



Welcome to Program Review

College of Alameda - 2019

LRNRE - Learning Resource Center (LRC) - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the college's mission.

The overarching mission of the Learning Resource Center is to create and maintain a collaborative learning community environment (1) to provide centralized access to programs and services, to succeed in their academic endeavors, including the development of learning skills and attitudes for effective performance in the college environments as well as the enhancement of their learning experience. The LRC will provide instructional support to faculty in the classroom. In furtherance of these goals, the Learning Resource Center will maintain an effective, comprehensive and integrated array of programs and services, including assessment, individual and small-group peering tutoring, personalized computer-assisted tutoring, and computer-assisted supervised tutoring arrangements linked to specific courses.

To this end, the specific functions of the Learning Resource Center are to:

1. Maintain a well-organized, efficient and accountable Learning Resource Center to house programs and services to support student learning.
2. Provide personalized assessment and placement services designed to accurately discover and serve the needs of individual students.
3. Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
4. Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk student.
5. Provide computer-assisted learning support in the Writing Center, Basic Skills Lab and ESL Lab that addresses the specialized needs of the student populations served by each of those labs.
6. Include in all LRC activities the component of fostering and promoting good study skills and interpersonal relations skills.
7. Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.
8. Provide free access to, and assistance in accessing, the world of the Internet and World Wide Web as well as the benefits of other technological advances to students who do not have such access available to them at home.
9. Integrate learning support programs and services with all areas and efforts within the college community.

Unique features of the LRC are:

- Online tutor training course and bi-annual professional tutors' retreat
 - Free online tutoring through Upswing
 - Our presence in the Science Annex
 - Scheduled workshops and on-going study groups
 - Study groups and workshops for specific basic skills class sections
 - LRC, Moodle, LRC/Library orientations for ESL and other interested instructional areas
- The Learning Resource Center (LRC) aligns with the College of Alameda mission statement by likewise serving the needs of our diverse students through flexible programs and services

Program Total Faculty and/or Staff

Full Time

Patricia Nelson
Anna O'Neal

Part Time

Kylah Oh
Johanna Carranza
Ely Gwln

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

Open Lab (L202E) 24 student computer (PC) workstations and printing station. Used for all school-related computer access needs.

Math Lab (L202F) 8 student computer workstations, 5 individual and group work tables, and instructor workstation, and cabinetry for textbook and supply storage. Used for tutoring and homework.

Writing Center (L202D) 8 student computer workstations, 6 individual and group work tables, 4 small carrels, an instructor workstation, and bookshelves. White- and chalkboards. Used for tutoring and homework.

Science Annex 4-5 computers. Used for tutoring and homework.

Work Room and quiet space (L202C) 2 staff computer workstations, overhead storage cabinetry, worktables for distraction-free tutoring and staff workspace. Whiteboard. Used as overflow space.

Coordinator's Office (L204)

Staff Break Area (L202A)

Supplemental Instruction Classroom (L226) 2 U-shaped tables with chairs, 6 small carrels (5 with computers), storage, and whiteboard w/projector and computer. Used for supplemental instruction.

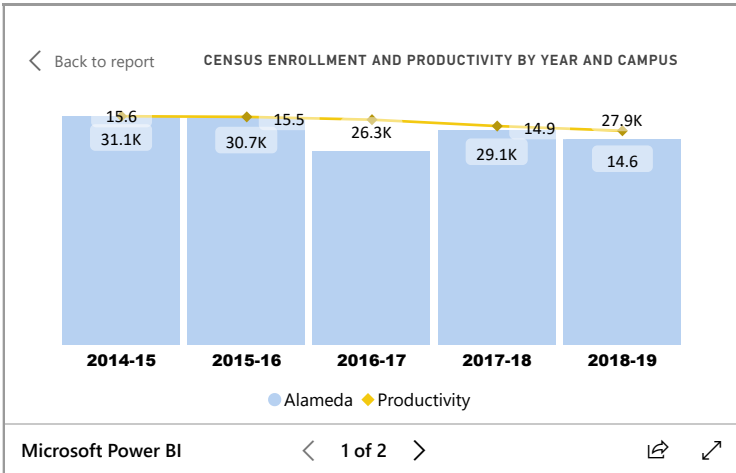
Reception two staff computer workstations, countertop workspace, storage. Two reception tables, tutor mailboxes, timekeeper computer.

