

1. Assessment Plan - Four Column



PIE - Library & Learning Resources: Learning Assistance – Instruction Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: 2 sections of READ 100 were offered online. 3 sections of READ 90 were offered online. One section was a dedicated sociology link. STDY 85A is being offered as a hybrid course for the Pathway courses.

STDY 100 is being submitted for General Education Area E, Lifelong Learning.

STDY 100 is a CSU transferable course that was proposed as an option for dual enrollment.

READ 100 is being submitted for IGETC approval.

Through the Basic Skills grant, READ created an accelerated READ 80/90 course. The new course, READ 85, has been submitted for curriculum review. Due to new legislation restricting placement into basic skills English and math, the accelerated LERN 48/49 model was not created.

The Learning Assistance Resource Center is now offering tutoring for all READ classes - 70, 80, 90, 100. Piloting of SLA assignments have also brought students into the LARC.

Learning Assistance faculty is planning to create a noncredit vocational tutoring certificate.

Learning Assistance will continue meeting with the Counseling, English, Math, Tutoring Centers, and Assessment to continue conversations on better serving under-prepared students.

External Conditions, Trends, or Impacts: Economy: Increased employment levels may have impacted overall college enrollment thereby reducing enrollment in Learning Assistance courses.

Legislation, initiatives, and grants that are focused on acceleration and completion impact placement, enrollment, and curriculum development in Learning Assistance. AB 705's self-reported GPA placement has eliminated placement into basic skills courses. This has impacted enrollment in learning assistance reducing course offerings by over 70%.

LOWER ENROLLMENT HAS PROMPTED 6 FACULTY MEMBERS TO RETRAIN.

As a result of AB 705, the Mt. SAC English Department will only be placing students into ENGL 1A and 1A+80. Students will no longer place into LERN 81.

Internal Conditions, Trends, or Impacts : Training: Learning Assistance Lab Instructors and tutors have been trained to assist students with Student Learning Activities (SLAs). This was a result of the piloting of Directed Learning Activities (DLAs).

Enrollment: STDY 85A is currently used in the Pathways Program as a support course linking LERN 49/MATH 50/MATH 51. To increase access to students, STDY 85A is now offered as a hybrid class.

Technology: Smartboards are no longer supported for repair and troubleshooting. Tips of Smartboard pens are worn off and cannot be replaced. Smartboards will not calibrate or track accurately. Student computers are slow to start up and load software. Mac student computers in 6-131 repeatedly ask students for passwords and often are unable to print unless tech support troubleshoots in class one computer at a time.

SLO Barriers: RIE is impacted with current AB 705 implementation, so data interpretation for the STDY 80 Locus of Control SLO has not been completed. The project is currently in the writing phase.

AACC Pathways: Students who place into basic skills courses need to be incorporated into Pathways. A contextualized basic skills approach is under consideration and lessons and materials need to be developed.

Multiple Measures: The use of high school grade point average as a metric for placement into English and math classes has resulted in more students placing into transfer-level classes which has impacted enrollment in Learning Assistance classes.

The English Department has created a new AWE rubric with only two placement options for native speakers: ENGL 1A or ENGL 1A + 80. AWE readers will be instructed to "flag" papers demonstrating extreme skill deficiencies. If two readers flag the same essay, the student will receive a message to meet with a counselor to discuss Learning Assistance courses, ACCESS, and noncredit options.

As the campus implements student support models, instructors' professional development needs are increasing so they are able to effectively integrate support services into course design. As the ability level of students across campus widens in transfer-level courses, faculty would benefit from mentoring from student centered Developmental Education specialists who have expertise in developmental pedagogy that supports both affective and cognitive domains, and scaffolds content to support the needs of all learners.

LOWER ENROLLMENT HAS PROMPTED 6 FACULTY MEMBERS TO RETRAIN.

Critical Decisions Made by Unit: Curriculum: Study Techniques faculty reviewed STDY 100 and submitted it for consideration for CSU transferable, general education status in Category E, Lifelong Learning. READ 100 has been submitted for IGETC approval.

Curriculum: Distance Learning versions of READ 90, READ 100, and STDY 85A were approved.

Curriculum: Faculty will be offering a new accelerated reading course to condense the course sequence to meet the local reading graduation competency. The division worked with IT to identify and contact students who are close to graduating but have not met the reading graduation competency in order to encourage them to take a reading class. Also, a READ flyer was created for High School Outreach so Connect 4 students can plan to meet their reading graduation competency early.

Curriculum: Reading faculty will continue to offer contextualized reading courses based on career clusters for the AACC Pathways initiative.

Retraining has been initiated by six faculty members. As a result, these instructors' sections cannot be offered. Also, no adjunct sections will be offered. Future course offerings days and times are limited to availability of the remaining full-time faculty members. Participation of faculty on campus committees and work groups will be limited, thus representation of Learning Assistance across campus will be reduced. Currently, no afternoon, evening, or Saturday classes are being offered in Learning

Assistance. This will limit access for part-time, working students who wish to self-select into basic skills writing and math, and place into READ.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Summer and winter workshops for full time and adjunct reading faculty members were offered to work on Outcomes assessment and curriculum.

