LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: CSM Learning Center   Academic Year: 2012-2013
Center Contact: Jennifer Mendoza   Program Review Submission Date: 03/27/2013

I. Description of Center

> Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

Faculty, staff, and administrators identified the need for a comprehensive Learning Center (LC) on November 20, 2010 at a leadership workshop meeting. The LC was established to address gaps in learning support services and academic barriers to student success. As a result of research and input from campus-wide discussions, the Learning Center Committee was formed (November 30, 2010) to develop a plan for delivering a variety of services in the new center. The Learning Center Director was hired in August 2011 and the Center has been in operation since October 03, 2011.

The CSM Learning Center provides student-centered resources that integrate instruction and support services to facilitate student academic achievement and support the college's mission and priorities. The LC promotes campus community by creating a learning environment committed to the holistic development of each student. Through programs and services offered by the Learning Center, students develop personal responsibility, self-efficacy, and respect for the diversity of their peers, faculty, and staff. Below are the LC Priorities that are aligned to **CSM's Institutional Priorities**.

LC's Priorities
1. *Enhance student learning through innovative teaching and technology strategies* (**Priority 2: Promote Academic Success; Priority 3: Promote Relevant, High-quality Programs and Services**)
2. *Design intentional and integrated programs across disciplines to increase student success* (**Priority 1: Improve Student Success; and Priority 2: Promote Academic Excellence**)
3. *Promote civic engagement through structured community service activities* (**Priority 1: Improve Student Success; Priority 5: Enhance Institutional Dialog**)
4. *Evaluate LC programs/services and assess their effectiveness* (**Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources; and Priority 2: Promote Academic Excellence**)

The CSM Learning Center supports the **College's diversity statement** by fostering a learning and academic environment, which values the experiences and perspectives of others. In this environment, diversity matters and is manifested through our planning processes, service/programs, and staff development. The LC Staff is committed to hiring and retaining team members who represent a wide range of cultural diversity and who are dedicated to the deliberate inclusion of multicultural competence in all areas of their work. The LC staff reflects differences in racial and ethnic background, national origin, sexual identity, religion and spirituality, age, and gender. The entire LC staff is trained in customer relations that provide sensitive and high quality services to groups who historically have been underrepresented in higher education.

Additionally, the establishment of a comprehensive Learning Center was identified in the **5 in 5 College Strategies** document within the Basic Skills and Transfer area. The LC Director has established partnerships with the BSI Committee, Diversity in Action Group, Student Services, Business and Technology, Creative Arts/Social Sciences, ESL, Reading, Kinesiology/Athletics, Math and Science divisions/departments, as well as, the thirteen discipline-specific Learning Support Centers to create programs that increase student success. The programs and services currently offered by the Learning Center, which directly fall within the 5 in 5 College Strategies, are stated below along with a list of identified LC programs.

5 in 5 College Strategies, Basic Skills
- S.M.A.R.T. (Mentoring Program)
- Student Success Workshops
- Textbook Reserve
- Pathway to College (Summer Bridge)
- Tutoring

5 in 5 College Strategies, CTE
- Computer Software
- Tutoring (Nursing and CIS)

5 in 5 College Strategies, Transfer
- Connect: Resources Across the Curriculum (Online Software)
- Counseling/Degree Works
- Social Sciences Review Sessions (Supplemental Instruction)
- Keys to Success (Math Boost redesign)
- Reading Apprenticeship
- Student Success Workshops
- Tutoring

List of LC Services and Programs:

Computer Software (CIS, DGME, Assistive Technology)
Connect: Resources Across the Curriculum (Online Software)
Counseling/ Degree Works
Financial Aid Assistance
Group Study Rooms
Learning Resources

Pathway to College (Summer Bridge)
Recording Booths (Communication Studies Center)
S.M.A.R.T. (Mentoring Program)
Student Success Workshops
Test Proctoring (Distance Education)
Textbook Reserve
Tutoring
Resources Across the Curriculum (Online Software)

II. Summary of Student and Center Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

CSM Learning Center SLO: Students will have knowledge of CSM Learning Center resources, including how to access them.

Two means of assessment were conducted to determine whether students have knowledge and understand how to access LC resources.

Assessment # 1
A two-item survey was distributed randomly to student users upon log out. Timeframe of data collection was 02/01/2013 – 03/22/2013; Total number of responses, 228.

