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 **College of Alameda**

2024-25 Annual Program Update – Learning Resources Center

**Program Overview**

Please provide your program’s mission statement.

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| Our mission is 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 baseto provide instructional support to faculty in the classroom.In furtherance of these goals the Learning Resources Center will maintain 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 course.To this end, the specific functions of the Learning Resource & Tutoring Center shall be to:1. Maintain a well-organized, efficient and accountable Learning Resources Center to house programs and services to support student learning.
2. Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
3. Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk student.
4. Provide computer- assisted learning support in the Mathematics Lab. Writing Center, Basic Skills Lab, and ESL Lab that addresses the specialized needs of the student populations served by each of those labs.
5. Include in all LRC activities the component of fostering and promoting good study skills and interpersonal relations skills.
6. Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.
7. Provide free access, 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.
8. Integrate learning support programs and services with all areas and efforts within the college community.
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List your program faculty and/or staff

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| **Full Time** Anna O’Neal (LRC Coordinator)**Part Time** Nicole Carrillo (Part-time Faculty Coordinator) |

List your program goals from your most recent Program Review or APU.

Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress?

Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | Use LRC services consistently. |
| Status: In-Progress or Complete?  | This status is In-Progress |
| Which college or district goal is aligned with your program goal? | College of Alameda |

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| **Program Goal** | Demonstrate self-reliance by choosing appropriate resources |
| Status: In-Progress or Complete?  | This status is In-Progress |
| Which college or district goal is aligned with your program goal? | College of Alameda |

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| **Program Goal** | Apply time management as a study skill |
| Status: In-Progress or Complete?  | This status is In-Progress |
| Which college or district goal is aligned with your program goal? | College of Alameda |

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

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| * In person tutoring in the different Labs: Writing Center, Math Lab, and Open Computer Lab
* The Learning Resource Center (LRC) offers every student free one-on-one tutoring, small group workshops, study groups, online tutoring and embedded tutoring.
* Open Lab (L202E) 22 (PC) and 2 (Mac) student computer workstations and printing station. Used for all school-related computer access needs.
* Math Lab (L202D) 8 student computer workstations, 5 individual and group worktables, and instructor workstation, and cabinetry for textbook and supply storage. Used for tutoring and homework.
* Writing Center (L202) 8 student computer workstation, 6 individual and group worktables, 4 small carrels, an instructor workstation, and bookshelves. White- and chalkboards. Used for tutoring and homework.
* (Currently under MESA program/grant) 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 for Study groups and workshops.
* Coordinators 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 instructions
* Smart classroom (L235)- used for workshops and quiet study area when needed
* 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.

**2024 – to Present*** In-person tutoring offered Monday-Thursday 10am-3:00pm and online tutoring via zoom (breakout room feature) Mon-Thursday 11-5:00pm and Friday 11am-2:00pm.
* Any tutors offering zoom tutoring must have access to computer, must have access to the internet and Zoom features, and/or email in order to tutor.
* Coordinator Office (L204) -The LRC Coordinator supervised the clerks and tutors as well performs administrative duties.
* Canvas is used for scholastic information and refence resources.
* LRC website is used for general announcements, resources and information for the students
* SARS and Excel is used for timekeeping purposes
* Canvas shells for administrative and tutoring purposes
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**Program Update**

Using the dashboards, review and reflect upon the data for your program.

Using the latest data for 2023-2024, we reviewed completion and retention rates for students enrolled in English, Math, and ESOL courses, compared to those who participated in LRNRE 501 or 502A - Supervised Tutoring.

For English, students enrolled in LRNRE 501 or 502A showed a higher completion rate of 73% and a retention rate of 91%, compared to 67% completion and 80% retention for those who did not use supervised tutoring. This suggests that LRNRE support positively impacts English students’ ability to complete and stay in their courses.

In ESOL, the data also reflects strong support outcomes: students who utilized LRNRE 501 or 502A achieved an 88% completion rate and a 93% retention rate, while those not in supervised tutoring had a completion rate of 76% and a retention rate of 92%. These high retention and completion rates indicate that ESOL students benefit significantly from additional academic support through the Learning Resource Center.

For Math, students with LRNRE 501 or 502A had an 82% completion rate and a 93% retention rate, which is higher than the 74% completion and 86% retention rates for students not using LRNRE-supported tutoring. This increase demonstrates that LRNRE support can be especially valuable for students enrolled in challenging Math courses, enhancing both their retention and completion.

