

**Cañada College
Program Review for
the Learning Center**



Submitted on April 14, 2009

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Program Review Team Members and Approvals

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Approvals:

Division Dean

Vice President of Student Services

Section I: Executive Summary

The Learning Center (LC) continues to be a vital organ – the “heart, in fact, in the view of many – in the life of Cañada College. Since its inception in 1991, it has grown dramatically in ways both measurable and immeasurable. Its physical facilities and technological resources are fully meeting existing demand and could accommodate continued growth in demand. But in the area of staffing the LC has become a victim of its own success: as its reputation has grown the demand for many (though not all) of its services has grown, and at current staffing levels it is unable to keep pace with the combined (and growing) demands of student needs and administrative responsibilities. At the same time, in spite of the LC’s success in providing crucial support for many, many students, there are still too many basic skills students for whom the LC could make the difference between success and failure, and yet whom it is somehow failing to reach.

Program Strengths

- The attitude of the staff. Every member of the staff will drop whatever else they are doing when a student comes to them requesting help.
- The wide variety of resources available.
- The physical facility, which is large, bright, attractive, comfortable, amply supplied with technological resources of all kinds.

Program Challenges

- The increasing need to collect data has meant more administrative duties which often compromises student assistance.
- Hours: Anecdotally and in every satisfaction survey done in the Learning Center, students have requested the Center to be open later during the week, and for some hours on Saturday. Unfortunately, due to budget constraints, this is currently not possible.
- Professional Development: Staff need to attend conferences so they can keep abreast of effective practices and changing pedagogy. Currently, there is not allotted budget for this critical need.
- Staff: Cañada is a small college, with very limited staff. Due to the State’s requirement of shared governance on specific committees, there is often a need to pull staff away from the essential functions of the Center.

Recommendations

- Work with the Research Analyst to develop meaningful, streamlined data collection.
- Increase the 60% IA II to 100%; hire a 100% IA II to support Basic Skills reading and writing.
- Ensure professional development for all staff.
- Work with the District to ensure student and staff computer upgrades.

Section II: Program/Department Overview

A. Learning Center Mission:

It is the mission of the Cañada College Learning Center to provide resources and services to help students acquire the skills to achieve their potential, enhance scholastic development, and ensure academic success by, among other things, employing peer and professional tutoring, electronic and traditional resources, workshops and supplemental instruction, all in a positive and supportive environment.

The Learning Center's Mission links to Cañada's Mission in several ways. Through our self-paced courses, we offer instruction in both basic skills and transfer education. Additionally, we reinforce instruction through our Tutorial Center and Math Lab. We also develop and maintain close relationships with Instruction and Student Services to provide personal growth and success for our students. The variety of services available to Learning Center students are described in detail in Section III, Program and Services.

B. Historical Background

The original goal for the Learning Center, which began in 1991, was to provide technological resources and academic support services to students from every discipline and at every level. The Center has achieved and exceeded this goal, and many consider the Learning Center to be the "heart of the campus." Our physical space has also grown. The Center now occupies the entire second floor of Building 9, and has more than doubled in size. We also now house 146 student computers, have six study rooms and a classroom/lab. When the college was awarded the grants for MESA (Math, Engineering, Science Achievement) and TRiO Student Support Services, these programs were purposefully housed within the Learning Center to allow for close collaboration with the Center as well as with each other.

Usage: Tracking of student use in the Center has changed and improved with the use of the SARS tracking system. Additionally, many more faculty are asking the Center to keep track of use. In the past 10 years, the number of students logging in at the Center has grown from 1030 in Spring 98 to **3357** in Spring 08. The total number of logged hours has had ups and downs. This is due, in part, to the adding or deleting of Hours-by-Arrangement assignments that could be satisfied in the Center (See Appendix C). While many other subject areas are tracked, the trends of the Math, English, reading and ESL groups are shown in Appendix C. Again, the number of students has shown a steady increase, with variations in the number of hours used.

C. Progress Since Last Program Review

There were five goals described in the 02/03 Program Review:

- To support instruction and student services Divisions
- To provide academic support through specific partnerships
- To provide night-time service and academic support to students, faculty and staff
- To support the development of the 'whole' student
- To support the development of a lively campus community

All of the goals have been met, and are described in detail in Section III. As seen in Appendix C, the use of the Center has grown. Support for the students, faculty and staff in the instructional area has continued, and new initiatives such as providing Structured Learning Assistance and assisting with the Basic Skills Initiative have been added. Additionally, partnerships have developed in Student Services and with the community at large in Redwood City and San Mateo County.

Since the last Program Review, SLOs were done both for the Learning Center, and the LCTR courses.

D. Current Strengths, Opportunities and Goals

Strengths

- Staff: The Learning Center's greatest strength is the staff. No matter the area or role, the need of the student always comes first. Even if a student asks a question that is in part or totally unrelated to the Learning Center, a staff person will attempt to find an answer, in English or Spanish.
- Environment: The Center has always been a warm, friendly, welcoming place, open to all -- students, staff, and community members, who can feel comfortable meeting, working, socializing, or enjoying the view.
- Partnerships: The Center works with the community at large, as well as all divisions and Student Services groups on any initiative that provides student support.

Challenges

- Hours: Anecdotally, and in every satisfaction survey done in the Learning Center, students have requested the Center to be open later on weekdays, and for some hours on Saturday. Unfortunately, due to budget constraints, this is currently not possible.
- Professional Development: Staff need to attend conferences so they can keep abreast of effective practices and changing pedagogy. Currently, there is no budget allocation for this critical need.
- Staff: Cañada is a small college, with very limited staff. Due to the State's requirement of shared governance on specific committees, there is often a need to pull staff away from the essential functions of the Center.

