Program	**Learning Support Services**
Does this program have a CTE component?	Yes
Academic Year	2016/2017
Review Period	6 Year
Area	

<table>
<tr><td colspan="2" align="center">A. Program Description and Goals</td></tr>
<tr><td colspan="2">This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.</td></tr>
<tr><td colspan="2">1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.</td></tr>
</table>

The Learning Resources Department supports every component of the Santa Monica College's mission. Within it, the Learning Resources Centers do so specifically in multiple ways.

1. In terms of providing "a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their education goals," our department has grown from 2 centers, listed in the 2010-11 Program Review (Modern Language and Science LRCS), to being comprised of six Learning Resources Centers in which Instructional Assistants and peer tutors help students understand, practice, complement their course work, and prepare for exams. Located throughout the campus in the vicinity of the department whose disciplines they represent, the centers function under the oversight of a Coordinator. To encourage students and help them succeed in their classes, the Learning Resources Centers offer tutoring, instructional assistance, guided work during arranged hours, and lab work in:
   1. Business
   2. Computer Science and Computer Information Systems
   3. English, Writing, Logic, Economy, and History
   4. Mathematics
   5. Modern Languages
   6. Sciences: Life, earth, and physical

The centers have traditionally functioned rather independently and been supervised by an evolving combination of managers, coordinators and temporary staff, these centers' policies and environments have been so far different but all offer assistance and support via a variety of activities such as topical individual tutoring, small group tutoring, paper writing and formatting guidance, specialized software applications, videos, models, and workshops.

The Learning Resources Centers also provide opportunities for

1. "Students [to] learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission."

In addition to serving students and facilitating their retention, progress, and success, the Learning Resources Centers offer an ideal environment for students to serve our community. Students who are hired as tutors play a considerable role, albeit insufficiently acknowledged, in helping their peers achieve their academic goals.

Finally, the Learning Resources Department furthers this aspect of SMC's mission as well:

1. "Santa Monica College provides open and affordable access to high-quality undergraduate degrees and certificates, and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning."

Beyond improving students' mastery of course content, study and learning skills, grades and, ultimately, self-confidence, the Learning Resources Centers also offer tutors the opportunity to acquire pedagogical, social, and technical skills as well as the opportunity to interact with people of a broad range of backgrounds, skills, goals, and personalities. This is an experience whose value extends well beyond their studies at SMC and shapes their perspective as they progress their next school, onto their career, and eventually to life as a global citizen in a diverse society.

To support the mission of Santa Monica College even further, we recently delineated a 5 step plan to achieve the "Innovative and Responsive Academic Environment" and "Supportive Learning Environment" supporting goals as they apply to Learning Resources:

1. Implementation of a Learning Resource Management System (WCOnline) to track and trend tutoring activity accurately and consistently across all centers. The math center (lab) is excluded from this system and any Learning Resources improvement initiatives per the coordinator's request to the Chair not to participate in our department's strategic, planning or assessment effort as indicated throughout the document by 'except math').
2. Harmonization and standardization of policies and processes across all centers (except math)
3. The opening of a 7th Learning Resources Center strategically located in the Library with tutoring in all disciplines (except math) and has extended access hours.
4. Composition of a Tutoring Manual to recruit, inform, train, and evaluate all tutors in a collaborative and coherent manner (except math).
5. Creation of the Academy of Learning Innovation & Success, a concept that serves as the principle and umbrella for organizing and designing new activities that provide students with an integrated and comprehensive series of services that combine all disciplines (except math).

For the most part of the past six years, Learning Resources has consisted in

- The Dean of Learning Resources also in charge of the Library and, since AY 15-16, the new Dean is also overseeing Distance Education and Media & Reprographics
- An Associate Dean for academic years 2014/2015 and 2015/2016
- An interim Director of Supplemental Instruction and Tutoring (just for the SI program and English & Math disciplines)
- A student service specialist (SI)
- A half-time administrative Assistant (SI)
- Five Coordinators in charge of the daily management of the centers and the tutors

- Two Media Resource Assistants in Modern Languages in charge of technical assistance with hard- and software in the labs
- Two Administrative Clerks in charge of ensuring access to the Science Center and instructional material
- As an average thirteen Part-Time permanent Instructional Assistants and four Part-Time temporary ones in English
- As an average, Ten Part-Time permanent Instructional Assistants and a five Part-Time temporary ones in Math
- The number of tutors and lab assistants varies depending on the year and the budget allocated by Academic Affairs and categorical programs such as Basic Skills, STEM, or Equity. In the absence of data and tracking in the yearly program reviews and of a system to account for these resources, it is not possible to retrace the progression of recruitment but we have started establishing a baseline as of November 2016. This will serve as benchmark for analysis and progress trending throughout the next program review cycle.

Learning Resources Center	Number of Tutors	Number of Hours
Business – Computer Science	31	5265
English* – Writing - Humanities	7	401
Modern Languages Tutoring Center	37	6211
Modern Language Lab	7	1977
Life, Earth, and Physical Sciences	40	3121
Math*	31	4809

*English and Math also have Instructional Assistants who provide tutoring. The tutor budget resides in th

The centers have been supported by the Administrative Assistant to the Dean of the Library but Learning Resources as a department does not have clerical or administrative assistance.

The Learning Resources host both voluntary study such as tutoring and workshops, as well as labs where mandatory assignments are completed during arranged hours, with or without directed learning activities.

Tutoring is conducted primarily by SMC students who are recommended by instructors and have been trained until November 2016 to in each center's guidelines and practices. In addition, agreements with UCLA, CSUN and, as of 2015/16, LMU, allow Learning Resources to employ students from these universities at a shared cost. Although volunteers contributed hours of tutoring free of charge in the past, stricter HR regulations have deprived the Centers of this help. Maintaining an adequate level of and access to tutoring is a challenge given the Learning Resources Budget and the proportion of SMC students in need of support outside the classroom, particularly at the developmental stages. The Learning Resources Centers therefore seek to recruit more students in Federal Work Study programs to become tutors, but they are disadvantaged in a highly competitive landscape given the higher level of skills and commitment necessary to do this job well compared to other less demanding assignments on campus.

Ample research has shown that tutoring, counseling, and financial aid are cited by at risk students as the

key factors to their success in community colleges. The link between the services provided in the Learning Resources Centers and the various facets of Santa Monica College's Mission is direct and clear. However what is lacking is a culture and an infrastructure that allows qualitative assessment and a quantitative measure of the nature and level of the Learning Resources Centers services' beneficial impact.

