Program Integrated Planning and Review

Combination

Program Name:	Learning Commons
Academic Year:	2019-20

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible, improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:
- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f.AP/AP 4020)

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.

 Whenever this symbol appears, consider creating a goal on this topic in your three-year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find here. In addition, there are links and paths to information throughout the document.

Check here for Timeline

A. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Learning Commons has been effective in connecting students who need extra support to the Writing Center and increasing student usage of tutoring. In addition, courses supported by the Learning Commons have significantly higher course success rates in those courses. This suggests that a model of instruction that integrates learning assistance and prioritizes connecting students to campus resources is an effective model for increasing course success rates. Course success rates are higher for Hispanic students enrolled in Learning Commons supported English 1A courses, suggesting that this group especially benefits from an integrated learning approach. Based on these findings, goals for the next three years include increasing the number of courses the Learning Commons supports, promoting a model of instruction that makes learning assistance inescapable for students, and working to extend the highest-quality support to underserved students, including off-site and online students by securing ITTCP Certification for Gavilan's peer tutor training.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

- Supports students of all backgrounds and abilities to develop and practice transfer-level academic skills (cognitive and affective)
- Supports students to become active, independent, help-seeking learners
- Systematically connects students to campus resources by integrating active, collaborative learning activities into instruction

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Response and follow-up to previous program reviews

On the **PIPR website**, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
   a)   Each goal since the last program plan and review and
   b)   PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment

Faculty-endorsed learning activities to target transferable SLOs	- Instructors Bring classes to LC for workshops, peer-supported activities, and class work sessions:
	  ○ 16-17: 62 sessions; 39 unique classes
	  ○ 17-18: 61 sessions; 37 unique classes
	  ○ 18-19: 63 sessions; 43 unique classes

Centralize subject tutoring in Learning Commons space	- Summer 2019, Tutoring Center relocated to Learning Commons, LI 168 - Fall 2019, Learning Commons coordinator begins coordinating Tutoring Center activities
Increase retention and success in gateway courses	- Fall 2018: 9% higher English Course Success Rate for LC supported classes ○ 63% (467 students) English Course Success Rate for students enrolled in classes that come into LC 1+ times (compared to 54% [1,810 students] overall English Course Success Rate) - Spring 2019: GavDATA not yet available. - 2017-2018: - 2016-2017:

	● Fall 2018: 13% higher persistence rate for students enrolled in LC-supported classes (79% one-term persistence rate vs. 66% overall student one-term persistence rate)

Increase technology literacy	● Canvas training for peer tutors added to English 12 curriculum
	● 144 tutoring appointments focused on "using technology/ilearn/Canvas"
	● Laptop Usage: avg. >1,200 times/academic year (FA16-SP19)
	● Canvas workshops for targeted classes:
	  ○ FA18: CD 4 (1)
	  ○ SP19: CD 4 (1); ENGL 1A (1); workshop (2)

promote sustainable model for learning assistance	● Use program data, literature, and other campus models to create model ● Informed: Academic Senate, ASGC ● Priority: quality data collection and reporting

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

Yes:
- Supervised tutoring (via Tutoring Center) became an unofficial activity of the Learning Commons, Fall 2019
- Peer tutoring sessions collect apportionment, 2018-19
- Shift in focus from Learning Commons-specific activities to collaborative activities with Writing Center, Math Lab, STEM Center, Library, ESL Lab, Peer Mentors/Welcome Center, and Fellows Program, in some or all of the following:
  ○ common training for tutors/peer educators
  ○ just-in-time help for students, outside of class and during classes
  ○ support for instructors
  ○ ASSG: informal committee focused on intentional integration of academic support on campus in light of Guided Pathways, AB 705, and other initiatives

C. Program Overview

N/A

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

 Success

The following questions refer to data regarding student achievement.

