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Learning Support Centers Program Review

Program Name: **CSM Learning Center**

Program Contact: **Andrade, Ronald**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

The CSM Learning Center (LC) was established to address gaps in learning support services and academic barriers to student success and has been in operation since October 03, 2011. The LC 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.

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's program 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.

Below are the LC Priorities that are aligned to **CSM's Institutional Priorities** along with the *LC programs and services* which coincide with both.

1. *Enhance student learning through innovative teaching and technology strategies* (**Priority 2: Promote Academic Success; Priority 3: Promote Relevant, High-quality Programs and Services**) *Computer Software (CIS, DGME, Assistive Technology); Learning Resources; Pathway to College; S.M.A.R.T. (Mentoring Program); Student Success Workshops; Tutoring*
2. *Design intentional and integrated programs across disciplines to increase student success* (**Priority 1: Improve Student Success; and Priority 2: Promote Academic Excellence**) *Learning Resources; Pathway to College; S.M.A.R.T. (Mentoring Program); Student Success Workshops; Tutoring*
3. *Promote civic engagement through structured community service activities* (**Priority 1: Improve Student Success; Priority 5: Enhance Institutional Dialog**) *S.M.A.R.T. (Mentoring Program)*
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**) *SLO's; assessment plans for LC programs and services*

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 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 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
- Tutoring

5 in 5 College Strategies, CTE

- Computer Software
- Tutoring (Accounting, Nursing and CIS)

5 in 5 College Strategies, Transfer

- Connect: Resources Across the Curriculum (Online Software)
- Social Sciences Review Sessions (Supplemental Instruction)
- Keys to Success (Math Boost redesign)
- Reading Apprenticeship
- Student Success Workshops
- Tutoring
 - Supplemental Instruction

2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

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 to student users upon log out from Accudemia. Timeframe of data collection was 08/19/2013 – 12/18/2013; Total number of responses=2895.

Outcomes

Are you familiar with the programs and services offered by the Learning Center? Yes 85.6% (2478) or No 14.4% (417)

Were you able to access the programs and/or services you came in for today? Yes 92.6% (2680) or No 7.4% (215)

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 individual LC services (Likert Scale - Very familiar, Somewhat familiar, Not at all familiar)

and were asked to indicate how satisfied they were with the services they had used (Likert Scale – Very satisfied, Somewhat satisfied, Not at all satisfied). Timeframe of data collection was XXX; Total number of responses= 172.

Outcomes

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

With the exception of **Connect: Resources Across the Curriculum** and **Test Proctoring** the respondents said they were Very or Somewhat Familiar with LC services from 50% to 87% depending on the particular service. The exceptions, **Connect: Resource Across the Curriculum** (43%) and **Test Proctoring** (40%), showed a less than 50% familiarity with the resource.

Please indicate your level of satisfaction with the Center services you used

The percentage of respondents who indicated they were either Very satisfied or Somewhat satisfied with the services they used ranged from 88% to 96%. The only services to receive a rating of Not at all satisfied of more than 10% of respondents were **Connect: Resource Across the Curriculum (11.4%)**; **Printing (11.1%)** and **Textbook Reserve (11.9%)**.

Assessment of SLO

The first assessment was presented to individual students as they were signing out of their time in the Learning Center. This captured a greater number of students but because it is only a quick survey it only asks students, broadly, if they are familiar with LC programs and services. Based upon the responses from that survey approximately eighty-five percent of LC users were familiar with the programs and services offered. When users were asked whether they were able to access the programs and/or services they were seeking, nearly 93% said yes. The *Learning Center User Survey* conducted through PRIE had a lower response rate but asked respondents about specific programs and services providing a more detailed look at which programs and services students seem to have a greater familiarity with (Printing, 87%) and those which may require greater efforts to raise awareness (Connect: Resource Across the Curriculum, 43%).

The data suggest LC users are familiar and know how to access most resources offered in the LC. The Learning Center staff will continue to promote services and programs to student users. In areas where awareness and participation are lower than expected (i.e. workshops, 50%) efforts will be evaluated and additional strategies to increase awareness and participation implemented. Some possibilities include having an information flyer included in the regular orientation workshops and participation during Welcome Week activities. Marketing and promotion are still largely conducted through the LC website, flyers, email, classroom visits and departmental/division meetings. Students are very receptive to advice from their peers and our LC student assistants have been extremely helpful in providing assistance and answering questions when needed.

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.

