2018 Learning Center Annual Program Plan

LCTR Learning Center

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

Overview

The Learning Center (TLC), as a program, seeks to empower and transform a global community of learners to be responsible, active learners through close collaborations among faculty, staff, student leaders, and fellow students. TLC offers students opportunities to learn more effectively with greater confidence through individualized assistance and instructional approaches that engage diverse modes of learning and intelligence systems. TLC programs are designed to meet the academic support needs of students in all course levels by providing them with contextualized, integrated academic support services designed collaboratively with faculty.

Programs

As a flexible learning environment, TLC provides academic support through individual and small group tutoring, facilitated study sessions, mentoring, workshops, computer use, and instructional media for students enrolled in Skyline College courses. The TLC provides academic support through the following programs:

- Tutoring Support provided through TLC's 4 labs, which includes the Writing and Reading Lab (WRL), English for Speakers of Other Languages (ESOL) Lab, the Math Lab, and the Science, Social Science, and Business Tutoring lab. The tutoring labs provide content tutoring in reading, writing, mathematics, science, business and other subjects.
- World Languages support is also offered through one-on-one tutoring support for Spanish and conversation groups for other groups.
- Peer Mentoring helps students connect to resources, understand the culture of college, and become part of a community of learners who have similar interests and goals.
- Supplemental Instruction (SI) is an academic assistance program designed to help students succeed in traditionally difficult courses through in-classroom support and voluntary group study sessions. These sessions are facilitated by SI Leaders, who are peers who have already successfully completed the targeted course
- Academic Workshops prepares students by helping them develop skills for academic success. Workshop topics include study skills, Microsoft

Office basics, the writing process, language practice groups and mathematical skills and concepts, among others.

Goals

The primary purpose of the TLC is to provide a variety of academic support services that assist students in achieving their educational goals through student-centered approaches that respect individual and cultural differences, engage learning strengths, and develop personal and social responsibility. TLC programs support many academic content areas, and in this way provide support for course-level and department-level student learning outcomes in every division of the college. TLC is also a resource for training future educators, as evidenced by a strong and growing peer tutor-training, professional tutoring, supplemental instruction and peer mentoring programs. There are two primary goals through which TLC means to achieve the purpose expressed above:

- Provide instructional support services that supplement classroom learning to enable students to acquire the skills necessary for academic success in all course levels
  Supports: Skyline College Goal-1, SMCCD Board Goal-3, SMCCD Board Goal-4, SMCCD District Strategic Plan-2.3c, Skyline College Goal-4
- Provide support services to assist faculty in meeting student learning outcomes
  Supports: SMCCD Board Goal-1, Skyline College Goal-1, Skyline College Goal-3, Skyline College Goal-4

In addition to these two primary goals, the Learning Center has the following secondary goal:

- Provide short and long-term professional development opportunities for student and professional staff with a focus on developing opportunities for employment in community college faculty and staff positions.
  Supports: Skyline College Goal-6

As a result of participating in peer and professional tutoring, academic skill-building workshops, supplemental instruction, and peer mentoring, students will become more aware of their needs and strengths regarding academic work, and they will increase their personal development as a result of developing strong study skills.

TLC goals align directly with Skyline College's Institutional Learning Outcomes which directly supports the mission of the college as well as the core values of the district; Critical Thinking, Effective Communication, Citizenship, Information Literacy, and Lifelong Wellness.

- Providing a campus climate that is student-centered with individually tailored assistance that addresses specific needs and learning preferences.
- Supporting the value of academic excellence by enabling all interested students to create their own "avenues to success" by offering many academic support services and methods. These methods include drop-in tutoring by instructional aides, graduate tutors, or peer tutors; peer mentorship to enhance study skills; workshops to enhance basic skills development; focused sessions in study skills; peer tutor training; Supplemental Instruction support in courses that historically see high-enrollment rates, but low success rates in Math, English, Science, Social Science, and Business; and instructional media materials.
- Promoting the value of open access by offering services that welcome all students, regardless of cultural, socioeconomic, or learning differences.
- Promoting professional development opportunities for student staff to cultivate skills needed for success beyond their college careers.