Outcomes
Are you familiar with the programs and services offered by the Learning Center? Yes (194) or No (34)
Were you able to access the programs and/or services you came in for today? Yes (213) or No (15)

Assessment of SLO

Eighty-five percent of LC users were familiar with the programs and services offered by the Learning Center, while 15% were unfamiliar. Additionally, when LC users were asked whether they were able to access the programs and/or services offered, 93% said yes, while seven percent stated they were not. The data suggest LC users are very familiar and know how to access resources offered in the Center. The Learning Center staff will continue to promote services and programs to student users. Marketing and promotion will largely be conducted through the LC website, flyers, email, and departmental/division meeting. Our LC student assistants have been extremely helpful in providing assistance and answering questions when needed. We have learned that students take advice much better from their peers than from professional staff.

Assessment # 2

Data were extracted from the CSM Learning Center Users Survey (online satisfaction survey), managed through the PRIE office. Learning Center users rated how familiar they were with LC services and were asked to indicate how often they used the services. Timeframe of data collection was 10/16/2012 – 03/18/2013; Total number of responses, 100. Please see the attached CSM Learning Center Users Survey for actual percentages and list of services surveyed.

Assessment of SLO

Please indicate how familiar you are with the following Learning Center services?

Likert Scale - Very familiar, Somewhat familiar, Not at all familiar

On average, the data suggest approximately 50% - 55% of LC users are Very, or Somewhat Familiar with services. This percentage varies depending on the particular service. For example, familiarity with printing and accessing group study rooms, the data shows that over 70% of LC users were very or somewhat familiar. While awareness of other services offered in the LC, like Connect, Textbook Reserve, Test Proctoring, and Workshops falls under 46%.

Assessment of SLO

Please indicate how often you used the following services this semester at the Learning Center? Likert Scale - Frequently, Occasionally, Rarely, Never

The majority of LC users, over 50%, indicated that they never or rarely used services. The data suggest LC users are familiar with most services but fail to access the majority of resources offered. The two services receiving frequent usage were Printing (47%) and Group Study Rooms (25%). The results indicate that the Learning Center staff have to be more intentional in promoting key services and programs that are directly linked to student achievement, such as Tutoring and Connect. An inquiry group has been established to determine gaps in communicating LC services to CSM students. In addition, the LC marketing plan has been revised to include outreach and recruitment efforts to target evening students and diverse student populations.

LCTR 100 and 698 Course SLOs:

LCTR 100: Effective Tutoring

Upon successful completion of the course, the student will be able to:

1. Evaluate a tutee's needs when tutoring.
2. Listen effectively and use the Socratic Method to elicit tutee responses.
3. Understand and utilize the 12-Step Tutoring Cycle when working with tutees.

Means of assessment: Pre and post survey, course assessment conducted in Fall 2012; Total number of responses, 28.

Peer tutors were asked to indicate their level of confidence with the following activities below.

Likert Scale - Very Confident, Somewhat Confident, Not Very Confident, Don't Know

Pre Outcomes – actual numbers reflected
Evaluate a tutee's needs (Very Confident = 22; Somewhat = 6)
Listen effectively to tutees (Very Confident = 26; Somewhat = 2)
Using the Socratic Method to elicit tutee responses (Very Confident = 3; Somewhat = 5; Not Very Confident = 3; Don't Know = 17)
Using the 12-Step Tutoring Cycle (Somewhat = 5; Not Very Confident = 6; Don't Know = 17)

Post Outcomes - actual numbers reflected
Evaluate a tutee's needs (Very Confident = 25; Somewhat = 3)
Listen effectively to tutees (Very Confident = 27; Somewhat = 1)
Using the Socratic Method to elicit tutee responses (Very Confident = 25; Somewhat = 3)
Using the 12-Step Tutoring Cycle (Very Confident = 20; Somewhat = 8)

Assessment of SLO
By the end of the course, peer tutors indicated they were either very confident or somewhat confident (100%) with evaluating a tutee's need, listening effectively, and using the Socratic Method and 12-Step Tutoring Cycle. These data demonstrate the tutor training course is utilizing effective practices to train peer tutors to assess tutees' needs. The tutoring program is certified by the College Reading and Learning Association.

