



Welcome to Program Review

Merritt College - 2019

Learning Resource Center/LRNRE - Service Area with Instruction

Annual Program Update

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 mission.

The mission of the Merritt College Learning Center is to serve as a campus hub for learners and to assist students in becoming more efficient, effective, and independent learners. The primary focus is to provide supplemental academic support and to help students reinforce the mastery of concepts in college courses across the curriculum.

To assist students in achieving their maximum potential, the Learning Center staff collaborates with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students.

Program Total Faculty and/or Staff

Full Time

Isela Gonzalez Santana
Charlotte Victorian
Walter Johnson

Part Time

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 goal, and which College and District goal your 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.

Design a new student satisfaction survey of the Learning Center and strategize ways to disseminate and collect responses.

Status

Completed

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

Adopt a non-credit distance education tutor training course, NC LRNE 502

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal? 21.8% of students enrolled in LRNRE 501 completed the Learning Center Student Satisfaction Survey. Campus researcher assisted the LC Director and Coordinator in designing the questions; tutors helped to disseminate the survey in the various LC labs using electronic tablets borrowed from the Puente Project. A return of over 21% of surveys provide an ample amount of information related to students' evaluation of the Learning Center and helps inform decision for future programming.

Status

In-Progress

College Goal

Employment: Maintain at least 82% of students attaining employment in the field of study.

District Goal

Advance Student Access, Equity, and Success

Offer workshops in reading, writing math, study skills and other skills that contribute to student success.

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Status

In-Progress

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

Update the Learning Center website with semester discipline tutoring schedules and additional web-based study skills resources and provide an online system for scheduling appointments with tutors.

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

Develop a Tutor Advisory Group consisting of faculty, tutors, instructional assistants and community members whose primary focus will be to increase success and retention rates for basic skills (and ESL), gateway courses and enhance their learning experience in the Learning Center. This Tutor Advisory Group will strengthen the connection between learning assistance in and classroom instruction. In addition, student tutors come and go, while permanent Instructional assistants assigned full-time would strengthen the consistency and quality of services in the Learning Center.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

Increase the number of discipline faculty actively engaged in the Learning Center.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal? In 2018, 17 Merritt College faculty members held office hours in the Learning Center. In 2019, 27 faculty members, both full time and part time, hold office hours in the Learning Center.

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Strengthen Accountability, Innovation and Collaboration

The Learning Center Director will work with researcher to collect data to determine if online tutoring has increased success in Distance Education courses.

Status
In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal
Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal
Advance Student Access, Equity, and Success

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

The Learning Center is located in Building L, one floor below the Library. The Learning Center consists of one Tutor Commons Area, one Writing and Reading Across the Curriculum Lab, Math Lab, and Science Lab; each of these areas have 5-7 desktop computers. Two study group rooms can be easily reserved by students in the Math Lab as well as a general one near the computer labs. The LC also has two computer labs, one reserved for students and the other mostly utilized by instructors. Since the implementation of acceleration and AB705 courses, computer lab, L-132 is mostly reserved for instruction of support classes. In addition the LC has offices for the director, coordinator and computer lab supervisor as well as three offices for faculty who conduct office hours in the Learning Center.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Merritt College does not have a Learning Resource Department; given that LRNE does not have a department, it does not have a Chair person. The majority of LRNRE courses are housed in the Student Accessibility Services program, not in the Learning Center. This Annual Program Review Update will focus on LRNRE courses taught directly through the Learning Center, not those in SAS. The following three courses are housed in the Learning Center: LRNRE 280 - Study Skills(not designated for SAS), LRNRE 30 - Introduction to Tutor Training and LRNE 501 - Supervised Tutoring.

Course completion and retention has remained consistent since 2016 for all LRNRE courses. There is a dramatic disparity between course completion and course retention. For example, while course completion ranges between 72%-73% from 2016 to 2019, course retention rate is significantly lower, between 14%-17%. Learning Resource instructors need to address the question of why so many students are dropping out of LRNRE courses. Those who remain in courses, are completing at a comparable rate as the College. Since the majority of LRNRE courses are taught through SAS, perhaps SAS needs to gather data to see how its courses can increase the retention rate. The largest student population in LRNRE courses, by ethnicity, are African Americans and Latinos. The largest population of students in LRNRE courses are between the ages of 19-24; however this group has the lowest completion rate. The Learning Center needs to gather more information/research to determine the reasons who this group is not successfully completing LRNRE courses at the same rate as other groups.

