Each of the tutors is qualified with College Reading & Learning Association (CRLA) certification, and participates in monthly professional development aimed at improving practices and improving services for Skyline College students.

Embedded Tutoring

Embedded tutors do all the work of a standard tutor while also participating in key courses such as ENGL 105, ESOL 400, and MATH 200. In class, Embedded Tutors model successful student behaviors and practices during lecture such as taking notes and participating in discussions. Embedded Tutors also assist faculty during class sessions by serving as a peer resource for students to ask questions and gain direction, be it on a particular task or guidance on other resources available at the college. When possible, Embedded Tutors are placed with a faculty member they are familiar with, improving their ability to provide support and knowledge from their perspective as a student that has taken the course.

Academic and Skills Workshops

The Learning Center offers various opportunities to attend both academic and soft skill workshops, both regularly in the center and by request in the classroom. Common subjects include grammar, writing skills, conversation skills, and vocabulary. Additionally, we facilitate workshops on academic soft skills such as time-management, Canvas navigation, reducing stress, and more. We also work in collaboration with faculty to provide workshops in the classroom targeting a particular need they see within their students.

Online Tutoring

The Learning Center offers online tutoring through Accudemia during our business hours. This tutoring is functionally the same as in-person tutoring, but allows students the convenience of attending when they aren't able to make it to campus. Additionally, Net Tutor and Star-CA: Online tutoring is available for Skyline College students, via the NetTutor and Star-CA platforms. NetTutor is accessed through the Canvas learning management system. NetTutor is an online tutoring platform that offers several levels of assistance: live one-on-one tutoring online, a Q&A center where students can submit questions for response, and an online Paper Center where students can submit drafts of composition assignments for review. The Q&A Center and Paper Center have a turnaround time of 24 hours and 48 hours maximum, respectively. Tutors providing support via NetTutor hold at least a bachelor's degree and their training is aligned to the same professional standards as TLC tutors. Online tutoring is available for Skyline College students in over 50 subject areas within the broader discipline areas of English, Math, Accounting, Economics, Finance and Business, Life Sciences and Physical Sciences, World Languages, General Humanities and Social Science, Nursing and Allied Health, Information Technology and Computer Science.

Peer Mentoring

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

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

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

Supplemental Instruction (SI)

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

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encouraging student involvement with peers and campus resources.

Student study center and gathering place for students:

Hundreds of students come to The Learning Center each week to study. The Learning Center provides quiet spaces, computer stations, printing services, collaborative learning space, and community for anyone that uses the center.

ii. Alignment with the College Values:

Social Justice

Campus Climate

Open Access

Student Success and Equity

Academic Excellence

Community Partnership

For each chosen Value, provide a concrete example of how each connects to your program.

Social Justice

The Learning Center actively investigates, develops, and assesses programming and our lens for that assessment to improve our services to facilitate social justice, equity, and student success. Each of our services works to improve inequities through enhancing skills, connecting students to campus resources, and provide meaningful development essential to a stronger community. Examples: Trauma-informed pedagogy backing center services and layout, free snacks for students studying, professional development for staff focused on improving empathy, addressing microaggressions, and collaborating with the Educational Access Center (EAC).

Campus Climate

The Learning Center fosters a safe, welcoming environment that supports learning and growth for students and employees. By prioritizing community building and mutual investment, it enhances the overall campus climate. Examples: Regular events such as Peer Mentor Mixers, Open House, End of Year celebrations, and training focused on the importance of community building. The Learning Center is also in regular facilitator and participant in events such as De-Stress Week, college hour, and career days.

Open Access

We continuously assess our services with an equity-minded approach, ensuring flexible, holistic support for all students—both online and in person—regardless of their level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. Committed to open access, we work to remove barriers and provide inclusive programs and responsive services that empower every student to advance toward their goals. Examples: Online options for all services where possible, regular assessment of potential and actual barriers to use of services, and collaboration with the Library to offer later hours each day of the week for evening students.

Student Success and Equity:

We support student success in all courses by offering equity-minded services that center marginalized populations while serving the broader community. Through intentional campus partnerships and innovative initiatives, we strengthen academic support and use disaggregated data to identify equity gaps—ensuring every student has the opportunity to achieve their goals and transform their lives through education. Examples: Partnerships with EAC, Counseling, WMLA, Umoja-ASTEP, SAGE, SAGA, SparkPoint, and more. Each of these partnerships has offered the TLC unique opportunities to serve students and improve services and our physical space.

Academic Excellence

We promote academic excellence by offering tutoring, peer mentoring, supplemental instruction, and workshops that support student success. Tutoring addresses immediate academic challenges, supplemental instruction fosters collaborative learning, and peer mentoring helps develop essential academic skills and sense of belonging. Our workshops provide targeted instruction in writing, communication, and other key areas, ensuring students engage with rigorous, relevant, and evolving curricula that prepare them for transfer, career pathways, and lifelong learning. Examples: Come in to our center! This is the foundational work we do and can be seen in all our day-to-day operations!

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Community Partnership

Collaboration and community drive the TLC's work. We partner with the STEM Center, TRiO, Promise Scholars, EAC, Student Equity and Support Programs, and more to enhance academic support, equity, and accessibility for all students. We've also worked to supply tutoring for community efforts and to support partnerships with other programs in the community. These partnerships range from providing space to enhancing the content of our student employee trainings. Each partnership is unique and purposeful in its service to improve the campus, our students, or our practices. Examples: De-Stress with with Active Minds, maximizing embedded support with the STEM Center, improvement of our equity "lens" and action with SESP, etc. The Learning Center also supports the STAR-CA Consortium to offer tutoring

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

0

Adjunct Faculty FTE:

0.07

Classified Professionals FTE:

8.4

Manager/ Director FTE:

1

Dean FTE (if applicable):

0

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

The Learning Center has transitioned all part-time temporary graduate tutors positions into seven permanent 0.40 positions. This transition initially meant less tutoring availability due to less total hours across the positions. However, lower enrollments have reduced overall tutoring demand resulting in less impact for current staffing than anticipated.

The TLC has also had transitions in management with the manager filling in for vacant Director and Dean roles in the division followed by a subsequent leave for an extended period of time. Upon return, the manager moved into a new role as Interim Director and a new Acting Manager was placed after a search. The TLC has also had three permanent members on leave during this transition.

Day to day operations were maintained by remaining staff, but overall management of the team and initiatives were impacted by all these vacancies.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

3CSN: Tutor Expo/Reading Apprenticeship in STEM/Learning Assistance Program

Accademia Training to, setup online tutoring gateway

Unconscious Bias

Statistics Workshop, to incorporate software in project-based learning curriculum

Dyslexia Workshop on supporting students with learning differences

Learning, Equity, and Growth Series

Ghosted No More: Strategies to Identify and (Re)Engage Nonactive Students

Everybody's Business: Supporting Academic Success of Black Students at Skyline College

Fostering Civil Discourse

Bay Area Racial Justice Training

Equity Summit Fall 2020

Supporting Vets with Traumatic Brain Injury

Equity Training Series

Student-Centered Conversations

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UndocuAlly Training
ACTLA Conferences
UNM Mentoring Conference
Mental Health First Aid Training

ii. **Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

The Learning Center would like to increase access to professional development opportunities for student and part-time staff. These opportunities have been underused in the past, but it is important to keep up with furthering the development of our student workers and maintaining a culture of investment toward their growth. Key areas of development include any development focused on improving service for disproportionately impacted student populations, advances in technology including best-practices with growing AI integration, or further development of cultural humility and understanding.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

Formally built and expanded the Embedded Tutoring program
Further developed and refined our Peer Mentor Program
Started the Workshop-by-Request program
Completed transition to online services for pandemic
Returned to on-campus services with hybrid or online offerings for access
Piloted and launched Online Tutor Training via TutorLingo
Attained CRLA Certification in Tutoring in Levels 1, 2, and 3
Built collaborative training for STEM Center and Learning Center student employees
Created integration of tutoring services into Canvas Course shells
Expanded Supplemental Instruction to support more SSCA courses
Served an average of nearly 800 students per semester with an average of nearly 5,500 visits per semester.
Maintained higher average success and retention rates than the college in nearly all disaggregations.
Continued collaborations with SESP, TRiO, PSP, STEM and STEM Center, SSCA, BEPP, LA, ECE, Respiratory Care, Transfer, EAC, Counseling, Career Services, SparkPoint, and many more.
Redesigned TLC physical space, including the repurposed SI Lab, SI Room upgrades, signage, and floor layout.
Developed static instructional videos for guidance and all services
Worked to align with Meta Major and Guided Pathways redesign and adapted these alignments to fit current initiatives
Integrated tutoring access into Canvas

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

AB705, started in January 2018, eliminated remedial Math and English courses, placing students in transfer-level classes within a year. To support this shift, the Learning Center collaborated on solutions to help students with underdeveloped skills. Embedded Tutoring emerged as a key strategy for many stakeholders, leading the Learning Center to invest in training and expand tutoring support in ESOL, English, and Math. This increased the demand and growth of our Embedded Tutor program while highlighting fundamental challenges in the subjects.

The COVID-19 lockdowns forced the Learning Center to shift all services online within a week. While online tutoring and Supplemental Instruction already existed, the team quickly adapted to enhance remote support and redesign the approach to embedded services. Student usage dropped initially but returned to normal in later semesters. This period had a lasting effect on the Learning Center's usage numbers, but also created the opportunity for our services to rethink our approach to accessibility and service to all students enrolled at Skyline College. As of this writing, the Learning Center still maintains and improves online options for our students in nearly every service.

Collaboration with the Promise Scholars Program integrated TLC services to meet student requirements. As PSP expanded, internal workshops gradually replaced the need for Learning Center support, reducing overall workshop

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and tutoring usage.

The launch of the STEM Center led to a decline in Math and Science tutoring, as the STEM Center took over support for many subjects. The Learning Center continued collaborating to ensure students were referred to the appropriate center and to provide wrap around support outside of the STEM Center grant funding. Over time, support for calculus and chemistry students in the Learning Center increased to supplement STEM Center efforts.

ACCESS

3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

We collect data through sign-ins, usage of services, impacts of those services on retention and success rates, and disaggregation of usage across most services including Tutoring, Peer Mentoring, and SI. We also collect student perspectives, feedback, and assessments through end of semester surveys in order to make sure we are meeting our PSLOs.

Our success, retention, and disaggregated data is collected through the collection of G#s as students sign in and use our services. These G#s are then run through an SAP data report collaboratively built with the PRIE office on campus to gain access to information such as disaggregation of students, total usage, and comparison data of success rates (earning a C or higher grade), DFW rates, and GPAs between students using services and their peers on campus. When SAP reports are unavailable, we work with the PRIE office to provide disaggregated reports on each academic year.

All usage, access, success, retention, and disaggregation data is important to our work. We use these to draw correlation between using our services and overall success of students taking courses at the college. Disaggregation for the full center and individual programs help us identify equity gaps in our services and pinpoint areas of focused improvement.

3.B. USAGE TRENDS

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

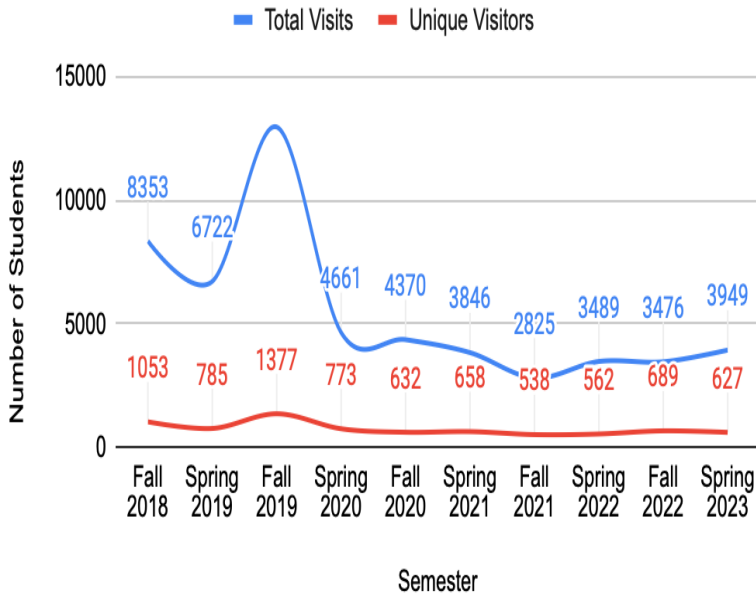
General Usage

On average, the Learning Center has served 770 students a semester and over 5,500 visits per semester. However, the trend of student usage and proportion of the college headcount using services has seen a decline since Fall 2019, though it has been growing since the 2021/22 year. In 2018-19, about 12% of the students attending Skyline College attended tutoring for a total of 15,075 visits. In 2019-20, nearly 14% of students attending Skyline College came to the center for a total of 17,613 visits. However, almost 13,000 of those visits were in the Fall semester before the pandemic shut down in-person operations. In Spring 2020, the center only received 4,661 visits to services. This shift marked a notable change in the campus and student usage of the learning center services, both due to external factors like the pandemic and shifts in campus dynamics post-pandemic. In the following years, we have seen a dip to as low as 6.87% of students being served (2021/22) and a climb to 8.42% (2022/23) with visits varying between 6,314 to 8,216 students.