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| College of Alameda 2023-2024 |
| Subject  | Completion Rate  | Retention Rate |
| ENGL without LRNRE 501 or 502A | 67% | 80% |
| ENGL with LRNRE 501 or 502A | 73% | 91% |
| ESOL without LRNRE 501 or 502A | 76% | 92% |
| ESOL with LRNRE 501 or 502A | 88% | 93% |
| Math without LRNRE 501 or 502A | 74% | 86% |
| Math with LRNRE 501 or 502A | 82% | 93% |
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Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.

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| **LRNRE 501 and 502A**: LRNRE 501 and 502A courses remain non-credit, non-transcript courses integrated into the LRC's instructional assignments. The 2023-2024 data confirms that LRNRE-supervised tutoring continues to play an essential role in supporting student retention and completion, especially in English and ESOL, and shows significant benefits for Math students as well.No significant performance gaps were identified for disproportionately impacted students based on the data above, but we will continue our efforts to ensure equitable access and support for all students. The LRC’s shift to offer both in-person and online tutoring has improved accessibility, but additional outreach and support strategies are being considered to further reduce barriers.  |

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

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| Since the last Program Review, the Learning Resources Center (LRC) has transitioned back to face-to-face services, with continued support for online components. During the pandemic, the LRC faced challenges in assessing SLOs and PLOs for noncredit courses, as we shifted to remote learning. Presently, we are implementing a new assessment tool to better evaluate SLOs and PLOs for both in-person and online formats.The following noncredit courses are under LRC, aligning with the center’s SLOs and PLOs:* **LRNRE 503 – Writing Support Workshop**
* **LRNRE 504 – Technology Support Workshop**
* **LRNRE 505- Transition to Community College**
* **LRNRE 506 – Academic Reading**
* **LRNRE 511 – Study Skills Workshop**

These courses aim to support student skills in writing, technology, reading, and study strategies, providing targeted support that directly contributes to their academic success.The **LRNRE 502 – Tutor Training Class** resumed fully in Spring 2022, with continued sessions focused on guidelines for online tutoring. It will also be offered to all LRC tutors this coming Spring 2025. This has strengthened our ability to provide consistent and effective support, whether in person or online for our tutors and the students they serve.  |

Describe the outcomes and accomplishments from previous year’s funded resource allocation request.

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| **Brief description of funded request** | **Source (any additional award outside your base allocation)** | **Total Award Amount** | **Outcome/Accomplishment** |
|  **Funds**(2023 - 2024) | **General****SEA****Partial tax****Lottery****Equipment** | 53,00025,00050,0004,0007,000 | * hired tutors in English, ESL, and Math
* offered study groups
* offered tutoring at the Science Annex
* offered orientation for Canvas use
* purchase laptops for tutors
* hired more tutors for STEM
* offered study groups in ESL, basic Math, basic English.
* embedded tutoring
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**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total Estimated Cost** |
| **Personnel: Classified Staff** | 1.0 Instructional Assistant (Math).5 Instructional Assistant (English/ESOL).5 Instructional Assistant (STEM) |  |  |  |
| **Personnel: Student Worker** | Embedded Tutors for Fall, Spring, Winter/Spring Intercessions, SummerF/S = (10 tutors) (6hrs/wk) (18 wks) (2 sem)Intercession = (5 tutors) (6hrs/wk) (3wks) (2 sem)Summer = (7 tutors) (6 hrs/wk) (6wks) |  |  |  |
| **Personnel: Part Time Faculty** | .5 Math Faculty.5 English/ESOL.5 Science (STEM) |  |  |  |
| **Personnel: Full Time Faculty**  |  |  |  |  |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Supplies: Software** | Language assistant (similar to babble) | 3,000 |
| **Supplies: Books, Magazines, and/or Periodicals** | E-books for LRC  | $5000 |
| **Supplies: Instructional Supplies** | Anatomy/Lab models for LRC Lab | $6000 |
| **Supplies: Non-Instructional Supplies** |  |  |
| **Supplies: Library Collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Technology & Equipment: New** | 15 Docucams2 printers15 Headphones (with mic) | $27000 |
| **Technology & Equipment: Replacement** | 50 Desktops –touch screen, faster speed, camera, mic/speaker | $50000 |

**Prioritized Resource Requests Summary - Continued**

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Facilities: Classrooms** |  |  |
| **Facilities: Offices** |  |  |
| **Facilities: Labs** |  |  |
| **Facilities: Other** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **Library: Library materials** |  |  |
| **Library: Library collections** |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| **OTHER** |  |  |