Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU).** Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

Learning Resource Center	▼

Q102. Please select the Program Type:

◉ Instructional

○ Student Services

○ Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Trish Nelson and Anna O'Neal

Q103. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q3. Please provide the mission statement for your program:

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 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 environments as well as the enhancement of thinking abilities and knowledge base, and (2) to 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 providing individual needs 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.

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

10/2016

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AUO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on your program's APU home page.

	PCCD goal advanced upon completion (#)	COA goal advanced upon completion (#)	Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)
Assessment				
The Learning Resource Center (LRC) has the student learning outcomes (SLOs) published on the College of Alameda, LRC website: http://alameda.peralta.edu/learning-resource-center/. Also, the SLOs are displayed in every learning lab: the Writing Center/Language Lab, Math Lab, and Open Lab. These outcomes are: 1. Use LRC services consistently. 2. Demonstrate self-reliance by choosing appropriate resources. 3. Apply time management as a study skill. By following these guidelines, students should become independent, make relevant decisions and manage their time efficiently. These skills can transfer to the educational goals and workforce.				
Curriculum (if applicable)				
Instruction (if applicable)				
Student Services and Student Equity				
Professional Development, Institutional and Professional Engagement, and Partnerships				

Other Program Improvement Objectives or AU Outcomes				

Other Program Improvement Objectives or AU Outcomes				

Q106. Please review and reflect upon the data for your program (see Data Dashboards on the left of the COA Program Review home page). Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

Q107. Using the **Enrollment Data Dashboard**, review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

> The LRC demographic data shows the population of students we serve to be consistent with the percentages of students enrolled in the college as a whole. Interestingly, the percentage of students in the "Unknown/NR" category is higher than any other single racial demographic, implying that this demographic data is unreliable. Revised demographic info requested.

Q108. Using the **Enrollment Data Dashboard**, review and comment about any changes in enrollment by course.

> Supervised Tutoring shows a dramatic drop in enrollment in Spring 2017, by as many as 300 students. Factors affecting this number include tutoring at the Science Annex that may not be accurately reported due to insufficient supervision and confusion regarding the MESA "program," and generally lower enrollment that term.
>
> Tutor Training is a new course (Fall 2016), and enrollment is dependent on the number of new tutors hired in any given semester. However, the numbers appear consistent.

Q109. Using the **Productivity Data Dashboard**, review and comment on any changes in the productivity of your program and courses.

> LRNRE 501: All data sets are null, as this is a non-credit, non-transcripted course which is included in the instructor of record's LRC assignment.
> LRNRE 502: Not a choice on the dashboard.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

N/A

Q111. Using the **Course Completion** and Retention Data Dashboards, review and comment on any changes in the completion and retention rates of your program's courses.

LRNRE 501:
English Course Success Rate for COA as a whole, 2016-17: 57%
English Course Success Rate of LRNRE 501 students in 2016-17: 72%
English Course Retention Rate for COA 2016-17: 64%
English Course Retention Rate of LRNRE 501 2016-17: 85%
We don't have previous data for comparison with these figures, however it would appear that enrollment in LRNRE 501 has a significant positive impact on students enrolled in English courses in both success rates and retention rates.

MATH Course Success Rate for COA as a whole, 2016-17: 62%
MATH Course Success Rate of LRNRE 501 students in 2016-17: 68%
MATH Course Retention Rate for COA 2016-17: 71%
MATH Course Retention Rate of LRNRE 501 students 2016-17: 87%
We don't have previous data for comparison with these figures. However the impact of LRNRE on Math students, particularly with respect to retention is significant.

ESL Course Success Rate for COA as a whole, 2016-17: 86%
ESL Course Success Rate of LRNRE 501 students in 2016-17: 89%
ESL Course Retention Rate for COA as a whole, 2016-17: 89%
ESL Course Retention Rate of LRNRE 501 students in 2016-17: 96%
We don't have previous data for comparison with these figures. The impact of LRNRE 501 on ESL figures is less than English or Math, yet still - in relationship to retention at least - significant.

What is of interest here is that the actual figures with respect to retention are in direct conflict with students' self-reported thoughts (SLO assessment) about the effect of LRC use on their likelihood to drop a course.

LRNRE 502: Success is on par with campus success. IA intervention was essential to reach even this modest success rate.

Q112. Using the **Course Completion** and Retention Data Dashboards, review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

LRNRE 502: There is no comparative data for this course, as it is only offered online (and it's the first AY we've offered it).

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

The additional funds provided by the BSSOT Grant have had significant impact on services we can offer.

Q114. Using the **Equity Data Dashboards**, please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here?