2. A summer math workshop was held for full time and adjunct math faculty members to work on Outcomes assessment and curriculum.

3. Sun Ezzell, Martha Hall, Jannie Ma, Barbara Gonzales, and Dianne Rowley organized the 16th Annual Inspired Teaching Conference, "Make Just One Change" providing professional development to faculty across campus using the Question Formulation Technique.

4. Learning Assistance instruction participated in Academic Support Services planning meetings, Guided Pathways meetings, Counseling New Student Orientation meetings, and Multiple Measures GPA placement meetings.

Notable Achievements for Theme B: To Support Student Access and Success: 1. STDY 100 was submitted as an Area E, Lifelong Learning, General Education, CSU Transferable course.

2. Additional marketing outreach efforts were implemented by Learning Assistance faculty, staff, and managers. Learning Assistance Lab Instructors visited classes in Learning Assistance and across campus to promote READ 100 and STDY 100 classes. Student testimonials were posted on the LAC website. Banners were installed on Bld. 6.

3. Student Equity funds were used to provide an embedded librarian for Tutorial Services, the Learning Lab, and the Learning Assistance Resource Center.

4. Learning Assistance Lab Instructors are holding HESI Test Prep sessions for nursing students.

5. The Basic Skills Coordinating Committee accepted a proposal from Learning Assistance to design accelerated curricula for both reading and math courses.

6. In Summer and Fall 2017, Learning Assistance finished surveying a total of 1632 LAC students (math, writing, study, and reading) to determine self-reported GPAs:

32% did not know or did not have GPAs

27% had 3.0-3.2 GPAs

22% had 2.6-2.9 GPAs

13% had 2.0-2.2 GPAs

12% had 3.3-3.5 GPAs

10% had 2.3-2.5 GPAs

8% had 3.6-3.9 GPAs

4% had 4.0 GPAs

2% had 1.6-1.9 GPAs

1% had 1.0-1.5 GPAs

Summer 2017 GPA survey is in progress. Data will be used to inform placement discussions across campus.

7. 207 students placed into READ 70, 80, or 90 and have not taken any of the classes. The division sent a message telling them they need to take their required class in an upcoming semester. These are students who completed 40 degree-applicable units or more toward their 60 units for an associate degree. Students will be notified 30 days in advance of registration to ensure timely completion of the reading competency.

8. An informational Learning Assistance course flyer was created to be distributed to Connect 4 students through High School Outreach.

9. Division Outcomes Retreat focused on designing effective research questions, collecting data, interpreting, and utilizing data in a way that closes the loop.

10. LERN, READ, and tutor testimonials were filmed and captioned by Production Services. These videos are on the Mt. SAC/LAC website to help students make informed self-placement decisions. The LAC Student Testimonial link is available on AQ messaging for those eligible to take MATH 50/LERN 49. Also, New Student Orientation contains the student testimonial link.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. A second student use desktop computer was installed in the Learning Assistance Resource Center for My Math Lab.

2. LAC faculty attended Smartboard workshop.

3. FCLT embeded a student testimonial video link on the LAC website.

4. LAC chairs attended PIE workshop and viewed tutorial.

5. LAC student classroom computer survey (Spring 2018) showed hardware, software, and internet are satisfactory.

6. Buckled LAC hallway tiles were replaced with carpet.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. In fall, Learning Assistance welcomed the new faculty group with a short tour of LAC and services.

2. Barara Gonzales and Sun Ezzell presented on the Question Formulation Technique at Glendale Community College in Spring 2018.

3. Barbara Gonzales, Sun Ezzell, Martha Hall, Dianne Rowley, and Jannie Ma organized the 17th Annual Inspired Teaching Conference with Keynote David Middlebrook in Spring 2018. The topic was textmap scrolling. This technique helps faculty members scaffold their textbooks for students to increase comprehension.

4. Widespread Learning Assistance faculty involvement across campus: Learning Assistance faculty serve on SSSPAC, SP&S, EDC, C&I, PAC, PDC, FPDC, FA, AS, Student Equity, Basic Skills, Outcomes, Content Review, Developmental Education Study Team, and various task forces and work groups such as Multiple Measures and Guided Pathways.

Contributors to the Report: Ema Burman

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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Outcomes Alignment, Curriculum Development, and Resources - Align department SLOs, AUOs, and SAs to future department planning and resource allocation; align CORs to SLO process to ensure currency of curriculum. (Instruction Goal I-8)
Status: Active
Goal Year(s): 2016-17
Date Goal Entered (Optional): 09/01/2016

In Progress - Interactive Projectors to replace SmartBoards in Learning Assistance classrooms.
Describe Plans & Activities Supported: Install BrightLinks systems in 6-112, 6-130, 6-131, 6-132, 6-134, 6-136, and 6-137.
Lead: Dianne Rowley
One-Time Funding Requested (if applicable): 30000
Planning Unit Priority: Medium
What would success look like and how would you measure it?:
 Instructors will use interactive projectors to integrate curriculum into instruction.
Documentation Attached?: Yes
Related Documents:
[Learning Lab LAC Faculty Survey \(Responses\) - Form Responses 1 \(1\).pdf](#)