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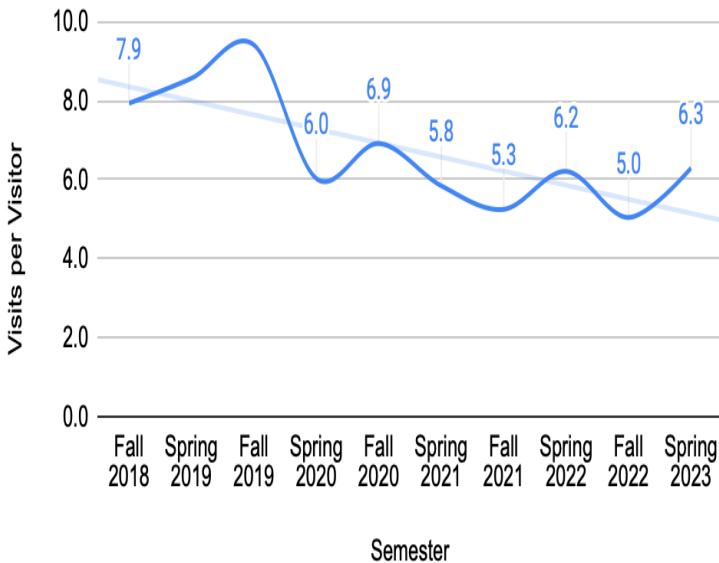
Learning Center Usage

Total Visits and Unique Visitors over time



TLC Visits per Unique Visitor

A look at total visits to unique visitor over time



The anomaly here is Fall 2019, which seems to have an extremely high revisit rate for users of this center. This was one of the first semesters of a major collaboration with Promise Scholars Students (PSP), which required a number of tutoring appointments and attendance to a number of workshops for all PSP students. This increased usage in the center significantly this particular semester. As PSPs planning shifted, these students spent less time using our services. Proportionally, the Learning Center has maintained a strong usage overall and the ratio between visits and unique visitors shows stability post-pandemic.

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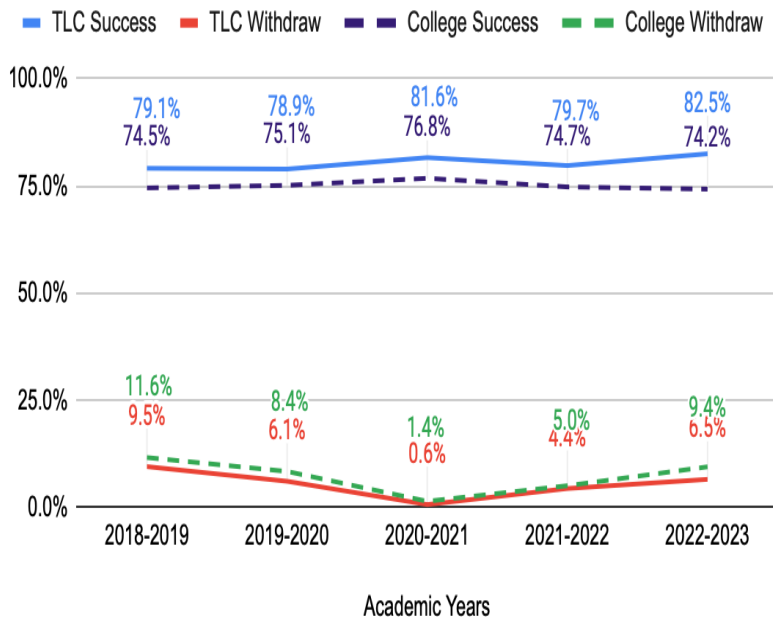
It's important to note the significant factors that have influenced the Learning Center usage over this period:

- The creation of a new STEM Center
- The Covid-19 pandemic
- Changes in collaborators' programming

Even so, the Learning Center has held averages that outperform the college year-to-year in Success Rates and Retention.

TLC and College Comparisons

Success Rates (earning a C or better) & Withdraw Rates



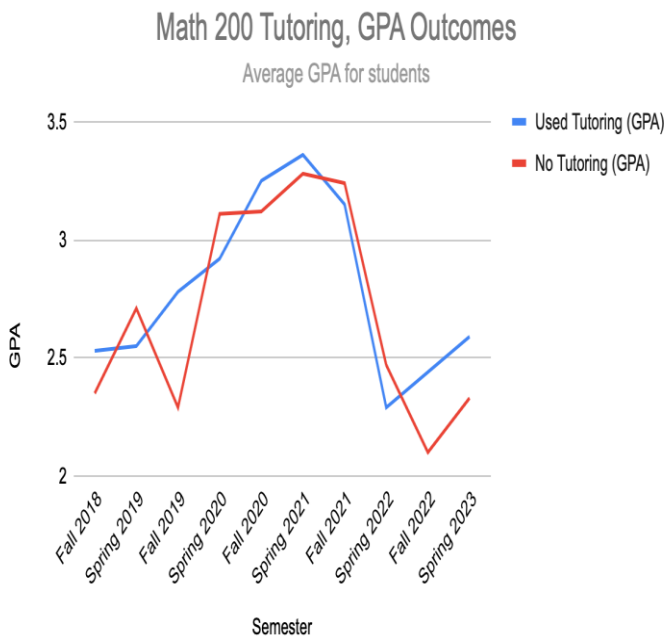
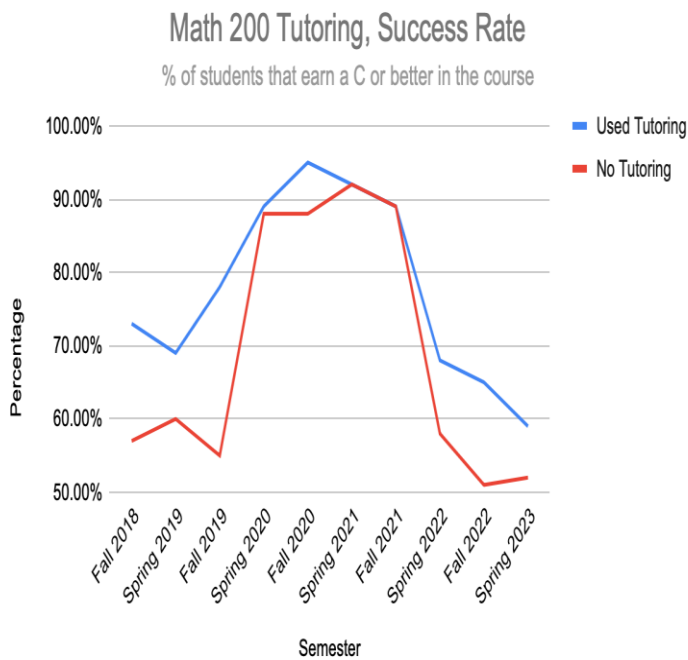
Tutoring

We chose to focus on three classes for our tutoring analysis as it is representative of the center and looks more deeply at courses connected to transfer level Math and English. These courses are Math 200, ENGL 105, and ESOL 400. The comparisons in our data focus on three factors:

- Success Rates, the % of students earning a C or better in the course
- Average GPA
- Attendance Rates, the percentage of students attending tutoring or not

In Math 200, we observed higher success rates for students that used tutoring services than their peers that did not over the CPR cycle with the exception of Spring and Fall 2021. In those semesters, the success rate was equal to peers. At the highest point, Math 200 students that attended tutoring were earning nearly 0.5 higher average GPA in their final grade than students that did not attend tutoring. In terms of attendance, tutoring noted a steady decline in attendance for tutoring from Spring 2019 until Spring 2021, largely due to the pandemic, lower enrollments, and the opening of the new STEM Center.

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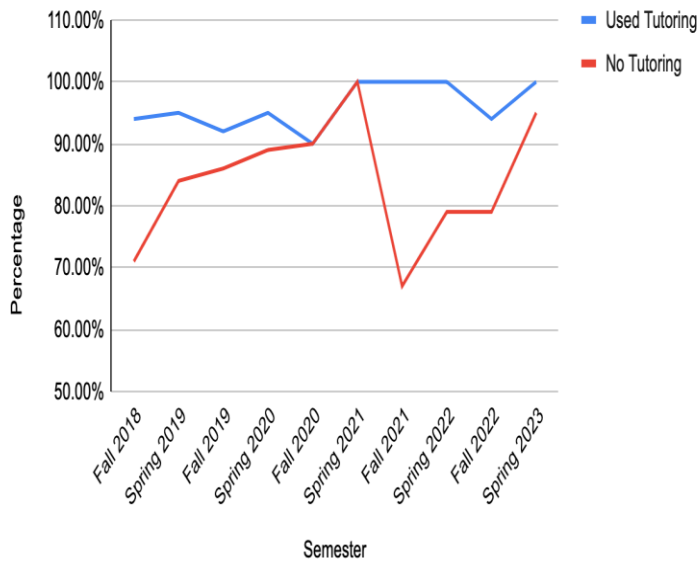


ESOL 400 students that attend tutoring consistently outperform their peers that do not attend tutoring, noting GPA differences as high as 0.75 and higher rates of success, some semesters noting 100% of students attending tutoring earning a C or better in the course. Attendance to tutoring has fluctuated for ESOL students, noting a steady increase through the quarantine period of the pandemic. Attendance dropped after the return to in-person services despite online tutoring options continuing.

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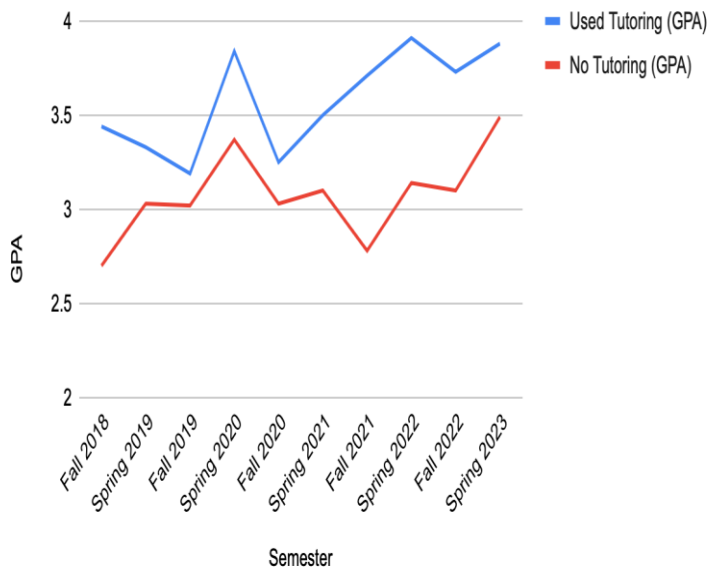
ESOL 400 Tutoring, Success Rate

% of students that earn a C or better in the course



ESOL Tutoring, GPA Outcomes

Average GPA for students

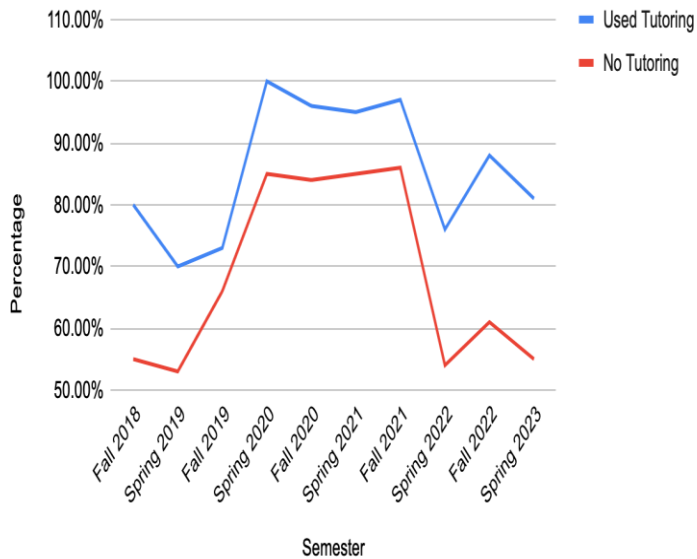


ENGL 105 students that attended tutoring outperform students that do not attend tutoring in both success rates and GPA outcomes in every semester. GPAs are up to nearly 0.5 higher for attendees, and success rates range from 7-30% higher for attendees. Attendance has matched similar patterns to enrollment, noting a steady decline over the CPR period until recent increases in enrollment and brief upticks during the pandemic.