Goals

- Increase use of the Tutorial Center and Math Lab by Basic Skills students by 5%.
- Increase success and retention by 8% of students enrolled in LCTR courses.

Section III: Review Report

A. Programs and Services

There are many functions within the Learning Center:

Tutorial Program

The peer tutoring program is the primary function of the Learning Center. Within our budget, we try to offer tutoring for every subject area requested. To become a peer tutor, a student must get faculty referral, have received at least a 3.0 in the subject, and complete LCTR 100, Effective Tutoring. Throughout the semester, additional training workshops are offered on topics such as Note Taking Techniques for Lecture and Text, Critical Thinking Workshop for Student Writers, Brain Dominance Learning, etc.

Paralleling Cañada's diverse population, we likewise have a diverse group of tutors from different races, age levels, and cultural backgrounds. Because of such diversity, we are characteristically multi-lingual. For example, in Spring 09, we had 35 tutors who, besides English, also spoke Arabic, Korean, Japanese, Spanish, Vietnamese, French, Portuguese, Mandarin, Russian and Ukrainian.

Prior to the middle of Fall 2008, all tutoring appointments had to be made at one of the four computer kiosks in the Learning Center. Working with the District, we were able to adapt Web Smart so that students are now able make appointments directly online through WebSmart. Besides the convenience for students, this also enables Counselors to immediately direct a student to a tutoring appointment when they discuss having difficulty with a subject. Tutors are also able to check their appointments online, thus enabling them to check for last minute cancellations so they can make any necessary updates to their schedule.

Tutorial Initiatives

- **CRLA** - The international College Reading and Learning Association <http://www.crla.net/tutorcert.htm> certifies tutoring programs that satisfy established standards. The Cañada College Tutorial Program received Level I certification in 2006 and Level II in 2009. To receive Level I certification, tutors must complete ten hours of tutor training, an additional four hours of supplemental instruction, and must have tutored a minimum of 25 hours with evaluation. In order to be certified at Level II, a tutor is required to complete an additional 25 hours of tutoring plus ten more hours of instruction.
- **Structured Learning Assistance** - In an effort to increase the success and retention of students in developmental English and reading, a modified version of Supplemental Instruction was implemented called Structured Learning Assistance. Tutors were placed in several English, reading or ESL classes. They assisted with group work and followed the readings and class discussions. Out of class, the students were encouraged to attend a group or individual study session led by the tutor. This program had limited success. Students in the

reading classes did not attend, and only limited English students attended. More success was found with the ESL students. In Spring 09, the program placed tutors in three heavily enrolled ESL classes: For the first month of the semester, 32 Students (29%) attended 125 hours of group study outside of class.

- **MESA** - The Math, Engineering, Science Achievement, housed in the Learning Center provides study groups led by tutors. The Learning Center and MESA work closely together to recruit, train, and assist these students.

Math Lab

A full time Instructional Aide II runs the Math Lab. Unlike the tutorial program, which is appointment based, the Math Lab is entirely drop-in. Hours are arranged to cover both day and evening courses. The Aide is able to assist with math from pre-algebra through all levels of calculus, trigonometry, statistics, and linear algebra. Students in math, computer science, engineering, biology, chemistry and physics use the lab to understand concepts and formulas.

Learning Center Orientations

It is important to introduce the services of the Center to as many students as possible. In the second week of each semester, all day and evening developmental English, reading, math and ESL writing classes are given ½ hour orientations. For evening classes, Learning Center staff rotate, remaining after hours to provide orientations for these students. In Spring 09, 62 orientations were provided.