2. **Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.**

The overarching charge of the Learning Resources Centers is to support classroom instruction. They should also play an active part in campus wide efforts to increase retention, progress, success, and equity. The Learning Resources Centers should work in close collaboration with Department Chairs and instructors to equip coordinators and tutors with complementary content and learning strategies that help them, primarily, directly address the difficulties presented in the various disciplines and, secondly, influence students' study habits and mental disposition towards their education as a whole.

Tutoring is designed to help students among others to:

- Review key concepts from their courses
- Learn about the various learning styles including their own, thus understand the challenges or opportunities they present
- Explore studying strategies that correspond to their own style
- Acquire and expand their studying skills
- Gain self-confidence, including in the formulation of questions and improved communication with the instructor in class
- Work on their assignments in a guided, systematic, and thorough way
- Prepare for tests early and efficiently
- Develop an interest for learning ins itself beyond the immediate gratification of an improved grade

Traditionally the goals of Learning Resources are to:

- Increase awareness and promote use of information and instructional resources by students, faculty and the learning community
- Echo, reinforce, and complement the instructor's work outside of the classroom in an environment designed to be free of the traditional barriers to learning often found in the classroom such as peer pressure, intimidation, speed of delivery, content intensity
- Encourage innovation and learning by providing services, programs, facilities, supplies and equipment that meet the needs of students in academic and CTE/workforce training programs
- Facilitate the use of a relevant and up to date collection of instructional material and lab equipment
- Design and deliver a comprehensive set of learning assistance activities by ensuring quality tutoring and supplemental instruction and technical assistance services
- Strengthen access to and retention in credit and non-credit programs through close collaboration with departments and faculty
- Ensure the delivery of a comprehensive integrated series of support services that further institutional objectives
- Offer the entire range of academic support services to online students
- Provide a qualified staff that is dedicated to serving the needs of the students and committed to facilitating their academic achievements

- Engage in interdepartmental activities to facilitate the cooperative sharing of services and maximize the efficiency of resources towards the accomplishment of institutional goals

While they have not been articulated formally or systematically evaluated, many of these goals are de facto pursued in various ways in the different Learning Resources Centers.

Compliance with State Mandate is required in terms of apportionment. Title V Sections 58168, 58170 and 58172, provide guidelines related to the community college system's continued review and evaluation of supplemental learning assistance and tutoring activities.

While it is a new goal to restructure part of our services so that we can claim apportionment for tutoring students in developmental classes, at this time apportionment is received only for:

- Instructional Assistance in English: The English labs are tied to the English 85 and English 20 courses. The instructional Assistants who work in the lab take attendance and that is how we verify who counts for apportionment. That is how we make sure we are in compliance with what the Chancellors' office wants by reporting positive attendance.
- Instructional Assistance and Tutoring in Math: Apportionment is received for arranged hours that students fulfill in four possible ways:
  - Online MyMathLabs for 81 and 84/webassign for 31
  - Manually get work stamped
  - Supplemental Instructions
  - Workshops

58172. Learning Assistance Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either: (a) the learning assistance is a required component of another course, for all students in that course; or (b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

58168. Tutoring, when provided by the college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines Page 9 of 10 Effective: April 2006 instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code section 84757(a)(2). Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

58170. Apportionment for Tutoring Apportionment may be claimed for individual student tutoring only if all the following conditions are met: (a) The individual student tutoring is conducted through a designated learning center. b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415. (c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and

apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor. (d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring." (e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need. CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines Page 10 of 10 Effective: April 2006 (f) An attendance accounting method is established which accurately and rigorously monitors positive attendance. (g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above. (h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Several ILOs are integrated in the goals of Learning Resources services.

ILO #1 – Personal Attributes. Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

- Attendance to tutoring and supplemental instruction sessions is voluntary. Through their dedication to students' success, the coordinators, instructional assistants, and student tutors help students discover, explore, and expand their curiosity for subject matters and the learning process in general. Part of what is being conveyed to students is the importance of strict academic honesty and how to ethically and legally integrate the information they have found in their own thinking and writing process. Our staff's role is also to create a nurturing, supportive environment that leads students to build the self-discipline needed to attend sessions regularly and come to them well prepared. Eventually, and as a result of IAs and tutors' focus on the acquisition of study skills and learning strategies as well as better understanding of course content, students increase their self-confidence in all their classes.

ILO #2 – Analytic and Communication Skills. Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

- This ILO is fundamental to the content and purpose of all Learning Resources activities. As a direct extension of the work accomplished in the classroom, tutoring and supplemental instruction aim at repeating, practicing, and reviewing the course content and, to the extent it is possible, reinforcing its delivery. Tutoring sessions in particular guide each student through the discovery and understanding of their own cognitive patterns. Students become aware of the advantages and challenges of their learning styles. They are presented studying strategies and encouraged to adopt proven habits. And, thanks to our use of the Socratic method, students learn to master and understand the topic by applying critical thinking processes. Gradually they become gradually increasingly aware of this process and can better control it.

ILO #4 – Applied Social Knowledge and Values. Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledges the significance of their daily actions

relative to broader issues and events.

- This ILO is also at the core of Learning Resources' beneficial impact on our community but it concerns the tutors primarily, and the students to a lesser degree. Student tutors, though young and very often inexperienced, have to work with the whole range of our student population. Equipped with what was until recently a basic training, they encounter students from all levels of skills, types of background, ages, and learning abilities. Becoming able to respond to this large gamut of needs, goals, attitudes, and behaviors comes from their willingness to embrace difference. They in turn learn to adapt their interactions so they can serve each student equally well. Tutors who remain in the Centers beyond a semester become very perceptive and develop an increased sense of responsibility.
- In a similar though less pronounced way, students who commit to coming to the Center regularly, be it for tutoring or simply to study, engage, by example and osmosis, in a form of self-analysis of their skills and mental processes which can lead to a better understanding of human nature in general, and of differences in particular.

ILO #5 – Authentic Engagement. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

- Instructional Assistants and tutors deploy, model, and teach students strategies to engage in their subject matter both as it is approached in the classroom, and as it enables them to better function in college and beyond, as a productive citizen and a future professional.
- Student tutors often seek a position in Learning Resources because they may be interested in a career in the field of education. It is our responsibility in the Centers to ensure they are offered a quasi-professional experience to prepare for such specialization. In addition, many students who became tutors for random, casual, or even opportunistic reasons, end up discovering a passion for the art of helping their peers understand a subject, conquer their fears, and accomplish their goals. It is not unusual for tutors to continue tutoring after they transfer to a four year institution or even seek a degree in education.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

- 50% of the Business Center Coordinator's compensation has been funded by the Student Equity
- The Interim Director of Supplemental Instruction and English-Math Tutoring's salary was funded as follows: From 2012 up until Fall 2016 80% District funded 20% STEM Funded. That changed Fall of 2017 to 60 % district funded, 20% STEM funded, 20% BSSOT grant.
- The SI student services specialist has been funded 100% funded by the Equity grant since 15-16 for the duration of the grant.
- The half-time administrative assistant is funded through the STEM grant since 15-16 for the duration of the grant

B. Populations Served

In this section you will provide information that describes who your program or service area serves.