LCTR 698: Supervised Tutoring/ Academic Assistance *(also Tutoring Program SLO)*
Upon successful completion of the course, the student will be able to:
1. Demonstrate knowledge of appropriate concepts, vocabulary and subject matter and/or skills in course in which academic assistance is provided during the tutoring session.

Two means of assessment were conducted to determine whether students felt more confident about the subject material covered during the session after receiving tutoring.

Assessment # 1
A two-item survey was distributed after each tutoring session. Timeframe of data collection was 02/01/2013 – 03/22/2013; Total number of responses, 52. Response rate is low because survey was voluntary.

Outcomes
Likert Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree
My tutor helped me learn the subject material of the course, now I feel more confident about the subject material covered during the session.
Strongly Agree = 50
Somewhat Agree = 2

Outcomes
I believe my grade in the course will improve as a result of using the Learning Center tutoring services.
Strongly Agree = 50
Somewhat Agree = 2

Assessment of SLO
Ninety-six percent of students surveyed felt more confident about the subject material after receiving help from the tutor and believed their grade in the course would improve as a result of using LC tutoring. Results indicate tutoring increases students' motivation, self-efficacy, and achievement.

Assessment # 2
Data were extracted from the Evaluation of Tutoring Session Form (online satisfaction survey), managed by the Learning Center Director. CSM students were asked to complete the survey form after completion of their tutoring session. Timeframe of data collection was 9/12/2012 – 03/19/2013; Total number of responses, 46. Response rate is low because survey was voluntary.

Likert Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree
I feel more confident about the subject material covered during the session after receiving tutoring

Assessment of SLO
Eighty-nine percent of students surveyed strongly or somewhat agreed with the above statement and stated higher levels of confidence about their subject material after receiving tutoring assistance in the LC.

Student Success Workshop SLOs: Assessments conducted in Fall 2012

Time Management = Total number of participants, 12.
Participants will know how to analyze the weekly use of their time using 168 hours tool.
Participants will know three strategies to reduce procrastination.

Outcomes: None of the participants identified the weekly use of time as a learning outcome and only one participant identified 3 strategies, five identified 2 strategies, and five identified 1 strategy.

Assessment of SLO: The Workshop Evaluation tool was too generic and did not ask about specific time management strategies. While demonstrated in the workshop, the weekly use of the time tool is not a specific point of emphasis beyond raising awareness of how students use their time. This SLO should be dropped. Also, three strategies may be too much for a one-hour session. The LC Program Coordinator will adjust SLO to "knowing at least one strategy for reducing procrastination" and let the students identify the one that resonates with them.

Learning to Learn = Total number of participants, 14.
Participants will know their assessed learning style.

Outcomes: Eleven of the fourteen participants identified their learning style.

Assessment of SLO: The Workshop Evaluation survey should be adjusted to specifically ask students if they are able to identify their learning style. Even with the generic questions of the survey, 79% identified their learning style.

Taking Effective Notes = Total number of participants, 13.
Participants will demonstrate mind mapping/graphic note taking technique.

Outcomes: Zero; workshop was revised for time and this was dropped.

Assessment of SLO: It was apparent once the workshop resources were put together that there would not be time for participants to demonstrate a graphic note taking technique. Despite the lack of time to practice it, 5 of the 13 participants identified it as something they learned from the workshop. This SLO needs to be revised to "Identify at least one note taking technique you could apply" since there is not adequate time for practicing the different note taking styles which are demonstrated in the session.

Strategies for Classroom Success = Total number of participants, 11.
Participants will know three traits of successful students.

Participants will know three actions to take towards classroom success.
Outcomes: seven identified 1 strategy, two identified 2 strategies and one identified 3 strategies for success.

Assessment of SLO: This SLO needs to be revised. Traits of successful students and actions for classroom success are treated the same and not separated out as unique in the workshop. The revised SLO should be that participants will be able to identify at least one action they can take towards success in the classroom.

Preparing and Performing on Exams = Total number of participants, 9.
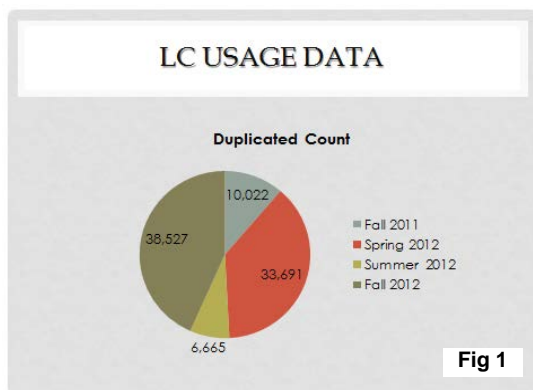Participants will demonstrate procedure for developing a study plan (dropped).
Participants will know four strategies for answering exam questions.