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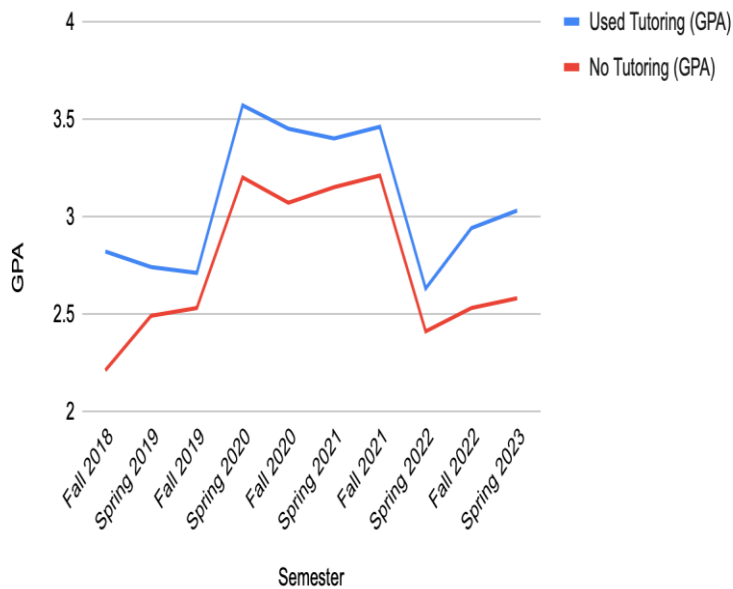
ENGL 105 Tutoring, Success Rate

% of students that earn a C or better in the course



ENGL 105 Tutoring, GPA Outcomes

Average GPA of students



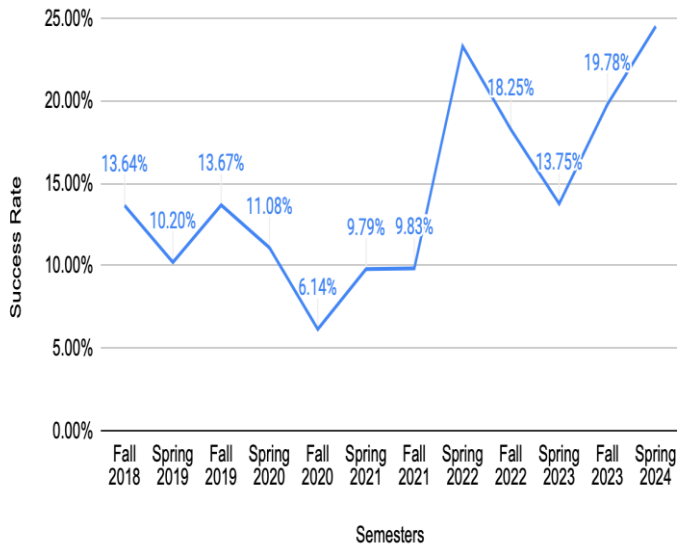
Supplemental Instruction

Supplemental Instruction (SI) has seen a fluctuating trend in Success Rate data for students attending SI study sessions. A fall 2018 baseline shows that the average Success Rate for a student attending an SI Session was 13.64% higher than peers not attending. In Fall 2020—the first full semester in covid lockdown—SI sessions saw the lowest impact in Success Rate for students attending at 6.14% higher than peers not attending. However, in Spring 2022, the rate jumped to 23.30% higher, returning to 13.75% in Spring 2023.

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SI Success Rate Compared to Peers

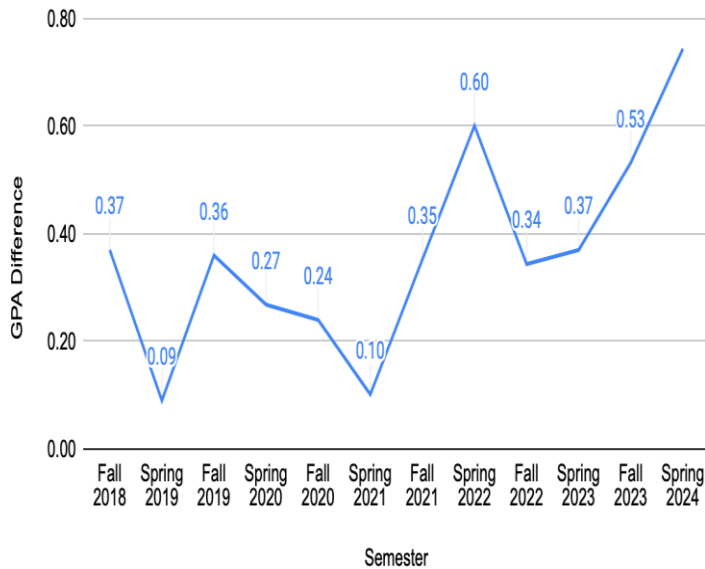
Average Success Rate (Rate earning a C or better) Difference, SI vs Non-SI



Similarly, average GPA gains for students attending SI sessions were 0.37 higher than peers not attending in Fall 2018. These gains dropped to the lowest in Spring 2021 with only 0.10 higher gains than peers. These gains jumped to 0.60 compared to peers in Spring 2022, returning to 0.37 in Spring 2023.

SI GPA Comparisons

Average difference in final GPA for SI Attendees vs peers



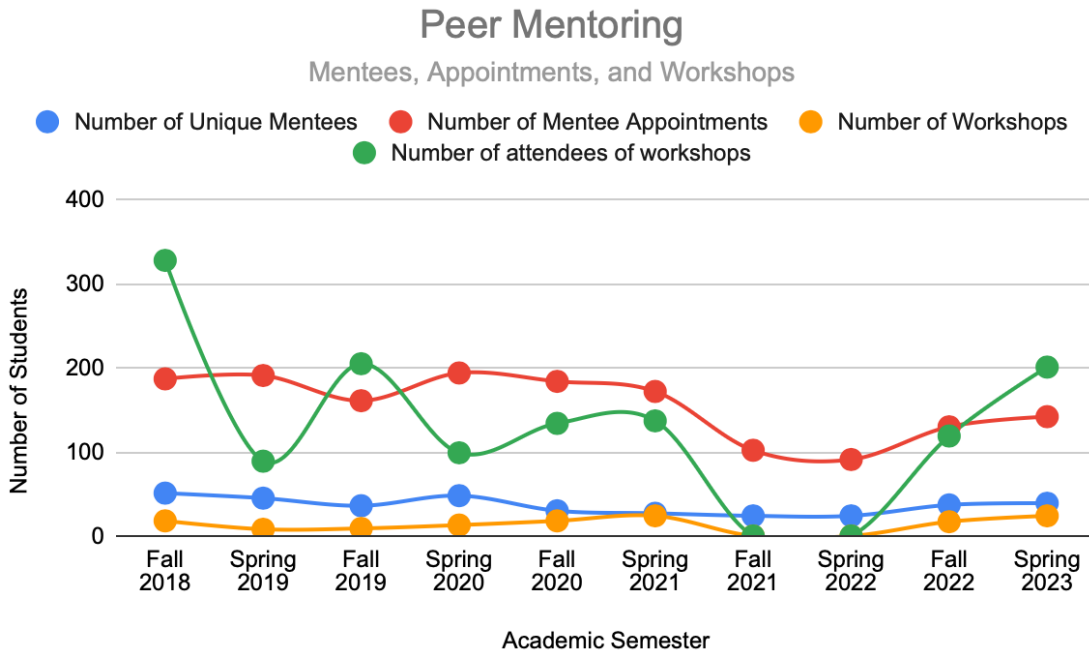
Attendance trends show a decline over the five year period from 18.36% of students attending in supported classes to 8.41%.

The number of courses served initially declined from 48 courses in Fall 2018 to Spring 2019 as the new Program Services Coordinator reduced total courses due to lack of continued funding for a part time IA2 and to improve quality of support for SI Leaders as the team size was too large for one full-time employee to guarantee quality of service and give individualized feedback/support. After this change, the number of courses has maintained steady in the 17 - 20 range with the exception of increased adoption of support during the lockdown period in Fall 2020 and Spring 2021 semesters.

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Peer Mentoring

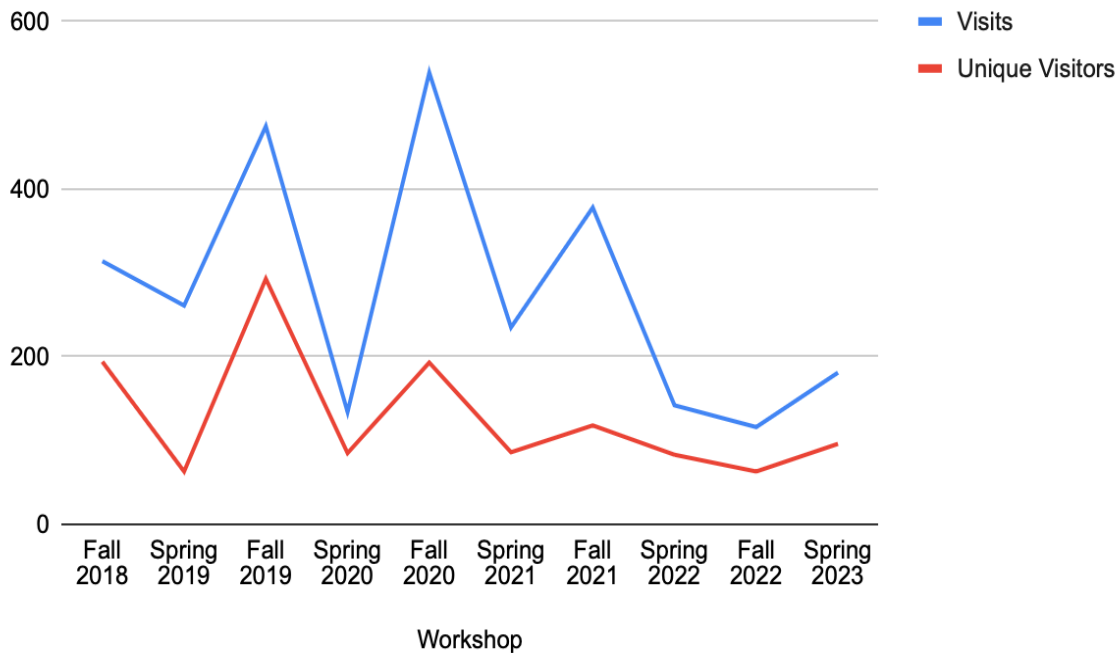
Peer mentoring has served a total of 361 unique mentees over 1,554 appointments during this cycle. Usage of the program has remained consistent and steady over this cycle, with an average of 36 unique students served per semester. These mentors have also held 131 different workshops which served 1312 students. The attendance to these workshops has fluctuated, noting a decline in Spring 2019 attributed to the launch of Promise Scholars workshops and the 2021/22 year when we returned to campus and temporarily paused Peer Mentor workshops.



Workshops

The Learning Center has held recurring and individual workshops since 2018, serving 1274 unique students over 2775 visits. Usage of workshops also fluctuates predictably with higher rates of attendance in the Fall semesters and lower in the Spring semesters. The Learning Center did note a significant decrease in overall attendance in Fall 2022, which is likely connected to a significant decrease in ESOL student usage of TLC services in that particular semester, the official return to on-campus classes, and a gap in TLC staffing that normally acts as the liaison for workshops and ESOL professors. The following Spring semester saw increases in usage comparable to the previous Spring.