Summary

The TLC serves approximately 2850 students each semester, with more than 39,000 student transactions logged per semester. Students logged a total of 15,700 hours over the course of a single semester. Besides appointment based and drop-in tutoring, the TLC offers over90 Supplemental Instruction sessions per week. In Fall 2017, the TLC offered 150 workshops with 1001 total attendees on topics related to learning and student success. The ESOL lab conducts weekly conversation groups in addition to workshops.

I.B. **Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Chelssee De Barra, Interim Learning Center Manager
Christina Trujillo, IA II
Hong Guo, IA II
Raymon Gutierrez, Retention Specialist
Timurhan Vengco, Program Services Coordinator, Supplemental Instruction
Chanel Daniels, IA II
Scott McMullin, IA II
Bryan Swartout, IA II

II.A. **Analysis: Progress on Prior Program Objectives (Goals) and Activities**
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
The following progress has been made on the previously listed TLC objectives:
- The Math lab has been expanded to include a defined area for statistics as well as for transfer level math. Additional space is needed to create a definitive Basic Skills math area, which will carry over into the next APP as a goal in relation to II.B: External changes that may impact our space with the new AB 705 compliant math course.
- TLC has continued to expand the scope and size of the Supplemental Instruction program.In the 2017-2018 academic year, the SI program supported more sections of previously supported courses and piloted support for new courses. The SI program supported 44 in-person, classes[1] in Fall 2017 and 49 classes in Spring 2018, for a total of 93 in-person courses. This is an increase of 12 total classes from the 2016-2017 academic year. In the 2017-2018 academic year, SI expanded support to the following courses:
  - ACTG 100: Accounting Procedures
  - ACTG 121: Financial Accounting
  - BIOL 130: Human Biology
  - CHEM 192: Elementary Chemistry
  - ECON 100: Principles of Macroeconomics
- 100 online tutoring hours have been purchased through NetTutor, the online tutoring platform that the district has chosen as their vendor. Hours will continue to be purchased going forward to support students in online classes, after hours, and with subjects not covered by in-person tutoring.

The following objectives have not yet had specific progress moving them forward:
- Modular furniture has not been purchased for TLC tutoring labs. Budget constraints have not allowed for additional furniture acquisition.
- Budget allocation for short term temp IA II has not been increased. District support of extended TLC evening hours allowed for an additional short term temp IA II, but this funding is not a guaranteed component of TLC operational budget moving forward.
- Student Assistant allocation budget has not increased.
- No additional permanent, part time .48 Instructional Aide II positions have been added to TLC staffing.

II.B. **Analysis: Program Environment**

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

External Changes:

- AB 705 -- an accelerated curriculum initiative requires all students to complete their basic skills classes within one year (with a two year exception for ESOL). This has been mandated through the California Community College Chancellor's office that will result in changes to the structure of current courses offered at Skyline College.
- Skyline Promise-The Skyline Promise is modeled after the Accelerated Study in Associate Programs (ASAP) program in the City University of New York, a program that offers wrap around services including academic support. This support will take the form of Peer Mentoring, tutoring, and Academic Skills workshops--among others--which will necessitate an increase in all the above identified services to meet the demand of the projected 500 incoming Scholars students for Fall 2018.
- Meta Majors/Guided Pathways work--changes included in the campus redesign will also necessitate a greater integration of peer-to-peer support, such as Peer Mentoring, tutoring, and Supplemental Instruction. In addition, newer forms of tutoring, such as Embedded Tutoring, will be introduced to subjects where appropriate. All of these changes will necessitate a larger number of peer leaders.
- STEM Center -- A new center opening up on campus that will provide academic support available to students pursuing a degree in STEM. TLC will work with the SMT Division to determine how best to support students collaboratively, which could range from training tutors who will work in their location to more integrated collaboration systems. An additional academic support center on campus will necessitate more cross departmental collaboration, better communication between students, staff and faculty, and increased awareness of each programs' range of services.
- Building and construction across campus -- Space issues will occur due to planned capital improvement projects for the campus. Two rooms in Pacific Heights generally used for SI sessions with go offline as Pacific Heights becomes swing space. This loss of SI space will greatly impact the ability to schedule rooms for SI sessions, particularly given the fact that there are over 90 SI sessions currently scheduled per week and growth of the SI program is projected for 2018-2019 academic year.
- Due to state-mandated requirement to provide online learning support equivalent to in-person support The Learning Center has purchased hours with NetTutor; this is an additional cost for the overall Learning Center budget.