Outcomes: This first SLO was dropped due to time constraints and six identified 1 strategy, one identified 2, and one identified 3 strategies.

Assessment of SLO: This SLO needs to be revised. Time constraints required dropping the demonstration of a study plan. While students were interested in strategies for preparing for exams, they also were interested in strategies for dealing with test anxiety so the workshop content was revised to include a longer discussion of test anxiety.

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness (PRIE) reports](), SARS records, and other data sources as appropriate.

LC USAGE DATA

Duplicated Count

10,022
38,527
33,691
6,665

- Fall 2011
- Spring 2012
- Summer 2012
- Fall 2012

Fig 1

Of the 10,000 students at the College of San Mateo, the Learning Center served an unduplicated count of 3,039 students in the spring 2012 semester and served 3,644 students during fall 2012. The Director of the Learning Center anticipates serving approximately 4,200 students by the end of spring 2013. The number of student visits (duplicated) by semester since the LC's opening is indicated in Figure 1.

Other Relative Program Data

Pathway to College
During summer 2012, the CSM Learning Center piloted a two-week Summer Bridge Academy. Twenty-three new college freshmen completed the program that was designed to improve student preparation and ease the transition of the college experience. A collaborative effort by the college's Learning Center and Basic Skills Initiative Committee, CSM's Summer Bridge Academy targeted incoming students who placed below Math 120 (Intermediate Algebra) or English 100 (Composition and Reading).

From the 23 students who completed the summer program, 21 enrolled during fall 2012 semester and 19 persisted into the spring 2013 semester. Moreover, the overall success rate for course completion for summer bridge students was 73.7% as compared to their non-summer bridge counterparts, which was 60.3%. These data were quite positive and suggest that CSM's summer bridge program has been helpful in assisting first-year college students in making successful transitions and increasing their academic success.
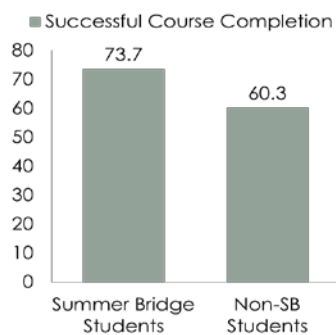
To continue the program's success, the college has renewed its mission, renamed it, enhanced the curriculum, and added a mentoring component (S.M.A.R.T.) to provide additional peer support for students in their first year of college. The revamped summer program, now called Pathway to College is still designed to assist first time college students in making a successful transition to college life but also combines information on college success and study strategies through our Keys to Success (LCTR 680MA) course with dynamic instruction in math and English. As a result of survey data from summer bridge participants, we have included more interactive lesson plans, as well as web-based instructional resources and team building activities into the two-week program.

Tutoring Program
The CSM Learning Center launched their new Academic Peer Tutoring Program in the fall 2012 term. Twenty CSM students were selected to offer both individual and small-group tutorial sessions in a variety of subjects: Anatomy, Art History, Biology, Computer Information Science, Chemistry, Economics, History, Math, Music, Nursing, Philosophy, Physics, Political Science, Psychology, Sociology, and Statistics. This program exists in partnership with faculty and staff to support and increase student motivation and achievement. All peer tutors are required to complete a tutor-training course that explores a variety of procedures for understanding and utilizing effective practices to assess a tutee's needs.
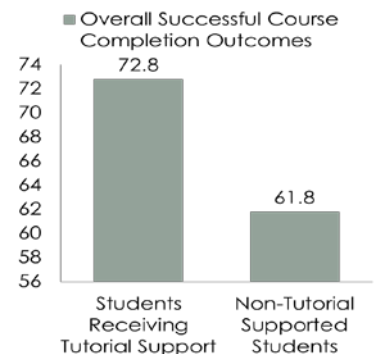
Total hours of tutoring in fall 2012 were 557.338, and 318 students were registered in LCTR 698, receiving tutoring assistance. Timeframe of data collection was from August 20, 2012, through December 19, 2012. These data reflect each student coming for an initial visit for tutoring and the discipline being tutored at that time. The overall success rate for students receiving tutorial support was 72.8% as compared to their non-tutorial supported counterparts, which was 61.8%. Although differences in individual course success rates for students receiving tutorial services were very small, the overall comparison data highlights the extent to which tutorial services are having a positive impact on CSM students' academic success.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to Delivery Mode Course Comparison.