TLC Workshop Visits and Unique Visitors



Supporting Documents

- [Peer Mentoring Data.pdf](#);
- [TLC Workshop Usage Data CPR 2025.xlsx - Sheet1.pdf](#);
- [Tutoring Data - FULL.xlsx.pdf](#);
- [Learning Center FULL - Comparisons, Disag, Outcomes-3.pdf](#);
- [SI Data CPR 2018-2023 overview.xlsx-2.pdf](#)

3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

General

The Skyline Learning Center collects and disaggregates full TLC usage by Gender, Race and Ethnicity, Age Bands, Veteran, Foster Youth, Disability, First Generation, and Low Income statuses.

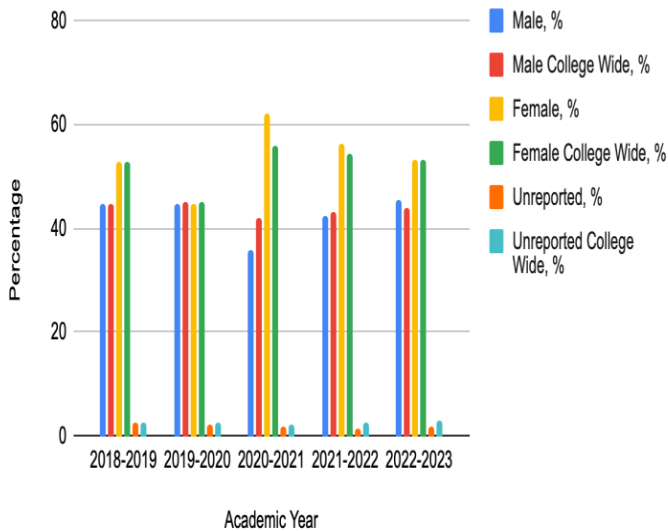
Gender

At this time, we’re limited to reporting on Male, Female, and Unreported Gender Status. In general, the Learning Center serves more female students than male students, and is in line with the college proportionally. The most notable difference would be in 2020/21 when female students accounted for 62% of students that used our services while male students only accounted for about 36%, a nearly 26% difference. We have also noted a slight decline in Unreported students from 2.4% to 1.6% of all students that use our services.

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Gender Comparisons

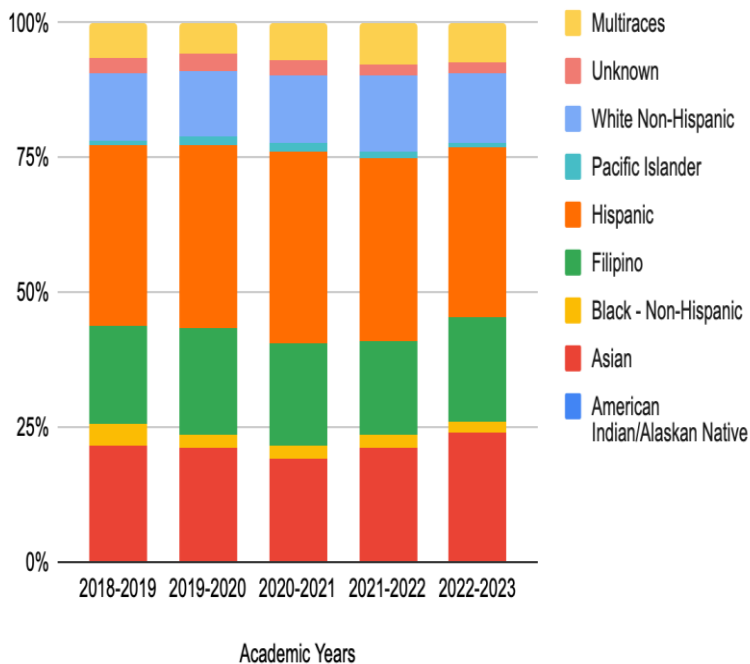
Percent of students by gender each academic Year



Race and Ethnicity

The clear majority of students that use our Learning Center services identify as Hispanic/LatinX, Asian, and Filipino, in this order. Compared to the college as a whole, the TLC tends to see greater usage proportionally with Hispanic/LatinX, Filipino, and Asian students and less usage with white students.

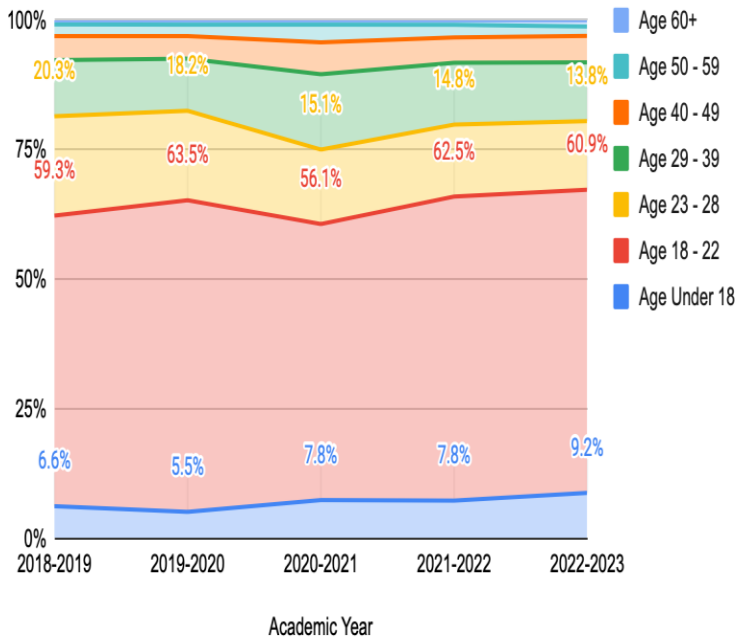
TLC Usage by Race and Ethnicity



By age bands, the majority of our students that use our services are 18-22 making up 56-61% of our students served. The next highest usage is the age band of 23-28, though interestingly this number has fallen from 20.3% of students using the TLC to 13.8% of students as more under 18 and 18-22 year old students use our services. These numbers are in line with the same proportions noted at the college level.

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TLC Usage, Age Bands

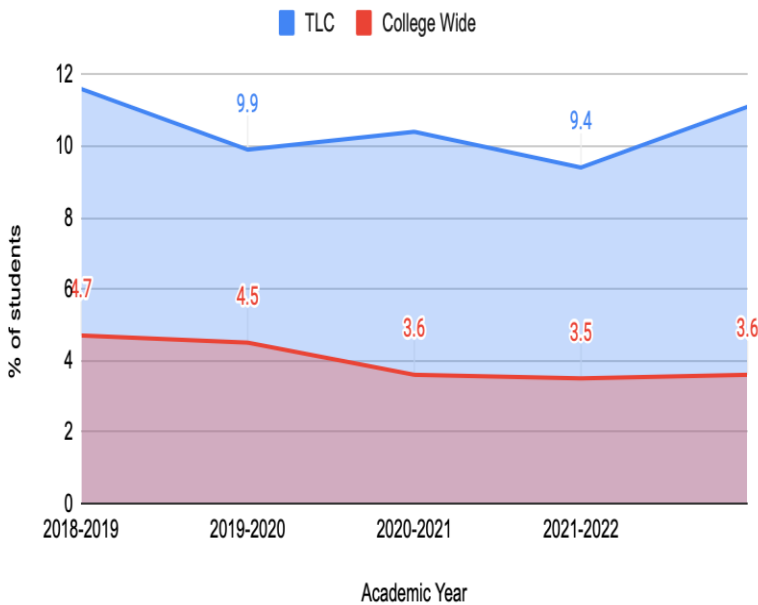


Other Demographics

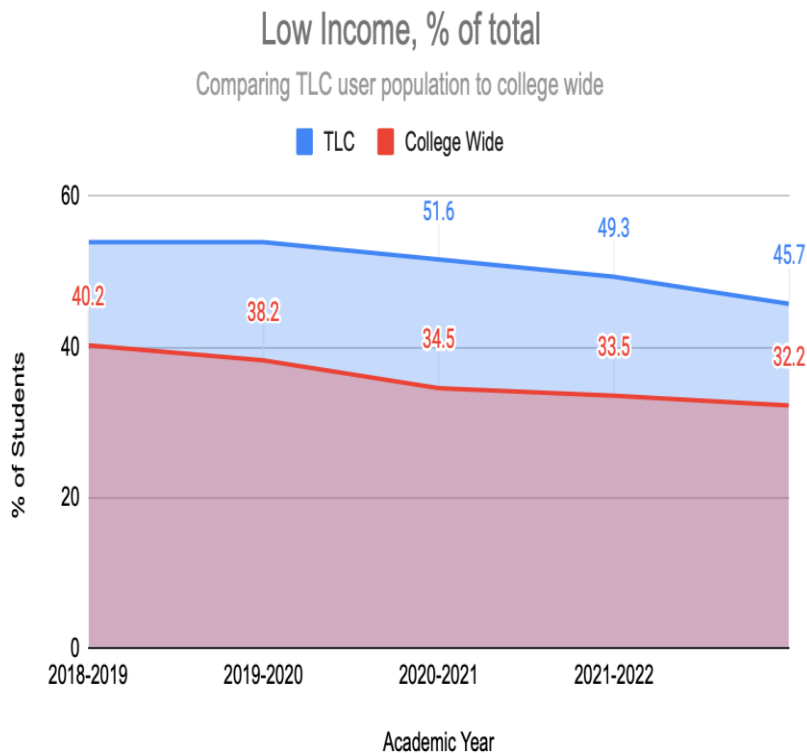
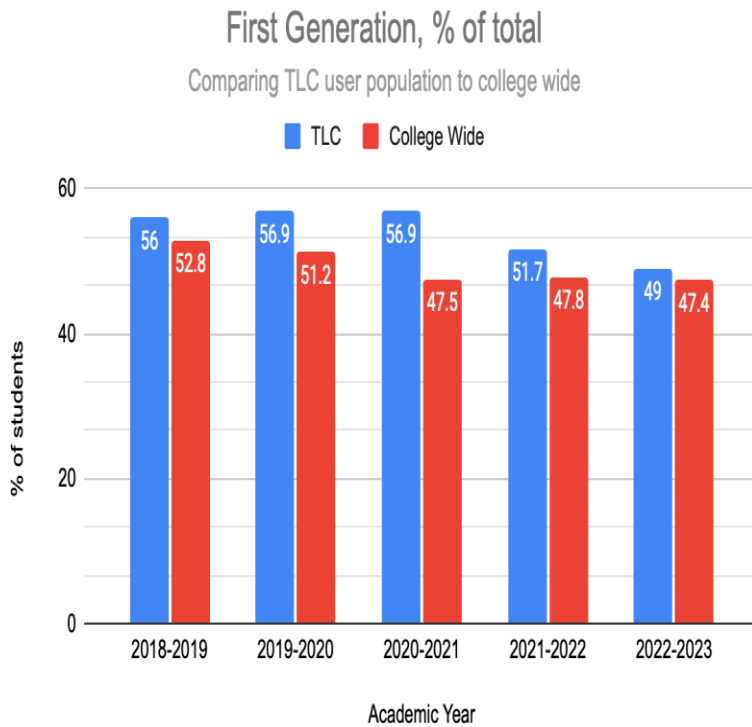
When compared to the college’s demographics, year-to-year, the Learning Center serves more students that identify as being first generation, low-income, or a person with a disability.

Students with Disabilities, % of total

Comparing TLC user population to college wide



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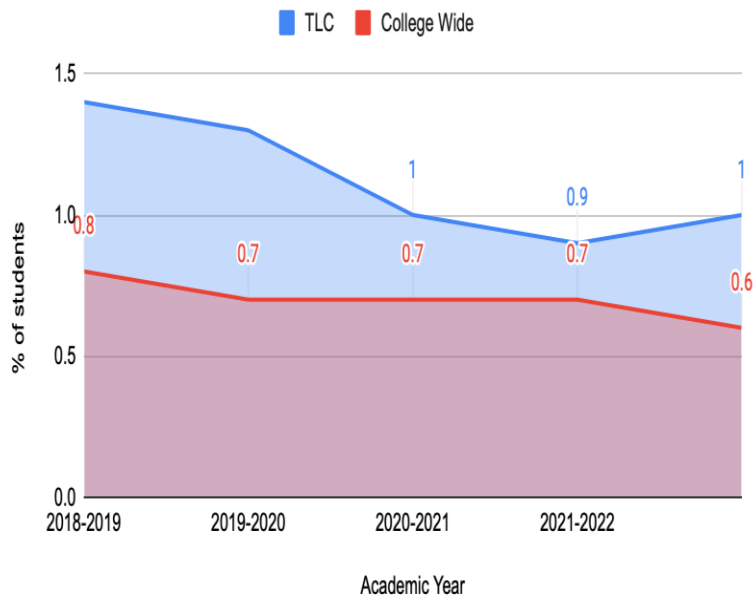


For Foster Youth and Veteran Status, we see small shifts. Foster Youth usage in the center has declined from 1.4% to 1%, while the college has seen slightly less decline. Veteran usage has increased in recent years despite a small decline in overall population at the school.