Internal demands:
- Increasing demand for tutoring services and other TLC support services as demonstrated by semester-over-semester and year-over-year increases in student use of services will necessitate a more robust recruitment, hiring, and training period, as well as increased need for continuous training throughout the semester to maintain standards and quality of student support.
- Decrease in budget--with a need for additional staffing brought on by outside initiatives, a decreased budget impacts the ability to fully support the multiple programs and initiatives operating on campus that require academic support.

II.C.   Analysis: Student Learning Outcomes (SLOs and PSLOs)
(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative
SLOS for the LSKL 110: Effective Tutoring and Practicum course as follows:
- Implement goal setting and planning strategies for a tutoring session
- Identify tutee needs and apply appropriate methods to facilitate tutee responses
- Understand and apply tutoring best practices when engaged in the tutoring session
- Meet requirements for Level 1 CRLA ITTPC (International Tutor Training Program Certification)

The majority of students who take the LSKL 110: Effective Tutoring and Practicum course meet the requirements for Level 1 CRLA ITTPC, with 100% of students receiving certification in Fall 2017, and 99% receiving certification in Spring 2017.

From these assessments, we have learned that the LSKL 110 course is highly effective in preparing students to receive their Level 1 CRLA ITTPC. Further assessment will occur in the spring 2018 semester.

SLOs for the LSKL 800: Supervised Peer Tutoring course are as follows:
- Accurately understanding your learning needs and having a willingness to seek out support in a timely manner to support your success in your academic courses
- Applying strategies for successful learning that are addressed in the Directed Learning Activities (DLAs) required to complete this lab course

40% of students completed the required DLAs and could express through the final step of the DLA, which consists of a verification of understanding with a tutor, how the study skill covered in the DLA could be applied to their own classes.

During Fall 2017, of the 97 students surveyed, which includes students registered for LSKL 800 and LSKL 803, 55% expressed that they strongly agreed that The Learning Center helped improve their study skills, and 36% agreed. Additionally, the same students expressed that they strongly agreed (57%) or agreed (33%) that The Learning Center enabled them to "better address challenges" in their academic work.

From this assessment, we determined that while TLC has been effective in achieving its SLOs for LSKL 800, there is still room for growth and improvement in areas such as DLA completion.

Learning Center Program Student Learning Outcomes are as follows:
- Increase awareness of strengths and challenges in academic work
- Increase personal development in areas such as self-monitoring, time management, persistence, and academic proficiency

Enrollment in LSKL courses continues to remain steady, with a slight increase of enrollment in spite of decrease in overall Skyline College student enrollment. For example, Learning Skills (LSKL) headcount in Fall 2015 was 1197 and in Fall 2017 had a 0.3% increased to 1200 students enrolled.

PSLO Assessment Summary from Fall 2017 Student Satisfaction Survey Report:
For the fall 2017 semester a total of 97 students participated in the student satisfaction survey. The breakdown of these students are: 43% Math Assistance Lab, 29% Writing and Reading Lab, 7% Science/Social Sciences/Business Lab, 21% English for Speakers of Other Languages Lab.