    N/A

C. *Center Efficiency. Is the center efficient in meeting student needs?*

    Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

The 9,000 square foot Learning Center (LC) facility at College of San Mateo currently encompasses three group study rooms, a test proctor room, two audio/recording rooms (four recording booths-Communication Studies Center), and a large multipurpose room for classroom meetings. The Center holds a total of 56 computers, MACs (28) and PCs (28); four Smartrooms; eight laptops (Financial Aid specific); two printers; two cameras and one recorder (tutor specific). The LC is staffed by one full-time Director, one full-time Program Coordinator, one full-time Instructional Aide, six student assistants, and twenty academic peer tutors. The

Learning Center is open Monday through Thursday 8:00am – 8:30pm and Friday 8:30am – 2:30pm. There is no weekend service.

Is the Center efficient in meeting student needs?
No. We currently do not have enough full-time staff members to adequately operate the LC in an efficient manner. Since opening in fall 2011, the LC has seen a steady increase in the number of students utilizing Learning Center resources. In order to adequately serve students in existing programs and services, plus meet anticipated needs as programs and services grow, the LC Director needs to be able to hire more staff.

At times, staff members have been unable to take regularly scheduled lunch hours and fifteen minute breaks, including restroom breaks. Scheduling vacation is also difficult. Currently, the LC Director, Program Coordinator, and Instructional Aide staff the desk on a regular basis when staff should be developing, implementing, and assessing programs offered by the LC. Lastly, student responses in the CSM Learning Center Users Survey indicate a need for the Leaning Center to be opened on Saturday.

D. Course Outline Updates (if applicable)

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
N/A		
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E. Website Review
Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Jennifer Mendoza and Ron Andrade	Ongoing (edits made bi-weekly)
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III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

Since a new experimental course, LCTR 680MA: Keys to Success, has been developed to better meet the needs of the **Pathway to College** program, SLOs from the previous CRER 680MA: Summer Bridge Academy have been discontinued. As stated previously, the Pathway to College summer program has been revamped to combine elements of the pilot Math Boost program. Scheduled timeframe of assessment for Keys to Success course SLOs is summer 2013.

The LC Director has set up an online support system to accommodate the unique learning needs of CSM students. The Resources Across the Curriculum (RAC) portal was developed to help students learn faster, study more efficiently, and retain more knowledge in the following subject areas: American Government, Biology, Chemistry, Economics, English, History, Math, Physics Prep, and Psychology. LearnSmart-Connect

software quickly connects students to the resources key to their success. The result is a reinvented learning experience rich in information, visually engaging, and easily accessible. The LC Director postulates that students who participate in RAC will have higher success rates than students who do not.   Moreover, students will demonstrate increased levels of self-efficacy after their participation in RAC. Faculty members from the social sciences and science departments have been instrumental in recruiting their students to utilize the Connect software. This online portal was piloted in spring 2013 and scheduled timeframe of assessment is fall 2013.

B. *Center SLO Assessment*

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

No recent or projected modifications.

C. *SLO Alignment (as applicable)*

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to TracDat related program and institutional SLOs reports.

The Learning Center's SLOs are not directly linked to particular departmental program SLOs since it is not supporting any one academic unit and due to its organizational structure within the campus. The LC supports a variety of programs across campus. Currently, the LC staff is involved in several key institutional initiatives that supports instructional and student services programs. Indirectly, the LC mission and priorities supports institutional SLOs and program SLOs that examine instructional practices and programs to eliminate achievement gaps in order to increase academic proficiency for all CSM students. Moreover, the LC uses measurable outcomes, leading to the development of services/programs, linked to student completion.

IV. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

Based on the data analysis in the Student Equity Report, which identifies a significant achievement gap for African Americans and Pacific Islanders, the Diversity in Action Group (DIAG) is recommending that CSM consider establishing programs targeted to improving the student success rates of African Americans and Pacific Islanders. Due to the demand and expense, DIAG recommends that the African American student population be singled out as the first of the two targeted student populations. The statewide Umoja Community program has been identified as one way to help increase the success rates of African American students. If this program is approved and eventually institutionalize, the Learning Center will be pivotal in providing academic resources and coordination to support the program's infrastructure.

