

Learning Support Centers Coordination Committee
Meeting Summary

Date: March 5, 2013

Time: 3:30 p.m. to 5:00 p.m.

Location: CSM Learning Center

Program Review Study Session

In addition to our own individual statements in V.B. 1 and 2, we discussed and agreed to add general statements in support of . . .

- Reading Apprenticeship and other pertinent college initiatives (we added CSM Cares, in support of this key Student Services initiative)
- Continued Centers coordination and collaboration

Below are suggested statements for you to include in your Program Review or to work from.

Also, we agreed that the "CSM Lab and Learning Center: Student Profile Spring 2012" data are very general and may not be immediately useful in assessing success in discipline coursework. Our committee will be working with John Sewart's office to develop data queries that will more accurately reflect and correlate course success and Center participation.

John Sewart, James, and Jennifer have discussed this and will be working on it for next year. As a committee we can help PRIE coordinate and identify the most appropriate courses to track in the future. In the meantime, rely on SARS data, satisfaction surveys, and individual data collection your Center already uses in your Program Review reporting.

V. Institutional Planning

B. Vision

1. To guide future faculty and staff development initiatives, etc.

Centers faculty and staff welcome the opportunity to participate in the Academic Senate Reading Apprenticeship initiative and other academic or support services activities, such as those associated with CSM Cares, the college's mental health grant.

2. To guide future collaboration across student services, learning support centers, etc.

The LSC Committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create comprehensive learning support network for all students. Centers will continue to strategically align services as a standing committee of the Academic Senate.