◉ Yes
◯ No

Q115. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

LRNRE 502: African-American and Hispanic/Latino are more successful in this course than White or Asian students. Asian students have a lower than campus average success rate, possibly because so many of them are International students and lack the English skills necessary for course completion.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

Two non-credit courses, LRNRE 503 and 504, were added to our inventory based on the BSSOT Grant plan which was developed using equity data.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

⦿ Yes
◯ No

Q118. Please identify the assessment used.

Student survey

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

This question was not displayed to the respondent.

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

[LRC SLO For 2017 APU.pdf](LRC SLO For 2017 APU.pdf)
115.9KB
application/pdf

Q121. Please evaluate your program's progress on assessment. What are the plans for futher assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

All SLO/PLOs are being assessed in the spring of each academic year. 2016-17 was our second AY using a student survey. We intend to refine the survey even further, with the involvement of Math faculty, and continue in the pattern established.

Q124. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

Staff and Faculty coordinators, along with IAs when we have them, meet at the beginning and end of each AY to review assessment methodology and results, and make changes as needed to assessment instruments and tutor training.
Evidence of the dialog in yearly iterations of instruments and training materials.

Q123. Describe your plans for improvement projects based upon the assessment results.

Continue to add non-credit courses and workshop series based on student need as determined by the revised Spring 2018 student survey.

Q125. Attach evidence of these assessment results (the assessment report from Taskstream, departmental meeting notes, or the assessment spreadsheet showing these results).

Q126. Is your program one of the below?

○ CTE program

○ Counseling Department

○ Library Services

○ Student Services or Administrative Unit

● None of the Above

Q128. **For CTE Programs:** Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

This question was not displayed to the respondent

Q129. Is your CTE program working with a Deputy Sector Navigator?

This question was not displayed to the respondent

Q130. Briefly describe your CTE programs' work with the Deputy Sector Navigator?

This question was not displayed to the respondent

Q131. Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

This question was not displayed to the respondent

Q132. **For Counseling:** What has the counseling department done to improve course completion and retention rates? What is planned for the future?

This question was not displayed to the respondent

Q134. What is the counseling department planning to do to improve course completion and retention rates in the future?

This question was not displayed to the respondent

Q133. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

This question was not displayed to the respondent

Q135. **For Library Services:** Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update.

This question was not displayed to the respondent

Q136. Please fill in the information below re Library Services:

This question was not displayed to the respondent

Q146. Please find the Prior-Year Resource Utilization Self-Evaluation Template in your Program Review home page, review your expenditures for 2016-17 and complete the form. Upload it here when you are finished.

xLRC Prior-Year-Resource-Utilization-Self-Evaluation-Fall 2017 APU.xls
43KB
application/vnd.ms-excel

Q140. **Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: 2 Instructional Assistant (permanent) (1 ESL/English 25 hrs/wk) (1 Math/Science 40 hrs/week)	Yes	Offer Academic Excellence Workshops through our Math Engineering Science Achievement (MESA) program design and deliver a series of non-credit classes/workshops targeted for basic skills students.	Yes	Yes	3, 5	A, C
		English and math faculty will develop non-credit course sequences to support				

Request 2: Faculty .5 FTE Coordinator .2 Math Lab .2 ESL	Yes	To support students with open-entry, open-exit basic skills workshops in discipline-specific and cross-discipline skill areas, including grammar/sentence power, computer literacy, electronic communication, and study skills. And Collaborate with Counseling, Math and English in development of pre-placement success program a week-long "Math jam" workshop for entering students, beginning in summer 2017, to improve their math placement exam results and prepare for their next math course. Cohorts of students will use interactive test preparation software to improve their math skills in a supportive	Yes	Yes	3, 5	A, C

		supportive, self-paced, non-judgmental environment.				
Other: 35 Additional tutors (6 hours/week)	Yes	Expand to provide supplemental tutoring and workshops for students in the proposed accelerated English and math courses, as well as in all below transfer-level English courses. And Offer Academic Excellence Workshops through our Math Engineering Science Achievement (MESA) program design and deliver a series of non-credit classes/workshops targeted for basic skills students. And Assign tutors to provide tutoring and conduct supplemental instruction workshops, with content aligned with the accelerated basic skills and gateway courses and with all below-	Yes	Yes	3, 5	A, C

transfer-level English courses. Tutors will receive on-going training at the start of each

Q141. **Technology and Equipment:** Please explain how the new technology or equipment will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: Computers Desktops (PC & Mac) = 49 Laptops (PC & Mac) = 6	Partial (bought 5 laptops)	Assign tutors to provide tutoring and conduct supplemental instruction workshops, with content aligned with the accelerated basic skills and gateway courses and with all below-transfer-level English courses. Tutors will receive on-going training at the start of each semester.	Yes	Yes	3, 5	A, C
Request 2: Go-Print Station	Yes		Yes	Yes	3, 5	A, C
Other:						