The Learning Center served an unduplicated count of 5,007 students in the fall 2013 semester which is an increase from the number of students in spring 2013. Between the spring and fall semesters the Learning Center changed the system for students to log in and out of the LC from SARS to Accudemia. The number of student visits (duplicated) in the Fall semester was 37,886. This is consistent with the Learning Center User Survey data collected by PRIE which shows that 62% of users visited the LC more than 6 times. There are some notable differences between the demographic profiles of LC attendees and the campus. The percentages of underrepresented students who use the Learning Center's services are all higher than their proportion on campus except for Native American students who are .2% of the campus population and only .1% of LC users. As an example, the percentage of African American students on campus is 3.5% while the percentage of African American LC users is 4.6%. Conversely, the percentage of White students on campus is 33.7% but makes up only 25.3% of LC users.

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

The only service with a measurable difference in mode of delivery is the student success workshops. Workshops were offered in person and through a new on demand, streaming video service. The topics were similar but use of the streaming video workshops was much higher than the in person participation. In Fall 2013 there were fewer than 5 students who attended at least 1 in person student success workshop. On the other hand there were 83 individuals who viewed at least 1 of the on demand videos workshops. There were 434 viewer reviews of the videos of which 412 were rated Good (147), Very Good (136) or Excellent (129). Only 22 were rated Fair (21) or Poor (1).

The reasons for the extreme difference in participation are difficult to discern. The advantages to the on demand nature of the video workshops are the flexibility to view them at a time and place that are convenient for the student. Additionally, some of the students who made use of the video workshops may have done so as part of a course assignment or extra credit. However, students in previous semesters were also offered extra credit for participating in the in person workshops and the response was significantly less than the 83 who made use of the videos last term. Cost for ongoing rights to the video series may become prohibitive and investing some time and resources into producing our own on demand services is worth exploring for 2014-15.

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 a large amount of open space dedicated to computer use, individual and group studying and tutoring. Additionally there are three group study rooms, a test proctor room, two audio/recording rooms (four recording booths-Communication Studies Center), and a larger multipurpose room for classroom meetings. The Center holds a total of 56 computers, MACs (28) and PCs (28). The LC is staffed 56.5 hours per week by one full-time Manager, one full-time Instructional Aide, six student assistants, and twenty academic peer tutors. Learning Center is open Monday through Thursday 8:00am – 8:30pm and Friday 8:30am – 2:30pm. There is no weekend service.

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 Manager 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 Manager, 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 an interest in the Learning Center being open on Saturday.

A short term, temporary Instructional Aid II position has been approved through May 2014; however, this does not solve the long term need to rebalance staffing to match the current and anticipated growth in hours and levels of services. The LC can function on a basic level with three full-time staff. However an unexpected event, like illness, severely limits the ability to attend meetings or be an active participant on campus since coverage of the LC is the primary responsibility at that point.

The LC is operating as efficiently as possible given the limited headcount resources. However, the demands on current staff time are neither compatible with program stability and growth nor sustainable over any significant length of time. To function effectively there should be 4 individuals staffing the LC.

3. 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.

A new division is forming which will impact the center. The vision of the Dean of Academic Support & Learning Technologies has the potential of directing new initiatives as well as resources towards the LC. The impact of the formation of a new division is still unknown and will necessitate a high degree of flexibility.

4. 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.

1. Results of Plans and Actions

Online Tutoring

The CSM Learning Center prides itself on offering excellent one-on-one tutoring for CSM students. The LC staff reviewed several available platforms, considered costs for outsourcing the service and our program standards for tutor certification. After weighing the costs and benefits of various options the LC has taken steps to offer access to online tutoring. Using CCCConfer as a platform, the LC began offering online tutoring in Math in March of 2014. Tutors are the same peer academic tutors that provide face-to-face tutoring in the LC and have completed the same regime of training. At this time, tutoring is on an appointment only basis and only in Math for the spring semester. Going forward subjects and availability will be expanded. Online tutoring only started in March 2014 so outcomes are still pending but as a tutoring program this has the potential to make a significant difference to those who cannot visit the Center. Additionally, students enrolled in online courses and distance education programs will benefit from this access.

Supplemental Instruction

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 partnered with three academic departments to support SI in courses in which the material is traditionally very difficult to master; Economics 100, Philosophy 100 and Biology 250 (Anatomy). This program appears to be improving the success rates of CSM students based on early assessment of midterm exam results. Ongoing assessment of course success rates will provide additional data for evaluating the SI program and its effectiveness. The LC is folding in the existing Math SI program as well as expanding the SI partnership in Fall 2014 to support additional courses.