Tutoring Carrels 6 4-person for one-on-one tutoring, 1 8-person for study groups and small workshops, 4 countertop workspaces with electricity.

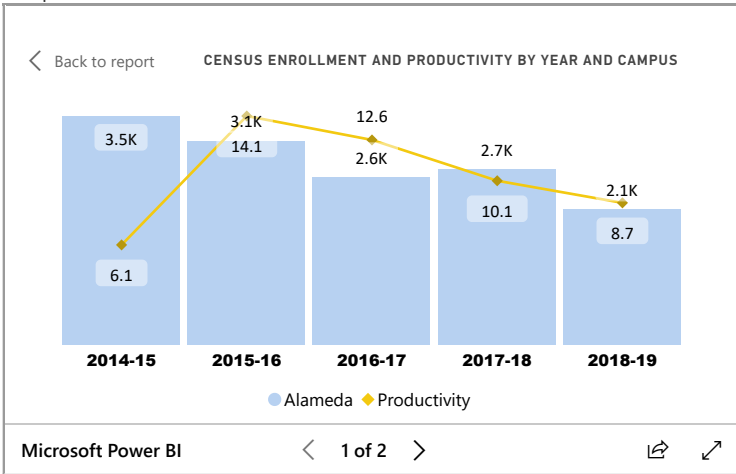
Enrollment Trends

College Level - Program and Department comparison

Chart



Compare



Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your subject area? What factors could be attributing to this trend?

Enrollment: 15-16 = 8%, 16-17 = 8%, 17-18 = 8%, 18-19 = 6%
 FTES: 15-16 = 1%, 16-17 = 1.5%, 17-18 = 1%, 18-19 = .9%
 FTEF: 15-16 = .1%, 16-17 = .2%, 17-18 = .3%, 18-19 = .1%
 Productivity: 15-16 = 1089%, 16-17 = 533%, 17-18 = 299%, 18-19 = 528%

For three years, LRC consistently served 8% of the student population (around 1% of the college's FTEF); in 18-19 the percentage dropped to 6% (.9% of FTEF). It's clear that the loss of BS programs and other initiatives have directly affected LRC. Without sufficient staffing (faculty, classified, and student), LRC does not have the capacity to sustain impactful past practices of outreach at the onset of the pandemic. LRC cannot offer as many workshops and group sessions, which reduces the number of students we can serve.

In looking at the FTEF to Productivity ratio, faculty LRC assignments are an excellent return on investment, even in terms when the FTEF is a relatively high percentage of campus FTEF (15-18%).

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Flex Day retreats: Tutors attend 6 hour paid training that includes Reading Apprenticeship practices and routines, diversity/inclusion training, and team building.
 Tutor Training Courses/Certificate: All tutors are required to complete LRNRE 502A: Tutor Training I during their first term of employment as a condition of continued employment. During their first term, tutors are responsible for student learning, and tutoring techniques. Tutors may elect to complete LRNRE 502B and C to earn a Certificate of Competency in Tutor Training. All courses include practicums in which tutors receive observation and evaluation.

How is technology used by the discipline, department?

The LRNRE 502 courses are taught online through Canvas.
 All labs have computers, and all tutors are competent in common educational applications.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and online?

We use the OEI rubric for development and evaluation of online courses and attend LAP conferences for training and methodology.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requests, leave the boxes blank.

Improvement Actions		Improvement Action
Improvement Action		
Action Item	Description	To be completed By
Increase enrollment	Bring enrollment in LRNRE 501 back up to 8%	8/24/2020
Responsible Person		
Anna O'Neal		

Resource Request		
Personnel	Classified Staff	
% Time	Description/Justification	Estimated Annual Salary Cost
50		6549
Estimated Annual Benefits Costs	Total Costs	
457	7006	

Resource Request		
Personnel	Student Worker	
% Time	Description/Justification	Estimated Annual Salary Cost
	More embedded tutors and training.	40000
Estimated Annual Benefits Costs	Total Costs	
	40000	

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that need to be updated or deactivated, and specify when your department will update each one, within the next three years.