Q142. **Facilities:** How will this facilities request contribute to student success? Indicate whether and how facilities maintenance and repair affected your program in the past year with your request.
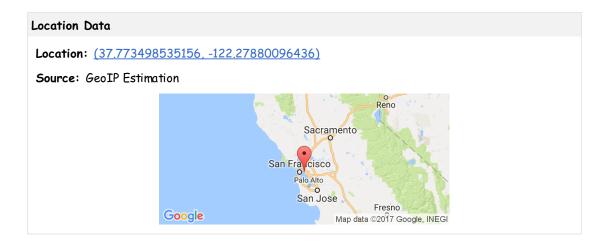
	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: LRC study room at the Science Annex including furniture.	Yes	Offer Academic Excellence Workshops through our Math Engineering Science Achievement (MESA) program design and deliver a series of non-credit classes/workshops targeted for basic skills students.	Yes	Yes	3, 5	A, C
Request 2:						
Other:						

Q145. **Professional Development or Other Requests:** How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
Request 1: Guest speakers, Attend workshops, Tutor Expo	Yes		Yes	Yes	3, 5	A, C

Request 2:

Other:

Q144. Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!

Location Data

Location: (37.773498535156, -122.27880096436)

Source: GeoIP Estimation

Report:	Summary of the Assessment Cycle Results in : 2016-2017 Assessment Cycle: Assessment Plan and Assessment Findings
	Report Generated by Taskstream
Workspace:	Non-Instructional Assessment & Action Planning
Assessment Plan Template:	NON-INSTRUCTION
Filtered by:	**Institutional Learning Outcomes**; Problem Solving: Problem Solving and Decision Making; Communication and Technology: Technology and Communication; Creativity, reflection: Reflection, Participation, Creativity; Awareness and Diversity.: Interpersonal Skills; Civic Responsibility: Civic Responsibility
Report Generated:	Wednesday, October 18, 2017

Organizational Area	Summary Results
College of Alameda AMS » Library and Learning Resources **Learning Resource Center**	**Overall Statistics** • **67%** (4/6) outcomes were included • **100%** (4/4) of outcomes included have at least one measure specified • **100%** (4/4) of outcomes included have measures with findings specified 4 Total Measures with Findings **Acceptable Target Achievement** Not Met 1 (25%) Met 0 (0%) Exceeded 3 (75%) Unspecified 0 (0%)

Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures prvoided in the **Expenses 2016-17** tab below.   Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA
ne, Department or Program: LRC
Contact Person: Anna O'Neal and Trish Nelson
Date: 10/19/17

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your **Program Goals** Please describe the impact of these expenditures on your Program Goals	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your **students' outcomes**	If you were not able to utilize all of your resources last year, please explain
General Fund	53302	53302	0	hired more tutors in English, ESL and Math		English Course Success	
				offered more study groups		Retention Rate of	
				offered some tutoring at the Science Annex		Rate of LRNRE 501	
				offered study groups at the Science Annex		Retention Rate of	
				offered orientation for ESL students (in helping		Rate of LRNRE 501	
				with on-line registration, use of moodle,etc)		Rate of LRNRE 501	
Instructional Equipment	4200	3410	790	purchase laptops for student use during			
				study groups and orientation			
Instructional Supplies	3500	2849	651	purchased supplies for Writing Center,		Student outcomes are enhanced when	
				Math Lab, Open Lab		tutorial services are	

Fund 10			0			
Measure A			0			
Strong Workforce			0			
Perkins			0			
Equity	73000	73000	0	hired more tutors in English, ESL and Math		
				offered study groups in ESL, basic Math,		
				basic English.		
Basic Skills			0			
Work-Study			0			
Other BSOT)	12077	12077	0	embedded tutoring, study groups,		
TOTAL			0			

With which of the College's 10 college goals do these expenditures best align? (See tab below)
3, 5, 7

Organizational Area	Summary Results
College of Alameda AMS » Library and Learning Resources **Learning Resource Center**	**Overall Statistics** • **17%** (1/6) outcomes were included • **100%** (1/1) of outcomes included have at least one action specified • **100%** (1/1) of outcomes included have actions with status report specified

1 Total Action (Includes actions that do not have status report)	1 Total Action with Status Report	
Total Budget request amount: $0.00	**Current Status** Not started 0 (0%) In Progress 0 (0%) Completed ▮ 1 (100%) Not Implemented 0 (0%)	**Budget Status** Approved 0 (0%) Pending Approval 0 (0%) Not approved 0 (0%) Other ▮ 1 (100%) Unspecified 0 (0%)