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

The Learning Resources Centers serve the need for academic support and supplemental instruction, as well as mandatory lab hours, of all students and faculty. Santa Monica College has a very diverse student population. We tutor SMC enrolled in developmental courses, general education courses, scholars programs, as well as career and technical programs. In addition, we tutor students with limited English proficiency, English speakers of many languages, students with various levels of computer literacy, and students of all ages with learning disabilities. Tutoring, Instructional Assistance, and Supplemental Instruction are free and open to part-time and full-time students regardless of their academic objective.

Similarly we recruit our tutors and SI leaders from across the entire range of students, including international ones.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

As a result, we serve the same population as that of the College in general and our student body profile mirrors that of SMC.

That being said, while we do not currently have a yearly analysis that tracks and trends the evolution of our student demographics, scholarly research shows that students who request tutoring are 2 main types:

1. The large majority of students who utilize our centers have GPAS from 3.0 to 4.0. They are students who not only want to pass their classes but also want to improve their grades. Anecdotally, we have seen the same phenomenon in the newly created ALIS center from day one,
2. In smaller proportion are students in distress who seek help from tutoring from the middle of or later in the term in an attempt to pass the course.

As of December in AY 15/16 we have started the process of identifying, designing, and implementing tracking, trending, analysis, and assessment tools and processes that will provide us with a precise depiction of the student population we currently serve. This will allow us to define, on the basis of empirical evidence and a better understanding of our efficacy, our strategy to increase awareness of our services, reach out to students at the first sign of peril, and attract a larger number of students who go

through years at SMC with a lower GPA without seeking support.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

N/A

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

C. Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

As of the 2010-2011, the Student Learning Outcomes read:

- After attending a tutoring session, the student will report increased knowledge of the topic covered.

- After attending a tutoring session, students will have improved their study skills.

Per the yearly review documents (not found for earlier years and the same for the past three years 2013/14 – 2014/15 – 2015/16), Learning Resources Student Learning Outcomes were modified to:

- After attending a (Tutoring, Lab, or SI) session, the student will report increased knowledge of the topic covered.
- After attending a (Tutoring, Lab, or SI) session, the student will be able to identify one approach in which they have improved their study skills.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

In terms of overall analysis, there is no evidence of a practice of systematic outcome assessment in the past. It seems that only two tools -- a 2012 report on center usage, demographics, and student outcomes provided by Institutional Research, and the above mentioned general survey have been used to measure what students know, or are able to do, after attending tutoring sessions across all the centers. But it had too narrow a focus and response rate to be statistically significant. The consequence is twofold.

First, while academic research and our anecdotal experience show students need and appreciate our services, we do not have the yearly data collection and analysis or longitudinal studies needed for us to have evidence-based and thus rational discussions to inform planning. Furthermore, had there been a yearly review of SLOs for program improvement, it would have revealed that the only way to actually measure results for these SLOs, such as they are enunciated above, is to ask students to take surveys constantly and answer 'yes' or 'no' to assess the first outcome; or, for the second, to identify an "approach", however this word may have been defined, from a drop down menu which was not created. None of this would provide much guidance to improve practices.

Second, it has gone unnoticed that, to assess the efficiency of tutoring and supplemental/instructional assistance thoroughly, there is a need for both student learning outcomes resulting from the pedagogical component of our activities, and for unit outcomes, given that Learning Resources Centers provide a series of additional services whose quality assurance is more akin to that of customer satisfaction.

To remedy this, instead of discussing one of the SLOs this year for program improvement, the Dean has engaged the Interim Director of Supplemental Instruction and English-Math Tutoring and team of Coordinators in rethinking outcomes in general. Collaborative work has produced a list of two student learning outcomes and three unit outcomes that will be the foundation for the improvement cycle series of processes to be implemented this year. See detail in the Moving Forward section.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

A survey was conducted in October 2015 in the STEM tutoring center, Math Lab, Science LRC, English, Business, CSIS and 'other' although STEM tutoring is not under the Learning Resources division. Modern Languages is but the department was erroneously not surveyed separately. It is not clear which centers fall under 'other' since tutoring is provided in multiple places around campus independently from Learning Resources. Furthermore comments are not tied to specific centers and the number of responses is not statistically significant for some centers. This survey was not repeated in 2016. Instead it was replaced by a more robust, precise, and targeted questionnaire that directly addresses all components of the service in all the Learning Resources Centers.

A brief student satisfaction survey was conducted independently in the Business tutoring center in the summer of 2016. A survey was conducted on supplemental instruction in 2015.

There is no other evidence of evaluation measures being used in the previous 5 years.

D1. Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives

Objective:	
Looking Back - Objective 1:	
Identify resources for tutoring services for distance education students and for students seeking tutoring services beyond the times that the tutoring programs are open.	
Status: Completed	
Comments:	
Status: The Distance Education (DE) Department has been piloting SmarThinking on-line tutoring for select DE classes as of October 2015. The Associate Dean is conducting usage analysis on a monthly basis. Numbers of registrations, distinct users, sessions and minutes are tracked and reported each term. Usage is still low but slowly increasing. As of the end of January 2017, 138 hours had been used out of the 400 hours purchased, with a promising 43 hours used during the short Winter session.	
Comments: While the numbers may seem to be low, such	

results are common across community colleges at time of first implementation. Students' awareness takes time, all the more so as we cannot currently conduct an active marketing campaign since usage is restricted to online students. Faculty trust in such services also requires build up and much of it depends on students' feedback – which does not get conveyed to online faculty as easily as on ground. Usage is therefore independent at this point, and increase purely organic. Learning Resources has suggested to the Distance Education Committee Members to engage faculty in more broadly recommending the service. Surveys are conducted to assess student satisfaction and see if Learning Resources can recommend expanding the service. A second resource for students seeking tutoring services beyond the time that the current centers are opened has been identified in 2016. A new tutoring center was created in November 2016 at the core of the Library building. The ALIS center is interdisciplinary, and its hours of operations have been established to complement that of the other centers in the evening and on Saturday. Usage will be tracked during two full terms (Spring and Fall 2017) and realigned to students' empirical needs and requests.	