Tutoring Program

The CSM Learning Center offers academic tutoring utilizing twenty CSM students as peer tutors. They were selected to offer both individual and small-group tutorial sessions in a variety of subjects including: Anatomy, Art History, Biology, Computer Information Science, Chemistry, Economics, History, Math, Music, 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.

In fall 2013 367 students registered in LCTR 698 to receive tutoring assistance. That is an increase from spring 2013.

	Fall 2012	Spring 2013	Fall 2013
Art	3	26	9
CIS	6	15	19
ECON 100	61	84	93
ECON 102	35	47	52
BUS	13	7	13
Math	101	65	118
Music	14	14	10
Social Sci.	53	32	24
Physical Sci.	30	34	29

Total	316	324	367
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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 in Spring 2013 was 72.2% as compared to their non-tutorial supported counterparts, which was 62.4%. 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.

Summer Bridge/Pathway to College

The second cohort of students completed the Learning Center's summer program. What began in 2012 as the Summer Bridge Academy was revised and rebranded as the Pathway to College program in 2013. The new emphasis of Pathway to College is on developing math competence in addition to the Keys to Success college readiness preparation. Both the 2012 and 2013 cohorts show good persistence numbers with 65.2% and 82.7% enrolled in Spring 2014 respectively. The 2013 Pathway to College cohort also successfully completed their enrolled math class in Fall 2013 at a rate of 68.2%.

SB Cohort 2 Students

Fall 2013	Total Enrollments	Success	
		Count	Row %
MATH 110	5	3	60.0%
MATH 111	2	2	100.0%
MATH 120	6	3	50.0%
MATH 122	1	1	100.0%
MATH 145	1	1	100.0%
MATH 200	2	1	50.0%
MATH 811	5	4	80.0%
	22	15	68.2%

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The Learning Center provides tutoring and assistance to meet the academic support needs of students. The LC will continue to collaborate with academic and student service units across campus to develop strategies for the retention and academic development of students.

As stated in our Priorities we will use innovative teaching and technologies, intentional and integrated programs, and assessment to sustain and continuously improve student learning and success. The LC will seek opportunities to develop programs and services which support under-prepared and at-risk students (i.e. Pathway to College; Supplemental Instruction). Since opening in fall 2011, the LC has seen a steady increase in the number of students utilizing Learning Center resources. The LC Manager will need to focus on assessing existing programs and services to ensure their sustainability.

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.

Professional Enrichment – Learning Center is instrumental in scaling up and sustaining key institutional initiatives that are evidence based. In order to be successful and to support the campus community in a comprehensive manner it is essential for LC staff to have the proper resources and access to current best practices in the field. The best way to stay informed about best practices and innovations in program development and delivery is for LC staff to participate in professional associations and conferences. Also, staying up to date with research and publications in the field. With the \$1,000 cap on staff development funding available through CSEA, staff have the opportunity to attend maybe one conference per year. Any additional conferences, training or professional development will require additional funding sources.

Another option for greater professional enrichment would be to provide more Flex Day activities geared specifically towards staff development in the area of student services/support.

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.

Helpful Interactions – LC staff often participate in other divisions' meetings as a way of communicating what is happening with center services. I think that interactions with the outreach and matriculation processes would be important to program success. Students' early contacts with the campus are often through those two areas and closer coordination with Outreach and Matriculation activities would be a good opportunity for getting LC program information to new students. 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.

The LC is also collaborating with faculty to develop and maintain academic support for students' writing development through our peer tutor and Supplemental Instruction programs. The LC Manager would like to recruit instructional faculty to hold office hours or host review sessions in the Learning Center.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Equipment and Technology

The LC does a good job of managing its current resources. However, as we seek to refine and expand some of our programs we will reach the limits of what the space can accommodate. For example, central to the Pathway to College program is student access to computers to be able to work on their math assessment and self-paced program (ALEKS). With current space we have access to only 24 computer stations. In the Summer 2013 program we were borrowing laptop computers and setting them up in the LC just so that we had enough computers for students to use. As we seek to grow the program we will either need additional computers or look at alternate scheduling models which would likely necessitate higher instruction costs.

The other pressing need with the physical space is for office or other work space. The LC lacks adequate offices for staff use. The LC manager's office is a converted group study room and the other "office" space is a converted storage closet. At the same time the LC is understaffed by at least 1 full time person.