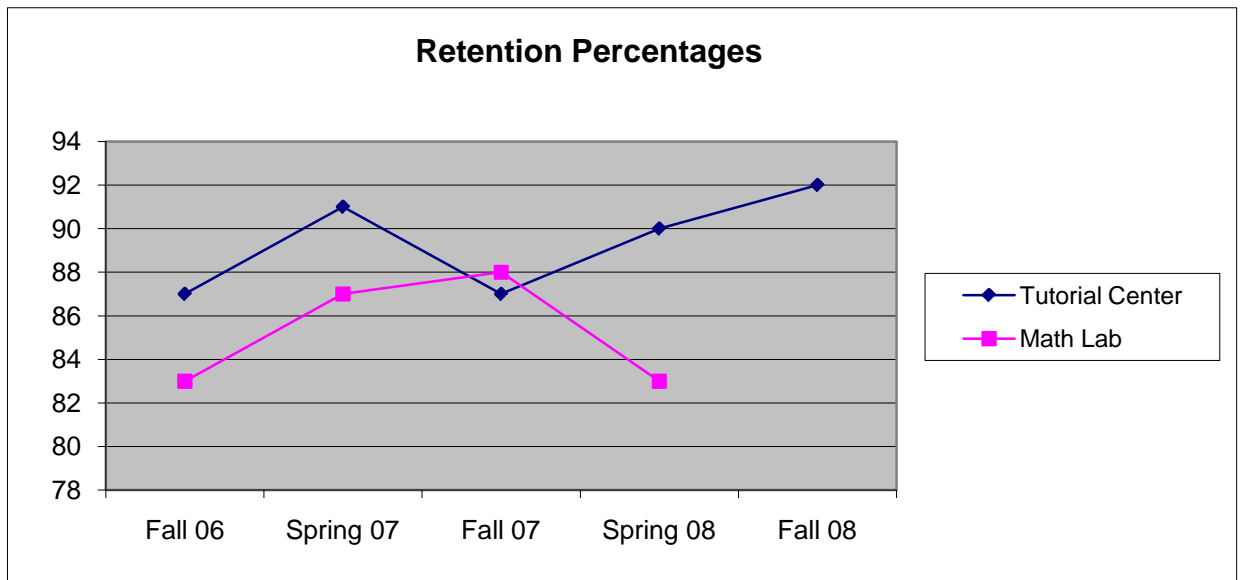
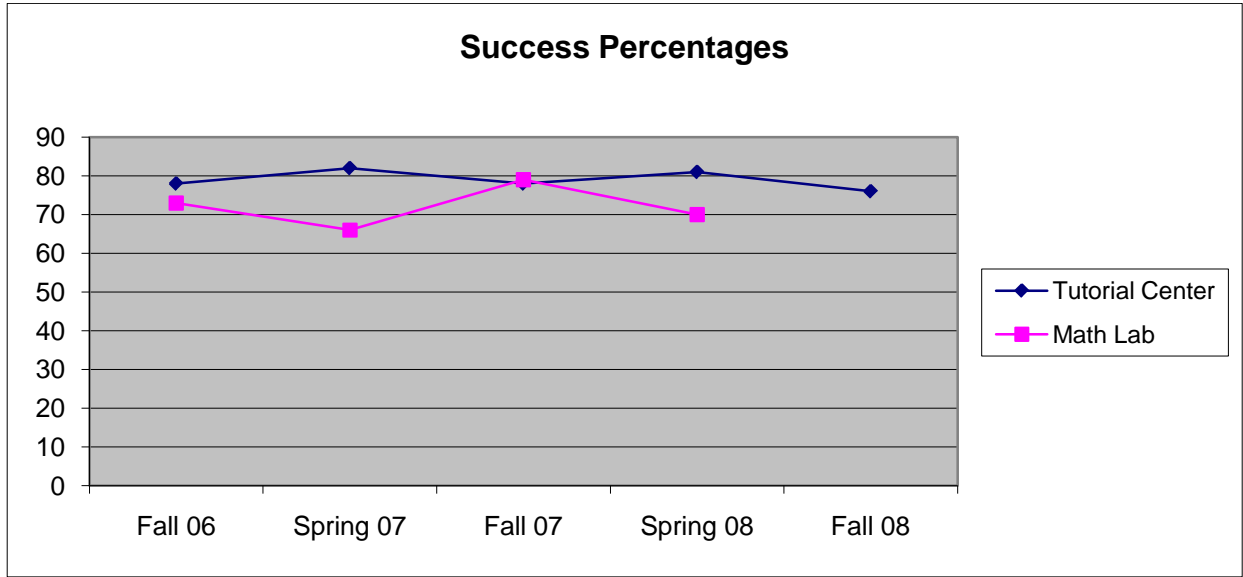
In an effort to determine the effectiveness of our orientations, a pre and post survey will be given to selected course students. This will help us determine areas that we need to emphasize more, as well as follow up with students who still seem unaware of our services.

- **Open House** – In Fall 2008, the Learning Center, MESA, and TRiO SSS collaborated and held the first Open House of Building 9, 2nd floor programs. Students in certain classes were required to visit the Tutorial Center, MESA area, Math Lab, and TRiO tables to hear information about the services, and get a Passport stamped. When the Passport was complete, they were provided with a bag of snacks and were entered in a drawing to receive an iPod or book store certificate. The Open House is repeated each semester.

Success and Retention in the Tutorial Program and Math Lab

- **Success** - Success is defined as students earning an A, B, or C in a course. From Fall 2006 to Fall 2008, the success rate for students who received tutoring has been very good, with an average of **79%**. Success for students who received assistance in the Math Lab is also good, with an average of **72%**. Data for the Math Lab do not include Fall 2008. Early in that semester, the Instructional Aide was injured, and substitutes filled in. Data were not appropriately kept.
- **Retention** - As important as it is to help with students' success, it is equally important to keep them enrolled in the course. Tutors are required to be

unofficial mentors, and one of the goals of tutoring is to increase student's self esteem, and encourage them about their abilities. The data for the past five semesters are positive. An average of **89.4%** of students who received tutoring remained enrolled in their courses, as did **85.25%** of those receiving Math Lab help.



Workshops

Many students have never learned the study strategies necessary for college work. Since 2004, each semester the Center has offered workshops on time management, textbook and lecture note taking, etc. However, with the implementation of the First Year Experience and Crossing Borders learning communities, this type of curriculum was provided by the Career courses paired with the content course. Therefore, the Center's focus has changed to partnering with Counseling, Financial Aid, TRiO and

outside agencies, to provide workshops on scholarships, financial opportunities, and personal statement for scholarship and transfer. (See Appendix B)

Study Areas

Providing an inviting and friendly place for students to socialize as well as work academically is very important. Since the Learning Center began in 1994, we encouraged students to “hang out” in the Center, and the responsibility of all staff is to make students feel welcome. The new Center was designed with large and small study rooms as well as comfortable seating areas and they are well used.

