

# Learning Center (AdminServices) Latest Version

Learning Center 2017-2018 Program Review. Program review consists of a departmental self-evaluation that leads to plans and actions for continuous improvement. Although only designated "PR Collaborators" can edit the online form for their department, program reviews should be completed using input from all members of the department.

## ADMINISTRATIVE SERVICES DEPARTMENT

### Mission Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

How does your department's mission relate to the college's mission (<https://www.glendale.edu/about-gcc/gcc-overview/mission-statement-objectives-and-functions>) and vision (<https://www.glendale.edu/about-gcc/gcc-overview/vision-statement>)?

The Glendale Community College Learning Center recognizes the complex needs of our diverse student population in both academic and occupational programs. In cooperation with faculty and staff, we support student success by encouraging a variety of learning strategies, elevating students' confidence, and empowering students to achieve their highest potential.

The Learning Center supports the mission of the college by providing tutoring services and workshops which help students achieve success in the classroom and workplace. Specifically, through personal interaction, the Learning Center assists with verbal and written communication, mathematics, and various study skills necessary to succeed in today's world.

By helping students succeed in their classes, our services directly support students with transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction.

Both tutoring and workshops provide students with rigorous and innovative learning experiences, while also enhancing and sustaining the cultural, intellectual, and economic vitality of the community. In addition to providing students with intellectual support, tutoring and workshop participation encourage intercultural communication and appreciation, and the skills developed in tutoring sessions and workshops aid students in mastering concepts that are central to their employability and, consequently, the economic vitality of the community.

Our learning support services improve students' communication and critical thinking skills, as well as their application of knowledge in terms of information competency, quantitative reasoning, global awareness, personal responsibility, and coherence among disciplines. At all times, tutors, staff, and faculty promote openness to diversity. The Tutor Training Seminar stresses the importance of applying knowledge in order to achieve mastery of course content or core skills. Writing tutors help students assess the reliability of sources (information competency), math tutors help students improve their quantitative reasoning, and all tutors stress the importance of agency and independence (personal responsibility). Tutors are trained to be sensitive to cultural differences and to be aware of global trends.

A premier learning community requires sources of ancillary instruction that recognize that all learning is developmental and that students at every stage of their educational journeys benefit from access to trained, qualified, and exceptional tutors in a supervised learning center. Tutors in the learning center come highly recommended by their instructors, and we provide comprehensive training to ensure they meet and exceed the expectations of our students in order for students to achieve their informed educational goals. Few learning centers in the state offer the unique and effective combination of services we offer here in the learning center. In addition to quality tutoring, we provide students with access to a robust and developed workshop series that has been and continues to be honed to maximize efficacy. We also provide students with online tutoring from Smarthinking.

### Department Data (Non-Instructional) Program Review: Version by **Dionisio, Daphne** on **08/09/2018 15:24**

YEAR	SERVICE or FUNCTION	# or percentage	NOTES
2013-2014	Math Tutoring	2256	undefined
2014-2015		2552	
2015-2016		2339	
2016-2017		2687	
2017-2018			
*****	*****	*****	*****
2013-2014	Writing Tutoring	2897	
2014-2015		3103	
2015-2016		3145	
2016-2017		3613	
2017-2018			
*****	*****	*****	*****
2013-2014	Other Subject Tutoring	640	
2014-2015		1158	
2015-2016		817	
2016-2017		937	
2017-2018			
*****	*****	*****	*****
2013-2014	Workshops	2065	
2014-2015		1960	
2015-2016		3240	
2016-2017		2696	
2017-2018			
*****	*****	*****	*****
2013-2014	Studying	4336	

YEAR	SERVICE or FUNCTION	# or percentage	NOTES
2014-2015		4602	
2015-2016		3534	
2016-2017		4141	
2017-2018			
*****	*****	*****	*****
2016-2017	Study Hall Plus	31	
2017-2018			
*****	*****	*****	*****
2013-2014	All Services Combined	13,505	
2014-2015		13,996	
2015-2016		13,075	
2016-2017		14,105	
2017-2018			

## Department Data Response (Non-Instructional). Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

The table above shows your department's data from the last cycle of program review. Enter your department's data for this year.

Next, discuss any patterns observed in the data. What are strengths or weaknesses? You can establish action items for improvement in the Improvement Plan & Resource Requests section at the bottom of this program review.

Lastly, if you had time to review and discuss your department's data with the members of your department, attach documentation of that dialog regarding the data. (To do this, click on the folder icon above to attach document. Use the following filename for the attachment: **2017-2018\_DataDialog\_DepartmentName.pdf**.) For example, attach minutes from department meeting, etc. that show substantive discussion about the data. If you need help attaching documents, watch the instructional video at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) or call Daphne at x5722.

