

## 2022-23 Program Review

Program Name: Learning Center  
Program Contact: Joseph Martinez  
Academic Year: 22-23  
Status:  
Updated on:

### **1. Description of Program (200-400 words)**

The Learning Center integrates instruction and support services to facilitate equitable student academic achievement and to address gaps in learning support services through the delivery of student-centered services and resources which include the following:

- Tutoring
- Supplemental instruction
- Embedded tutoring
- Learning resources
- Educational technology
- Study Space

The CSM Learning Center supports the **College's Mission and Values Statements, its Solidarity Statement, and the college and district strategic plans** by creating a learning environment which values the experiences and perspectives of all. In this environment, equity-mindedness matters and is included in our planning processes, service/programs, and staff development. The Learning Center staff is committed to hiring and retaining team members who are dedicated to the deliberate inclusion of diverse competencies in all areas of their work. The Learning Center staff is trained to provide sensitive and high-quality services to BIPOC student groups of diverse racial and ethnic background, national origin, sexual identity, religion and spirituality, age, and gender who historically have been marginalized in higher education. The Learning Center is continuously evaluating its programs and services based upon data and changes in the needs and priorities of the college. An example of this is the impact of SARS Cov-2 pandemic which necessitated the moving of our support programs from face-to-face to remote delivery. In the remote environment we saw a dramatic decline in the usage of our peer support services, most notably in drop-in tutoring. This is reflected in the drop in Enrollments for the ASLT division from 354 in AY 19-20 to 227 in AY 20-21. However, those numbers began to rebound in the semesters following our return to in-person services in the Fall of 2021. Gradually more students began to return and request in-person academic support. Space for conducting zoom classes became a more in-demand service as our center study rooms were regularly occupied by students taking a blend of in-person and online classes. Technology in the center has also been added and updated to the center since our return from the pandemic virtual transition. The center has been able to add smart monitors to our study rooms and upgraded desktop computer stations for the entire center.

### **2. Results of Previous Program Review (200-500 words)**

Describe the results of your previous Program Review's action plan and for identified equity gaps.

1. Power Hour – Dedicated time in the Learning Center for football players to access deliberate support services. The intentional provision of support, during a period when students could easily access it, was believed to be having a positive impact on course

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success rates. Fortunately, Power Hour made a comeback in Fall 2022 and continued into Spring 2023. Online access to academic support services has remained available during this period.

2. Peer Assisted Learning – Student academic support model utilizing student to student interactions (drop-in tutoring, Supplemental Instruction, embedded tutoring) to support academic success. With the implementation of AB 705 the model and mix of peer assisted learning services was adjusted based upon faculty feedback and outcomes (course success rates, grades). For AY 21-22 and 22-23 the Learning Center provided Supplemental Instruction support only for Nursing and Ethnic Studies courses and shifted previous SI support to an embedded tutor model for Math, English and ESL courses. Assessment has been a challenge because of inconsistency in instructional modalities when the campus went fully remote in response to the pandemic.

We did assess embedded tutor (ET) support by looking at the Pass Rates of Math, English and ESL courses which received ET support and compared those to the Pass Rates of course sections in those disciplines which did not receive ET support. English and ESL courses showed similar outcomes with no real difference between Supported and Unsupported sections; however, the number of sections supported was relatively small thus it is difficult to draw conclusions or make meaningful comparisons between Supported and Unsupported sections. Results from Math courses suggest that support in calculus classes seemed to make a difference with Pass Rates of 75-82% in supported sections and only 30% in unsupported sections. In pre-calculus level courses and Statistics courses there was little difference in the Pass Rates of supported and unsupported sections.

Drop-in tutoring declined in use during the pandemic period, but since we have returned to in-person service, we have seen an increase in the number of students seeking drop-in tutor support and the number of students interested in working as drop-in tutors has increased slightly. Due to issues getting to students to enroll in LCTR 698, the number of individual students receiving tutoring reflects a lower number.

Semester	Enrollment LCTR 698	# Drop-in Tutors
Spring 2022	145	10
Fall 2022	40	10
Spring 2023	37	14

\*Enrollment as of 9/22/2023

At the same time, the number of embedded tutors has decreased from 12 in the Fall of 2022 to 5 for Spring 2022. These shifts in the type of support provided are parallel to the shift in instructional modalities as students are more likely to seek learning support through their course portals than through a general learning support portal in an online educational environment. We also found tutors schedules came into conflict with the courses they sought to support and were unable to continue with the position. Class

scheduling conflicts tend to be the most frequent barrier in Embedded Tutor retention and recruitment.