Student Learning Outcome Assessment Cycle (SLOAC)

In March 2008, the Learning Center joined all of the Student Services programs in beginning its first Student Learning Outcomes Assessment Cycle. A point-of-contact survey, in both English and Spanish, which also included demographic data, was administered for one month. 114 surveys were completed. For the SLO shown below in italics, students were asked to choose the statement that best described themselves: *Students using the Learning Center will know how to apply the available resources to improve their coursework.*

I am not aware that there are resources beyond computers that are available in the Learning Center. (for example: Math Lab, Information Counter, Tutorial Services)	I am aware that there are some resources beyond computers, but I'm not sure how I would use them for my courses.	I am aware that there are resources, and use them occasionally to help me in my courses.	I am aware of and take advantage of all the Learning Center resources necessary to improve my coursework.
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The most important findings from that data were:

1. ~ 75% of surveyed students indicated they were aware of the resources and either use them occasionally or all the time to improve their coursework.
2. 2.7% of the students who completed the survey were working towards Certificates.
3. Although 23.9% of students indicated they attended school both day and evening, of the students who used the Center, only 3.5% were evening students.

To address this, the Learning Center developed the following action plan:

Goal	Action	Progress
Provide more outreach about program services to the certificate students.	Develop Learning Center newsletter.	Completed Fall 08
Work with certificate faculty to discuss student needs and see if assistance can be offered.	Attend Bus/Workforce Division meetings.	Began Fall 08
Expand evening personnel coverage.	Adjust staff hours to provide additional evening support.	Completed Fall 08
Increase both day and evening orientations and tours.	All developmental math, reading, English and ESL writing classes included.	Completed Sp 09
Work more closely with	Meet with Crossing Borders	Begun Sp 09

faculty/counselors/programs to develop more course or need-related workshops.	faculty & counselor.	
Increase awareness of services to the athletic department.	Attend Bus/Workforce/Athletic Division meetings.	Began Fall 08

In March 2009, an additional SLO will be added and an assessment begun.

Program and Services Strengths and Weaknesses

Strengths:

- The attitude of the staff. Every member of the staff will drop whatever else they are doing when a student comes to them requesting help.
- The wide variety of resources available.
- The physical facility, which is large, bright, attractive, comfortable, amply supplied with technological resources of all kinds.

Weaknesses:

- The Learning Center Manager is on many committees necessitating her absence from the Center.
- Staff are always serving students leaving little time for staff meetings.
- The increasing need to collect data has meant more administrative duties which often compromises student assistance.

Program and Services Recommendations

- Work with the Research Analyst to develop meaningful, streamlined data collection.

A1. Curriculum

The Learning Center offers a variety of courses, all of which (except LCTR – Tutor Training) are self-paced, open-entry courses. Each course focuses on the improvement of the following specific skills: writing a research paper; professional writing; health science vocabulary; study skills; spelling (basic and advanced); grammar; writing sentences; writing paragraphs; vocabulary improvement (4 levels). Five of our courses are CSU transferrable, and the rest are credit/no credit.

Each student receives an initial one-to-one orientation where the student is provided with information on the requirements for completing the course. Instruction and work may be done through a workbook, computer work, or a combination.

Enrollment Information: When the Learning Center courses were developed, the full-time Reading and English instructors who helped develop the Center had partial loads in the Center to oversee these courses. Due to retirements, staffing changes and the budget, there has been no faculty load since 2004. Currently, the Learning Center Manager is the faculty of record for LCTR 100, and the Dean of the University Center and Academic Support Services served as the faculty of record for all other LCTR courses. However, the Manager is not an academic supervisor, which limits her ability to evaluate courses or supervise faculty.

As the courses are updated through curriculum, the college will also need to address the issue of LOAD. Additionally, although some courses were updated or banked, all LCTR courses are due again. The Center created a schedule to try and get every course updated through the Curriculum Committee in the next three years (See Appendix E). Proposed changes include:

- *Banked courses:* LCTR 138, 400, 850 will be deleted as soon as possible. There needs to be further discussion about LCTR 110, as it provides a needed opportunity for students to get experience tutoring for units rather than as paid student assistants.
- *Other course changes:*
 - LCTR 100 will go from .5 units to 1.5 units and will be offered as a hybrid.
 - LCTR 820 and 821 (Basic & Advanced Spelling) will be deleted unless
 - LCTR 822 Grammar Trouble Spots will be offered as four separate courses, to reflect the four levels currently available.
 - LCTR 831 Paragraph Writing will be offered as two separate courses, to reflect the two levels currently available.
 - LCTR 832 Sentence Combining will be banked.

Success / Retention Information: From Fall 04 to Fall 07, there are anomalies in headcount, success and retention rates due to how LCTR courses were offered. For example, there was an unnatural spike in unique headcount for Fall '05. At that time LCTR 400, Report Preparation was added to allow the use of Learning Center computers and printers, and students received credit for this. The course continued for two years and was then removed from the schedule. This irregularity has been addressed. Students enroll in LCTR courses for a variety of reasons. Some, of course, truly want practice in the subject matter. Other students, however, often use the LCTR courses to maintain eligibility for EOPS, TRiO, athletic teams, or financial aid. **Some semesters, staff have withdrawn students who showed lack of progress, other semesters we did not. This accounts for the up and down retention rates.** Additionally, if an English class is full, or if a student has missed the add deadline, LCTR classes provide a way to keep the student in college until the next semester.

While we don't have data to back this up, we also know from our one-to-one orientations that the majority of our students are either ESL or basic skill students. In comparing LCTR courses to the college, which for the past five years has had a ~70% success rate, and to Basic Skills ~ of 56.9%, LCTR course students do not do as well. Part of this is due to the self-paced nature of the courses and part, we believe, is due to the CR/NC means of grading. Credit / No-Credit courses do not affect GPA. This is evident in the different levels of success (See Appendix F).