Name	Last updated date	Semester and Year
To be updated on	To be deactivated on	

LRNRE 503 - Writing Support Workshop	Fall
	2016 - 17
1/20/2020	
Non-Credit	
LRNRE 505 - Transition into Community College	Spring
	2017 - 18
LRNRE 502B - Tutor Training II	Spring
	2018 - 19
LRNRE 502C - Tutor Training III	Spring
	2018 - 19
LRNRE 511 - Study Skills Workshops	Spring
	2018 - 19
LRNRE 504 - Technology Support Workshops	Fall
	2017 - 18
LRNRE 502A - Tutor Training I	Spring
	2018 - 19

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

Going to update all LRNRE 500 series courses (except 501 and 505) for uniform hours and grading in Spring 2020 and update Pathway to Success program to include more noncredit courses

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions, leave the boxes blank.

Improvement Actions		Improvement Action	
Improvement Action			
Action Item	Description		To be completed By
Update curriculum	update all LRNRE 500 series courses (except 501 and 505) for uniform hours and grading in Spring 2020 and update Pathway to Success program to include more noncredit courses		3/31/2020
Responsible Person			
Trish Nelson			

Resource Request			
Personnel	Part-time Faculty		
% Time	Description/Justification		Estimated Annual Salary Cost
	LRC Instructor		6563
Estimated Annual Benefits Costs	Total Costs		
1159	7722		

Resource Request			
Personnel	Part-time Faculty		
% Time	Description/Justification		Estimated Annual Salary Cost
	LRC Instructor		6563
Estimated Annual Benefits Costs	Total Costs		
1159	7722		

Instruction - Assessment

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on what students will demonstrate or possess as a result of instruction.

Course	Student Learning Outcomes (SLO)	Last date Assessed
Planned Assessment Date	Attachments	
LRNRE 501 - Supervised Tu	Use LRC services consistently.	
5/22/2020		

LRNRE 501 - Supervised Tu

Demonstrate self-reliance by choosing appropriate resources.

5/22/2020

LRNRE 501 - Supervised Tu

Apply time management as a study skill.

5/22/2020

LRNRE 503 - Writing Suppor

Select and apply appropriate prewriting techniques

LRNRE 503 - Writing Suppor

Select and apply appropriate writing techniques based on assigned task

LRNRE 503 - Writing Suppor

Apply self-editing techniques

LRNRE 505 - Transition into

Develop ability in application completion using technology.

5/22/2020

LRNRE 505 - Transition into

Identify and select appropriate resources.

5/22/2020

LRNRE 505 - Transition into

Demonstrate problem-solving and critical thinking skills when presented with an institutional challenge.

5/22/2020

LRNRE 502A - Tutor Training

Relate to others in stressful situations.

5/22/2020

LRNRE 502A - Tutor Training

Express the impact of workplace ethics on colleagues, clients, and personal goals.

5/22/2020

LRNRE 502A - Tutor Training

Demonstrate understanding of terms of employment and maintain a position in an educational setting for at least one semester.

5/22/2020

LRNRE 502B - Tutor Training

Apply techniques to develop effective behavior in others.

5/22/2020

LRNRE 502B - Tutor Training

Use effective questioning techniques to guide knowledge discovery.

5/22/2020

LRNRE 502B - Tutor Training

Develop awareness of resource location and referral techniques

5/22/2020

LRNRE 502C - Tutor Training

Manage groups of peers and students.

5/22/2020

LRNRE 502C - Tutor Training

Develop and maintain an environment conducive to learning.

5/22/2020

LRNRE 504 - Technology Su

Use email and social media for effective, respectful communication.

LRNRE 504 - Technology Su

Use internet searches to effectively research questions related to personal, civic, and professional life.

LRNRE 504 - Technology Su

Produce high quality files using word processing applications.

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

Faculty, Classified Professionals and Tutors work together to develop surveys to assess Supervised Tutoring, collate and analyze the data. Faculty and Classified Professionals work together to assess Tutor Training. LRNRE 503

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

During the last assessment cycle, we found that the increased early visits to classrooms directly impacted enrollment in LRNRE 501 in two ways: students registered earlier in the term and returned more frequently. However, with loss of BSSOT support for both classified front desk staffing and tutor hours

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curricunet Meta.

LRNRE 501 SLOs are our PLOs.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment action plans?

None at this time.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions, leave the box blank.