### 3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2021-22	Ethnicity	First Gen	Age	Gender
<b>Enrollments (duplicated)</b>	Latinx 28% White 11% Asian 16% Filipino 2% Multi Races 8% African American 3.8% <b>Pacific Islander 25%</b> Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	<b>88% Under 24 yrs.</b> 5% Ages 25-34 5% over 35 yrs.	<b>55% Female</b> 42% Male 2% Unknown
Division Stats 2022-23	Ethnicity	First Gen	Age	Gender
<b>Enrollments (duplicated)</b>	Latinx - 31% White - 3% <b>Asian - 19%</b> Filipino - 3% Multi Races 7% African American 1.2% <b>Pacific Islander - 33%</b> Unknown 0% Native American 0%	45% of enrollments were by students who are the first in their family to go to college.	<b>91% Under 24 yrs.</b> 3% Ages 25-34 4% over 35 yrs.	<b>41% Female</b> 57% Male 1% Unknown

**(a) Student population equity:**

Students in our division tended to be younger and female 21-22, but then trended more male in 23-23 in comparison to the campus population. There are also some differences worth noting in the greater percentage of students in the division who identify as Pacific Islander or Asian relative to the campus population (**in red above**).

There have been some changes in student success rates among a few of the ethnic groups between the 18-19 AY and 20-21 AY.

Ethnicity	% Success 18-19	% Success 20-21
Black	100	100
Filipino	100	100
Hispanic	93.3	100
Pacific Islander	70.4	92.9

The Learning Center took no specific actions to attempt to close equity gaps but continued to do what we have always done in fostering a space which is accessible and welcoming and which supports campus wide equitable outcomes through programs,

services and collaborations. The changes in success outcomes noted above are possibly the result of the interventions taken by instructional units. Additionally, it is unclear how the change to hybrid learning may have influenced those outcomes. It is possible that for some groups, only the most prepared and best equipped for our online learning environment remained enrolled and that contributed to the increased success rates. This would be an interesting area of exploration which is beyond the scope of what the Learning Center could take on.

**(c) Student Services and SAO (Service Area Outcomes) assessment**

Following the Learning Center’s established assessment plan, in Fall 2020 we were scheduled to assess two of our ten Best Practices:

1. The lab/center uses technology effectively to capture, analyze and report usage data.
2. The lab/center assesses its SLOs and prepares and disseminates a program review regularly.

In the pre-pandemic environment, the Learning Center used a robust reporting software which allowed us to “effectively capture, analyze and report usage data”. Unfortunately, when we moved to a remote delivery of services, the reporting software was not able to fully capture usage data. The software has since been enhanced and remote attendance can be captured, and the Learning Center is also providing in person operations so we will resume using that software for satisfying #1 above. Due to a mix of staffing changes and shortages assessing our two best practices the Learning Center is in process and will use data collected in AY 23-24 to analyze outcomes and make any program improvements.

Prior to the pandemic, the Learning Center did not directly offer services in different modes. Online tutoring services, provided by a third party, were evaluated separately from Learning Center services and there was no direct delivery mode gap analysis done. However, it seems likely that our online delivery of services will continue to expand and be reviewed with regular assessment. That can be done in AY 23-24 with analysis and plans for improvements implemented in the future and reported on in our next Program Review cycle.

SLOs/SAOs	Assessment Results	Program Improvements Implemented
1. Students will be familiar with Learning Center programs and services.	Due to challenges to distribute surveys this is hard to assess. The number who responded to this assessment (n=10) was too small to make much of a determination.	We found that relying on the QR code system of distribution ineffective and will switch back to a paper survey for the next evaluation cycle.
2. Students will be able to access Learning Center programs and services.	Due to challenges to distribute surveys this is hard to assess.	We found that relying on the QR code system of distribution ineffective and will switch back to a paper survey for the next evaluation cycle.

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	The number who responded to this assessment (n=10) was too small to make much of a determination	
3. Students who receive tutoring will report enhanced academic development.	Due to challenges to distribute surveys this is hard to assess. The number who responded to this assessment (n=10) was too small to make much of a determination	A separate assessment of online vs. in person tutoring services will be added to the LC's normal assessment process to analyze any delivery mode gaps and take appropriate steps for improvements.

We did survey students who received tutoring in Spring 2023 about their experiences with the support service, but the response was so low (n=10) the results are not particularly helpful We will once again survey students who receive tutoring in Fall 2023 to assess how well the support is meeting our stated goal of improved academic development for those who receive tutoring.

### Assessment Results SAO #3

**(d) Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

The monumental shift from in person to remote delivery of services that was necessitated by the pandemic was obviously a significant challenge as the Learning Center staff did what they could to continue to meet student needs for learning support. The challenge of learning and adapting to new technologies also presents an opportunity for service enhancements. The best parts of new, online services can be adapted to a hybrid model of learning support that may allow us to reach a broader audience of students. However, delivery on these services has been stymied by staff shortages and sporadic staff and leadership shifts.

## 4. Planning

### a) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a college-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
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Expand our virtual services for high DFW courses	Provide virtual learning support in critical courses which have high DFW	Increased Percent Success rate from current level	Reach goal by Fall 2024	Learning Center staff	Data from PRIE on those courses with high DFW rates
2. See an increase in Latinx student success rates	Provide learning support in critical courses which have high DFW rates for our Latinx students	Increased Percent Success rate from current level	Reach goal by Fall 2024	Learning Center staff	Data from PRIE on those courses with high DFW rates for Pacific Islander students
3. Assess Learning Center activities	Review and distribute LC assessment tools	Student Satisfaction survey (campus) Tutor Satisfaction survey (LC)	Fall 2023	Learning Center staff	Review of survey tools by PRIE of satisfaction survey