B. Staffing Profile

Administration – Division Dean: In 2002, the Learning Center moved from the Math and Science Division to the newly created University Center and Academic Support Services Division, which was under Student Services. Due to budget cuts in 2008-09, a reorganization of the college took place and that division was eliminated. Beginning in Fall 2009, the Learning Center will become a direct report to the Vice President of Instruction, with no academic supervisor. The current staffing consists of: (Appendix D)

- Learning Center Manager: This position, which replaced the Learning Center Director, has been in existence since 2005, and supervises all functions of the Center.
- Assistant Project Director: Due to increased responsibilities of the Manager, additional duties were delegated to the full time Instructional Aide II position that assisted in the Tutorial Center. This position was upgraded to Assistant Project Director in Fall 2008. Additionally, in an effort to provide needed evening tutoring, outreach to students and faculty, class orientations, workshop presentations, and student support, this position currently covers three evenings a week.
- Instructional Aide IIs:
 - Information Counter - One full-time IA II maintains student resources, proctors on-line exams, provides computer and printing support, orders textbook reserves, and answers all faculty, administrator and student questions.
 - * Math Lab – One .91% position IA II, funded 50% by MESA, provides drop-in support for pre-algebra through all levels of calculus, trigonometry, etc. Hours are staggered to provide both day and evening support.
 - * Evening Support: - Originally only a 48% Learning Center position, when funding became available to hire a 52% Alternate Media Technician position for DSPS, this became one position, housed in the Learning Center along with the Alt Media Lab. This enables the IA II to assist Learning Center students in the evening at the Information Counter, oversee the Center's web page, as well as assist disabled students both day and evening.
 - ** Math Support: This 60% position has the primary duty of supporting the math department by offering class orientations, tutoring, and the organization of math study groups for algebra and statistics.
- Student Assistants: Through college support of the Peer Tutoring program, the Center is able to hire student tutors. The amount of assistance has grown through various initiatives and partnerships, and the number of tutors has increased to the current level of approximately 30 tutors per semester. The only student assistance at the Information Counter is through Work Study students.

Since ~ 42% of Cañada's students are Hispanic, it is important to guarantee that the staff who support the Information Counter speak Spanish. Therefore, when the Center was able to hire a new IA II, the ability to speak Spanish was recommended. Also, since one unofficial role of a Learning Center tutor is to be a mentor, student tutors must also be extremely diverse. Most semesters, there are at least five or six additional languages spoken besides Spanish, and the tutors are also diverse in age, race, and cultures.

To keep abreast of current pedagogy and effective practices for the Learning Center, both the Manager and the Assistant Project Director belong to LRNASST, an online listserve concerned with Learning Center management, tutoring, and developmental education. Additionally, the Manger is a member of the Association of Tutoring Professionals, and is a member of and has attended the College Reading and Learning Association (CRLA) conference for the past six years. The Assistant Project Director is a member of the Association of Community College Tutoring and Learning Assistance

(ACCTLA) and has attended one conference. Budget constraints have curtailed conference attendance, which is so valuable for information input and networking, but when feasible, should be re-instated.

Currently, the Learning Center staff are working at capacity. Budget limitations, which began in 2008 and which are projected to continue for the next few years, mean that if new initiatives are to be developed, and current programs are to be adequately supported, we would need to consider the feasibility of how this can be done. Creating additional partnerships with other Student Services groups or grants is a possibility.

Staffing Recommendations

Basic Skills Support: When the budget is stabilized, making the Math Support IA II, who provides needed support for developmental math students, a 100% position is recommended. Additionally, there is need for a full-time Instructional Aide II that would support the learning communities (FYE and Crossing Borders).

C. Leadership and Governance

College Committees: It is important that staff of the Learning Center participate in shared governance activities, as well as join college committees and take active leaderships roles in the campus. In the past, the Learning Center Manager has been co-chair of the College Council and president of the Classified Senate, and served on the District Information Technology Council, and District Shared Governance. Currently, the Manager is a member of the SLOAC advisory team, the Program Review team, the Accreditation Oversight Committee, the Student Services Planning Council, and the Instructional Planning Council.

Susan Traynor, the Assistant Project Director chaired the Safety Committee for many years; Maria Mendez, IA II, is a member of the Diversity Committee; and Alejo Vasquez, IA II, was a member of the Technology Committee until Spring 2009. Ricardo Flores currently serves on the district Distance Education Advisory Committee.

Instructional Partnerships: The Learning Center is a bridge between instruction and student services. Therefore, it is important for the Center to be aware of and actively supporting students in as many ways as possible.

- **MESA** - When the college first obtained a Math, Engineering, Science Achievement grant, both the current U.C. & A.S.S. Dean and the LC Manager were on the advisory board. It was also important to connect it with the Math Lab and the decision was made to house it in the Center. When Building 9 was being designed, a common space was incorporated and the partnership has continued and grown.
- **TRiO Student Support Services** —Because the services offered by this program so closely align themselves with the Learning Center and MESA, it was important to house TRiO in the Learning Center. MESA, TRiO and the Learning Center coordinate all activities when possible.
- **Basic Skills Initiative** – The LC Manager has been on this committee when the activities and budget were first being developed, and continues on the Advisory

Board seeking ways that the Learning Center can support the developmental students involved in Crossing Borders.

- Cal Women Tech Project – The Manager has been on the Leadership Team since 2006 when Cañada received the NSF grant to support women in non-traditional majors, specifically the Video Gaming Program.
- HSI STEM Grant – the Manager, Math Support and Math Lab Instructional Aides all work closely with the grant director, faculty and MESA to provide necessary support for students in the science, technology, engineering and math courses.