SKY PR Group - Learning Center / Skills

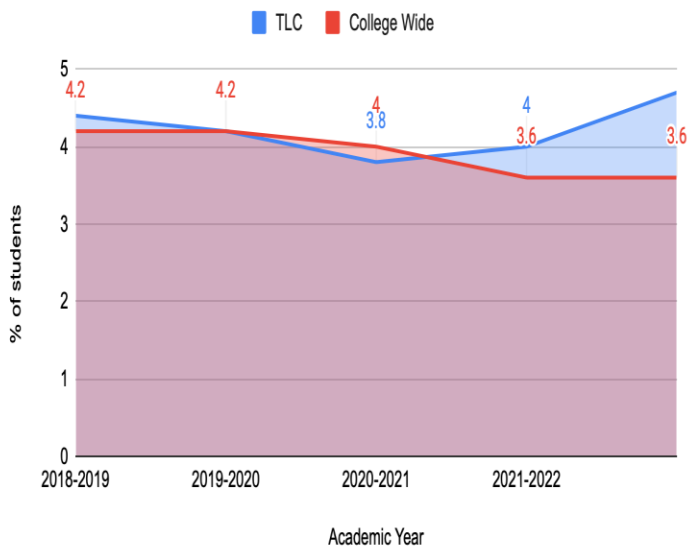
Foster Youth, % of total

Comparing TLC user population to college wide



Veteran Status, % of total

Comparing TLC user population to college wide



Tutoring

Usage of tutoring is disaggregated by ethnicity in ENGL 105, Math 200, and ESOL 400 courses.

In ENGL 105, data shows trends of consistently supporting more Asian, Filipino, and Pacific Islander students proportional to the college population in a majority of semesters during this CPR cycle. White and Multiracial students varied with 50% of semesters serving greater than the student population, proportionally, and 50% underserved proportionally. Hispanic and Black students both showed trends of being underserved by tutoring services with Hispanic student usage proportionally lower in 8 of 10 semesters and Black students in 7 of 10 semesters.

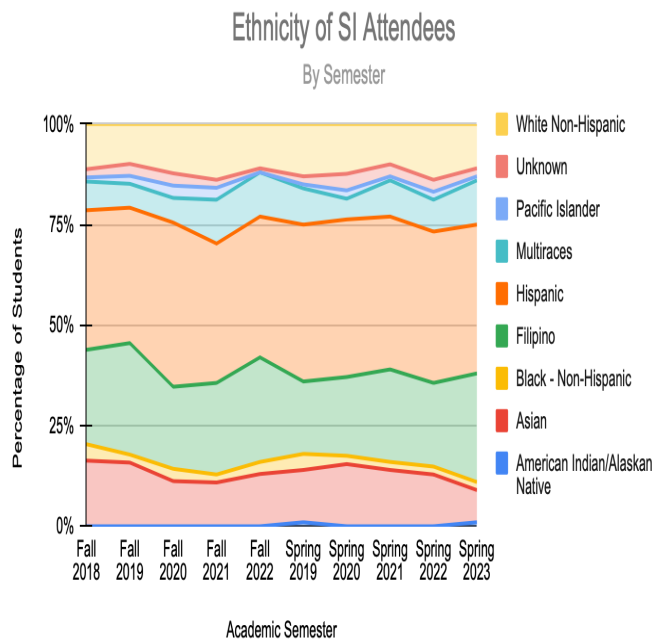
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In ESOL 400, data shows that tutoring served proportionally more White and Hispanic students. Asian students were underserved in 6 of 10 semesters, and Filipino student usage varied with 50% of semesters showing proportionally more or less students served. ESOL courses tend to have gaps in usage data when sorted by ethnicity, resulting in only one semester with data for Pacific Islander students, zero for multiracial students, and only three for black students. This makes identifying trends in these populations difficult when viewed in isolation.

In Math 200, tutoring data noted positive trends in Black and Hispanic student populations, serving higher numbers proportionally in 7 of 10 semesters for Black students and 8 of 10 semesters for Hispanic students. White and Pacific Islander populations were served proportionally higher in 5 of 10 semesters, but also underserved in 5 semesters. Asian and Multiracial student populations noted lower usage proportionally in 8 of 10 semesters.

Supplemental Instruction

Usage of services is disaggregated by ethnicity, gender, first generation status, and low income status. Ethnicity data shows that SI usually supports more Filipino and Hispanic students proportional to the college population, sometimes as much as about 8% higher. Black and Pacific Islander students are served proportionally to the student population. Multiracial students vary semester to semester, noting as high as a 5% higher composition proportionally and as low as -3% proportionally. White and Asian students are served proportionally less than the college average, as low as -5% for Asian students and -10% for White students at lowest semesters.



Gender data ranges depending on the semester/year compared. Female students range from a 15% higher composition to a -3% proportional to college. Male students using SI services range from 5% higher to -10% proportional to the college in a given semester. Students that chose not to report are served proportional to the college within 1-2%

First Generation students served by SI are higher than the student population proportionally by a range of 2 - 12% depending on the semester. Non-First-Generation students are served proportionally less at as low as -10%. Unreported students range from 3% higher to -5% lower depending on the semester.

While we couldn't do a direct comparison to low income, we do find that roughly half of the students that attend SI are noted as Low Income students year to year. The only exception is during the Fall 2021 and 2022 semesters when we saw a drop to 40%, likely due to the online requirements to attend SI services and technology access inequities for low-income students.

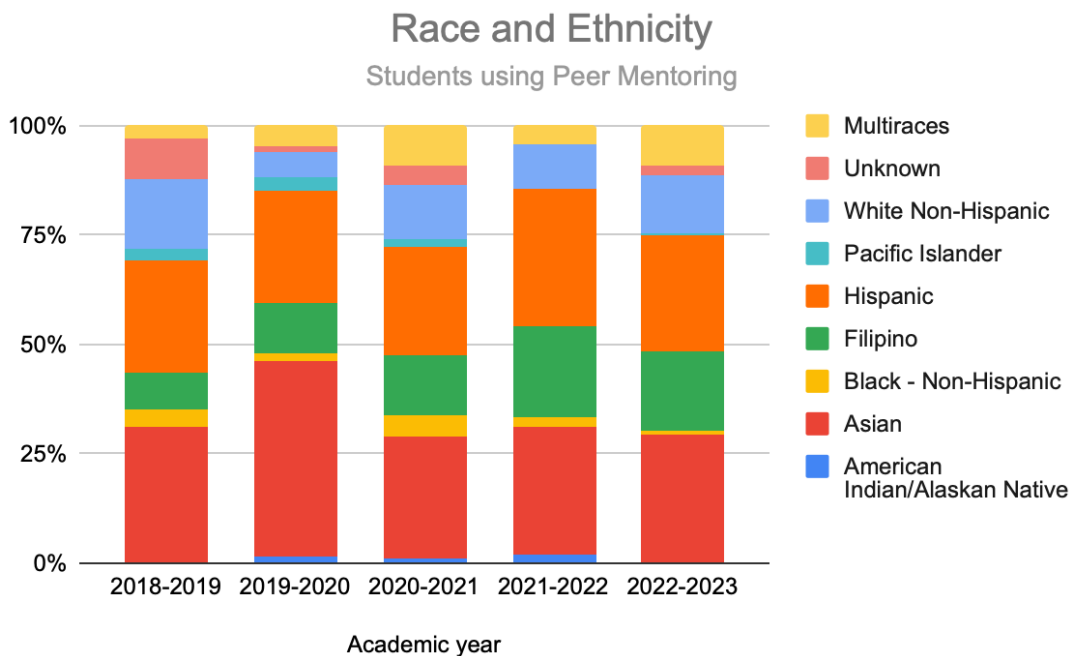
SI does not serve a significant number of online courses (post-lockdown), but has noted that attendance to online SI sessions is substantially lower if there is attendance at all, which has moved the TLC to restrict online support in order to prioritize online tutoring which has higher usage.

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Peer Mentoring

For gender disaggregation, Peer Mentoring has shifted from a breakdown of 50% male and female usage to a female majority. Similar to above, the usage of male students to services significantly decreased during the covid quarantine while female student usage increased. Post-quarantine, female students continue to use Peer Mentoring more than their male peers.

Race and ethnicity breakdowns are similar to other programs, noting large Hispanic/LatinX, Asian, and Filipino usage. However, the overall composition of students that use Peer Mentoring shifts year to year, noting higher Asian usage in 2019-2020 and an overall growing usage from 8-18% with Filipino students over the entire CPR cycle.

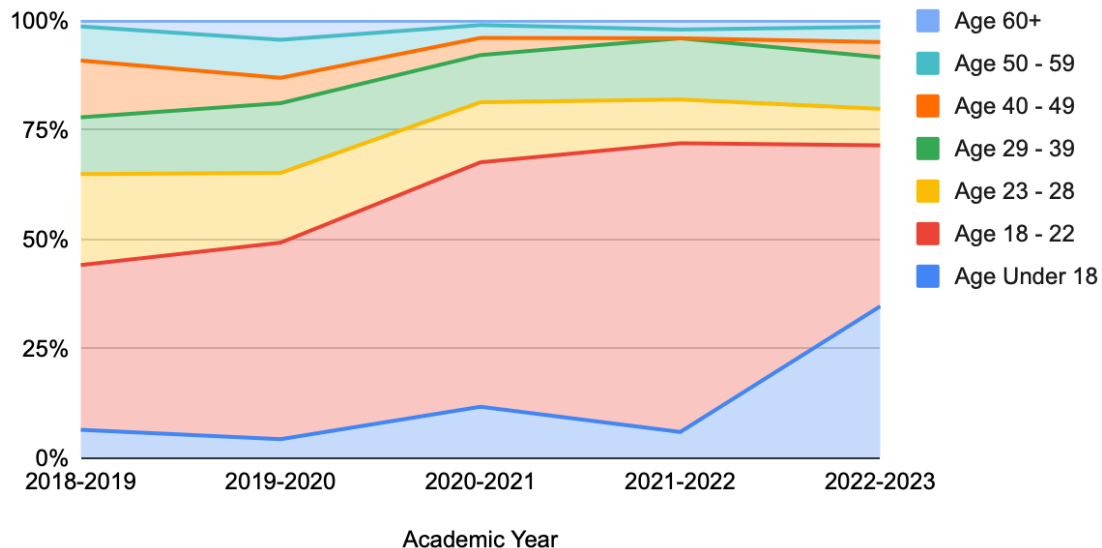


Age Band usage has slowly aligned more with the college composition over time. Initially in 2018-2019, the majority of students using Peer Mentoring services were 23 and older. In 2021-22, 18 to 22 year old students grew to compose 68.8% of all students using Peer Mentoring. However, the next year students under the age of 18 increased by 30%, reducing the number of students in the 18 to 22 age band. Overall, the data shows a trend in reduced usage for older students and an increasing usage for younger students.

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Age Bands

Students using Peer Mentoring



Supporting Documents

[Learning Center FULL - Comparisons, Disag, Outcomes-3.pdf](#);
[Peer Mentoring Data.pdf](#);
[SI Data CPR 2018-2023 overview.xlsx-2.pdf](#);
[TLC Workshop Usage Data CPR 2025.xlsx - Sheet1.pdf](#);
[Tutoring Data - FULL.xlsx.pdf](#)

3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. **What usage trends do you observe, and what may account for these trends?**

General

As a whole, the Learning Center mirrors the college across nearly all demographics. Slight variations shown in lower service usage by white students and higher usage by LatinX/Hispanic, Filipino, and Asian identifying students. Lower usage comparatively can be seen in Black students and Multiracial students, though this is rarely a difference of more than 1.5%.