Objective: Looking Back - Objective 2: Create standardized tutor training for student peer tutors. Status: In Progress Comments: Status: 80% Completed Comments: As part of the creation of the Academy of Learning Innovation and Success concept in Spring 2016, tutoring processes and policies across all the centers, (except math), are being examined and upgraded as needed. Tutor training is one of the first components of the Learning Resources Centers' services to be updated, streamlined, and formalized. In Spring 2017, a new induction training started being piloted in the ALIS center with sessions offered to all tutors across the centers. A new tutor training manual, originally requested by the SISC committee a few years ago was written in the Winter 2017. The manual standardizes tutor training in terms of all operational, pedagogical, administrative, and customer service aspects – see attached Table of Content. The new 3 module training program and manual will be piloted throughout Spring and Summer and finalized in Fall 2017.	
Objective: Looking Back - Objective 3: Coordinate with MIS to improve functionality of the tutor tracking software to better meet the needs of the programs Status: Eliminated Comments: Status: Eliminated. Comments: For the past few years, SISC Committee Members have requested a tutoring tracking system. There was mention of such a system in the executive summary of the previous program review but no trace of its being implemented, much less used. Work resumed from the start in AY 15-16 and, along with MIS representatives, they determined that it is not possible to use the current ISIS system to track activity as needed. Even student activity logged in ISIS has proven not to be necessarily reliable. SISC members opted to get a separate software. Per the Chair and the Dean's recommendation, SISC approved WCOnline and it was purchased by Learning Resources at the end of Spring 16. Coordinators and	

Instructional Assistants have been trained in using all functions of the Learning Resource Management system throughout the Fall. Tutors are now learning to log in student activity as well as part of their new training and duty.	
Objective: Objective 1 Implement continuous improvement cycle practices, data collection, analysis and reporting practices, assessment tools and policies Status: In Progress Comments: Assessment tools creation and improvement process cycle phases implementation dependent on ability to secure administrative assistant 1	
Objective: Objective 2: Secure funding for Admin I to keep ALIS center in the library open and provide assistance to the coordinators for assessment and evaluation practices. Status: In Progress Comments: Position was originally approved after request to repurpose Assistant Dean's position in 2 staff positions. Budget was later removed from Learning Resources. Request for funding from Equity has been made but not responded to.	
Objective: Objective 3 Pilot and improve Tutor manual and training	

Status: In Progress Comments: Tutoring manual is used by all Coordinators to train all tutors consistently except for math.	
Objective: Objective 4 Create a Coordinator Training Manual Status: In Progress Comments: Writing of manual is planned to start in summer 2017 via collaborative work of all coordinators except math	
Objective: Objective 5 Awareness campaign to increase use of learning resource centers and tutoring services by students at risk and equity target groups Status: In Progress Comments: This requires increasing the current tutoring budget: a request for funding has been filed with the Equity committee. It also requires a permanent administrative assistant 1.	
Objective: Objective 6 Define, refine, optimize, and increase collaboration with Departments	

Status: In Progress Comments: For math: the Dean needs authorization to resume negotiation and obtain cooperation from the Math Department to start standardizing data intake, reporting and analysis of math lab usage to provide improved services for students in alignment with SISC requirements and Learning Resources strategic plan.	
Objective: Objective 7 Expand ALIS center / concept and use to articulate project of library transformation into the core of a new social space and a social capital creator Status: In Progress Comments: Project was included in Bond improvements	
Objective: Objective 8 Create a professional development plan for coordinators in pedagogy, use of technology, assessment practices, cultural proficiency, and learning skills Status: In Progress Comments: Ideally a professional development plan would provide opportunities for training for 50% of the team once a year - knowledge and information to be shared with other half of the team	
Objective: Objective 9	

Create and develop an embedded tutoring program funded by the STEM and BSSOT grants. Status: In Progress Comments: Funded by Equity and BSSOT	
Objective: Objective 10 Develop academic resources that support students in the pathways as they are implemented Status: In Progress Comments: As of now the Dean of Learning Resources has not been asked to participate in any pathway implementation committee or activity. This jeopardizes the ability to plan academic support in a holistic and integrated way as well as to request the resources that will be necessary when pathways go live.	

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Historically, the Learning Resources Centers have evolved independently with minimal supervision and within a fluid organization. Because the centers are physically separated and there have been changes in leadership, a variety of policies, cultures and environments have emerged and developed, due to the absence of common basic processes. This leads to confusion for students, various degrees of academic and service quality, and it is problematic for institutional effectiveness measures. The SISC Committee had been aware of this to a certain extent and wishing for standardization for some time. To fulfill this request, in May 2016 the Coordinators were asked to engage in a systematic evaluation of all their Learning Resources Center services' components and guided through a rethinking of their practices in terms of quality, coherence, consistency, relevance, service to the Departments, alignment with institutional objectives, and student satisfaction as a team. This massive multi-pronged undertaking was long overdue. Beyond the granular examination, it entails a paradigm shift in terms of accountability to students and faculty, and responsibility for participating in the institutional efforts to increase retention, success, and equity. All coordinators, except Math, have taken this initiative as an opportunity to contribute, each in their own way but in a joint and collaborative effort, to the redefining of the Department's internal mission, objectives, and duties, as well as its role as the instructors' closest

partner.

Among other achievements, the product of this active collaboration is a 90+ page comprehensive training manual that the SISC had requested for years. It was written according to the principles of the Academy of Learning Innovation and Success concept, on the basis of the compilation of the Coordinators' outline, input, content, and revision suggestions, in the past three months.

Another example is the strategic relocation of the computers on the second floor, and repurposing of their room in the library. It has been transformed into a new center that provides tutoring in all disciplines, (except math), as well as a multifunction room for faculty, committee, or administrators use. It is opened at times that complement the regular hours of the other centers and allows non-traditional students to get help in the evening and on Saturday during the library extended hours. This offers tutoring across the disciplines over expanded hours in English, Writing, Humanities, Business, Computer Science, Social Sciences, Modern Languages, and Sciences. The Coordinators have been supervising tutors on the basis of a rotation and allowed the room to become a lively addition to the Library in just a few weeks. The ALIS center also serves as a location for various workshops and training sessions from any department that wishes to use it. With time, the visibility of the center's activity (its glass walls are literally transparent) will increase awareness to SMC students of the resources available to them, not solely in the library, but also throughout the various centers across campus.

A similar joint effort has resulted in the Coordinators' learning, implementing and using WCOnline, a sophisticated learning center management system during the Fall semester. They have also piloted a tutor training program in the Winter. This process has allowed Learning Resources to start gathering much needed data and produce reports in record time.