Student Services Partnerships

- Program Review - In 2006, the Manager worked with the VPSS, Student Services Deans and several staff and faculty to develop a new Student Services Program Review document, and led discussion about the review at several retreats. Continued involvement includes being on a 2009 sub-committee to assist other SS groups through the process.
- SLOAC - Each SLOAC cycle, the Manager and a SS committee work with the Director of Planning, Research and College Success to shepherd student service programs through their next cycle.
- Transfer Advisory Board – Since 2008, the Manager has served.

Community

- Textbook Reserve Program – Through a grant from a local community member, the Library and Learning Center are able to provide textbooks for in-house and short-term borrowing in both areas.
- Peninsula Clergy Network – Representing Cañada College, the Manager serves on a steering committee of this group of religious and civic leaders to foster awareness, understanding, and a framework for community engagements.
- Workshops – When asked, the Center has provided study strategy workshops to East Palo Alto Academy high school students, as well as resume and interview technique workshops to the San Mateo County Regional Occupation Program students.

Leadership Recommendation - To improve the knowledge of all Learning Center staff, it is important that they have the opportunity to attend conferences that focus on areas the Center supports. Budget constraints have not allowed any professional development in the past few years unless paid for by staff.

D. Facilities, Technical Infrastructure, and Resources

With the move to the new Building 9, 2nd floor, the physical needs of the Learning Center are currently met. Although at the time the Center was designed the TRiO grant had not been received, the decision to house TRiO in the Learning Center made sense. Many of the requirements and student support of that grant coincide with those of both the Learning Center and MESA. Additionally, the decision to house the Alternate Media Lab in the Center made sense. Students needing that support would be close to the Alt Media Technician already working in the Center, and access to these resources is easier.

Computers

The new Learning Center in Building 9, 2nd floor, was designed to provide as much flexibility as possible for computer use, and since the building was partially built with bond dollars paid for by the community, there is no pre-requirement for computer use. Anyone can enter and use the computers for word processing, developing spreadsheets, presentations, or internet use. There are 146 computers, in three main areas: the Front lab, with 53 computers; the main lab with 59 computers; and 257A, a lab/classroom with 34 computers. Additionally, a classroom lab with 36 computers is on the Learning Center floor, but is “overseen” by the Humanities Division. All areas, including the Humanities lab, can be reserved by classes. Due to an HSI STEM grant awarded in Spring 2009, the classroom lab (257A) will become part of the enlarged Math Lab. 24 of the dual-boot Macs went to other areas to be replaced by a laptop cart with 25 computers which was purchased through the grant.

- **Software** - Since the Learning Center supports instruction, and because we are open more hours than most instructional computer labs, students who need access to specialized software can also use it in the Center. Currently, we have engineering, physics, computer science, chemistry, radiological technology licensed software. Many regular and hybrid courses require student use of the internet to complete assignments. IT makes sure that all student computers can access the publisher’s websites.
- **Screen savers** – Because of the heavy student volume of student use in the Center, the screen savers are used like bulletin boards. For example, when the bus routes changed due to construction, a map indicating the new route bus stops was displayed; student clubs and ASSC announce upcoming events; instructional initiatives like Crossing Borders, Honors courses, and Summer Bridge programs are also rotated.

Resources

The front Information Counter provides many resources for student use:

- **Textbooks on reserve** - When the Learning Center began in 1994, we were under the Math and Science Division. We began to obtain copies of all math and science textbooks from the publishers to house in the Center for student use. This practice became even more important as the cost of textbooks increased. In 2006, with donations from a private donor, the Center began obtaining textbooks for as many courses as possible. Students may check them out for use in the Center only. Currently, there are 260 on reserve, and an average of 60 different texts are checked out on a weekly basis. These textbooks are also important for use by the tutors if the tutee forgot to bring their textbook to a tutoring session.
- **Laptops and Notebooks** - Students can check out laptops or notebooks for use within the Center. Some have specialized software for multimedia, math, ESL pronunciation, and spelling.
- **Course Supplements** – Students can use computers to complete assignments either through WORD, Excel or PowerPoint and email their instructors their assignments. Multiple copies of citation guides, dictionaries in English and Spanish, and thesauruses are available both at the Information Counter and in the Tutorial Center. Additionally, many faculty keep binders, supplemental texts, handouts, etc. for students to check out.

- **Study Strategy, Reading and Writing Handouts** – Two revolving kiosks are kept filled with handouts covering these topics. Currently, there are **80** different handouts available for students to use.
- **Test proctoring** - In Fall 1998 when the first three online math sections were offered, all testing was done in the Learning Center to ensure reliability. This continues today for seven math sections, two political science sections, and two psychology sections. Additionally, many faculty allow students to make up tests and the Center facilitates this. On average, the Center proctors over **500 tests** each semester.
- **Headphones** – Student computers are set to allow sound only through headphones. Regular and special headphones with speakers are available for checkout.