PSLO Assessment Summary from Fall 2017 Student Satisfaction Survey Report: A total of 97 students participated in the student satisfaction survey.
Out of the 97 survey respondents:
- 53 (54.6%) strongly agree that the learning center helped them better address challenges in their academic work,
- 37 (38.1%) agree,
- 4 (4.1%) disagree
- 0 (0%) strongly disagree
- 0 (0%) had no opinion.

The above data shows that 93% of respondents indicated that Learning Center services increased their success in understanding and completing their academic work. Other significant findings include: 63 (64.9%) students using TLC are first generation college students, 26 (26.8%) have a learning disability.

Additionally, the Supplemental Instruction Program had the following findings from the student participant survey given to all registered SI users at the end of Fall 2017. The survey asked participants to assess their overall experience with SI as well as how helpful their SI Leaders were in helping understand class lectures and discussions, develop study skills, and become stronger students, all of which directly ties to TLC PSLOs. The survey collected 44 total responses.

The responses reflect an overall positive experience by students who completed the survey.

- 93% of students indicated that the SI Leader was either "Helpful" or "Very Helpful" in helping them increase their understanding of class lectures and discussions
- 84% of students indicated that the SI Leader was either "Helpful" or "Very Helpful" in helping them increase their comprehension of textbook/class materials.
- 93% of students indicated that their overall experience with their SI Leader was either "Helpful" or "Very Helpful."

III.A. Reflection: Considering Key Findings
Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative
SLO's
Based on the data collected in the general Learning Center student satisfaction survey and based on the completion percentages of DLAs in the LSKL 800: Supervised Peer Tutoring, we are meeting some but not all of our SLOs. The specific SLO that indicated a greater need for completion is:

- Applying strategies for successful learning that are addressed in the Directed Learning Activities (DLAs) required to complete this lab course

This knowledge can be used to improve the LSKL 800's effectiveness because it indicates a potential need for increased communication with students registered in the LKSL 800 course. receive communication via their Canvas class page, and via periodic emails from the faculty of record indicating recommended timelines for completion of hours and DLAs, but alternative avenues of sharing this information may be needed. Some potential example of alternative and additional means of communicating include "What the Learning Center has to Offer You" workshop explain in detail in person the structure of the LSKL 800 course, as well as "check-in" sessions structured as groups DLA completion sessions.

PSLO's
Based on data collected in the general Learning Center student satisfaction survey and in our Supplemental Instruction student satisfaction survey, The Learning Center is meeting its two PSLO's. The following additional conclusions can be drawn:

Additional Tutor, SI Leader, and Student Assistant staffing:
A need for additional staffing to meet students demand and maintain quality of services is evident. We have found that year-over-year and semester-over-semester, demand for tutoring has increased across the four different tutoring labs as well as across the various programs TLC provides. For example:

So far, the SI Program has supported 1083 students with 5128 unique visits in the 2017-2018 academic year. In Fall 2017, the SI program served approximately 718 students with 3,709 visits. Currently in Spring 2018, the SI program has served 443 students with 1419 visits, and those figures are expected to increase as Spring 2018 progress and SI staff continues to input attendance data for the semester.

The demand for SI support continues to grow across all disciplines. In the 2017-2018 academic year, the SI program expanded to support more sections of previously supported courses and piloted support for new courses. The SI program supported 44 in-person, classes[1] in Fall 2017 and 49 classes in Spring 2018, for a total of 93 in-person courses. This is an increase of 12 total classes from the 2016-2017 academic year. In the 2017-2018 academic year, SI expanded support to the following courses:

> ACTG 121: Financial Accounting
> ACTG 100: Accounting Procedures
> BIOL 130: Human Biology
> CHEM 192: Elementary Chemistry
> ECON 110 : Principles of Macroeconomics

Additional student staff training:
As student staff grows, more robust and timely training will be necessary to norm the practices of the Learning Commons student support staff. Continuous monthly meetings for tutors and student assistants insures consistency of policies, procedures, and expectations as well as to insure TLC staff are primed with the most up to date information about college wide initiatives as TLC employs the largest number of student staff. Again, this will insure all students utilizing our services receive high quality service and accurate information regarding Skyline College. TLC goals include offering both peer and professional staff members professional development opportunities, which these trainings constitute. These trainings also provide students employed through TLC with opportunities to develop their leadership skills, among other beneficial skills they will take with them to their next level of employment.