Another accomplishment is the filling of the position in the Science Learning Resources Center with a well-qualified, dynamic Coordinator after well over a year of temporary staff turn-over.

Learning Resources in general, and the Learning Resources Centers in particular, have a very lean personnel and strict budget. In the absence of growth and improvement financing, authorization to repurpose the part of the current budget dedicated to the Associate Dean's position was sought along with the request to hire two much needed staff instead: one of them should be an administrative assistant I who works in the center and focuses on the data collection, analysis, and reporting that is needed for all the centers and the faculty. This position is what makes the operation of the new tutoring center possible. While awaiting for permanent positions we were able to create and open the center thanks to a six-month temporary assistance by improving the scheduling of part time temporary IAs and reducing their number. The center was opened at no cost to the College.

Overall, the coordinators who are participating in all these efforts have also helped to rejuvenate the look and feel of our centers within the limits of our possibilities. A paradigm shift is happening and they are starting to conceive of their role as part of a team that deploys a program, rather than an isolated individual operation without much guidance or support. This has improved morale, created a productive and pleasant work dynamic, and allowed Learning Resources to complete in a few months projects that had been needed and discussed for years.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The Recommendations for Program Strengthening were:

1. Explore options for implementing on-line access to resources
2. Develop tools to assess SLOs and implement assessment in conjunction with data available from the tutoring tracking system
3. Explore eCompanion functions that might be used to provide information on student use of tutoring by language as well as reports to faculty that are not available with the current tracking system
4. Work more closely with academic department to communicate data once a data collection system is implemented

Explore options for implementing on-line access to resources:

Fall 2015: Options were explored and SmartThinking was implemented to provide access to tutoring on line to a select group of online classes as a pilot.

Fall 2016: A new version of the Sanako Language Lab software was installed to facilitate faculty's monitoring of student work in the lab if they want to take their classes there.

2011 – 2016: SISC committee discussed and requested a tutor tracking system.

Spring 2016: Dean recommended approval of Learning Resource Management software WCOnline because it also allows students to make tutoring appointments online. SISC committee approved.

Summer 2016: Coordinators were trained to put their schedules on the newly acquired WC Online platform.

Fall 2016: Tutors were trained to enroll students in WCOnline and point them to the site from which they can reserve sessions remotely.

Develop tools to assess SLOs and implement assessment in conjunction with data available from the tutoring tracking system:

Although mention of a tutor tracking system being installed in the Science and Modern Language LRCs was made in the 2010-2011 Executive Summary, there is no evidence that this system was implemented in the centers, nor is there any memory of it among administrators or coordinators. There is no evidence of data being gathered in the six year period either.

Spring 2016: An in-depth analysis of each Learning Resources Center was conducted to identify the nature of assessment tools and the processes in place. There was no evidence of tools or assessment processes being implemented in the Modern Languages, and Science Learning Resources Centers. There is no evidence of any such system either in the Business and Computer Science, English or Math Learning Resources Centers.

Summer - Fall 2016: The Dean trained all the coordinators, except math, in assessment tools and practices.

Winter 2017: New SLOs and UOs were articulated to both reflect the dual nature of the Learning Resources Centers activity and be quantifiable by a number of assessment direct and indirect tools.

Spring – Summer 2017: The coordinators engage in definition, creation, and implementation of the series of assessment tools needed overall and specifically for their disciplines.

Fall 2017: assessment starts with the new 6 year program review cycle.

Explore eCompanion functions that might be used to provide information on student use of tutoring by language as well as reports to faculty that are not available with the current tracking system:

There is no evidence that this exploration was conducted. Per discussion with the DE Associate Dean, it does not seem possible to extract this information from eCompanion in the first place.

With the advent of WConline, this information will be readily available and Coordinators will be tasked with reporting to the faculty per SISC instructions (currently a semester report to the Chair for distribution within the Department).

Work more closely with academic departments to communicate data once a data collection system is implemented:

There is neither evidence of systematic communication with academic departments nor of the data collection system. As of Winter 2017, data is gathered via WCOnline and discussion on the best ways to report to the departments has been initiated by the Dean. A close collaboration between the Dean, the Interim Director of Supplemental Instruction and English-Math Tutoring, and the Chair of the English Department is used to define and test the optimal form of collaboration for all parties and the benefit of faculty as well as students before proposals will be made to the other Chairs, except math, for their approval or request for modifications.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

To remedy the issues resulting from decentralization and individual 'ad hoc' functioning, a structural change has been made in the management of all the Learning Resources Centers, (except math). Business, Computer Sciences, English and Humanities, Modern Languages, and Science Learning Resources Centers are now functioning collaboratively within the parameters of a concerted programmatic plan. Without disregarding the specificity of each discipline, they follow consistent core policies and work towards common main objectives, such as:

1. articulation of new SLOs and UOs,
2. implementation of assessment tools and systematic common processes,
3. creation of a tutoring manual to serve as common training as well as reference for consistent and intentional activities in all the centers (except math),
4. joint management of the new interdisciplinary Learning Resources Center in the Library under the newly created Academy of Learning Innovation and Success (ALIS) concept and shared

	philosophy and strategy.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

$1,000 was granted by the Foundation for SI training expenses.

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Given the difficulty to use the current SLOs in a statistically significant way, and the absence of evaluation practices and measures, the conclusion is that programmatic changes planned for the coming years must precisely address data gathering and assessment. In order to be able to complete this section appropriately in the next program review cycle, the following phases are proposed to the Program Review Committee:

1. Articulate a combination of SLOs and UOs that lend themselves to a variety of assessment tools and provide evidence on which to base decisions
2. Define and build a systematic and continuous improvement series of processes
3. Outline an implementation plan for year 1 through 5 of the next cycle
4. Establish data analysis and reporting responsibilities, form and frequency
5. Start the process in Fall 2017

D2. Objectives (Moving Forwa

Objective #1
Objective: Looking Back - Objective 2:
Create standardized tutor training for student peer tutors.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2
Objective:

Objective 1

Implement continuous improvement cycle practices, data collection, analysis and reporting practices, assessment tools and policies

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
SLO Assessment Data
UO Assessment Data
Institutional Research Data

External Factors:
Program Review Committee Recommendation

Timeline and activities to accomplish the objective: 2017-2018

Describe how objective will be assessed/measured: Plan and descriptions, calendar of yearly steps, benchmarks

Comments: Assessment tools creation and improvement process cycle phases implementation dependent on ability to secure administrative assistant 1

Objective #3
Objective:

Objective 2:

Secure funding for Admin I to keep ALIS center in the library open and provide assistance to the coordinators for assessment and evaluation practices.