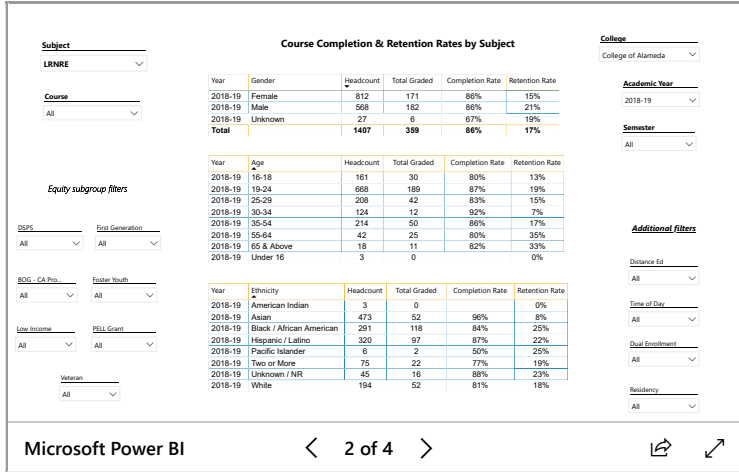
Improvement Actions

Choose your Action

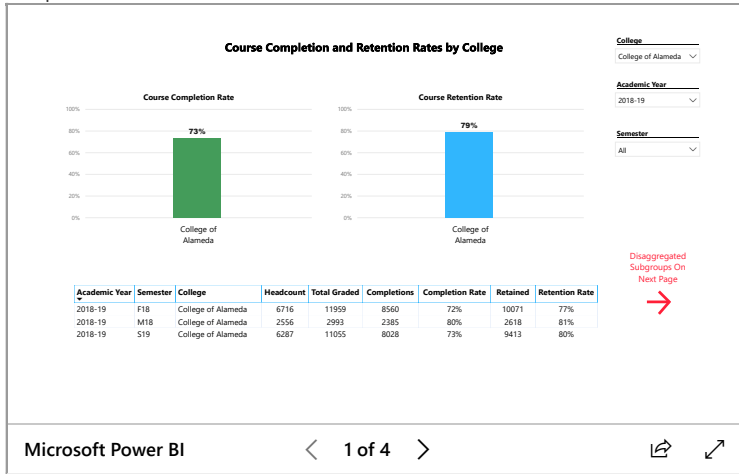
Course Completion

College Level - Program and Department comparison

Chart



Compare



Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name: 2016 - 17 Completion Rate (%) 2017 - 18 Completion Rate (%) 2018 - 19 Completion Rate (%)

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

- Age: Yes No
- Ethnicity: Yes No
- Gender: Yes No
- Foster Youth Status: Yes No
- Disability Status: Yes No
- Low Income Status: Yes No
- Veteran Status: Yes No

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

LRNRE 501 is an open entry-open exit ungraded noncredit course. It has no completion data.

LRNRE 502 has very low enrollment; equity data does not really apply. However, we can see the need to recruit from a more diverse group of students. We hope that the Umoja program

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The enrollment in the course is so low each term, that we actually know why individual students don't complete LRNRE 502. The most common reasons for students to drop are finding another job or changing schools.

What has the discipline, department, or program done to improve course completion and retention rates?

(This applies to LRNRE 502 only) Faculty teaching the course reaches out regularly (usually 3 times/term) to LRC Classified Professionals who then contact students directly. This has been

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvements, leave the boxes blank.