For demographics such as first generation, foster youth, low income, and students with disabilities, the Learning Center consistently over serves the population as a percent of total students served when compared to the same populations total at the college level. We believe this consistency is a result of strong partnerships with our campus community, as well as the adaptability of our services to meet student needs.

Tutoring

Trends we are noticing in ENGL 105 include positives such as consistently high attendance to tutoring for Filipino and Asian students at our college. However, there is also a consistently lower rate of usage, proportionally, for our Hispanic/LatinX students. This could be due to a higher proportion of the same students taking ESOL 400 courses, where we note the opposite trend. It is important to note that we see the largest disparity between ENGL 105 students tutored and the total college population with Hispanic/LatinX students, seeing as much as a -15.4% to a 11.6% difference depending on the semester. We're also seeing instances

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where we serve no students of Pacific Islander (3 semesters) and Black (3 semesters) populations. While each semester can have different challenges and external factors, these are noteworthy for investigation and potential improvement. The lack of students in these populations is inconsistent, often with 2 semesters between each instance. This tells us that other variables are likely at play for smaller populations at Skyline, which may require us to improve our recruitment or access to services for these populations.

ESOL 400 tutoring usage can depend highly on the cohort of students enrolled in a given semester. For example, we see semesters where Hispanic/LatinX students make up 6.3% of all students that used tutoring in Fall 2022 with an overall Hispanic/LatinX student population of 12.7% for the college. The year before in Fall 2021, Hispanic students made up 35.3% of ESOL students that attended tutoring with an overall Hispanic student population of 33.3% that same semester. In general, ESOL tutoring usage tends to be high for Hispanic students comparative to school populations semester to semester. However, the variability here could be connected to how students are accessing services in the Learning Center. From Fall 2021 to Fall 2022, more of our services shifted back to in-person offerings on Campus. This shift, both by the college and our center, could be a factor in how LatinX/Hispanic students are able to access our tutoring services.

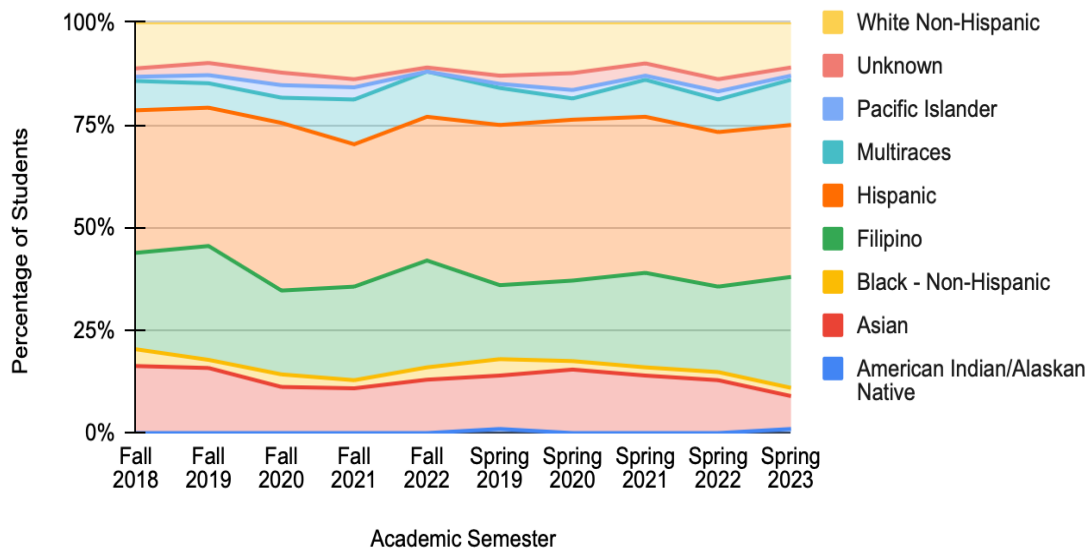
Math 200 tutoring showed results noting consistently higher attendance for Hispanic/LatinX and Black students, varied higher/lower usage by White and Filipino students, and lower usage by White, Asian, and Multiracial students. From Fall 2018 through Spring 2021, Asian students were underrepresented in Math 200 tutoring, ranging from 5.4% to as high as 27.3%. Hispanic/LatinX students were generally overrepresented, ranging from 30.8% to 45.2% of all Math 200 students tutored. Similar to ENGL 105, we did note semesters where we did not serve Pacific Islander students (5 semesters) and Black Students (2 semesters).

Supplemental Instruction

SI Attendees follow a similar breakdown to the college demographics, with some variation semester to semester within groups. Over the last few years, we've noted a growth in Filipino student attendees and a slight decline in Asian and White student attendees. The composition is relatively stable over the last CPR review period.

Ethnicity of SI Attendees

By Semester

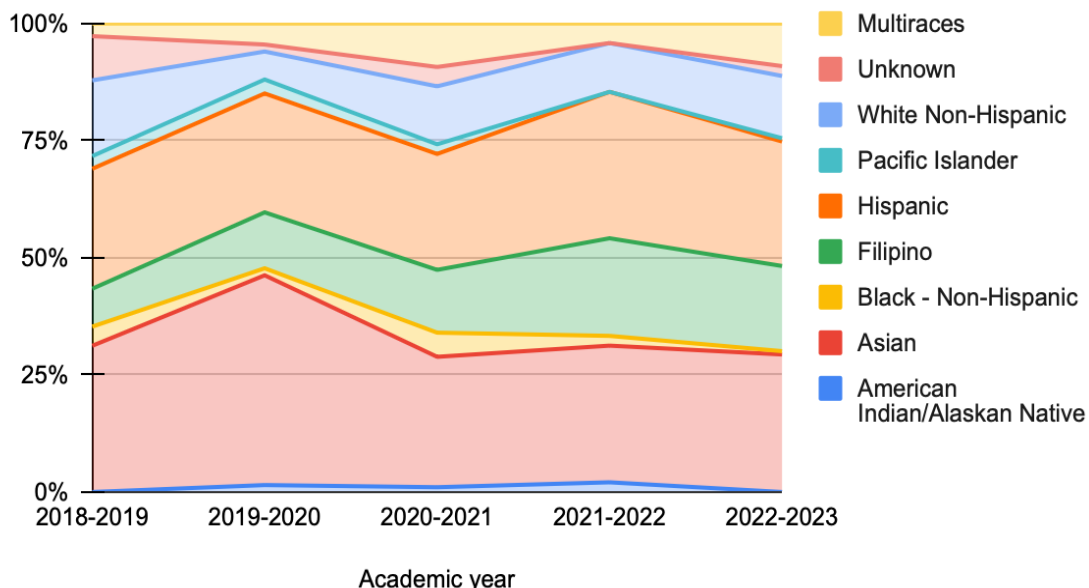


Peer Mentoring

Peer Mentoring data, by ethnicity, shows variation year to year. Of note over the course of the CPR period, we saw an increased number of Asian students using Peer Mentoring in 2019/20 and an overall growth in Filipino students served through 2023. However, there is a decrease of Black students using the service.

Peer Mentoring Students

Composition of total student mentees by Ethnicity



Supporting Documents

- [Learning Center FULL - Comparisons, Disag, Outcomes-3.pdf](#);
- [Peer Mentoring Data.pdf](#);
- [SI Data CPR 2018-2023 overview.xlsx-2.pdf](#);
- [TLC Workshop Usage Data CPR 2025.xlsx - Sheet1.pdf](#);
- [Tutoring Data - FULL.xlsx.pdf](#)

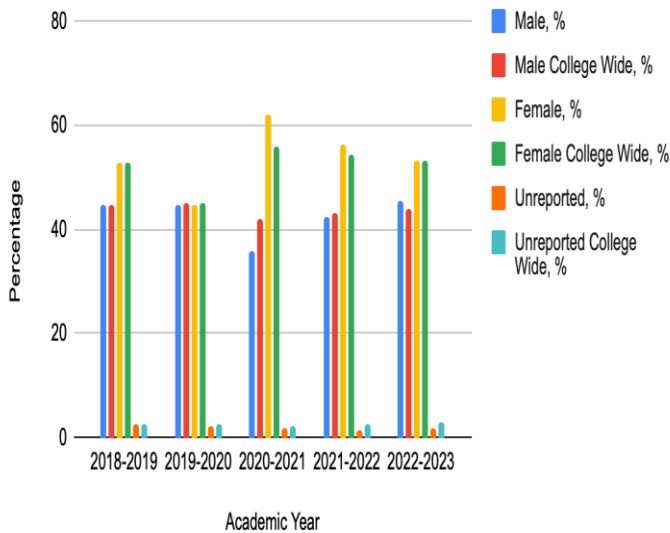
ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

The Learning Center demographics largely reflect the college wide demographics. The Learning Center tends to serve more students in proportion to college wide demographics that are low income, first generation, foster youth, and/or have disabilities. However, we tend to mirror the college proportions with service to veterans. During the year of quarantine due to Covid-19, the Learning Center served more female students and less male students proportionally to the college. This change was evident in the College population, but seemed to be more emphasized in our services.

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Gender Comparisons

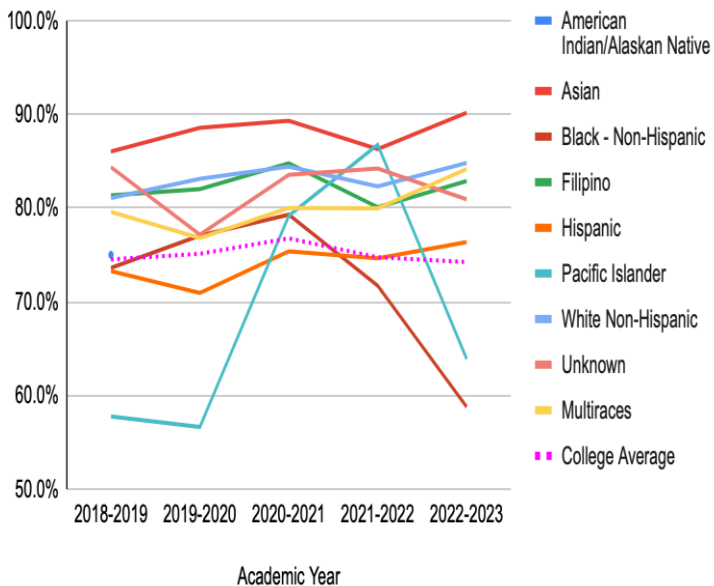
Percent of students by gender each academic Year



Additionally, we noticed that outcomes for Black and Pacific Islander students had more variation than their peers, likely due to lower usage and overall populations at the college. We compared both to all students and took a closer look at these specific populations in comparison to their college performance. Below you'll note a significant difference for these populations compared to peers.

Success Outcomes, TLC

% of Students Earning a C or Better

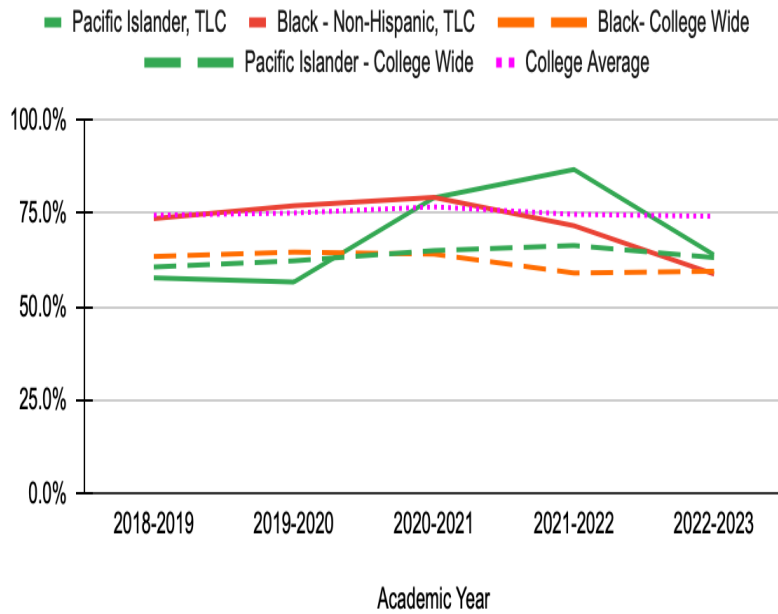


And here is a closer look at their isolated performance compared to college average and their overall demographics.