Path: GavDATA -->Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

- In 2018-2019, the Learning Commons supported 32% (445/1,375) students enrolled in English 1A courses, and the course success rate for students enrolled in these LC-supported courses have a 6% higher course success rate (60% vs. 54%) for all ethnicities. More interestingly, the Learning Commons supported 36% (201/558) of all Hispanic students, and this cohort has a 9% higher 1A course success rate than all Hispanic students (59% vs. 50%). Students reporting multiple ethnicities have a 6% higher course success rate (58% vs. 52%), and white students have an 8% higher rate (60% vs. 54%). In LC-supported courses, white students (74) have only a 1% higher course success rate than Hispanic students (201), and the cohort of Hispanic students is much larger. Course success rates for every group, except "unknown" (7 students), are higher for the LC-supported courses.
  - Hispanic
    - 2018-2019: 59% (118) vs. 50% (279)
    - 2017-2918: 54% (86) vs. 51% (270)
    - Spring 2017: 53% (74) vs. 48% (256)*

Starting in Fall 2017, the LC model settled, and the course success rates for
- Instructors who bring their classes to the Learning Commons have better course success rates for underserved populations. Integrating learning assistance into classroom instruction works.
- One & done doesn't work as well as bringing classes back multiple times at critical points in the semester, the model the LC adopted for 2018-2019.
- Strengthening the peer-to-peer relationship and students sense of belonging to campus through the Learning Commons works to improve course success rates.
- In 2018-2019, the Learning Commons and Writing Center worked closely together to ensure that students entering did not feel the difference between programs. This shift away from labeling the Writing Center and LC activities separately increased usage and correlates with the higher success rates for certain groups.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data **(200 words or less)**?

Path: GavDATA -->Program Review/ Equity--> D2. One Year Persistence Rate

GavDATA is limited in that CRNs cannot be used to filter for One Year Persistence Rates. The following is the Student One Term Persistence Rate for G00s of students enrolled in LC Supported courses for Fall 2018, the first semester the LC began collecting G00s instead of just CRNs.

- 79% Student One Term Persistence Rate for students enrolled in LC supported classes in Fall 2018 (compared to the college's overall 66%)

We expect that students who use campus resources are more likely to persist. Notable is that this percentage does not take into account whether or not a student returned to the Learning Commons, Writing Center, or other campus resource for support. This percentage includes any student enrolled in any courses supported by the Learning Commons--even once.
- The rate increases for courses supported by the Learning Commons 5+ times (from 79% to 86% persistence).

An important trend to notice is that those students enrolled in a LC supported course who also return 1+ times for a one-on-one tutoring session in the Writing Center are less likely to persist (71%), indicating that students who seek help in the Writing Center as a result of being in an LC supported class are the ones most in need of support--not those who will do well no matter what.
- LC supported class + returned for support, 71% persistence
- LC supported class, no return for support, 79% persistence

These findings suggest that courses with higher persistence rates are also courses that integrate learning assistance into their regular classroom instruction. By increasing the integration of academic support and learning assistance into instruction in more courses, we can test the effect on persistence rates of connecting courses to the Learning Commons and other campus resources.

3. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them **(200 words or less)**?

Path: GavDATA--> Program Review/ Equity-->D3. Course Rates by Unit

D3. Course Success Rates by Unit

	2016-2017		2017-2018		2018-2019	
	All 1A	LC 1A	All 1A	LC 1A	All 1A	LC 1A
African American, Latinx, and Filipinx Students	49% success	51%	51%	54%	51%	56%
Asian, Native American, Pacific Islander, White, and Decline to State	52% success	53%	59%	59%	56%	56%

While course success rates for Asian, Native American, Pacific Islander, White, and Decline to State show no difference, course success rates for African American, Latinx, and FilipinX Students enrolled in English 1A courses

supported by the Learning Commons are higher than the overall course success rates for English 1A in all three years, with a 2% increase in 2016-17, a 3% increase in 2017-18, and a 5% increase in 2018-19.

Goals: The Learning Commons operates on the idea that students are more likely to be successful in courses if they cannot escape high-quality, integrated academic support. Learning Commons goals for course success are to:
- Integrate classroom instruction and academic support by creating multi-faceted learning activities to support student course success with individual instructors, other learning assistance programs (tutoring, Writing Center, Library, Math Lab, Peer Mentors), and departments and programs (e.g. athlete AH courses, Child Development, English)
- Give students access to high-quality learning activities inside of the classroom
- extend student learning beyond the classroom through workshops, peer tutoring, and referrals to campus resources.
- Train peer tutors across campus in best practices of peer education (e.g. CRLA certification for peer tutor training program).

Classes that partner with the Learning Commons have significantly higher course success rates than classes that do not partner with the Learning Commons. We acknowledge that these rates are certainly driven by several factors, including methods of instruction; indeed, these higher rates demonstrate the value of a model of instruction that integrates learning assistance and connects students to key campus resources. This integrated model is what the Learning Commons supports and seeks to extend across campus to support student learning and success as part of Guided Pathways and in response to AB 705.

4. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years **(200 words or less)**?

 Path: GavDATA--> Program Review/ Equity-->D4. Milestone Tracking Summary

2016-17: FA16 (2,885) + SP17 (1,633) = 4,517 students served* (duplicated)

2017-18: FA17 (1,525) + SP18 (1,593) = 3,117 students served* (duplicated)

2018-19: SP19 (769) + FA18 (1,124) = 1,893 students served* (unduplicated)

*supported in class work sessions, study room and equipment usage, tutor-supported sessions, or independent work/study time

The Learning Commons began tracking G00s of students supported in Fall 2018; we need help to figure out how to use D4. Milestone Tracking Summary to do a comparison.

5. Refer to your previous three-year plan for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- o What were the measured outcomes of specific initiatives over the past three years?
- o What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- o What indicators are you measuring?

 (300 words or less)

8

We are measuring the impact of the Learning Commons on students enrolled in courses supported by the Learning Commons. Comparison groups: This report compares to the college average and to the average of courses supported by the Learning Commons (especially English 1A because that is our largest cohort). However, we need support to compare our cohorts to students enrolled in courses NOT supported by the Learning Commons, something we could not figure out how to do in GavDATA.

Consideration & Comments on Previously Stated Program Objectives:
- Program Objective 1: Evaluate impact of learning activities
  - G00 cohorts of classes served; comparison: overall and similar classes
  - The rest of this report shows the impact of Learning Commons support on English 1A course success rates over the last 3 years.
  - We need support in evaluating the impact of different levels of support (e.g. Does the kind of support offered to a course alter those students help-seeking behaviors? Are there differences between the students who return to campus resources for individual support for courses supported by the Learning Commons once, 2-4 times, 5+ times? We need help in developing strong questions and interpreting data to answer them.
- Program Objective 2: Recruit new faculty participation, including from additional disciplines and non-credit, in learning activities. Over the last 3 years, the Learning Commons has maintained supporting just over 60 class sessions each semester while also succeeding in increasing the number of unique courses and the number of disciplines supported. In order to increase the types of courses supported and our capacity for serving courses, we more staff with expertise in learning assistance and facilitating professional development for faculty, and facilitating active learning for whole groups.
  - 2016-17: 39 unique courses, 62 class sessions, 7 disciplines
  - 2017-2018: 37 unique courses, 61 class sessions, 8 disciplines
  - 2018-2019: 43 unique courses, 63 class sessions, 11 disciplines
- Program Objective 3: Increase campus awareness of Learning Commons services and program model. In the last 3 years, the college's academic support programs and learning assistance programs have made great strides in collaborating on peer tutor training, creating a student worker handbook, increasing faculty endorsement of learning assistance, and building a strong network of peer tutors, services, and models of instruction. More work is needed, and our college needs faculty to endorse learning assistance as a necessary component of our work in the college instead of as an optional, remedial service. Still, this has been the #1 success; since the beginning of the Learning Commons, capacity and flexibility to support student learning and integrate learning assistance with classroom instruction has increased significantly. The value of a Learning Commons model is in how it connects students and instructors to learning assistance and other campus resources by helping those learning assistance programs and campus resources to network with each other, cross discipline and program boundaries to meet student and instructor needs, share resources, and build common purpose and vision for success and supported learning on campus.
  - Created a single website that connects subject tutoring, Writing Center, and Learning Commons to model a "network model" of learning assistance.
    - Rationale: while programs and funding might be varied, the experience for students and instructors seeking support should be simple.
    - Link: [website](#).
  - Emails before and during semester (instructional faculty, counseling faculty, students)
  - Conversation about faculty & class needs at department meetings (Social Sciences, English)
  - Part of Guided Pathways Completion Team
  - Work with Academic Senate to formalize Learning Support Network (a.k.a. ASSG) as standing Academic Senate committee
  - Collaboration with Writing Center to connect students to campus academic supports
- Program Objective 4: Increase the number of students who access academic support services.
  - Learning Commons increased the Writing Center contacts with students by over 330% (FA13-SP15 avg # students served [589] compared to FA15-SP17 avg # students served [1,957] in workshops and class work sessions)
  - In Fall 2018, 1 in 5 students enrolled in classes that came into the Learning Commons returned to the Learning Commons or the Writing Center

- ■ Of these, 1 in 3 use tutoring sessions (compared to 1 in 5 students overall who logged into the LCWC lab on Timekeeper)
- ■ 35% of students who used Writing Center tutoring sessions were enrolled in LC supported classes (125/355 students, unduplicated)

6. N/A

Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. **For AEC**: Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity **gaps (200 words or less)**?