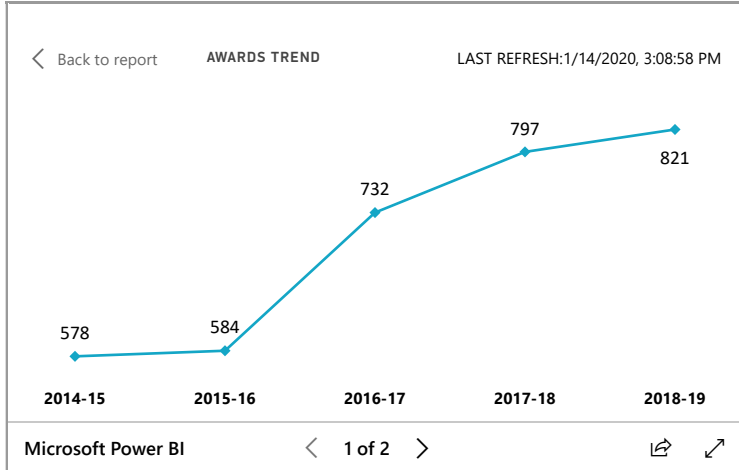
Improvement Actions

Choose your Action

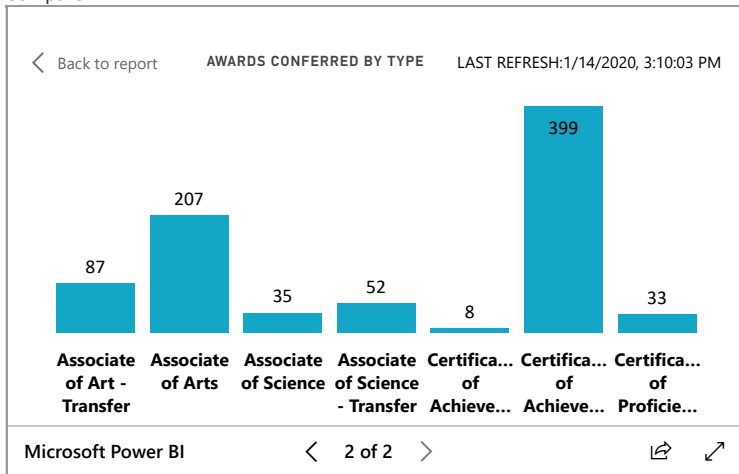
Degrees and Certificates

College Level - Program and Department comparison

Chart



Compare



What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded.

Tutor Training Certificate was not approved until Fall 2019; Pathway to Academic English and Pathway to Success certificates have been approved, but courses have not yet been scheduled (student input on how to schedule).

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Offer the courses and update programs to include more courses.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions, leave the boxes blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item	Description	To be completed By
Schedule Courses	Need to schedule ENGL and LRNRE courses in the certificates	1/20/2020
Responsible Person		
Patricia Nelson		

Resource Request

Personnel	Full-time Faculty	
% Time	Description/Justification	Estimated Annual Salary Co
20	Stefanie Ulrey has the first right of assignment to ENGL 540 and 541 per PFT contract as course developer.	13126
Estimated Annual Benefits Costs	Total Costs	
2318	15444	

Resource Request

Personnel	Full-time Faculty	
% Time	Description/Justification	Estimated Annual Salary Co
10	Vinh Phan has agreed to develop and teach LRNRE 508 Study Skills course	13126
Estimated Annual Benefits Costs	Total Costs	
2318	15444	

Resource Request

Personnel	Full-time Faculty	
% Time	Description/Justification	Estimated Annual Salary Co
30	Patricia Nelson has the first right of assignment to LRNRE 503, 504 and 506 per PFT contract as course developer.	39378
Estimated Annual Benefits Costs	Total Costs	
6950	46328	

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time

Department Chairs, Curriculum Committee, Guided Pathways, AB 705, Professional Development workshops

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Trish is our point of collaboration with English, ESOL, and Mathematics. Anna collaborates with MESA/Science Annex, ESOL, and Mathematics. Both collaborate with Student Services (Co

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are invited to all training retreats; Math, ESOL, and ENGL part time faculty have conducted tutor trainings.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement blank.

Improvement Actions Choose your Action

Resource Request Summary

Total Cost: \$139666
 Total Resource Request: 7

Instruction Personnel		Choose your Action		Description/Justification
Type	% Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Part-time Faculty 6563	1159			LRC Instructor 7722
Part-time Faculty 6563	1159			LRC Instructor 7722
Full-time Faculty 13126	20			Stefanie Ulrey has the first contract as course developer 15444
Full-time Faculty 13126	10			Vinh Phan has agreed to o 15444
Full-time Faculty 13126	2318			
Full-time Faculty 39378	30			Patricia Nelson has the fir per PFT contract as course 46328
Classified Staff 6549	6950			7006
Student Worker 40000	50			More embedded tutors ar 40000
	457			
		Sub-Total: \$139666		

Professional Development
 No Resources found for this category

Technology and Equipment
 No Resources found for this category

Supplies
 No Resources found for this category

Facilities
 No Resources found for this category

Library
 No Resources found for this category

Other
 No Resources found for this category

Engagement
 Personnel
 No Resources found for this category

Professional Development
 No Resources found for this category

Technology and Equipment
 No Resources found for this category

Supplies
 No Resources found for this category

Facilities
 No Resources found for this category

Library
 No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Patricia Nelson and Anna O'Neal

Please enter the name of the person submitting this program review.

Anna O'Neal