

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Learning Center
Contact Person: Reagen Dozier

Submission Date:

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The Learning Center supports the mission of Porterville College by offering academic support to students at every level of skill and ability through peer and faculty tutorial services, peer mentorship in English and mathematics, and a supervised learning software lab.

Vision:

The Learning Center provides outstanding, multi-faceted academic support to Porterville College students, partnering with them to facilitate the achievement of their goals.

Values:

In support of our mission statement and vision, the Learning Center is committed to the following core values:

Students—The Learning Center values each student and is committed to the College Mission Statement’s opening statement: “With students as our focus”

Learning—The Learning Center exists to support student learning and provides customized assistance to facilitate student success.

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Assessment—The Learning Center is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our service to students.

Services Area Outcomes:

(Please list your SAOs and provide an overview of the assessments that have been conducted, changes to your program based on those assessments, and your planned assessment cycle. Include target population; assessment timeframe, tool(s) and results; and analysis/action plan with target date.)

- **Students that utilize the Learning Center services will improve their course completion rate.** This will be assessed on a yearly basis with data from the Learning Center tracking software compared to Cognos course completion data. Data was gathered from the Learning Center starting from 2013-2014 academic year to 2017-2018 academic year and was compared to current and historical data in Cognos. In the outcomes cycle, this SAO is in the identify stage as the LRC Workgroup is analyzing the data to identify actions to improve the Learning Center.
- **Students that utilize the Learning Center services will exhibit behavior that promotes student success.** This will be assessed every three years along with the CCSSE (Community College Survey of Student Engagement) survey data. In the outcomes cycle, this SAO is in the analyze stage.

Program Analysis and Trends

(Please review current performance based on the data provided by the Office of Institutional Research (or other relevant data) for your department(s) and summarize trends for the past three years.)

Changes in Program over Last Three Years

As of Fall 2018, the Learning Center serves students 14 hours/day Monday – Thursday (9:00 a.m. – 9:00 p.m.) and hours on Friday (8:00 a.m. – noon) for a total of 90 hours/week. The Learning Center serves more than 1000 students each academic year through the PASS Leaders, Writing Mentors, Math Mentors, Faculty Assistance, and Peer and Embedded Tutors. The Learning Center was able to expand its hours with the hiring of a new evening part-time Learning Center Technician in the Fall 2017. With the expansion of hours, the Learning Center now conducts all DRC testing needs.

The Learning Center was redesigned Fall 2018 to create a student learning space that is more student-centered and service driven. The redesign entailed the purchase of brand new computers, web cameras for the new testing room, and a new layout for how services will be offered. To coincide with the redesign, a SMART study room with a new ClearTouch Interactive TV was

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created for students to have access to technology that will enhance their education experience by providing them the opportunity to practice speeches. A second SMART study room is in development for Fall 2019.

In Fall 2017, Peer and Embedded Tutors were CRLA Level 1 Certified for tutoring. This program has normed all training for Peer and Embedded Tutors, so that they can provide more comprehensive tutorial services to students. As of Fall 2018, 7 Peer/Embedded Tutors have completed their College Reading & Learning Association Tutor Level I Certification and currently 20 Peer/Embedded Tutors are being trained. In the Spring 2019 semester, Math Mentors will undergo the training.

The Learning Center Workgroup was created for implementation of the Learning Center redesign and the creation of SAO's for the Learning Center. The Learning Center Workgroup continues to meet at least once a semester to assess the needs of the Learning Center.

Data Review

The Learning Center served 1060 unduplicated students in the 2017-18 academic year, a 5% decrease in the number of unduplicated students the LRC served in 2016-17 (1115 unduplicated students). This decrease in unduplicated students stems from a decrease in enrollment for Spring and Summer 2018 in comparison to Spring and Summer 2017. The Learning Center's headcount is largely a reflection of Porterville College's current student headcount; therefore, for the Fall 2018 semester, there has been a significant increase in unduplicated students as the 2018-19 academic year's headcount has also increased. In addition, the numbers are expected to increase in accordance with the Learning Center redesigned completed in Fall 2018.

Learning Center Overview

The overall successfulness of the Learning Center was reviewed with two studies. The first study compared the students who used the Learning Center services to students who did not use the Learning Center to see if students who used the Learning Center services were more likely to pass their course. The study disaggregated the data to see if the number of times a student visited the Learning Center had an effect on their completion rate. To better understand the Learning Center's effectiveness on student completion, the data was separated according to English, math, and all other courses. The data indicated that the more times students visit the Learning Center the more likely they are to successfully pass their course.