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps **(200 words or less)**?

Path: GavDATA-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your program. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

In looking at D7. (2018-2019) for LC-supported English 1A courses (18 courses, 445 students) vs. all English 1A courses (1,375 students), the disproportionate impact is for unknown ethnicity, with a -25 percentage point gap. In almost all other areas, D7. for LC-supported classes shows similar or more positive impact than does D7. for all English 1A.

AB705 states that the same rates of success are expected in transfer-level courses for Students with Disabilities if in 1st tier (regular high school classes). GavDATA shows that students with disabilities in LC-supported 1A courses have the same +6 percentage point increase as all students (55% to 61% vs. 54% to 60%).

We need help in interpreting this data appropriately.

8. BP 3420 (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

> The Learning Commons is staffed by 1 PT faculty coordinator and 1 PT instructional program specialist, and the Tutoring Center is staffed by a temporary program specialist while the FT faculty coordinator position is vacant.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: GavDATA--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

> The Learning Commons does not currently have the capacity to directly support DE courses.
>
> We need help in accessing and interpreting the data for NetTutor, part of the Tutoring Center.

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

> - Increase capacity to support DE courses and students:
>   - Curate high-quality resources for online students
>   - Obtain CRLA certification for peer tutors so that Gavilan is eligible to participate in the Online Tutoring Consortium or similar.
>   - Provide high-quality peer tutoring to all students using ACTLA's 2019 Online Tutoring Standards.
> - Create campus culture where Learning Support is part of campus structure and part of instruction, endorsed and led by faculty and classified staff:
>   - Courses with new/first year students are connected to campus resources, including their learning support network.
>   - Instructors work with learning support network to identify sticking points and develop interventions throughout semester.
>   - Learning Support Network is part of Academic Senate as standing committee to identify and plan structural changes and just-in-time interventions to close achievement gaps across student populations.
>   - These gaps will not be best solved by individual programs working independently of others.
>   - Bring best practices in learning assistance and support to campus
>   - Cultural shift: learning support is instruction NOT optional service
>   - Support efforts of GP Completion Team
> - HIRING???

11-12. N/A

curriQunet

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in curriQunet? N/A because the Learning Commons has no official SLOs.

Yes: ☐   **No: X**

14. Are your SLOs and PLOs up to date in curriQunet <u>AND</u> on the reporting website (<-- requires your email log-on)?

Yes: ☐   **No: X**

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: ☐   **No: X**

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: ☐   **No: X**

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

N/A

![red burst icon] **Consider addressing this in your Three-Year Program Plan at the end of this document.**

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->curriQunet

18-19. N/A

Services Area Outcomes (SAO)

Path: Gavilan College Intranet --> Program Planning -->Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Student Services -->Select program

20. What is your set goal for SAO success for each SAO **(200 words or less)**?

The Learning Commons does not have SAO but plans to create them in the coming year.
The Tutoring Center has SAO, listed below. We are not currently able to comment on these as no completed surveys or survey results for the past several years were found. For some of the listed SAO, we are uncertain how to measure; these will be revised in the coming year to more effectively evaluate the impact of peer tutoring.
●   The Tutoring Center was used by student by the following amount of times.   ○   Find GUID 550 enrollment numbers for the TC for previous 3 years.

- ○ This is not a useful outcome and has no assessment/measurement.
- Student satisfaction with the Tutoring Center services.
- Related experiences with the Tutoring Center services. A. Scheduling a tutoring appointment B. Services received from the staff C. tutoring sessions.
- Tutoring will improve the students' level of success in their course/s.
  - ○ We were unable to locate the GUID 550 cohorts; with recent data issues, we were unable to obtain these G00s by other means to run GavDATA cohorts but intend to find a way to access them for a future draft.
  - ○
- Tutoring will increase their understanding of the course content
- Online tutoring services
  - ○ Need # students who used NetTutor; if we have a G00 cohort, run through GavDATA.

Institutional Learning Outcomes (ILO)

21. How do your SAO support the college ILOs? Be specific **(200 words or less)**.

Two of the Tutoring Center SAOs support ILO A and ILO B: "Tutoring will improve the students' level of success in their course/s" and "Tutoring will increase their understanding of the course content."