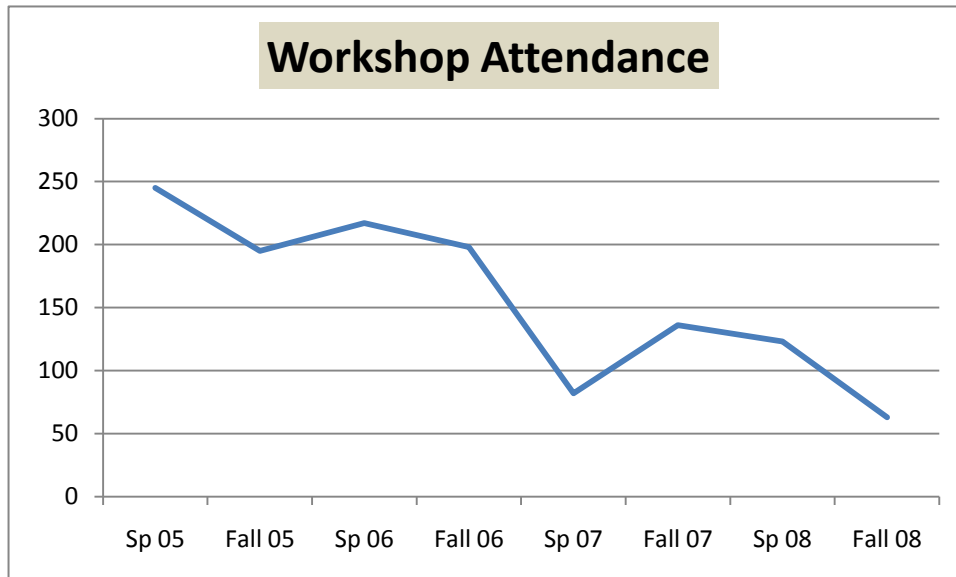
Facilities, Technology or Resource Recommendations

Technologically, the Center is very up to date with all new staff and student computers, furniture, etc. new in 2007. However, as the warranties on the computers expire and as new software demands require computer updates, the college and District will have to investigate how this can be accomplished.

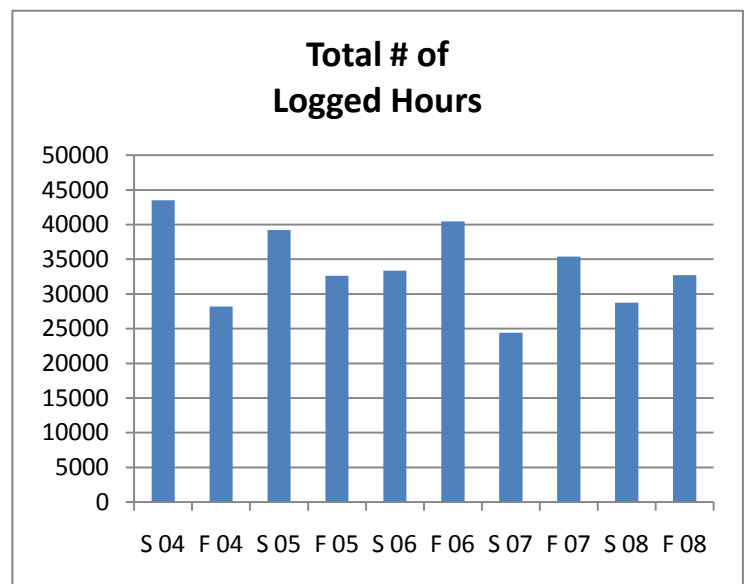
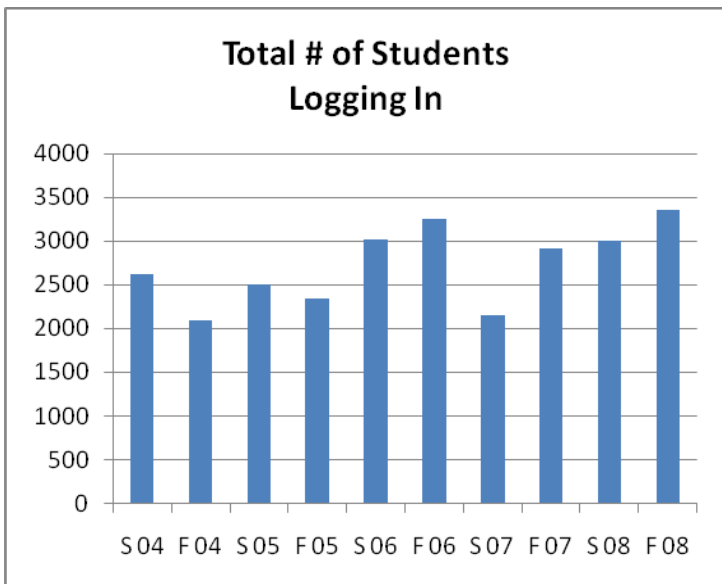
Section IV: Appendices

A. Organizational Chart – The college began re-organizing in Spring 09, and beginning in Fall 09, the Learning Center will become a direct report to the Vice President of Instruction. No current organizational chart available.

B. Workshop Attendance Chart



C. LEARNING CENTER USAGE STATISTICS



D. Five Year Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005	2006	2007	2008	2009	
Administration	1	1	1	1	***1	0%
Bargaining Classified Staff FT	2	2	2	2	2	0%
Bargaining Classified Staff PT	*2	*2	*2	**3	**3	50%
Non-bargaining Classified Staff FT	1	1	1	1	1	0%
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers	~26	~26	~21	~30	~30	
Faculty FT	0	0	0	0	0	0
Faculty PT	0	0	0	0	0	0

* Instructional Aides for Math Lab and evening support.