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Black and Pacific Islander, Success Rates

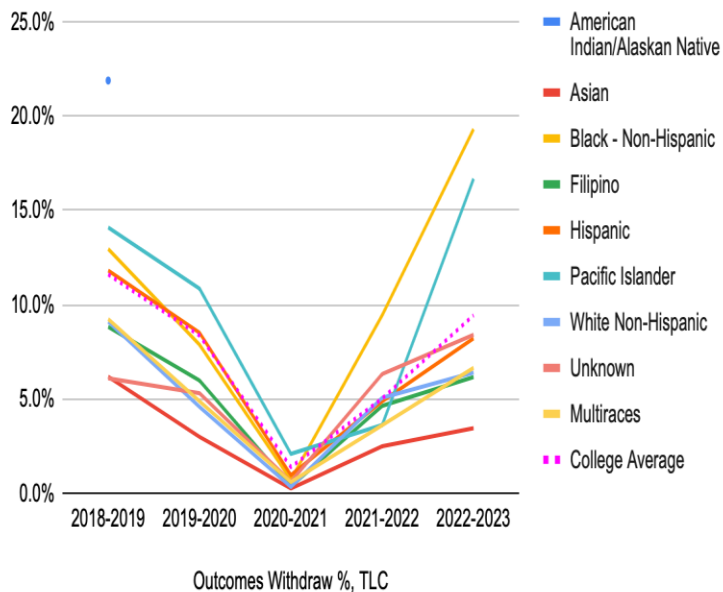
Rate of Students Earning a C or Better



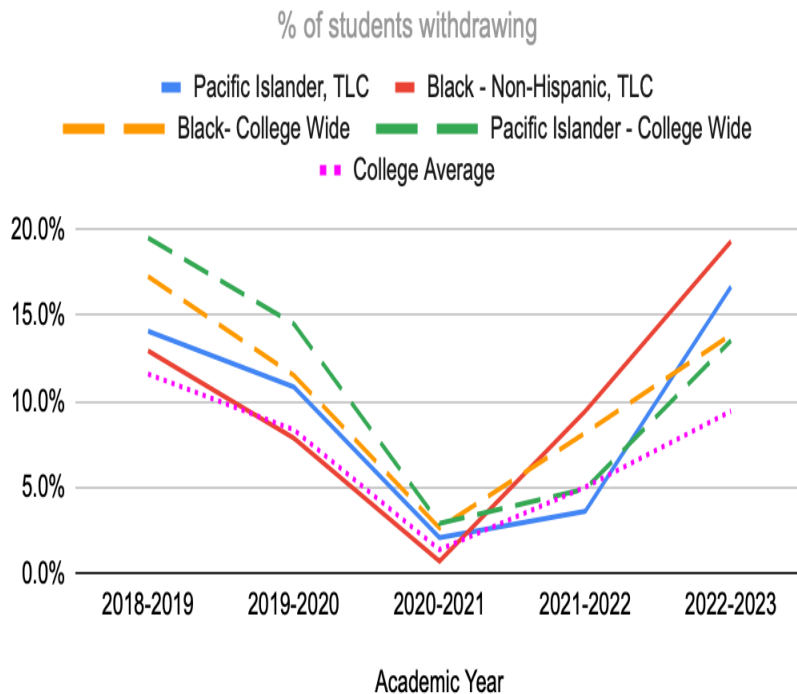
And the same with Withdraw Rates.

Withdraw Rates, TLC Users

% of students withdrawing compared to college average



Black and Pacific Islander, Withdraw Rates



These graphs show how both the college and the TLC could improve our process, approach, and service to these populations.

Supporting Documents

- [Learning Center FULL - Comparisons, Disag, Outcomes-3.pdf](#);
- [Peer Mentoring Data.pdf](#);
- [SI Data CPR 2018-2023 overview.xlsx-2.pdf](#);
- [TLC Workshop Usage Data CPR 2025.xlsx - Sheet1.pdf](#);
- [Tutoring Data - FULL.xlsx.pdf](#)

iii. What are the implications for how you will provide services and conduct outreach for your program?

As a whole, the TLC is doing a fantastic job improving outcomes for students at the college. On average, services improve GPA and Retention outcomes, and service to various demographics is above the college, proportionally.

However, there are key areas of note that can improve:

- The Learning Center should examine potential challenges or barriers for males using our online services.
- Service and outcomes to Black and Pacific Islander students needs to be closely monitored and examined for improvement. Outcomes are significantly impacted by a few students' performance, which points a critical lens at the services and recruitment strategies that have been used over this period.
- Closer collaborations with the Veteran's Resource Center to ensure open pathways to support services
- Standardize disaggregation across all services to improve assessment of all services for any given demographic

3.E. EQUITABLE ACCESS TO COURSES IN THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access courses in the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your overall enrollment to courses demographics compare to that of the College as a whole? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

When comparing student composition in LSKL courses to the college by ethnicity, we can see very similar overall representation, noting only two major differences: The LSKL courses tend to serve more Hispanic/LatinX students and less White students than proportionally attend the college. In most ethnicity categories, the LSKL courses support more students than proportionally attend the college.

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The Learning Center actively seeks collaborations to serve our student population and improve access to the center as a whole. We work closely with faculty in gateway courses, and support programs that support both new and returning students, such as Promise Scholars or our Learning Communities. We have also restructured our LSKL courses to adapt to both online and in-person modalities, giving students greater options in how they access the course materials and the support offered within.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

LSKL Course enrollments have been on a decline overall, with small variations over the CPR cycle. LSKL courses are tied directly to learning center services and each will mirror usage of academic support in a given year. One factor could be a decrease in referrals to supplemental courses such as LSKL 800. Another factor could be the increased course time or required support attached to difficult courses such as ENGL 105 or MATH 200. The additional time required and support offered in these longer classes will reduce the availability and potential need to use academic support outside the classroom.

One interesting trend is the increased enrollment in Spring sections since Fall 2020, both at the college level and within LSKL courses. This shows strong correlation between overall enrollment patterns and LSKL enrollments as a whole. The decline in LSKL enrollments isn't proportional to the college trend, though. This could be due to the types of students that tend to use LSKL courses being impacted more by external factors that reduce overall enrollment, such as family and economic needs that compete for time and resources essential to attending college.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

Almost all Learning Center services and courses have been revised and improved to support better access, be they online or hybrid implementations of traditionally in-person offerings or collaboration with CTTL to improve the accessibility of course content and structure within Canvas.

The Learning Center has created an alternative training path to LSKL 110 to improve access to tutoring positions. Our in-house training is now the dominant path taken by incoming tutors and allows students to gain jobs on campus without having to enroll in more courses. Our LSKL 800 sections have improved by implementing digital, asynchronous options for Directed Learning Activities required by the course, and access to online services now count toward required hours.

As an essential service on campus, we are consistently looking at data year-to-year to help identify equity gaps in our services, review successes and failures in our student recruitment for support, and improve collaborations with faculty and other support programs at Skyline College.

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

i. How frequently were PSLOs assessed for the last five years?

Yearly

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

As a whole, the Learning Center continues to be successful at meeting its PSLOs each semester. We attribute much of this success to our consistent review of data, attention to building community, and responsiveness to student needs and challenges. While each of our services has a foundation in a particular service for students, each attempts to provide services and referrals to ensure wrap around support for the students that come to our Center. Strong community partnerships, excellent

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student and professional staff, and creative problem solving consistently produce results we are proud of.

The Learning Center continues to be successful at meeting its PSLOs each semester.

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

While both PSLOs focus on students' skills and abilities to address academic challenges, the services provided in the center to meet those PSLOs directly contribute to all five of the ISLOs. Examples include:

Community Engagement

Students using Learning Center services are taught skills in collegiate group environments that emphasize collaborative skills and skill building while modeling strong leadership qualities.

Critical and Creative Thinking

Students seeking support are mentored and tutored in ways to explore contexts, develop approaches to studying and course challenges, and use both intellect and creativity in meeting those challenges.

Effective Communication

Students in our SI study sessions and workshops are taught meaningful ways to acquire comprehension and start analyzing multiple forms of media.

Information Literacy

All our services seek to increase a students ability to develop a stronger understanding of themselves and their academic identities through building their capability and methods for addressing academic challenges and gaining understanding.

Lifelong Wellness

Students attending any service in the center are immersed in a process built on employing growth mindsets and the skills of flexibility, curiosity, and initiative key to practicing intellectual habits of the mind.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes, these PSLOs are relevant as they directly relate to the work we do and the goals of our programs and Learning Center. We do not have any changes we would like to implement to our PSLOs at this time.

iv. Please check the boxes to indicate that the following tasks have been completed.

Updated the Improvement Platform with new or changed PSLOs after approval by the appropriate person(s).

Yes

Updated new or changed PSLOs on the program website after approval by the appropriate person(s).

Yes

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

Yes

4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

i. Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.

n/a

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ii. What were the results? What may account for these results? What are their implications to your programming?

n/a

4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

Feedback is collected from students every semester through an end of the semester survey. These surveys are sent out to all students that have used our services that semester. The data obtained is both qualitative on their experience and quantitative in select questions meant to help us measure the meeting of our PSLOs. Most of the data helps us understand who the student is, how they came to use our services, which services they used, and what improvements they would like to see in our services or center as a whole.

Supporting Documents

[Survey Data - TLC.xlsx](#)

4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:

i. What have you learned from reviewing the cohort retention, success, and/or persistence data?

N/A

ii. How do the cohorts' results compare to the overall College's results?

N/A

iii. What factors may be contributing to these outcomes?

N/A

4.E. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

Overall, LSKL rates of success are lower noting 57% to the colleges 77%, and retention rates are lower noting 81% to the colleges 92.8% overall.

Retention rates have dipped as low as 78% in the 2019-2020 academic year, but have steadily increased to 87% in 2022-2023. These rates are still below the college average by a few percent, but this trend is positive and likely due to the changes in structure the TLC made following the quarantine period.

Success rates have varied significantly, dipping as low as 45% in 2019-2020 and rising to meet the college average of 77% in 2022-2023.

Both Retention and Success rates are on positive trends to meet the college averages. In 2022-2023, LSKL courses had a retention rate of 87% (college: 90%) and a success rate of 77% (college 77%). Ultimately, we would like to improve both of these rates to be above the college average.

These rates reflect the overall usage of the LSKL 800 course, which offers both 0.5 and 1 unit variants. These courses come with required Direct Learning Activities that must be completed and a number of hours using the Learning Center services in order to pass. This course is open to registration well into the semester and does not require an add code. As such, the course tends to attract enrollment from students that are in high need of extra units in order to maintain financial aid or other program requirements after dropping a class. The Learning Center has taken steps to improve understanding and communication of the requirements of the course when students register, but we still see students sign up only to get the unit without any substantive participation. This creates a strong rate of failure in the course despite the higher retention rates.

Additionally, LSKL courses have been placed under the Learning Center, but have had sections directly controlled by different programs (TRiO, MESA, etc) within different divisions. This has impacted the control over programming and outcomes of these courses. We have already addressed and remedied this issue going forward as of Spring 2025.

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ii. **What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).**

Black, Hispanic/LatinX, and Multiracial students have the lowest rates of success around 49-51% compared to Asian (65%) and White (62%) students. Filipino students have an overall success rate of 60%. Additionally, we see Low Income students average at a 49% success rate comparatively to other students (65%). These outlooks combined show a need to improve how we are referring to and structuring LSKL courses for students seeking additional units and/or academic support.

iii. **If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?**

We tend to see a high rate of students signing up for the course without completing any of the course work. Despite communication and restructuring of Canvas, the vast majority of students are taking the course for the unit rather than the intended support. If they are referred or signed up for the course with support in mind, we need to look critically at when that referral or sign up is occurring to ensure that it is meeting the student before they are overwhelmed to the point of abandoning the course. We should also explore more active ways of pairing or connecting LSKL requirements to existing course work for the student, though this may require additional time for instruction not budgeted by the current model.