GUID 28, Tutoring Techniques, the tutor training course, focuses on training tutors to help students with ALL of the listed common actions related to ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness:

- Define issues, problems or questions to be researched or examined
- Find, synthesize, and evaluate information
- Collect and analyze data and relevant information from multiple reliable sources
- Distinguish facts from opinions and biases
- Formulate ideas and concepts in relation to the ideas of others
- Employ quantitative reasoning to solve problems
- Produce or respond to artistic and creative expression.

If tutoring improves students' level of success in their course/s, then students are being supported in some or all of the actions related to ILO A.

In addition, in order to convey understanding of course material, both within a tutoring session and in their coursework, students are being supported in ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication and the common actions related to ILO B, including:

- Communicate effectively, ethically and creatively
- Listen actively and respectfully
- Understand the roles of context, audience, and purpose when developing a communication
- Read, write, speak and listen analytically.

Gap Analysis

22. Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them **(200 words or less)**?

The Tutoring Center SAO need to be rewritten to be measurable and to reflect best practices in tutoring and peer assisted learning.

The Learning Commons needs to have its measurable SAOs recorded so that assessment of them can be officially recorded. Tentative Learning Commons SAO:

- Students in supported courses will increase their usage of learning support resources.

- Course success rates in supported courses will be higher than rates for non-supported courses.
- Instructors will integrate learning supports into their instructional practices and course structures.
-

Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

> - GUID 28 revisions to reflect best practices and satisfy CRLA certification requirements
> - New Peer Education Leadership Certificate; reach out to Leslie T.
> - Noncredit enhanced apportionment course for learning assistance

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from Argos, find the information regarding when, where, and in which method the courses in this program are taught.

> **Path**: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.
>
> **To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

> N/A
>
> The Learning Commons, in partnership with the Writing Center, is open 8-7:30 p.m. to serve day and evening students. The Learning Commons recognizes the need to integrate learning assistance into instruction at off-site and in distance education courses.

Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty, staff and/ or managers/ administrator **positions** in this program over the past two years. Focus on your individual program.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	**Full Time**	**Part time**	**Percentage Full to Part-time**
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19 LEARNING COMMONS	F=1 S=1		F= 1 S = 1	PT=100%
2019-20 LEARNING COMMONS	F=1 S=1		F=1* S=1* *funding ends 10/20	PT=100%
2018-19 TUTORING CENTER	F=1 S=1	F=1	S=1	FT=60% PT=40%
2019-20 TUTORING CENTER			F= 0 S = 1* *temp position ends SP20	FT=0% PT=100%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee **(200 words or less)**?

If nothing changes, by midway through Spring 2020, there will be no staff assigned to the Tutoring Center; by October 2020, only a .2 FTE (7 hours/week) faculty coordinator will staff the Learning Commons. Neither program will be sustainable.
- Loss of the full-time Tutoring Center faculty coordinator position has resulted in the Learning Commons faculty coordinator taking on an additional 4 hours/week to coordinate subject tutoring so that students seeking peer tutoring could receive needed support.
- Loss of the Tutoring Center FT faculty coordinator (May 2019) and program specialist midway through the Fall 2019 semester (September 2019) resulted in no tutors hired for the Fall 2019 semester, resulting in lower than anticipated tutoring apportionment for that semester.
- The PT Tutoring Center program specialist position is currently filled by a temporary hire that will end during the Spring 2020 semester.
- The Learning Commons faculty coordinator's position is .2FTE general fund and .4FTE Title V funding; the Title V funding ends in October 2020.
- The Title V Instructional Program Specialist position is .5FTE Title V funding, which ends in October 2020.
Without the support of the Learning Commons, the Writing Center will be forced to reduce hours and reduce the number of tutors hired and trained, decreasing the pool of highly trained peers for drop-in and embedded tutoring.

The number of courses supported by embedded tutoring (the Fellows Program) will be reduced, and the strides made to build up the Tutoring Center from 3 tutors and meager apportionment to a program with strong ties to the Math Lab (through sharing peer tutors in the same way the Writing Center, Learning Commons, and Peer Mentor program share peer educators) and other programs and departments will disappear, as will support for the students who have already requested and received 200+ hours of peer tutoring just since October, when we began rebuilding the tutoring program on campus. These are immediate impacts.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **Counseling**: Student contacts should focus on number of counseling appointments per year. Please find your total contact hours in SARS.