Subject	Number of Visits: 0	Number of Visits: 1	Number of Visits: 2-3	Number of Visits: 4-8	Number of Visits: 9+	Total
English	61%	69%	72%	76%	82%	64%
Math	59%	66%	69%	74%	82%	65%

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All Courses (Excl. Eng. & Math)	71%	77%	79%	80%	83%	72%
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The second study used the Community College Survey of Student Engagement survey data from 2017 to determine if students that used tutoring services and skill labs were developing student success behaviors as indicated in the CCSSE survey. The questions that were used for this study were centered around asking questions in class, skipping class, coming unprepared for class, discussing grades with instructors, preparing multiple drafts of a class assignment, reading for academic enrichment/enjoyment, and preparing for class. The results are below:

- Students who use tutoring services (question 12d) and skills labs (12e) are more likely to ask questions in class (q4a).
- Students who use tutoring services (question 12d) and skills labs (12e) are more likely to prepare two or more drafts of a paper (q4c) except it didn't quite meet the .05 threshold for the effect from q12e (p=.06).
- Use of tutoring services seems to have little impact on coming to class without doing the reading (q4e), but students who use skills labs more are less likely to come to class without reading.
- The use of tutoring services seems to have little impact for discussing grades with an instructor (q4k). Associated with 4e, but not 4d.
- Use of both tutoring services and skills labs are associated with discussing readings outside of class (q4m); the difference is much larger for tutoring services.
- Use of skills labs is associated with students being less likely to skip class (q4s), but not tutoring services.
- Students who use tutoring services are more likely to read books on their own (q6b). Not so much with skills labs
- Students who use skills labs are more likely to spend more time preparing for class (q10a).

Visits to the **Math Mentors** has increased steadily each term with Spring 2016 and Spring 2018 being the only two terms that did not indicate an increase in numbers. The decrease in visits coincide with lower headcounts for Porterville College during both terms.

Term	Math P061 (Pre-Alg.)	Math P055 (Elem. Alg.)	Math PQ (Applied Alg.)	Math P051 (Inter. Alg.)	Math P122 (Stats)	Math P101 (Trig)	Math P102 (Precalculus)	Math P103 (Calc I)	Other Courses	Total
Fall 14	31	88	-	247	68	32	0	11	5	482
Spring 15	67	60	29	274	63	64	15	3	1	576
Fall 15	31	129	39	331	119	35	0	27	8	719

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Spring 16	35	97	32	157	185	22	0	1	0	540
Fall 16	156	214	110	275	163	47	18	2	12	1027
Spring 17	295	392	237	211	159	74	26	3	19	1516
Fall 17	521	232	288	378	281	1	1	5	7	1714
Spring 18	150	274	205	529	328	42	19	19	80	1646

The **Language Arts Mentor Program (Writing Mentors)** serves students across the Porterville College campus. Student mentors work with their peers at any stage of the writing process, from generating ideas to improving proofreading skills. The service is provided on a drop-in basis.

In Spring 2017, the program experienced a temporary drop in number of visits as the LRC tutors switched from appointment-only to drop-in service, but we are seeing the number of visits return to previous higher levels. The Writing Mentors serve approximately 132 students each semester.

Term	Language Arts Division	Fine & Applied Arts Division	Kinesiology Division	Health Careers Division	Mathematics Division	Student Services Division	Social Science Division	Natural Science Division	CTE Division	Other (scholarship essay)	Total
Fall 16	142	13	0	5	0	0	3	2	3	1	169
Spring 17	92	3	0	2	0	0	6	0	5	0	108
Fall 17	103	3	0	2	0	0	7	0	3	0	118
Spring 18	102	8	0	9	0	5	9	0	0	1	134

PASS Leaders

In Fall 2018, PASS Leaders conducted an end of the term survey to students who participated in the PASS program. According to the survey results:

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- 14 students participated in the PASS sessions for MATHP122. The score for usefulness averaged a 4.2, the average grade expected this semester was a 3.7, and the average grade they would have received had they not attended PASS sessions would have been a 2.7. Grades by students that attended came in a full grade above what they would have had.
- 25 students participated in the PASS sessions for Anatomy P110. The score for usefulness averaged a 4.76, the average grade expected this semester was a 3.0, and the average grade they would have received had they not attended PASS sessions would have been a 1.5. Grades by students that attended came in a full grade and a half above what they would have had.
- 10 students participated in the PASS sessions for MATHP055. The score for usefulness averaged a 4.4, the average grade expected this semester was a 3.0, and the average grade they would have received had they not attended PASS sessions would have been a 2.1. Grades by students that attended came in almost a full grade above what they would have had.
- 13 students participated in the PASS sessions for ASLP101. The score for usefulness averaged a 5, the average grade expected this semester was a 3.5, and the average grade they would have received had they not attended PASS sessions would have been a 2.2. Grades by students that attended came in almost a full grade and a half above what they would have had.

Testing

The Learning Center continues to support the campus by providing proctoring services for current PC students and the community. The number of exams that the Learning Center proctors has steadily increased each year with 2016-17 academic year having a 2% increase in the number of exams compared to 2015-16. With DRC testing moving to the Learning Center in Fall 2018, testing services are expected to increase exponentially as the DRC serves approximately 200 students each academic year.

Program Strengths

The Learning Center received College Reading and Learning Association (CRLA) Level I Tutoring Certification. With the new certification, The Learning Center is able to certify Peer/Embedded Tutors as Certified Tutors. The certification sets professional standards of skill and training for tutors, thus, enabling Peer/Embedded Tutors to provide exemplary tutorial services to PC students.