There are multiple strengths to our program according to the data. Math, writing, and other subject tutoring are all up 15% over last year. Much of this is due to our outreach efforts, particularly in securing qualified tutors for some subject areas, such as statistics and accounting. We also conducted outreach in the form of presentations at faculty and division meetings, new faculty orientation sessions, meetings for campus clubs (i.e. Black Scholars, La Comunidad), UC application essay workshops, and other venues. We also conducted 95 classroom visits, devised new promotional materials, and advertised through our services, such as the Absent Professor Program. Also, our newly renovated space has created a more hospitable and inviting environment for students, which may also explain why students use our space for studying 17% more than they did last year. Last year we saw a dip in math tutoring (-8.2%) and other subject tutoring (-29.5%), but those were largely due to staffing problems and relocation during our remodel.

We expect growth in other subject tutoring to stagnate as other areas of the campus continue to escalate their ancillary instruction offerings in the form of separate tutoring and supplemental instruction. For example, anatomy and chemistry tutoring is available through those departments. Also, numerous programs on campus initiate their own tutoring programs, often without providing adequate training or support for the tutors in question, to address specific student populations (e.g. veterans) or specific volunteer opportunities (e.g. Scholars Program). We are working on creating a consistent platform for all tutoring on campus.

Tutoring in all subject areas will be impacted by the increased use of Smarthinking. We will definitely use all of the allotted tutoring hours we have purchased from Smarthinking this year. As more classes move online and students become more aware of and comfortable with this online tutoring service, our numbers may be affected.

One noticeable weakness is the dip in workshop attendance. We saw a 17% drop in workshop attendance last year. One reason for this may be the turnover in instructors. As instructors either leave GCC or cut down the number of classes they teach a semester, fewer students are encouraged to attend workshops. The primary reason for the drop, however, is the timing of the workshops. When we were relocated during the remodel, we had access to two labs, so we held all afternoon workshops during the very popular 12:30-1:30 timeslot. With one lab in our current space, we schedule workshops outside the most popular time slot and see lower attendance at those workshops. We are currently planning to launch online workshops next year, and we hope the increased access afforded by asynchronously delivered workshops will encourage more students to attend workshops.

Study Hall Plus has not been as popular as we had hoped. We served 31 students last year in this drop-in tutoring program. We served that many in the first 10 weeks of the current semester, so this service is being utilized more by students. We also focus exclusively on writing tutoring in Study Hall Plus, which was not the case last year.

The Absent Professor Program is requested often, but we have difficulty staffing the requested workshops. Instructors are very busy and have tight schedules, so it is difficult to secure workshop instructors for these requests.

## Creating or Revising Services (Non-Instructional) Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

What activities have been conducted to ensure that the services of the department are current? For example, examination of services by regional competitors, professional development training, staff attendance at conferences.

The faculty coordinator regularly attends regional Association of Colleges for Tutoring & Learning Assistance (ACTLA) and Association for the Tutoring Profession (ATP) conferences, visits local Learning Centers (e.g. Pasadena City College, Chaffey College), and belongs to various listservs for Learning Center directors. The training program is assessed every semester for currency, best practices, and content. Numerous texts on assessments and training are examined regularly, most recently Sally A. Lipsky's *A Training Guide for College Tutors and Peer Educators*. The coordinator has conducted thorough research on the burgeoning field of embedded tutoring or classroom-based tutoring (CBT).

Is there a demand for a NEW service that would meet the needs of students or the community? If so, please describe new services that you will propose adding.

Many faculty want an embedded tutor, but without adequate training -- for faculty and tutors -- this service will not, according to the research, reach its potential. In pilots here at GCC, tutors have felt underutilized at best and exploited at worst. If embedded tutoring is to take place, we should either conform to best practices or adopt an "as needed" embedded tutor, using the "Rent a Tutor" model employed at Valencia College in Florida. In this model, the embedded tutor is requested for individual classes only for those sessions when he or she will be utilized most. If done well, CBT could be a very desirable addition to our ancillary instruction services.

## Achievements (Non-Instructional) Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

Please describe any recent achievements of your department. Have any administrative or staff members recently won awards or distinction relevant to your department? Has your

department implemented new projects that have greatly contributed to students or the college? Have members presented at professional conferences or have recent publications? The faculty coordinator presented at the Hawaiian International Conference on Education (HICE) in 2016 about the use of rhetorical questions in tutoring sessions, and his proposal regarding the use of passive construction was accepted for the 2018 HICE. He has also presented at the Young Rhetorician's Conference (YRC) and the English Council of California Two-Year Colleges (ECCTYC) in recent years.