Area/ Discipline/ Function Responsible: Learning Resource Center

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Program Review Committee Recommendation

Timeline and activities to accomplish the objective: Spring-Summer 2017

Describe how objective will be assessed/measured: Permanent position staffed - Tools created - Benchmarks established - Improvement plan phases delineated

Comments: Position was originally approved after request to repurpose Assistant Dean's position in 2

staff positions. Budget was later removed from Learning Resources. Request for funding from Equity has been made but not responded to.
Objective #4 **Objective**: Objective 3 Pilot and improve Tutor manual and training
Area/ Discipline/ Function Responsible: Tutoring
Assessment Data and Other Observations: Other data or observed trends Coordinator and tutor feedback
External Factors:
Timeline and activities to accomplish the objective: 2017-2018
Describe how objective will be assessed/measured: Final version of manual, plan of each of the 5 training types, tutor satisfaction survey for assessment
Comments: Tutoring manual is used by all Coordinators to train all tutors consistently except for math.
Objective #5 **Objective**: Objective 4 Create a Coordinator Training Manual
Area/ Discipline/ Function Responsible: Learning Resource Center
Assessment Data and Other Observations: Other data or observed trends
External Factors:
Timeline and activities to accomplish the objective: 2018-2019
Describe how objective will be assessed/measured: Final version of manual with onboarding package for new coordinators
Comments: Writing of manual is planned to start in summer 2017 via collaborative work of all coordinators except math
Objective #6

Objective:

Objective 5

Awareness campaign to increase use of learning resource centers and tutoring services by students at risk and equity target groups

Area/ Discipline/ Function Responsible: Learning Resource Center

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Other Factors
Discussion with accreditation team member about increase access and convenience of use of services

Timeline and activities to accomplish the objective: 2017-2018

Describe how objective will be assessed/measured: marketing plan, upgrade of webpages, series of didactic video, etc. increase of tutoring center activity by 10% across the board, 30% in English basic skills

Comments: This requires increasing the current tutoring budget: a request for funding has been filed with the Equity committee. It also requires a permanent administrative assistant 1.

Objective #7
Objective:

Objective 6

Define, refine, optimize, and increase collaboration with Departments

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Other Factors
Request from Academic Affairs.

Timeline and activities to accomplish the objective: 2017-2018 pilot – 2018 on implementation

Describe how objective will be assessed/measured: Outline of initiatives and joint projects with English Chair to establish best practices guidelines to be expanded to English faculty and Chairs and faculty of Business, Computer Science, Humanities, Modern Languages, Social Sciences and Sciences.

Comments: For math: the Dean needs authorization to resume negotiation and obtain cooperation from the Math Department to start standardizing data intake, reporting and analysis of math lab usage to provide improved services for students in alignment with SISC requirements and Learning Resources strategic plan.

Objective #8
Objective:

Objective 7

Expand ALIS center / concept and use to articulate project of library transformation into the core of a new social space and a social capital creator

Area/ Discipline/ Function Responsible: Learning Resource Center

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Other Factors
Equitable access to services

Timeline and activities to accomplish the objective: 2017-2019

Describe how objective will be assessed/measured: Repurposing of room before ALIS in extension of the center

Comments: Project was included in Bond improvements

Objective #9
Objective:

Objective 8

Create a professional development plan for coordinators in pedagogy, use of technology, assessment practices, cultural proficiency, and learning skills

Area/ Discipline/ Function Responsible: Tutoring

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
SMC Master Plan for Education

Timeline and activities to accomplish the objective: 2017-2018

Describe how objective will be assessed/measured: List of relevant local and state events and conferences in tutoring and learning resources, visits to other campuses, on site presentations by experts for all coordinators (except math) to attend one professional development activity a year.

Comments: Ideally a professional development plan would provide opportunities for training for 50% of the team once a year - knowledge and information to be shared with other half of the team

Objective #10
Objective:

Objective 9

Create and develop an embedded tutoring program funded by the STEM and BSSOT grants.

Area/ Discipline/ Function Responsible: Supplemental Instruction

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Other Factors
Demand from STEM program

Timeline and activities to accomplish the objective: Fall 2017

Describe how objective will be assessed/measured: 10 to 12 recruited and trained tutors embedded in Winter and Summer terms – 14 to 16 Embedded tutors in Fall and Spring. Going forward 10 to 15 embedded tutors in Fall and Spring.

Comments: Funded by Equity and BSSOT

Objective #11
Objective:

Objective 10

Develop academic resources that support students in the pathways as they are implemented

Area/ Discipline/ Function Responsible: Tutoring

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Other Factors
Plan to implement pathways at SMC

Timeline and activities to accomplish the objective: Development synchronous to pathway deployment

Describe how objective will be assessed/measured: Active participation and collaboration in discussions and implementation of the pathways. Development of an integrated series of academic support targeted activities in tutoring, embedded tutoring, supplemental instruction and other specialized resources.

Comments: As of now the Dean of Learning Resources has not been asked to participate in any pathway implementation committee or activity. This jeopardizes the ability to plan academic support in a holistic and integrated way as well as to request the resources that will be necessary when pathways go live.

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Dean co-chairs the SISC committee of which the Interim Director of Supplemental Instruction and English-Math Tutoring is an administrator member. Both the Dean and the Interim Director of Supplemental Instruction and English-Math Tutoring are part of faculty hiring and promotion committees. The Dean also sits on the Distance Education committee as an administrator member.

The Interim Director of Supplemental Instruction and English-Math Tutoring was a part of the following:

Young Collegians Program interview process

Presented to Upward Bound students
Evaluations process committee CSEA
Student Instructional Support Committee
STEM TRANSFER Coachella
Hiring committee English/Philosophy/Math
Evaluation committee Philosophy /Math
Webinar. Post-election issues for Community College
EOPS advisory committee
Equity Committee/ Summit

Chaired the Student Appeals Hearing Committee

Distance Education Committee

DEPAC Facilities Committee

HR Professional development training series

Attended a presentation by Dr. Paul Nolting, Learning Specialist Math

This year, the Dean has engaged in collaborating with the Student Association on their food pantry project. The Dean has also organized student-centered creative activities (*A Day in the Life at SMC* collaborative photo-essay – and *Adopt a Square* chalk art contest) as part of the Spring 2017 Special Event series.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

The Dean attends the General Advisory Board to stay informed about the community needs and trends and plan for community services activities for Learning Resources. The Dean joined the statewide Council of Chief Librarians and attends the regional meetings.