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).

file:///Users/isantana/Downloads/Division%20I%20Course%20SLO%20Assessment%20Record%20-%20Fall%202019.xlsx%20-%20LRNRE.pdf

LRNRE 30 has not been assessed. The Director will work with the instructor of record for that course to make sure it is properly assessed by the end of fall 2019.

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

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
3 Instructional Assistants: IA's are integral to meeting compliance for AB705 and Guided Pathways; IA's in collaboration with faculty develop supplemental workshops designed to meet compliance with Star Fish - Early Alert; IA's provide supplemental instruction to support student success through proactive and intervention best practices.	NA	0	Since all IA positions were frozen, the LC has not been able to hire IA's to support the tutoring program. We requested \$85,055
61 Tutors needed for AB705 compliance: Drop-in, appointment-based across the disciplines PLUS 31 Embedded Tutors for Math 13 and English 1A co-requisites and CE courses with contextualized curriculum(Guided Pathways)	Measure B	100,000	The Learning Center requested \$477, 000 but received \$100,000; an additional \$50,000 was later allocated to supplement the tutoring budget. The LC hired 36 tutors for 19-20; given the fact that the LC received a budget for fall 2019 only, the primary focus has been on building the embedded tutoring program.

<p>AB705 Compliance and Guided Pathways require faculty participation in a supplemental instruction program: Four(4) part-time faculty in Math, English and Science will mentor IA’s and tutors to develop academic supplemental workshops One Faculty member will enhance and update LC website; Pillar 4 of Guided Pathways: Ensure Learning</p>	<p>NA</p>	<p>NA</p>	<p>The LC was not awarded the amount of \$3,900 for faculty stipends.</p>
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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 requested in this area, leave blank.

Improvement Actions Improvement Action

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Hire four permanent Instructional Assistants	Four (4) Part-Time Permanent Instructional Assistants One(1) in Math; One (1) in English, One (1) in ESOL, and one (1) in Science. One full-time IA for Computer Lab already exists.	1/14/2019	Icela Gonzalez Santana

Resource Request

Personnel	Classified Staff		
% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
50	IA’s are integral to meeting compliance for AB705 and Guided Pathways; IA’s in collaboration with faculty develop supplemental workshops designed to meet compliance with Star Fish - Early Alert; IA’s provide supplemental instruction to support student success through proactive and intervention best practices.	85000	
Total Costs			
85000			

Resource Request

Personnel	Student Worker		
% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
40	45 Tutors needed for AB705 compliance: Drop-in, appointment-based across the disciplines PLUS 25 Embedded Tutors for Math 13 and English 1A co-requisites and CE courses with contextualized curriculum(Guided Pathways)	250000	
Total Costs			
250000			

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Hire Four (4) Part-Time Faculty	Four(4) part-time faculty in Math, English and Science will mentor IA's and tutors to develop academic supplemental workshops One Faculty member will enhance and update LC website; Pillar 4 of Guided Pathways: Ensure Learning	1/14/2019	Isela Gonzalez Santana

Resource Request

Personnel	Full-time Faculty

% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
10	<p>AB705 Compliance and Guided Pathways require faculty participation in a supplemental instruction program:</p> <p>Four(4) part-time faculty in Math, English and Science will mentor IA's and tutors to develop academic supplemental workshops</p> <p>One Faculty member will enhance and update LC website; Pillar 4 of Guided Pathways: Ensure Learning</p>	3900	

Total Costs
3900

Resource Request Summary

Total Cost: \$338900
Total Resource Request: 3

Program Update Personnel						
Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs	
Classified Staff	50	IA's are integral to meeting compliance for AB705 and Guided Pathways; IA's in collaboration with faculty develop supplemental workshops designed to meet compliance with Star Fish - Early Alert; IA's provide supplemental instruction to support student success through proactive and intervention best practices.	85000		85000	
Student Worker	40	45 Tutors needed for AB705 compliance: Drop-in, appointment-based across the disciplines PLUS 25 Embedded Tutors for Math 13 and English 1A co-requisites and CE courses with contextualized curriculum(Guided Pathways)	250000		250000	

Full-time Faculty	10	AB705 Compliance and Guided Pathways require faculty participation in a supplemental instruction program: Four(4) part-time faculty in Math, English and Science will mentor IA’s and tutors to develop academic supplemental workshops One Faculty member will enhance and update LC website; Pillar 4 of Guided Pathways: “Ensure Learning”	3900	3900
Sub-Total: \$338900				

- 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.

Isela Gonzalez Santana
Charlotte Victorian

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

Isela Gonzalez Santana