** Instructional Aide for Math assistance.

*** in Fall 09, the Learning Center will be a direct report to the VP of Instruction.

E. Curriculum Data

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank
LCTR	110	Teaching / Tutoring Practicum			X	
	138	Fundamentals of the Research Paper			X	
	400	Report Preparation and Editing			X	
	850	Reading and Writing for the Workplace			X	

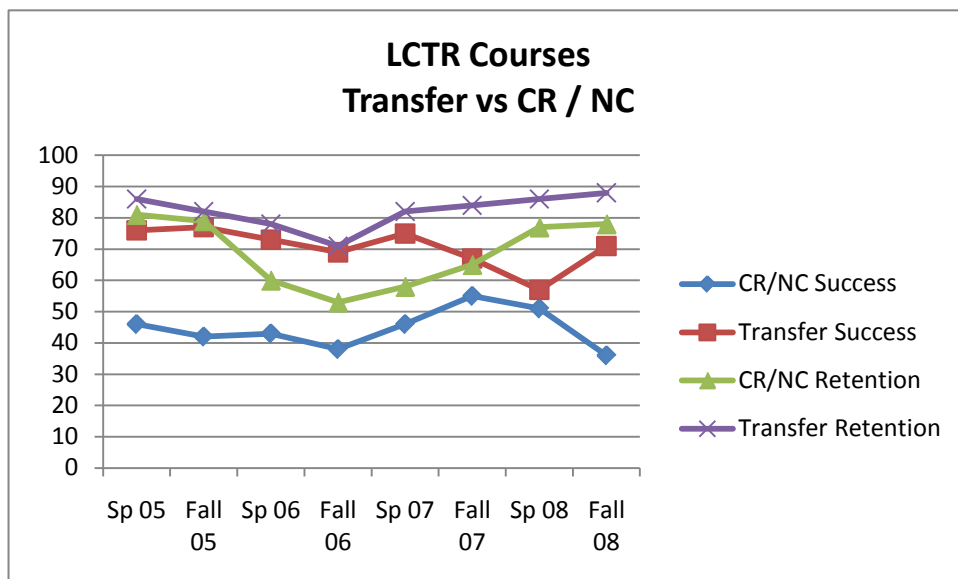
Course Prefix	Course Number	Course Title	Date of last revision	Schedule for Revision	Revision
LCTR	100	Effective Tutoring	1995	2009	Expand
	120	Literacy Tutoring in the Community	2002	2011	Update
	139	The Research Paper from A to Z	1993	2010	Update
	140	Professional Writing	1995	2010	Update

	151	Allied Health Science Vocabulary	1995	2010	Update
	698	Supervised Tutoring / Academic Assistance	2002	2011	Update
	810	Study Skills	1993	2009	Update
	820	Basic Spelling	1993	2009	Delete
	821	Advanced Spelling	1993	2009	Delete
	822	Grammar Trouble Spots	1993	2011	Expand
	831	Paragraph Writing on the Macintosh	1993	2011	Expand
	832	Sentence Combining on the Macintosh	1993	2009	Delete
	840	Vocabulary Improvement I	1993	2010	Update
	841	Vocabulary Improvement II	1996	2010	Update
	842	Vocabulary Improvement III	1996	2010	Update
	843	Vocabulary Improvement IV	1996	2010	Update

Appendix F. Learning Center Course (LCTR) Success and Retention Data

Dept	Metric	LEVELS					GROWTH RATE			
		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2004-08	2005-08	2006-08	2007-08
LCTR	WSCH	1,287	1,135	894	1,093	711	-45%	-37%	-20%	-35%
	FTES	42.9	37.8	29.8	36.5	23.7	-45%	-37%	-20%	-35%
	FTE	0.8	0.0	0.0	0.0	0.0	-96%	0%	0%	0%
	Load	1,544	34,071	26,861	32,834	21,357	1283%	-37%	-20%	-35%

Dept	Metric	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
LCTR	Unique Headcount	323	806	240	180	144
	Success Rate	66%	23%	62%	49%	54%
	Retention Rate	91%	28%	71%	72%	22%



G. Program Review – Resource Needs Summary Table – Learning Center

	Needs	Justification
Personnel	<ol style="list-style-type: none"> 1. Increase the Math Support IA II position from .66 to 100% 2. ESL/writing/reading IA II 3. 4. 	<ol style="list-style-type: none"> 1. To fully support the development math students, additional time is needed to work with faculty, develop and offer workshops and tutor students. 2. This position would work closely with the learning communities' faculty and students to offer in-class support, course-related workshops and tutoring.
Equipment	<ol style="list-style-type: none"> 1. 110 student Dell computers (replacements) 2. 7 staff computers (replacements) 	<ol style="list-style-type: none"> 1. Not needed until Fall 2010 2. Not needed until Fall 2010
Facilities	<ol style="list-style-type: none"> 1. none at this time 	

CAÑADA COLLEGE EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

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

Program Name: Learning Center

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

Yes

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

Yes

3. What value did you find in the Program Review process?

The Program Review requires all staff to consider what they do, how well they do it, is it of value to students, and how can improvements be made.

4. What improvements would you make concerning the process of performing Comprehensive Program Review?

Make it shorter.

5. Was the data you requested the appropriate data? Was the data you received complete and presented in a clear format? What additional data would you like to use?

No data were requested. There is a need to have more time with the Research Analyst to determine relevant data gathering sources.

6. How can this process be more effectively integrated into the College's planning cycle?

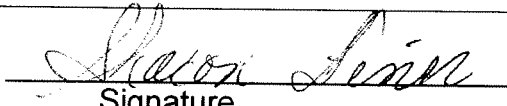
There needs to be a very brief annual report of needs.

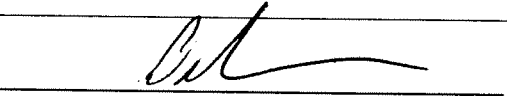
CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: **Learning Center**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	_____
	Signature
Comments:	

#2. Curriculum Committee Chair Sharon Finn	 _____
	Signature
Comments:	

#3. College Vice President Peter Barbatis	 _____
	Signature
Comments:	