The Interim Director of Supplemental Instruction and English-Math Tutoring has attended a series of conferences:

1. Directors training for Supplemental Instruction
2. Umoja conference
3. Conference Equity Pathways Sacramento
4. A2mend Conference
5. ACCCA Conference
6. NCORE annual Conference

Learning Resources does not have a budget for professional development, groups, or memberships. Aside from the Interim Director of Supplemental Instruction and English-Math Tutoring, no one has received funding.

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

N/A: we do not have program faculty in Learning Resources. Our coordinators are in constant contact with the Chairs of the Department they support in each of their disciplines as well as with the faculty from whom they seek instructional material, suggestions for improvement, references for tutors. Coordinators supervise student tutors and oversee the quality of service to all the students who attend their centers. As of November 2016, the coordinators have been asked to work as a team and involvement and collaboration with coordinators from all other centers (except Math) has been implemented on a weekly and systematic basis.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The program is in need of administrative assistance to keep the library center open and provide support for data gathering, collection, and reporting across the centers, particularly for the next couple of years, as the entire assessment apparatus is being created and implemented. The position was planned, along with an additional, much needed library staff member, without incurring additional cost, thanks to Learning Resources offer to repurpose the retired Associate Dean's compensation budget. This was

originally approved but the encumbered monies were later removed from the Learning Resources budget, consequently suppressing the possibility to staff the center and provide relief to the four library assistants. Request has been made for funding from the Equity grant as an alternative but no response has been received at time of submission of this document.

In order to better attract and support basic skills students as well as contribute to the school's effort to reduce equity gaps, we have created a help desk for students to find all the information they need in one place and be directed to the person most qualified to resolve their problems. As Learning Resources has been warned its budget may be drastically reduced by as much as 50%, funding for a few additional student workers has been requested from Equity. At time of submission of this document, Learning Resources has not received any response.

Should the AAI position not be funded, and funding of a few additional student work hours refused, the center would have to be closed in April. Benchmarking and assessment tools creation as well as continuous improvement measures implementation would be postponed until assistance becomes available.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The program is in need of funding for regular operations and instructional supplies for the centers, coordinators, and tutors as well as instructional equipment replacement (like microscopes). We opened a new tutoring center without any additional budget by repurposing equipment that was in the library. We did it as smartly and economically as possible but there is still a cost to the other students: we had to use the computer desks for instance and that meant relocating the machines on tables that were previously potentially used by students. Furthermore, these are not really appropriate for our instructional needs.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As mentioned above, the program needs an administrative assistant to provide assistance to the coordinators in the implementation and maintenance of the new data tracking, trending, and reporting systems necessary to produce the evidence required by institutional effectiveness and the departments' Chairs. Between managing the center and the student workers and tutoring, coordinators do not have the time or possibly the skills to systematically record the centers' activity and generate the analyses needed at the departments, division, and institution levels. To maximize its efficiency, this position was conceived as an administrative assistant and not a coordinator for the following reasons:

1. Most of what we need is administrative. To ensure the pedagogical functions in the center we have created a rotation of IAS and coordinators on a daily basis
2. AAI are less costly than coordinators. By opting for an AAI we could fund both that position and a circulation desk staff with one previous administrator's compensation.
3. Since this admin works in the library and the library is regularly short of 1 out of the 4 circulation desk staff, this person will be able to help with general tasks (for instance exchanging pay per print cards)
4. The center in the library is interdisciplinary, therefore it would not be efficient to have a

Coordinator who is by nature specialized in one of the areas such as humanities, languages, business, sciences etc.

4. List all current positions assigned to the program.

4 x 1 FTE Tutoring Coordinators including

.5 FTE Tutoring Coordinator + .5 FTE Tutoring Coordinator funded by Equity (Business)

1 FTE Media Resources Assistant

.6 FTE Media Resources Assistant

1 FTE Administrative Clerk

.5 FTE Administrative Clerk

.5 FTE Administrative Assistant II (shared with library)

1 FTE Student Services Specialist – Supplemental Instruction

.5 FTE Administrative Assistant II (for SI only)

1 FTE Interim Director of Supplemental Instruction and English-Math Tutoring

.25 FTE Dean overseeing Learning Resources, the Library, Distance Education, and Media and Reprographics.

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

The new initiatives of centralization and standardization of processes, practices, training, and assessment will result in the various services currently offered becoming an actual program with common goals and coherent strategies. This will facilitate increasing the awareness about tutoring and the various forms of academic support among not only students but also faculty and administrators. Students will find our centers more user-friendly and tutors will receive a progressive training akin to a professional experience. This should decrease tutor turn-over and attrition and optimize the use of financial and human resources all the while increasing the academic quality of the tutoring sessions. In conjunction with systematic and intentional collaboration with the Departments who wish to support their students thanks to all our resources, the objective is to target students who are high risk and identify means to support those that are disproportionally impacted sooner and on a larger scale. We are setting a growth objective at 10% in the next 2 years and 5% in the following 4 in our 6 year cycle in order to have a significant impact on student success and bridging the equity gaps. Learning Resources is planning for these changes by implementing a planning process that includes:

·	Micro-analysis of components that constitute the students' experience in each center

·	Scoring of level of accomplishment quality of each component per center

·	Definition of goals and objectives

·	Estimation of time to accomplish objectives and potential milestones for each center

·	Compilation of objectives and goals for all centers

·	Mapping of objectives to identify resource needs

·	Assignments of individual mission

·	Strategic plan draft

·	Branding and Marketing campaign

·	Marketing and awareness campaign roll out

·	Program Review March 2017

·	Survey and focus groups to establish benchmarks

·	Assessment tools and cycle practices definition and plan

·	Implementation

·	Assessment and Measures year 1, 2, 3, 4, 5

·	Analysis in year 5 (2022) and program review component gathering

In parallel to creating an assessment infrastructure and culture, Learning Resources has already started to improve the quantity and quality of communications and collaboration with faculty and has rallied the support of the departments that recognize the value of academic support outside their classrooms. The operational budget is not currently proportionate to the needs of our student population. It does not allow to provide the nature and type of help required to reduce remediation time, increase retention, decrease time to graduation, and bridge equity gaps to a population of over 30,000 students. Learning Resources hopes that the efforts its team is putting in updating its policies, upgrading its processes and tools, defining metrics to measure student and service outcomes, and responding to institutional mandates of accountability and transparency will help increase the faculty's systematic referral of students in distress earlier on.