Service Area Outcomes were revised in Fall 2018 by the Learning Center Workgroup to better reflect the goals and vision for the Learning Center. The new SAO's are focused on student success metrics specifically course completion. With the new SAO's, the Learning Center is able to better analyze their programs and provide ample data about the usefulness of the Learning Center for PC students. As evidenced in the data analysis above, students who visit the Learning

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Center are more likely to complete their courses than students who do not use the Learning Center services. Furthermore, a student's successfulness increases the more times the student visits the Learning Center.

The Learning Center was redesigned at the end of Fall 2018 to streamline the services offered in the Learning Center. The redesigned Learning Center is expected to attract more students to the facilities especially to the new SMART study room.

Areas of Improvement

There has not been a Director for the Learning Center and Library for more than ten (10) years. It is necessary to have a director who is responsible for comprehensive academic support services programming that provides students with additional learning assistance outside of the classroom; as well as streamlining the support services in this area. It will also help to streamline the data collection practices for each program.

Currently, the Learning Center is staffed with one full-time technician and one part-time technician. With the increase in testing in Fall 2018 due to DRC testing moving to the Learning Center, one full-time and one part-time technician is no longer meeting the needs of the Learning Center. If the Learning Center had two full-time technicians, the Learning Center would have ample coverage to assist DRC testing needs. Furthermore, the two positions alone do not meet the growing student demand for tutoring, mentoring, and supplemental instruction. An additional full-time position is needed to meet the student demand.

Goals (This section is for you to report on progress on *previously established goals*. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Formalize SAOs	Fall 2018	Information and input from LRC Workgroup		

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date 11/16/18)
 Revised (Date)

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Comments:

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Gain CRLA certification for tutor program	Spring 2018		CRLA Coordinator LC Technician Program Manager	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date 4/19/2018)
 Revised (Date)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Establish online tutoring service	Fall 2017		Educational Media Design Specialist LC Technician	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (Date 8/20/17)
 Revised (Date)

Comments:

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Goals (This section is for you to report *new goals* for your program. If your program is creating more than 2 goals, please duplicate this page)

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Identify and adopt a system for data collection on academic impact of drop-in and scheduled tutorial services	N/A	LRC Workgroup	Faculty Coordinators for Writing Mentors, Math Mentors, PASS Leaders, and CRLA. Program Manager	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x__ Item 2_x__ Item 3_x__ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Seeking more advertisement opportunities to increase the number of students who utilize the Learning Center	N/A	LRC Workgroup	Faculty Coordinators for Writing Mentors, Math Mentors, PASS Leaders, and CRLA. Program Manager	

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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x__ Item 2_x__ Item 3_x__ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff</u>		<u>Part-time Staff</u>		
Faculty		Faculty		
Temporary		Temporary		
Classified	1	Classified		1
Management		Management		
<p>Project dates of temporary staff:</p> <p><u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.</p>				
	Title of Position	Classification <small>(Faculty, Classified, or Management)</small>	Full or Part Time	New or Replacement
Position 1	Learning Center Technician	Classified	Full-time	New
Position 2	Director of the Learning Center and Library	Management	Full-time	New
Position 3				
<p>Justification:</p> <ol style="list-style-type: none"> 1. Learning Center Technician, Full-Time: Currently the Learning Center is staffed with one full-time technician and one part-time technician. Student demand for tutoring, mentoring, and supplemental instruction are growing. In order to meet the needs of student demand and provide adequate coverage of the Learning Center during peak times, it is necessary to hire a second full-time Learning Center Technician to work in the afternoon and evening hours to provide more operating hours to encompass the demand. <p>Salary (1000): \$37,284.24 Benefits (3000): \$27,131.41</p> <ol style="list-style-type: none"> 2. Director of the Learning Center and Library: This position would be responsible for the Learning Center and the Library. These areas are vital to the success of Porterville College students. There has not been a Director for the respective areas for more than ten (10) years. It is necessary to have a director who is responsible for comprehensive academic support services programming that provides students with additional learning assistance outside of the classroom. The supervision and coordination that the director will bring to the Library 				

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and Learning Center is vital in the success of these support services.

Salary (1000): \$102,704.39

Benefits (3000): \$43,491.66

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. It is not necessary to put a price on these items; that will be done by the IT department. If you have more than two technology needs, add rows below.

<u>Technology Need</u>	<u>Justification</u>
Item 1	
Item 2	

FACILITIES REQUEST

Use this section to list any facilities needs for your program. It is not necessary to put a price on these items; that will be done by the Maintenance & Operations department. If you have more than two facilities needs, add rows below.

<u>Facilities Need</u>	<u>Justification</u>
Item 1	
Item 2	

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. It is not necessary to put a price on these items; that will be done by the Safety and Security Program Manager. If you have more than two safety & security needs, add rows below.

<u>Safety & Security Need</u>	<u>Justification</u>
Item 1	
Item 2	

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BUDGET REQUEST
 (Do not include staff increases in this section)

	Current Budget	Amount of Change	Revised Total
2000 (Student Worker Only)	30,000.00		
4000	700.00		
5000			
Other			

Justification:
 (Include justification for each change requested.)