Need for increased Peer Mentor staffing:
With the Meta Majors redesign and Guided Pathways initiatives, academic support is poised to play a key role in college wide changes affecting our students. In order to effectively serve the growing student demand and support larger college initiatives, an increase in budget allotment is necessary to insure TLC can provide enough support staff to continue providing the high quality services students have come to expect. To this end, Peer Mentors are the most logical choice for support. The peer mentoring program is an academic program designed to leverage the skills and experience of continuing students who are trained to facilitate academic and personal success outcomes for their fellow students (mentees). This model of academic support fits well with the ASAP model that the Skyline Promise Scholars Program is structured after. Peer Mentor responsibilities include working with our Retention Specialist to create student success plans, document all contacts, complete any forms relative to evaluation of the mentoring program and proactively meeting with students to monitor their progress, share knowledge and experience, and attend a monthly check in with the Retention Specialist.

Peer Mentors provide one-on-one and group support for the following outcomes in mind:

- Increase mentees knowledge about resources which may help them succeed in college
- Promote development of educational, leadership, career and learning goals
- Increase social engagement and sense of belonging for students
- Increase academic engagement and success

The goal of the Peer Mentoring program is to increase student retention and success for mentees by engaging them early in their academic journey to identify challenges and connect to the appropriate resources that will facilitate their success

Need for increased and dedicated Learning Center operational budget:
This increased demand for tutoring and academic support due to changes on campus such as the Skyline Promise Scholars Program, Meta Majors and Guided Pathways necessitates an equal increase in peer support personnel within TLC in order to keep up with demand. These roles include Peer Tutors, Peer Tutor Interns, Embedded Tutors, Graduate Tutors, SI Leaders, Peer Mentors, and Student Assistants. Current budget allotments do not account for growth and is not sufficient to maintain program effectiveness. Furthermore, this increase in student staff hired needed to support these larger programmatic and structural changes on campus, will also require more consistent and detailed trainings to make sure student staff members are up to date on all aspects of the aforementioned programs and changes, as they are the primary individuals their peers come into contact with while seeking academic support. This increase in training will also necessitate further increases in TLC operational budget.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

ISLO's were not assessed in this cycle

IV.A. Strategy for Program Enhancement: Continuation/Modification
Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative
The TLC will continue to implement strategies from the last 2016-17 APP including:

Goal #1
1. Implement more comprehensive online tutoring support

Objectives:
1. Identify online tutoring platform
2. Train staff and tutors in use of the platform
3. Identify budget support for purchasing hours and training staff
4. Implement online tutoring via identified platform in fall 2017 semester

Goal #2
1. Gather quantitative data to support the efficacy of tutoring support in the Skyline College Learning Center.

Objectives:
1. Pilot an assessment of students in 2 sections each of the targeted courses who have received minimum of 2 hours of tutoring for English 846 and English 100, Math 120 and Math 200. look at grade distribution in comparison with other students enrolled in same course who did not receive tutoring services.
2. Review data to determine of tutoring group shows higher retention and success rate than non-tutoring group in these course sections.
3. If data shows significant correlation, pursue a more comprehensive analysis with PRIE office to repeat this study on a larger scale.

Goal #3
1. Establish and load an operating budget for the Learning Center in order to facilitate effective planning and budgeting of core programs and services.