Beyond the concrete steps Learning Resources has already taken that are mentioned above, our strategic plan consists in:

•	A training and reference manual common to all centers (except math unless objective 6 is

achieved) for the coordinators

• The inscription of the ALIS mission, philosophy, and core functions within an overall rethinking of the role of the Library per the current trend and evolution

• The transformation of the ALIS tutor training in an original and cutting edge program, leader in the CCC system and articulated around the following values: Vision, Integrity, Student Centeredness, Innovation, Respect, Service, Quality, Collegiality, Collaboration, Access, Diversity, Sustainability, Continuous Improvement

• A significant and demonstrable increase in academic and student services quality: under the ALIS philosophy, Learning Resources has identified five areas in which it has defined its new student outcome and student learning outcomes as follows:

Unit Outcomes

Service to Students: The Learning Resources team members will ensure that progress is gradually made every year towards offering tutoring services of the highest quality, as defined by an organic and evolving combination of the following criteria:

i. Outstanding tutoring offered in all major courses and along the pathways

ii. Access guaranteed for all types of students in alignment with departmental schedules

iii. Space equipped to be conducive to learning for all learning styles

iv. Separate quiet area for students to study and practice on their own in the Centers

v. Supplemental educational material and equipment available to students free of charge

vi. Copies of all major courses' textbooks in a Center's 'library'

vii. Space and furniture sufficient and ADA compliant

viii. Tutoring available via both walk-in and appointments

ix. Tutors trained and evaluated in a consistent, systematic and professional way

x. Regular professional development workshops and conferences for Coordinators

xi. Reciprocal, transparent, and sustainable collaboration with departmental faculty

Service to Departments: The Learning Resources administrators and Center Coordinators will use tools and processes to gather and analyze data to provide the departments with evidence-based reports on the Learning Resources Centers' activities and initiatives to better inform curriculum development and increase students' chances to succeed collaboratively.

Student Learning Outcomes

Contribution to Student Retention and Success: Tutors will assess and track what the student is taking away at the end of each tutoring session by having the tutee demonstrate their understanding of the main learning point via independent activities on the higher levels of the Bloom's taxonomy: application, analysis, evaluation, and creation depending on the relevance to each discipline and course.

Tutor Personal and Professional Growth: Learning Resources will create, update, and upgrade a cross-center, interdisciplinary series of academic trainings and andragogical/customer service workshops for students to become outstanding tutors as well as seek opportunities of regular professional development for Coordinators.

Global Citizenship and Equity: Learning Resources will promote an inclusive environment by seeking to attract a diverse and international body of student tutors and providing tutoring in a variety of languages.

•   The multi-disciplinary center that has been created in the library will start providing 'intrusive' academic support and serve at the locus of in-reach projects for Learning Resources members but also faculty, counselors, administrators etc.

•   A help desk will be created to direct students to the source of any information they need from day one and serve as a central location for activities related to students' well-being. For instance, the ALIS center reference desk is part of the food pantry logistical planning: we will store and distribute hygiene and baby products kits.

Eventually, Learning Resources hopes to serve as the organizational axis of all academic support projects on campus, many of which are functioning as 'outliers', so as to optimize the use of financial resources and maximize the impact on student success by providing an integrated comprehensive series of services.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Learning Resources will need to expand the ALIS center in the library as students who are in basic skills courses, at risk, on probation-dismissal, and overall below a 3.0 GPA etc. start taking advantage of our resources. We have a plan to do so, but will need to partition the room located right before the center, ideally with glass, to match the center and keep the ALIS spirit of inclusion and transparency.

In the meantime, we need to equip the center with appropriate furniture: smaller, modular tables on wheels so that the room can be configured easily to respond to the various needs of the students, faculty, administrators and events like the recent Foundation Board meeting.

We have equipped the center with 3 computers, two of which we obtained from the group of catalog access computers and added to the one used by the Associate Dean who retired. In addition to being used by tutors, IAs and students during sessions, these computers allow students access to PrepSTEP

the dynamic online learning platform we have just acquired. It provides hundreds of self-guided activities, development materials, and free eBooks in all our disciplines, among others educational interactive resources. These computers have also been set up with the specialized software in the Science center to serve as back up when the part time permanent staff is absent on Saturday and we then have to close the Science LRC. We would like to add another 3 computers, 2 of which we would like to be equipped with software for students with learning disabilities per the guidelines of the High Tech Training Unit of the CCC.

http://www.htctu.net/trainings/manuals/tutorials/ldsoft/document/sssld_d.pdf

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We have currently trained our coordinators on the new software internally, basically learning how to build the plane while flying it. Hours of training on WCOnline and PrepStep, and assessment tools and techniques are taken from daily duties. As we are collaborating with DSPS counselors to add a module to train our tutors on better responding to the needs of students with disabilities, we will also help our coordinators become better informed. We have requested funding to offer a "Train the Trainer" workshop in Cultural Proficiency for the coordinators and the library assistants, who in turn would train our tutors and student workers from Equity, but it has not been approved. We need to train our coordinators in that area as well as have a program for them to improve their technical skills. To support their acquiring the competence needed to follow the evolution of tools and practices, coordinators should be able to attend one conference on academic support a year, on a rotation basis. None of our coordinators has been given any opportunity for professional academic training in their field in the past six years.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

The overall budget for tutoring is not proportional to the size of the student population for our services to contribute to student sucess and equity to the full extent of their capabilities. Additional monies therefore should come from categorical funding. While 1.5 FTEs are currently funded, learning resources needs more funding from Equity whose sole purpose is to increase "access, completion, ESL and basic skills completion, degrees, certificates, and transfer for all students" the very mission of tutoring as well. However funding decisions are paradoxical: monies are granted for Supplemental Instruction, which is needed and welcomed, but to a lesser extent, yet refused for tutoring, although it has an impact on a much broader population and range of disciplines. As we grow and try to provide an increasingly more efficient service, staffing should be built in the Equity plan and BSSOT – or future equivalent – grants.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Learning Resources is seeing a shift in the objectives, goals, purposes and means the department is giving itself to greatly improve the quality of its services and the impact they have on students' learning, retention and success as well as on tutors' sense of worth among their SMC community, self-confidence, and customer service or pedagogical skills. In the past 4 months, the Coordinators have been asked to provide a massive effort not only because of the amount and type of work they have had to deliver but also in terms of their willingness to examine, rethink, modify and improve practices that have remained unexamined, much less challenged, for years. All of them, except for math, have embarked on this process with an open mind and a remarkable will to learn a series of processes, tools,

applications, and assessment practices in a very short amount of time all to benefit the students' and the institutional effectiveness' benefit. While such effort will naturally gradually decrease as the phases of the improvement plan are implemented, the quality targeted and its sustainability over the long term will necessitate the commitment of the departments and the support of the administration.

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The program review process per se is extremely thorough and a highly efficient tool to guide teh department's self-study. However it seems that 6 year is too long a cycle to allow for regular and incremental improvement if, as in this case, yearly reviews simply roll over past information.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support