4.F. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

We have not set a minimum success rates for all these courses because of the aforementioned issues and varied course purpose. LSKL 110 is a tutor training course with a closed registration date, while LSKL 800 has much more open registration and no add codes. The differences in purpose, function, and enrollment can create varied levels of success course to course. Ideally, we would love to see 75% or more in each of these courses, but current structures leave this success rate vulnerable to the performance of individual students and enrollment numbers.

LSKL 110

Success Rates in LSKL 110 average to 78%, with lows of 38% in Summer 2021 and highs of 100% in multiple semesters. This course tends to have low enrollment, often less than four students. Some students are interested in learning to become tutors, and others are attending just for the additional unit. This motivation drastically changes the overall results for completing the course.

LSKL 800

Success Rates in this course average at 40%, with lows of 0% in FA 2021 and highs of 94% in Summer 2018 and Summer 2022. This huge variation and issue is noted in the previous sections.

LSKL 803

This is a non-graded, zero unit course.

4.G. COURSE SLO RESULTS

Drawing from the last six years of course SLO assessment, and Institutional SLO assessment if your program participated, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program?

Our SLOs continue to be met as measured by the student response surveys taken each semester.

4. H. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals in the Action Plan.

Our biggest concern is LSKL 800's success rate, which falls far below the school average. We are currently working to address this issue through structural redesigns of Canvas in collaboration with CTTL, and improved feedback to students failing to meet course requirements and objectives in a timely manner. We also need to

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critically look at how the course is used and structural changes to the registration process or curriculum that might encourage a more successful outcomes and usage for students.

4.I. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee.

Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee.

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Our goals are specific to increasing usage of our services while also improving equity gaps in them. These are arguably broad in isolation, but combined with the CPR overview offer us some very exciting projects to work on.

- Assessing our recruitment, services, and collaborations specifically used to support Black and Pacific Islander students
- Improving LSKL 800 to support stronger success when using independent study
- Increase collaboration with the Veteran's Resource Center to improve inroads for Veteran students
- Critically look at how we can improve online services for male students
- Standardize disaggregation across all services to further improve our semester-to-semester view of services
- Review each program and service's to determine individual projects to address challenges or gaps

Goals & Resource Requests

Modernize the Learning Center's instructional, service, and learning spaces (Formerly: Update and add furniture to TLC)

Modernize the Learning Center's instructional, service, and learning spaces so that students enjoy a comfortable and welcoming environment.

Year Initiated

2018 - 2019

Implementation Step(s) and Timelines

Acquire technology that will facilitate our in-person, hybrid, and online services.

Modernize our online offerings by creating a better "streamed" experience for students needing support.

Acquire flexible, functional furniture, for our classroom and the Learning Center general spaces.

Create a more warm and inviting learning space, including updated signage to make the space more student friendly and easier to navigate.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

STATUS

Goal Status Date

11/02/2022

Academic Year Updated

2021 - 2022

Goal Status

Behind Schedule

Goal Status Narrative

TLC staff reorganized the floor plan to make it more conducive to collaborative learning.

Language lab was also converted into SI Rooms.

2 smartboards were installed in SI rooms.

The requests for signage, furniture, etc, has been made since 2018-19, but requires funding that has not been allocated.

Collaborate with other academic support areas on campus for trainings and services (Previously: TLC as hub of peer academic support training)

Creating a centralized campus tutor and other peer academic support training, will provide a similar foundational background and skills for our peer leaders, streamline the training process, and ensure quality academic support across campus.

Year Initiated

2018 - 2019

Implementation Step(s) and Timelines

Goals & Resource Requests

Cultivate relationships with leaders in STEM, TriO, EOPS, etc.

Work with leaders of other academic support areas to identify common training needs.

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

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)

STATUS

Goal Status Date

11/02/2022

Academic Year Updated

2021 - 2022

Goal Status

On Schedule

Goal Status Narrative

The Learning Center staff are currently working with the Library and STEM Center to provide common ongoing trainings for student staff in areas of equity and inclusion, campus resources, and strategies and skills for peer support. The Learning Center also maintains a subscription to Tutorlingo and encourages other areas on campus to use it as a foundational training for tutors and other student leaders. Additionally, the Learning Center maintains a Canvas shell that serves to expand the Tutorlingo curriculum as well as assess student learning of the Tutorlingo curriculum. We willingly share all of this work and encourage other areas to use what we have created and/or customize it for their student leaders.

Increase access to Learning Center programs and services (Formerly: Expand the reach of the Learning Center)

Provide academic support that is responsive to the needs of our students. Providing more access points as well as differentiated services and programs that meet students where they are, will reach more students and be more equitable.

Year Initiated

2018 - 2019

Implementation Step(s) and Timelines

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 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

Mapping

4/2/2025

Generated by Nuventive Improvement Platform

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Goals & Resource Requests

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

STATUS

Goal Status Date

11/02/2022

Academic Year Updated

2021 - 2022

Goal Status

On Schedule

Goal Status Narrative

Embedded tutoring, SI, and Peer Mentoring services are all available online in different capacities.

A tutoring and workshop by request program was created in 2019 and is currently operating.

The number of courses supported by an embedded tutor has increased from 8 sections in 2017-18 (pilot year) to 37 sections in 2021-2022.

Peer Mentors are identified and aligned with Meta-Major.

Technology workshops and support are a foundational part of the Learning Center offerings through tutors and peer mentors.

Partnerships across campus (Promise Scholars, EAC, STEM, EOPS, TRIO) are strong and continue to be cultivated in order to better support Skyline College students.

Reading support and strategies are embedded in our tutor training. We also provide reading and writing workshops as well as resources for students on our website and Canvas shells.

Skyline College joined STAR-CA, an online tutoring consortium with other CA community colleges (Spring 2020)

Evaluate and improve current data collection and analysis practices. (Formerly: Culture of assessment and continuous improvement.)

The voice of the student should drive decisions that directly impact Learning Center operations. Student data including, surveys and general feedback should drive the evolution of our Learning Center.

Year Initiated

2018 - 2019

Implementation Step(s) and Timelines

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).

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)

Goals & Resource Requests

- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

STATUS

Goal Status Date

11/02/2022

Academic Year Updated

2021 - 2022

Goal Status

On Schedule

Goal Status Narrative

This work is ongoing as new programs emerge and current programs evolve. Learning Center staff works with other similar centers across the district and state to garner best practices in data collection and analysis for academic support. Reach out to other academic support programs to find out what is working. All programs and services in the Learning Center do a yearly assessment and report with data, findings, goals, and planning.

In 2019, the tutoring team partnered with the PRIE office to develop SAP reports in order to measure success, completion, and retention impact of our tutoring and embedded tutoring supports. SI has been using similar SAP reports for many years.

The SI Coordinator communicates with other SI programs to share SI practices, successes, and challenges. This program has also implement and explored methods and practices beyond the scope of the UMKC SI model to better serve Skyline College students.

Improve usage of Learning Center programs and services by 3% a year

To improve the usage of Learning Center programs and services in an effort to better connect students to academic support, increase student resilience, and foster stronger support for whole students

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Goals & Resource Requests

Review current data collection practices for each service to establish a strong baseline for ongoing assessments, including improvement of student perception surveys and disaggregation of all services' data
Reach out to other district colleges to learn from established, best practices
Improve partnerships with departments and programs connected to transfer courses with high DFW rates
Continue collaborations with programs such as Promise Scholars, Middle College, Project Change, EAC, TRiO, STEM, PRIE, etc
Streamline marketing and outreach efforts to maximize and diversify reach
Acquire technology that will facilitate our in-person, hybrid, and online services
Learning Center Manager and SI Coordinator collaboration with STEM Center PI / AEW program to provide meaningful consistency between programs
Develop greater knowledge of regional SI practices, both logistically and pedagogically, to improve service usage and impacts.
Strengthen support and collaboration of New Faculty Academy to create stronger connection to academic support for incoming faculty
Improve and refine in-house online support in all programs where applicable.
Improve physical environment with new, functional furniture.
Connect and build partnership with the Veteran's Resource Center

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

11/18/2024

Academic Year Updated

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

Goal beginning in Fall 2024 by establishing baseline usage data for all services in Fall 2024 semester.

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2024 - 2025

Resource Type

Instructional Equipment

Resource Name

Modernized Flexible and Functional Furniture

Resource Description

The Learning center needs functional, flexible, comfortable and aesthetically pleasing furniture that helps support collaboration, engagement, and social learning within the center.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

In an effort to further build an enticing and supportive learning environment, new furniture would help the learning center create spaces designed for collaborative learning, use of technology, and creative problem solving.

Cost

50,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2024 - 2025

Resource Type

Technology

Resource Name

New computers for front desk staff and sign in stations

Resource Description

New computers for our front desk and sign in stations to help make the process of booking appointments, signing in for services, and attending various workshops and events more responsive and quick.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

As we work to increase how our students use this center, it's important that we make capturing data and using our services as easy as possible. Our current computers are dated, slow, and take several minutes to be functional if they are shut down by outages or updates. New stations can remedy many of these issues which deter students from signing in or using services due to the inconvenience of slow technology. Similarly, the front desk computers would help our student assistance book appointments and serve incoming students in a more efficient manner.

Cost

10,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2024 - 2025

Resource Type

Technology

Resource Name

New Student Computers

Resource Description

New computers for student general use during study, online courses, appointments, and printing needs.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

The computers for student use have not been updated in a number of years and need a significant upgrade. Many students come in to use our computers due to lack of technology at home. These computers should be upgraded to give them all the functionality they need now and will need in the future to take courses, complete projects, and run software comparable to students with their own technology.

Cost

50,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Reduce equity gaps within center services

To evaluate and reduce equity gaps in all services provided by the Learning Center in order to continually improve services for students enrolled at Skyline College

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Review individual program/service and full-center takeaways from CPR review

Review current data collection practices for each service to establish a strong baseline for ongoing assessment, particularly for efforts connected to Black, Pacific Islander, and Hispanic/LatinX students

Continue partnerships with campus and district programs in order to align with best practices currently in use

Continue outreach to outside institutions to learn from outside our ecosystem

Promote attendance to relevant professional development opportunities at the state and national level

Improve access to professional development opportunities for center and staff

Adopt learned strategies and adjustments to our own services in order to improve services for impacted communities

Evaluate efforts through sound data collection, both quantitative and qualitative

Collaborate with CTTL to review and assess online services to align with current needs and best practices

Modernize and improve TLC design, layout, and environment to be more effective and representative for our students

Improve the structure of LSKL 800 usage to improve success in the course

Mapping

- SKY Strategic Goals: (X - Hightlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

11/18/2024

Academic Year Updated

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

Goal started in Fall 2024 by accessing and documenting equity gaps in TLC services.

Goals & Resource Requests

Resource Request

Division Name

Academic Support and Learning Technologies (ASLT)

Year of Request

2024 - 2025

Resource Type

Other

Resource Name

Create a more inviting and student-reflective learning space that is easier to navigate

Resource Description

Work with the district designers to create a more warm and inviting learning space that is reflective of various student populations, including updated art, signage, and paint to make the space more student friendly and flexible for collaborative learning. Ideally creating a plan that creates logical and aesthetically pleasing space and flow for our many online and in-person services.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Creating a more reflective space that is easier to navigate will encourage students to embrace and access academic support and facilitate the continued growth of an environment that is more conducive to equitable, social, and collaborative learning and support. These improvements will support making the Learning Center a more prominent space for students to feel connected to both support and the college as a whole.

Cost

30,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Increase and improve the professional development of staff and student employees

To increase the usage, completion and reach of professional development (PD) of our full-time, part-time, and student employees. By increasing our PD and improving the sharing of that development with our staff community, we seek to improve quality and usage of services and embolden creative solutions to addressing barriers in academic success and equity.

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Increase awareness of upcoming training opportunities

Reminders and encouragement for full-time staff to leverage available PD funds

Budgeting for student staff professional development where appropriate

Build stronger mentorship framework for all student positions and teams

Improving collaborative reflection on PD experiences via PD "share outs" and/or surveys after completion of training opportunities

Setting goals for participation in FLEX Day either as contributor or attendee

Work with leaders of other academic support areas to identify common trainings needs.

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 ongoing, cross-departmental training for campus tutoring

SI Coordinator collaboration with STEM Center PI / AEW program to provide meaningful consistency of service between programs

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)

Goals & Resource Requests

- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

11/18/2024

Academic Year Updated

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

Goal started in Fall 2024 by taking a baseline assessment of all professional development in the 23/24 year.