Equipment and Technology – The Learning Center is approaching its 3rd anniversary which means that the equipment that is housed within the LC is likely to be nearing its replacement schedule in the next couple of years. There are 60+ computers in the LC which, despite our best efforts to care and maintain them, are likely to need replacement over the next three years. Priority should be given to replacing the twenty-eight (28) Dell "thin client" machines as they have proven to have stability and reliability problems.

Instructional Materials

Instructional Materials – In building a "reserve" of text books it is not always possible to get a copy donated by the publisher or instructor. It is necessary at times to purchase a copy of a particular textbook. Expanding our reserve may require this more frequently. Online tutoring also requires some additional materials such as a touch pad to interface with the online whiteboard. While not prohibitively expensive

(approx. \$200) if online tutoring expands it may be necessary to purchase a few more of these touch pads.

With the departure of our instructional aide who was trained in Supplemental Instruction, the LC will need to pay to train an additional person by sending them to a multi-day training program in Kansas City at a cost of approximately \$2,000.

Classified Staff

Classified Staff - Due to our Instructional Aid taking another position on campus, the LC Manager will need to hire a new IA2 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. This hire would be a replacement and does not reduce the need for additional staffing to meet minimum levels necessary for the LC to operate efficiently and provide adequate coverage of the Center.

Student Assistant

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 two sources, either Measure G or BSI. To institutionalize tutor and mentor programs, general funds will need to be allocated.

Facilities

Facilities – As discussed in the narrative, the Learning Center currently has only two enclosed office spaces for full-time staff. The Manager of the LC is using a converted group study room. Plans to design and construct additional office space for additional staff members are needed. An obvious solution would be to split the proctoring room space using one of the “Genius Walls”, similar to what is used in dividing the Communications Studies recording rooms, and realign the glass panels to incorporate a door. 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. (Plans may extend beyond a single year.)

Program Plans and Actions to Improve Student Success

Plan 1: CSM Online Tutoring Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description - Using CCCConfer, provide a rich program of online, one-on-one tutoring using our current CRLA certified tutors.

Action1 - evaluate pilot of online tutoring program Summer

- Completion – Summer 2014
- Outcome – Establish baseline on which to compare and assess program

Action2 – Determine additional subjects suited for online tutoring program

- Completion – Summer 2014
- Outcome – Have at least 2 additional subjects available for online tutoring

Action3 – Assess results of second semester of online tutoring

- Completion – Fall 2014
- Outcomes – Determine effectiveness of program track success by course and grade

Plan 2: Peer Tutoring. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description – Provide a robust program of peer tutors across multiple disciplines

Action1 – Continue to assess effectiveness of program and track success by course and grade

- Completion: ongoing
- Outcomes: Improved course success rates compared to those who do not receive tutoring services.

Plan 3 Supplemental Instruction. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description - Provide student-lead study sessions in historically difficult courses

Action1 – Assess effectiveness of SI in current courses

- Completion: Summer 2014
- Outcomes: Determine effectiveness of program track success by course and grade. Improved course success rates compared to students who do not seek support through SI sessions

Action2 – Determine additional courses/subjects that are good candidates for SI support

- Completion: Fall 2014
- Outcomes: Expanded SI program to include Math 811 and 5 other courses

Plan 4 Pathway to College. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description – a two week bridge program for first time college students with a focus on developing math competence in addition to the Keys to Success college readiness preparation.

Action1 – Recruit students for summer program

- Completion: Ongoing
- Outcomes: at least 30 students complete the program each summer

Action2 – Assess effectiveness of Pathway to College program

- Completion: Ongoing
- Outcomes: Rates of Fall to Fall retention and successful completion of degree applicable/transfer level math course within 3 years 5% greater than non-Pathway students

Plan 5 S.M.A.R.T. Institutional Priorities: *Priority 1: Student Success; Priority 2: Academic Excellence; Priority 3: Relevant, High-Quality Programs and Services*

Description – a peer mentoring program for first time college students.

Action1 – Recruit and train peer mentors for the S.M.A.R.T. program

- Completion: ongoing
- Outcomes: have a ratio of 1 mentor for every 4 mentees

Action2 – Assess effectiveness of S.M.A.R.T. program

- Completion: Summer 2014 and ongoing
- Outcomes – mentees report a connection to the campus and a fall to fall retention rate 5% greater than non-mentor supported students.

5. Resource Requests

Itemized Resource Requests

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

Equipment and Technology

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Ron Andrade	Spring 2015