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	$15,000	$14,500	$20.28 per student
2017-18	3,117	NEED		
2018-19	1,893	118,303	153,149*	$80.90*
2019-20				

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results **(200 words or less)**.

We lost access to our budget information and have not yet gotten access to the correct numbers. The numbers above are listed under "Learning Commons" but are not accurate to the money spent on Learning Commons-specific activities and staffing. We will update for the next draft.

3. N/A

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?   For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: $10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years **(200 words or less)**?

> Writing Center
> Guided Pathways, Completion Team
> ASSG
> Student Worker Handbook
>
> The Learning Commons has been prototyping integrating learning assistance into classroom instruction for several years and is positioned to support the work of the completion team in developing a model through Guided Pathways.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

> The Title V grant that funds the bulk of the Learning Commons ends in Fall 2020. Without continued funding, the support students and instructors receive will end. The Writing Center and Tutoring Center hours of operation will decrease.
>
> The Tutoring Center currently has a temporary program specialist and daily operations and all faculty oversight has been absorbed by the Learning Commons. Without continued funding, the future of tutoring on campus is uncertain.

In Fall 2019, 83 students requested tutoring inside of a 2-month time period with minimal promotion efforts. The Tutoring Center began the semester with only 3 hired and trained peer tutors; currently, we have 10 tutors and still need to hire; the Tutoring Center has been able to fulfill just over half of the student requests for tutoring. Gavilan is in a great position to build a very strong tutoring program that networks with Math Lab, STEM Center, Writing Center, ESL lab, and with instructors who report wanting robust support for their students but not having confidence in the former Tutoring Center to provide that support. By integrating subject tutoring into the Learning Commons model and building on what has worked for hiring, training, and promoting, subject tutoring has the potential to fill a big need on campus, with the eventual goal of reaching the off-sites and having a strong DE presence, perhaps as part of the Online Tutoring Consortium being prototyped in Fall 201 in California community colleges that have peer tutor training programs that are CRLA certified, a certification we have applied for.

The Learning Commons plans to work with all campus partners to design and implement integrated learning assistance into instruction as part of Guided Pathways.

Consider addressing this in your Three-Year Program Plan at the end of this document.

19

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less**.

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

> On a weekly basis, the faculty coordinator and instructional program staff meet with instructors and other program staff to discuss and develop activities to address sticking points for students. These conversations allow Learning Commons staff to promote best practices in learning assistance while supporting instructors in connecting their students to key campus resources, facilitating active learning through interactive learning activities, and shifting classroom instruction from a purely instructor-student relationship inside of the classroom to one where the classroom is extended beyond the classroom and learning assistance is inescapable and integrated into the work of the class.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

> Yes.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

> N/A

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

>

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

> To be completed.

Three-Year Program Plan Goal Setting Worksheet

Learning Commons

**Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Provide high-quality, 24/7 tutoring for on-campus, online, and off-site students.		Achieve ITTPC Certification Level 1 and Level 2 for Peer Tutor Training.	Learning Assistance Network (ASSG) program staff, with Learning Commons lead.	$250	June 2020	Application of ITTPC Certification
Increase number of courses and disciplines supported by Learning Commons.		Create and share out slideshow to present LC model, data, and proposed benefits.	Learning Commons coordinator		May 2020	GP Completion Team prototype includes LC supported instruction model.
Formalize faculty endorsement of learning assistance network.		Propose Learning Assistance Network Advisory Committee to Academic Senate.	Learning Assistance Network (ASSG)		March 2020	Academic Senate approves creation of advisory committee and committee holds regular meetings. Committee has strong feedback loop with learning assistance programs and shared governance.
Secure institutional support for LC model before Title V funding ends.		Create and share out slideshow to present LC model, data, and benefits of continuing model.	Administration and Academic Senate.	$Need average cost of actual LC activities (excluding other stuff charged to LC portion).	August 2020	Some form of the Learning Commons or LC model still exists by October 2020.

Use data and literature to create and assess SAOs to compare model to models at similar colleges. Perhaps add revision of Tutoring Center SAOs if they will still be part of LC?		Create and publish SAOs in Spring 2020 and assess beginning in Fall 2020.	Learning Commons Coordinator		February 2020	

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Signature Page

Program being reviewed: **Learning Commons**

Date: Click here to enter text.

How to use form:

Sign off after final review and no later than:
Peer Reviewers: Nov. 27, 2019
Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Megan Wong		
Dean	Randy Brown		
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		
PIPR Support Team			