We have implemented numerous programs that have contributed to the students at GCC, including the Absent Professor Program (which maximizes instructor contact with students) and the Beat the Stress of Finals Week program (which offers students an outlet during stressful exam periods).

## **Technology** Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

What new technological developments have been implemented in your department? How successful have these efforts been? How has the department addressed obsolescence issues?

We recently updated all of our equipment, thanks to an extensive remodel, so we do not have obsolescence issues at this time. We have fully embraced our new Chromebooks, not only as tools during interactive workshops but also as instructional aides during tutoring sessions. We use technology to teach and to assess our programs, with the use of surveys and logs. All indicators suggest that our efforts have been successful; student tutors have praised the functionality and convenience of having Chromebooks at their tables during and after tutoring appointments. During the appointments, tutors use the Chromebooks to help tutees understand difficult material, and after each session, tutors complete electronic tutor logs to assess their sessions and their development as peer educators. Computers are also used by tutees for surveys of tutoring sessions. Chromebooks are also used to assess workshops.

## **Facilities & Maintenance** Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

Are facilities and maintenance supporting student learning? E.g. regarding classrooms, room temperature, door locks, responsiveness to work order requests, etc.

We have recently completed a thorough remodel, so this has not been an issue.  
Do you have any suggestions to improve the physical space of your department. E.g. signage, safety, etc.  
We have recently completed a thorough remodel, so this has not been an issue.

## **Staffing** Program Review: Version by **Dionisio, Daphne** on **08/24/2018 17:48**

Is staffing adequate for your program? Can any vacant positions be eliminated? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Staffing is currently adequate for our Learning Center program. Moving forward, all new hires should be available to work evenings and weekends, so we have adequate coverage when people are out of the office. The college is currently reviewing all Classified positions, so it is yet to be determined if any of our current job positions will be changed. There are no vacant positions that need to be eliminated. Staff should keep up to date on the college's Guided Pathways initiative since the Learning Center will be involved. Staff should continue to attend various staff development opportunities offered by the college such as Excel training, since the bulk of our data is compiled using this program. Additional training in conflict resolution and sexual harassment is needed and should be mandatory for all Classified employees. Due to a current lack of separate Learning Commons program review, we are documenting here that there will be a need to reassign the staff from the closing English Lab to the Learning Commons. The two English lab employees are Laura Miller and Dominique Margolis. Describe the number and assignments of hourly employees and student employees that your program requires. Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

The Learning Center employees between 40-50 student tutors each semester. We currently do not have any hourly employees, but these may be necessary as we go through the hiring process when current Learning Center staff leave GCC.

## **Duplication of Effort or Services** Program Review: Version by **Dionisio, Daphne** on **12/01/2017 19:26**

Have you observed overlap of effort or services with other departments? How can this be corrected?

While the Math Discovery Center offers math tutoring, the nature and extent of that tutoring is different than our own. Supplemental Instruction is a fundamentally different program. The anatomy tutors on campus perform a function we do not in the Learning Center.

However, as stated earlier, numerous programs on campus do replicate our services. We have heard of volunteer tutoring through the Scholar's program or dedicated tutors for veterans. We do not object to these programs and would have no grounding to do so, but they are replicated services and drawing students away from the Learning Center, where we can provide the supervision, support, training, structure, and environs that are most conducive to a positive and academically rigorous tutoring experience.

# **IMPROVEMENT PLAN & RESOURCE REQUESTS**

## **.Improvement Plan & Resource Requests. : Version by **Shahonian, Shant** on **06/04/2018 15:38****

**In completing the Program Review form up to this point, the members of your department should have engaged in thorough departmental self-evaluation. In this section, departments will be able to establish plans for improvement by creating action items and linking them to department or college goals.**

(Be sure to first watch the instructional video that shows how to complete the Improvement Plan & Resource Requests section of program review. All instructional videos are accessible at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review/>.)

### **STEP ONE**

Click on the FLAG ICON on the right to access the Actions-to-Goals Linkage Matrix. If you were able to meet with Daphne to enter your department goals, you will be able to create action items and submit associated personnel and non-personnel resource requests right now. (Contact Daphne at [daphne@glendale.edu](mailto:daphne@glendale.edu) or x5722 if you haven't yet met with her to input your department's goals.)

### **STEP TWO**

In the Actions-to-Goals Linkage Matrix, add any action items for improving the effectiveness of your department. You will link each action item to a department or college goal that it supports.

### **STEP THREE**

If personnel or non-personnel resource requests are needed, you will need to enter those in the matrix for their associated action item(s) **AND** enter those into the appropriate online form.

