

College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

I. Overview			
BI Download:	11/3/2015	Dept. Chair:	Anna O'Neal, Trish Nelson
Subject/Discipline:	Learning Resource Center	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	<p>The mission of the Learning Resources Center is to create and maintain a collaborative learning community environment</p> <p>(1) to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors, including the development of learning skills and attitudes for effective performance in the college environment as well as the enhancement of thinking abilities and knowledge base, and</p> <p>(2) to provide instructional support to faculty in the classroom.</p> <p>In furtherance of these goals, the Learning Resource Center maintains an effective, comprehensive and integrated array of programs and services providing individual needs assessment, individual and small-group peer tutoring, personalized computer-assisted tutoring, and computer-assisted supervised tutoring arrangements linked to specific courses.</p>		

II. Enrollment –

NOTE: For this and sections below, District-provided spreadsheets did not include data specific enough to the LRNRE 501 course/LRC program, so all data was hand-culled from the BI Tool on the date above.

Enrollment		Fall12	Fall12	Fall12	Fall12	Fall12	Fall12	Fall12	Fall12
Catalog	Description	CENSUS	RESD FTES	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
LRNRE:501	SUPERVISED TUTORING	1032	0	0	0	0	0.128	0.128	0
LRNRE:501	SUPERVISED TUTORING	483	0	0	0	0	0	0	
	Total	1515	0	0	0	0	0.128	0.128	0
		Spring13	Spring13	Spring13	Spring13	Spring13	Spring13	Spring13	Spring13
LRNRE:501	SUPERVISED TUTORING	1042	0	0	0	0	0.185	0.185	0
LRNRE:501	SUPERVISED TUTORING	306	0	0	0	0	0	0	

	TUTORING									
	Total	1348	0	0	0	0	0.185	0.185	0	
		Fall13								
LRNRE:501	SUPERVISE D TUTORING	1026	0	0	0	0	0	0	0	
LRNRE:501	SUPERVISE D TUTORING	437	0	0	0	0	0	0	0	
	Total	1463	0	0	0	0	0	0	0	0
		Spring1 4								
LRNRE:501	SUPERVISE D TUTORING	1029	0	0	0	0.16	0	0.16	0	
LRNRE:501	SUPERVISE D TUTORING	312	0	0	0	0	0	0	0	
	Total	1341	0	0	0	0.16	0	0.16	0	
		Fall14								
LRNRE:501	SUPERVISE D TUTORING	1026	6.96	7.41	0	0	0.107	0.107	69.407	
LRNRE:501	SUPERVISE D TUTORING	167	1.14	1.24	0	0	0	0	0	
	Total	1193	8.1	8.65	0	0	0.107	0.107	69.407	
		Spring1 5								
LRNRE:501	SUPERVISE D TUTORING	1031	0	0	0.067	0	0.16	0.227	0	
LRNRE:501	SUPERVISE D TUTORING	195	0	0	0	0	0	0	0	
	Total	1226	0	0	0.067	0	0.16	0.227	0	

NOTE: Fall 2014 was the first term we tracked FTES using Passport. Due to an egregious administrative error on the part of the faculty in charge, FTES was not reported for Spring 2015. A system has been put in place to ensure this does not recur.

Enrollment Trends											
Term	SCTN	First 5 Weeks	Week 06	Week 07	Week 08	Week 09	Week 10	Week 11	Week 12	Week > 12	Total
Spring 2015	2042795	6	2	2	1		3	7	336	678	1035
	2042797	1							1	1	3
Fall 2014	2039841	3		1	2	1	1	1	1	1020	1030
	2039843									1	1
Spring 2014	2036135	21	2				3	11	318	677	1032

Spring`14												
ID	CAT	CENSUS	RETAINED	% RETAINED	SUCCESS	%SUCCESS	FTES TOTAL	FTEF TOTAL	FTEF CONT	FTEF EXSV	FTEF TEMP	PRO D
2036135	LRNRE:501	1029	0		0		0	0.16	0	0.16	0	 0
2036136	LRNRE:501	312	0		0		0	0	0	0	0	
Total		1341	0	0	0	0	0	0.16	0	0.16	0	0
Spring`15												
ID	CAT	CENSUS	RETAINED	% RETAINED	SUCCESS	%SUCCESS	FTES TOTAL	FTEF TOTAL	FTEF CONT	FTEF EXSV	FTEF TEMP	PRO D
2042796	LRNRE:501	1031	0		0		0	0	0	0	0	 0
2042799	LRNRE:501	195	0		0		0	0	0	0	0	
Total		1226	0	0	0	0	0	0	0	0	0	0

IV. Faculty –

NOTE: Data not available from BI downloads.