Objectives:
1.   Work with ASLT Dean to get approval from VP/Administrative Services to load budget at start of each fiscal year.
2.   Plan for and adequately support ongoing and additionally required operations such as expanded tutoring support, extended hours of operation and online tutoring.

Program enhancements for 2018-2019:
Programs:
•   Continue to expand the scope and size of the Peer Mentor program
•   Continue to expand the scope and size of the Supplemental Instruction program
•   Continue to expand the scope and size of the tutoring program, including Embedded Tutoring to support co-requisite Math courses

Staffing:
•   Increase number of peer mentors: Additional peer mentors funding is needed to assist with the growth of the program, along with providing support to the Promise Scholars Program (see student personnel cost breakdown 2018 - 2019 report)
•   Increase number of SI leaders proportional to courses supported
•   Add 1 FTE PSC
•   Increase .48 staff assistant position to 1 FTE

Technology:
•   10 new chromebooks for students to use during their mentee meetings, sign in stations

Facilities:
•   Identify additional space to accommodate projected increase and expansion of services
•   Add modular furniture with built in power to tutoring labs

Events:
•   Marking/Outreach: Continue to outreach to increase the peer mentor program on campus, and explore new ways to promote our services to students and staff by tabling, articles in Skyline Shines, attending division meetings, and collaboration with MCPR.

Professional Development:
•   Provide additional funding for programs, such as SI, Tutoring, Student Assistants, and Peer Mentoring to be able to participate in educational offerings and services that enhance professional growth and development of the program.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
📄 591-Add 1FTE Program Service Coordinator position to TLC
📄 332-Add modular furniture with built in power to tutoring labs
📄 597-Dedicated, loaded, increased budget to support the staffing and programmatic needs of TLC
📄 331-Identify additional space to accommodate projected increase and expansion of services
📄 614-Increase budget allocation for short term temp instructional aides
📄 594-Increase current .48 FTE staff assistant position to 1 FTE
📄 615-Increase Student Assistant Budget Allocation
📄 336-One FTE Instructional Aide II position
📄 335-Purchase online tutoring hours
📄 596-Technology needs
📄 Budget and Objectives of Learning Center

Objectives of Learning Center

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2419LCTR00	**Learning Center**	**De Barra, Chelssee**

Objective Status: Completed

335   Purchase online tutoring hours

Increasing our online tutoring support is part of our broader effort to create quality online instruction and support services for students that links academic support tools to course success. It is also an accreditation priority to provide equivalent academic support services for in-person and online students respectively.

615   Increase Student Assistant Budget Allocation

Extended hours require additional budget for student assistants to provide staffing during these hours.

Objective Status: Discontinued

614   Increase budget allocation for short term temp instructional aides

Additional funding needed to support extended hours of operation for the Learning Center.

Objective Status: New/In Progress

331   Identify additional space to accommodate projected increase and expansion of services

Due to capital projects, we will be facing a shortage of space for SI sessions and other services.

332   Add modular furniture with built in power to tutoring labs

add mobile KI Backbone media platform units to tutoring areas. These units connect to a power source and contain media equipment and power outlets. Current floor outlets are a safety hazard and are inconvenient for students and tutors.

336   One FTE Instructional Aide II position

* This position would be unnecessary if TLC is approved for a 1FTE Program services coordinator
One Instructional Aide II positions is requested to support ongoing and planned increases in program delivery:

Support for increased embedded tutoring requests to support ESOL, co-requisite math course, and English.
 Supplemental Learning Assistance program (SLA) however staffing has not been adequate to support needs for the past year and requested support from English, Math and ESOL departments will require additional experienced tutors
Increased student demand for academic support workshops and inadequate availability of faculty and other staff requires additional support to provide this resource

Provide instructional support for directed learning activities which are now a required component of LSKL 800

591   Add 1FTE Program Service Coordinator position to TLC

In the past, The Learning Center (TLC) relied on 2 full time and 3.48 IA II's to support the four tutoring labs at Skyline College. In the past few years, TLC traffic has increased, the labs have grown. Currently, the TLC has four tutoring labs: Writing/Reading Lab, Math Assistance Lab, ESOL Lab, Science/Social Science/Business Lab. The IA II's also schedule and support embedded tutoring, SLA, and over 150 academic skills workshops each semester. In order to support TLC staff and maintain the integrity of the multiple, growing tutoring programs a 1.0 FTE Program Services Coordinator is necessary.