Another impact on the Center is the need for more resources to hire and train our peer mentors and tutors. Right now, both programs have received level one certification through the College Reading & Learning Association and International Mentor Training Program. The LC Director would like to eventually have both programs certified at level two and possibly three to ensure our programs credibility, as well as increase CSM student and faculty confidence. There is also a need to involve upper level tutors/mentors in developing and/or conducting segments of lower level tutor/mentor training.

Also, the College has hired a consultant to assist a team of faculty and staff in developing a grant proposal to apply for the USDOE Student Support Services, Federal TRIO Program in 2014. The impact of this program is huge and allows the LC to offer more services to better meet the needs of CSM students.

In conclusion, the Learning Center is instrumental in scaling up and sustaining key institutional initiatives that are evidence based. To sustain and implement institutional initiatives to foster student success, it is essential for LC staff to have the proper resources to support the campus community in a comprehensive manner.

V. Institutional Planning

[*Note*: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The initial program review for the CSM Learning Center will be submitted on March 25, 2013.

B. *Center Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]
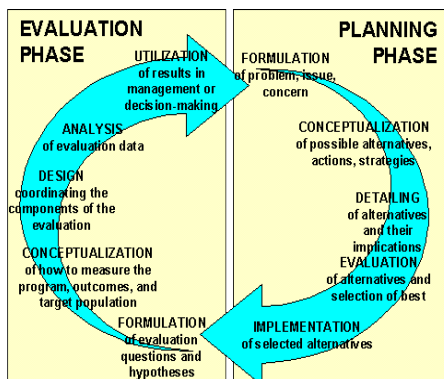
As stated previously, since opening in fall 2011, the LC has seen a steady increase in the number of students utilizing Learning Center resources. This is great news but due to this occurrence, the LC Director will need to focus heavily on assessing existing programs and services to ensure their sustainability. In order to do this, an inquiry group, made of LC staff, students, and original members of the LC Consultation Group will begin to convene in fall 2013 to develop a Sustainability and Scalability Plan for programs offered by the LC. This plan will include: Analysis of Deliverable Outcomes; Cycle of Evaluation; and Grant Opportunities in the next 2-4 years. The first program to be discussed will be Pathway to College. The LC Director anticipates this summer program will be institutionalized and made available to all 750-900, first time college students who attend CSM.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

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. In order to adequately participate in the initiatives stated above, attendance and participation in organizations, conferences, workshops, and flex activities is essential.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

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

Additionally, the LC Director would like to recruit instructional faculty to hold office hours or host review sessions in the Learning Center.

Lastly, the LC staff will continue to work with Outreach and Orientation to raise awareness of services for new incoming students.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology: The computer equipment will time out in three to four years and will need to be replaced. Communication Studies Center recording equipment will need to be updated or replaced as well.

Instructional Materials: 6T

Classified Staff: Due to retirements, the LC Director will need to hire an instructional aide to assist in the coordination of supplemental instruction, textbook reserve, proctoring, as well as scheduling of tutorial services. This staff person would also be responsible for assisting in the planning and development of the Center services.

Student Assistant: The Learning Center will always have a need to hire student assistants to assist in staffing the front desk and provide peer support (tutoring) and guidance (mentoring) to CSM students. This expense is currently funded through Measure G. To institutionalize tutor and mentor programs, general funds will need to be allocated.

Faculty: The LC Director has identified a need to hire a faculty member to take on the following duties:
- Research and develop new programs and LC offerings in response to the evolving college curriculum;
- Assist with planning and analyzing the research and implementation of new tools and trends necessary to support innovative tutoring techniques and strategies;
- Work cooperatively with instructional and student services faculty in developing learning strategies for the retention of under-represented, at-risk, ESL, and disabled students and developing intervention strategies for individual students;
- Serve as the instructor of record for Supervised Tutoring/ Academic Assistance, Effective Tutoring, and Keys to Success courses in the absence of the Director;
- Assist with development, implementation, and assessment of the programs, services and policies of the Learning Center;
- Collaborate with the athletic department staff to promote the academic success of student athletes;
- Assist with monitoring tutor performance, providing feedback and goals;
- Participate in additional faculty responsibilities including college decision-making activities related to both professional and academic matters.