Full-time/Part-time

		Fall 2014	Fall 2014
		Employee Count	Employee Count (%)
LRC Total		2	100.00%
	Tenured/Tenure Track	1	50%
	Temporary	1	50%

Age

		Fall 2014	Fall 2014
		Employee Count	Employee Count (%)
LRC Total		2	100.00%
	18 to 34		
	35 to 39	1	50%
	40 to 44		
	45 to 49		
	50 to 54	1	50%
	55 to 59		

	60 to 64		
	65 to 69		
	70+		
Ethnicity		Fall 2014	Fall 2014
		Employee Count	Employee Count (%)
LRC Total		2	100%
	African-American	0	
	Asian	0	
	Hispanic	0	
	Multi-Ethnicity	1	50%
	Pacific Islander	0	
	Unknown	0	
	White Non-Hispanic	1	50%
Gender		Fall 2014	Fall 2014
		Count	(%)
LRC Total		2	100.00%
	Male	1	66.67%
	Female	1	33.33%

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

NA

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Through LRNRE 501, LRC labs, tutoring, workshops and course-specific study groups are all designed to address the needs of basic skills and transfer students across the curriculum. Furthermore, all supplemental instruction is developed to increase course retention and success in conjunction with individual instructors (particularly in basic skills) and special programs.

VI. Course SLOs and Assessment	
	Fall 2015
Number of active courses in your discipline	1
Number with SLOs	1
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	1
% Assessed/SLOs	100%
Describe types of assessment methods you are using Data analysis from Passport and data analysis from SARS. We will administer our first student survey in Fall 2015.	
Describe results of your SLO assessment progress Passport data analysis is accurate and clearly tracking the measure of our efforts in early registration and student awareness of services. SARS data output is “clunky” and requires a high degree of hand-manipulation. However, it is probably sufficient to track the measure of persistence in a general sense. Tutors took part in creating the student survey, and we are enthusiastic about their interest in our SLO assessment processes.	
Describe how assessment results and reflection on those results have led to improvements. Analysis of Passport data shows that students are registering for LRNRE 501 earlier in the term, but not at the rate we’d like to see. There are two components to this: one is that we’ve set our preferred “register by” date to the Census Day, and it might be more realistic to target the mid-term date, as many students may not require services before then. The other is that as we increase tutors doing in-class presentations, the earlier registration rated DO climb. We have also added offering in-class presentations to courses outside English, Math and Science to include all courses with writing and mathematics components. In Fall 2015 we have begun a workshop flyer campaign in faculty boxes as well as static calendar displays on campus. We will continue in-person advertising and professionalize the workshop and other advertising.	

VII. Program Learning Outcomes and Assessment	
	Fall 2015
Number of degrees and certificates in your discipline	0
Number with Program Learning Outcomes	N/A
Number assessed	N/A
% Assessed	N/A
Describe assessment methods you are using N/A	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. N/A	

VIII. Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Learning Resource Center

Contact Person: Anna O'Neal

Date: 11/4/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	2 unit lab assignments for one Math faculty and one Science faculty Continued release time for curriculum development (LRNRE non-credit course) Beginning Fall 2016, faculty assignments to non-credit LRNRE courses	1	± 20,000	3, 5, 6	A.2, A.4, C.2
Human Resources: Classified					
Human Resources: Student Workers	Additional tutors to embed in Basic Skills courses, and to provide weekly study groups specific to those courses.	1	\$20,000.00		A.2, A.4, C.2
Technology	Writing skills development software in the Writing Center	4	\$2,000.00		A.2, A.4, C.2
Equipment	Laptops (or Surface-type computers) for math workshops	3	\$8,000		A.2, A.4, C.2
Supplies	LRC uniforms - blue vests and t-shirts with logo (assists students in identifying LRC staff on campus for outreach)	2	\$3,000		A.4, C.2
Facilities					
Professional Development					
Other (specify)					

IX. Alignment of Goals Template

College: _____ College of Alameda _____

Discipline, Department or Program: ___ Learning Resource Center, LRNRE 501 _____

Contact Person: _____ Anna O’Neal _____

Date: ___ 11/4/2015 _____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Staff labs with faculty during peak hours to provide tutor guidance, individual tutoring, and oversee workshops/group study	Mission, Vision, ILOs 1, 3, and 5	A.1, A.4, C.2
2. Develop non-credit support courses for Writing Across the Curriculum, Mathematics, and ESL-to-English Transition	Mission, Vision, ILOs 1, 2, 3, and 5	A.1, A.4, C.2
3. Maintain Writing Center workshop schedule, increase Math workshops, and increase course-specific study groups in Basic Skills courses and Sciences.	Mission, Vision, ILOs 1, 2, 3, and 5	A.1, A.4, C.2
4. Increase outreach through more in-class presentations and professionalized advertising	Mission, Vision, ILOs 1, 3, and 5	A.1, A.4, C.2
5.		
6.		
7.		
8.		

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>