The Program Services Coordinator is the point person for The Learning Center. Responsibilities include assisting in the planning, coordinating, and implementing of TLC programs, and to serve as a technical resource person for the four tutoring labs, workshops, and embedded tutoring program. The PSC provides services including faculty, staff, and administrative support, program data collection, and organizing trainings, orientations and other professional development for student staff, graduate tutors, and Instructional Aides. Public contact includes working with faculty, staff, administrators, and students. The Program Services Coordinator can lead the work of peer tutors, graduate tutors, embedded tutors, student assistants, and Instructional Aides. The Program Services Coordinator is also responsible for evaluating tutors, planning workshops, evaluating and tracking tutor intern work. The Program Services Coordinator will lead the TLC in recruitment and hiring of tutors and other student staff.

594   Increase current .48 FTE staff assistant position to 1 FTE

In the past, The Learning Center (TLC) relied on a 0.48 staff assistant to support the numerous programs and services that it offers at Skyline College. In the past few years, student's using TLC has increased; all TLC programs have grown, and we have added new student support programs. Currently, TLC programs include the following: Writing/Reading Lab, Math Assistance Lab, ESOL Lab, Science/Social Science/Business Lab, computer lab, online tutoring, Supplemental Instruction, Peer Mentoring, embedded tutoring, SLA, and over 150 academic skills workshops each semester. In addition, the TLC employs the most student staff on campus, with a total of 90 students working as SI Leaders, Peer Tutors, Peer Mentors, and student assistants. In order to support TLC staff and maintain the integrity of the multiple, growing programs, a 1.0 FTE staff assistant is necessary.

Responsibilities of the requested staff assistant include assisting in the hiring and managing of the 80+ student staff. This includes:
Filing and documenting completed applications
Following up with new applicants/incomplete applicants
Scheduling interviews with applicants
Processing hiring paperwork (student employment packet, PAF)
End of month payroll processing/ reminders
Facilitating student staffing schedule
Direct supervision and training of student assistants
Primary point of contact for student staff to report late or absent

The staff assistant also supports the SI Program Coordinator in scheduling over 100 weekly SI sessions, and the IA's and Learning Manager to schedule, market, and track attendance for over 150 academic workshops each semester. The staff assistant supports TLC staff to schedule monthly informational/professional development meetings with student staff, providing room scheduling, agendas, food orders, and other materials. The staff assistant acts as a single point of contact for students and staff and tracks budget, supplies, receipts, and other duties as assign by the Learning Center Manager.

596   Technology needs

Purchase 10 Chromebooks for use in the tutoring labs and by Peer Mentors

597   Dedicated, loaded, increased budget to support the staffing and programmatic needs of TLC

Need for increased and dedicated Learning Center operational budget:This increased demand for tutoring and academic support due to changes on campus such as the Skyline Promise Scholars Program, Meta Majors and Guided Pathways will necessitate an equal increase in peer support personnel within TLC in order to keep up with demand. These roles include Peer Tutors, Peer Tutor Interns, Embedded Tutors, Graduate Tutors, SI Leaders, Peer Mentors, and Student Assistants.Current budget allotments do not account for growth and is not sufficient to maintain program effectiveness. Furthermore, this increase in student staff hired needed to support these larger programmatic and structural changes on campus, will also require more consistent and detailed trainings to make sure student staff members are up to date on all aspects of the aforementioned programs and changes, as they are the primary individuals their peers come into contact with while seeking academic support. This increase in training will also necessitate further increases in TLC operational budget.