## **PERSONNEL REQUEST**

For each personnel request, use the appropriate Hiring Allocation Committee (HAC) form to provide more information for the prioritization committees to consider. Submit a separate HAC form for each personnel request.

- CHAC FORM for classified personnel requests (<https://goo.gl/forms/7MApV9t6tjyn44Tj2>)
- SSHAC FORM for student services faculty personnel requests (<https://goo.gl/forms/Kd0rWMVExSKVb5J53>)
- IHAC FORM for instructional faculty personnel requests (<https://goo.gl/forms/eDV3tjHkLgEPnZi42>)
- MHAC FORM for management personnel requests (<https://goo.gl/forms/NYL0fxjSh1JDq3372>)
- REORG FORM for reorganization requests (<https://goo.gl/forms/2IDXMBt6npgdfBT12>)

**NON-PERSONNEL REQUEST**

Be sure to check the Guide to Requesting Resources at the program review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) to see if your item really needs to. If you have non-personnel resource requests, enter them all into one online form. You'll create an itemized list in the form. Click on this link for the form:

- NON-PERSONNEL FORM for non-personnel resource requests (<https://goo.gl/forms/rMQT0PFJhAbH92ez2>)

No Value

Goals and Objectives		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Develop online workshops		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Develop a plan for online workshops		0 linked SLOs 0 resource requests	
	Pilot four online workshops by next year		0 linked SLOs 0 resource requests	
	Secure permanent funding for this program through workshop funding		0 linked SLOs 0 resource requests	
Improve communication and coordination between the Learning Center and other areas on campus that provide tutoring and instructional assistance.		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Make regular contact (once per semester) with representatives from the Math Discovery Center, Supplemental Instruction, and the anatomy tutors		0 linked SLOs 0 resource requests	
	Campus reorganization by bringing staff from the closing English Lab to the Learning Commons.		0 linked SLOs 0 resource requests	
Increase quantity of tutoring sessions (all subjects) by 2% per year		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Increase number of faculty who incorporate LC services into their syllabi		0 linked SLOs 0 resource requests	
	Increase number of faculty who promote the Learning Center in their classes		0 linked SLOs 0 resource requests	
	Increase the number of classroom presentations by 5% each year		0 linked SLOs 0 resource requests	
	Redesign promotional materials, including flyers, bookmarks, and electronic communications		0 linked SLOs 0 resource requests	
	Create new promotional video		0 linked SLOs 0 resource requests	
Increase student usage of online tutoring by 1% per year		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Increase number of faculty who incorporate LC services into their syllabi		0 linked SLOs 0 resource requests	
	Increase number of faculty who promote the Learning Center in their classes		0 linked SLOs 0 resource requests	
	Increase the number of classroom presentations by 5% each year		0 linked SLOs 0 resource requests	
	Redesign promotional materials, including flyers, bookmarks, and electronic communications		0 linked SLOs 0 resource requests	
	Create new promotional video		0 linked SLOs 0 resource requests	

Goals and Objectives		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Increase utilization of Study Hall Plus by 1% per year		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Increase number of faculty who incorporate LC services into their syllabi	0 linked SLOs 0 resource requests		
	Increase number of faculty who promote the Learning Center in their classes	0 linked SLOs 0 resource requests		
	Increase the number of classroom presentations by 5% each year	0 linked SLOs 0 resource requests		
	Redesign promotional materials, including flyers, bookmarks, and electronic communications	0 linked SLOs 0 resource requests		
	Create new promotional video	0 linked SLOs 0 resource requests		
Increase workshop attendance by 1% per year		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Increase number of faculty who incorporate LC services into their syllabi	0 linked SLOs 0 resource requests		
	Increase number of faculty who promote the Learning Center in their classes	0 linked SLOs 0 resource requests		
	Increase the number of classroom presentations by 5% each year	0 linked SLOs 0 resource requests		
	Redesign promotional materials, including flyers, bookmarks, and electronic communications	0 linked SLOs 0 resource requests		
	Create new promotional video	0 linked SLOs 0 resource requests		
	Secure institutional funding for 300 workshops per academic year	0 linked SLOs Resource Requests: <ul style="list-style-type: none"> <li>• Workshop Funding - (Status: Pending)</li> </ul>		
Pilot an innovative embedded tutoring program		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Develop a three-year plan to launch a comprehensive, sustainable embedded tutoring program		0 linked SLOs 0 resource requests	
Staff 2% more Absent Professor Program requests per year		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<b>Recommended Actions</b>	Increase communication with faculty who may use this program	0 linked SLOs 0 resource requests		
	Recruit more faculty to teach workshops	0 linked SLOs 0 resource requests		
	Secure permanent funding for this program through workshop funding	0 linked SLOs 0 resource requests		