Facilities: The Learning Center currently has only two enclosed office spaces for full-time staff. The director of the LC has developed plans to design newly constructed office space for additional staff members. In order for this to occur, additional resources will need to be allocated.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes*.*

Plan 1

Title:

CSM Connect eTutoring (still researching software for online tutoring)

Description

The CSM Learning Center prides itself on offering excellent one-on-one tutoring for CSM students. If the LC could additionally offer access to an online tutoring service, resources for students would be supplemented to an extent that could make a significant difference to those who cannot visit the Center, or who need more assistance than what can be offered through the current tutoring program. Additionally, students enrolled in online courses and distance education programs would benefit from this access.   The LC Director proposes to pilot a project to subscribe to an electronic tutoring service (not yet identified). Online tutoring software creates a virtual setting in which tutoring sessions are conducted. This software allows full and complete interaction between peer tutors and tutees. Peer tutors have the ability to upload subject materials that tutees can easily access. Additionally, peer tutors can receive assistance from their Faculty Lead in a collaborative and productive learning environment.

Action(s)	Completion Date	Measurable Outcome(s)
Pilot online tutoring program	Spring 2014	Expected Outcomes: Develop measures to track increases in student access Develop cohort measures to track success by course and grade Establish baseline to compare program outcomes

Plan 2

Title:

Supplemental Instruction for Social Sciences, aka Tutors in the Classroom

Description

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders," students who have previously done

well in the course and who attend all class lectures, take notes, and act as model students.

The Learning Center staff has identified a need to develop a supplemental instruction program for the social sciences departments. This program will help to increase the success rates of CSM students who take social science courses in order to transfer to a four-year university or college.

Action(s)	Completion Date	Measurable Outcome(s)
Pilot supplemental instruction	Spring 2014	To increase retention within targeted historically difficult courses To improve student grades in targeted historically difficult courses To increase the graduation rates of CSM students

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
TutorTrac or Accudemia-Online Attendance Tracking	$3,000 - $5,000
TutorTrac costs $2495 for the lifetime license. The first year requires the LC to purchase the annual support agreement for $749.	

The LC staff is still very interested in purchasing TutorTrac, or a similar software product to better track our services in the Learning Center. The District currently uses SARS to track services and schedule appointments. Therefore, the LC Director worked with the ITS department over the past year and a half to customize some features in SARS to better fit LC needs but unfortunately the software is still not compatible. The LC Directors from CSM and Skyline are planning to meet with the ITS department to determine whether SARS is a suitable tracking system for the learning centers in the District.	

Description (for prioritized plans) CSM Connect eTutoring	Plan #(s)	Cost
Online Tutoring Platform (software)	1	$8,000
iPad (tutorial support; requesting 20)	1	$6,000

Classified Staff

Description (for ongoing program operation)		Cost
Instructional Aide II full-time (50% Communication Studies/ 50% Learning Center)		$45,732 – $55, 872 plus benefits
Instructional Aide II 48% (100% Learning Center)		$25,000 – $35,000 plus benefits
Description (for prioritized plans)	Plan #(s)	Cost
Supplemental Instruction training in Kansas City	2	$2,000

Student Assistant

Description (for ongoing program operation)	Cost
Peer tutors and student assistants Student Assistants (4-6 student assistants, 20 hours per week, rate $8.50 up to $9.50) Tutors (20 tutors, 10 hours per week, rate $10.00 up to $11.00)	$60,000
Peer mentors are currently funded through BSI Number of SMARTEES (6) Cost per hour $10.00 Training $990.00 Summer Pathway Participation $480.00	$4,000

Service Project Planning and Participation $600.00 Monthly required mentee contact $1,330.00 Unstructured time with mentee $600.00 Total Annual Payroll Cost $4,000.00	

Description (for prioritized plans)	Plan #(s)	Cost
Supplemental Instruction Leaders	2	$11,000
5 SI leaders, no more than 10 hours per week, rate $10.00 up to $11.00)		

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	CSM Connect eTutoring	$14,000
2	Supplemental Instruction for Social Sciences, aka Tutors in the Classroom	$13,000
	For additional plans, add rows and number accordingly.	