Reporting Year: 2017-18
% Completed: 25
 2 Interactive Projectors have been purchased and are scheduled to be installed during the summer 2018 intersession. Projectors will be installed in 6-131 and 6-137. (05/18/2018)

In Progress - Improve instruction and curriculum to increase student success by being able to utilize RIE assistance in the design and analysis of SLOs.
Lead: Barbara McNeice-Stallard
One-Time Funding Requested (if

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Where We Make an Impact: Closing the Loop on Goals and Plans

applicable): 5000
Type of Request: Research
Planning Unit Priority: High
What would success look like and how would you measure it?:
Learning Assistance faculty members will develop data-driven SLOs.
Documentation Attached?: No
In Progress - Math Faculty have adopted MyMathLab, and students in the Learning Assistance Resource Center need access to laptops or desktops to receive tutoring while completing lab assignments.
Describe Plans & Activities
Supported: 15 laptop or desktop computers
Lead: Dianne Rowley
One-Time Funding Requested (if applicable): 10000
Planning Unit Priority: High
What would success look like and how would you measure it?:
Increased student course completion and student-tutor contact.
Documentation Attached?: No
Full Funding Requested - 2 Wireless webcams
Describe Plans & Activities
Supported: Wireless webcams can be used to project student collaborative activities and in-class group work on overhead projector.
Lead: Dianne Rowley
One-Time Funding Requested (if applicable): 80
Type of Request: Instructional Equipment
Planning Unit Priority: Medium
What would success look like and

how would you measure it?:

Improved learning outcomes resulting from students engaged in collaborative, hands-on project based activities and assessments.

Documentation Attached?: Yes

Related Documents:

[webcam.JPG](#)

Full Funding Requested - Replace Mac student and instructor computers in 6-131

Describe Plans & Activities

Supported: Student and instructor Macs in 6-131 are slow and unpredictable. Computers sometimes freeze and periodically log students out. Printing is problematic due to connectivity issues, and technicians are frequently called to troubleshoot.

Lead: Dianne Rowley

One-Time Funding Requested (if applicable): 17000

Type of Request: Instructional Equipment

Planning Unit Priority: Medium

What would success look like and how would you measure it?:

Improved student learning outcomes due to improved technology, speed, and connectivity of classroom computers for assignments. The faster and more reliable student computers are, the more faculty will integrate into course design. Instructor computer reliability and speed would improve content delivery and Canvas use.

Documentation Attached?: Yes

Related Documents:

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Where We Make an Impact: Closing the Loop on Goals and Plans

[Learning Assistance Classroom Technology Survey Spring 2018_May 29, 2018_23.44.csv](#)

Outreach and Marketing: Learning Assistance Presentations and DE Approaches

- Involve LAC faculty and students in campus presentations that reflect explicit integration of Developmental Education (DE) approaches (Flex Day, New Faculty Seminar, retreats, POD workshops, etc.). Increase campus knowledge of Learning Assistance courses and focus on targeted outreach to increase enrollment.

Status: Active

Goal Year(s): 2017-18

Date Goal Entered (Optional):

09/01/2016

Data Driven Decision-Making - Use data on student performance and needs to strengthen our curriculum, understand who our students are, understand impacts on our students, and illuminate areas of additional need in regards to faculty hiring. (Instruction Goal I-11)

Status: Active

Goal Year(s): 2017-18

Date Goal Entered (Optional):

09/01/2016

In Progress - Market Learning Assistance courses to students and faculty.

Lead: Dianne Rowley

One-Time Funding Requested (if applicable): 1500

Type of Request: Marketing

Planning Unit Priority: High

What would success look like and how would you measure it?: Increase awareness of LERN, READ, and STDY courses as underprepared students are placed into transfer level courses. Students who failed or dropped ENGL 1A or MATH 70 will receive information about LAC academic support services and late start classes.

Documentation Attached?: No

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>No Funding Requested - Integrate use of the Learning Assistance Resource Center tutors and services to increase persistence and completion of Learning Assistance courses.</p> <p>Describe Plans & Activities Supported: Directed Learning Activities and workshops for students. Professional development for faculty members to integrate these resources into curriculum.</p> <p>Lead: Dianne Rowley</p> <p>Type of Request: Professional Development</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: Increased use of the Learning Assistance Resource Center.</p> <p>Related Documents: LALI DLA Topics for MATH.pdf LALI DLA Topics for READ.pdf LALI DLA Topics for Writing.pdf LARC Student Achievement Workshops Winter 2018 survey results.pdf</p>	<p>Reporting Year: 2016-17</p> <p>% Completed: 25</p> <p>Learning Assistance Lab Instructors are creating DLA activities to support student learning outcomes in math, writing, and reading. DLAs will be completed in the Learning Assistance Resource Center and will reinforce academic concepts as well as affective issues. (07/05/2017)</p> <p>Related Documents: LALI DLA Topics for Writing.pdf LALI DLA Topics for MATH.pdf LALI DLA Topics for READ.pdf LARC Student Achievement Workshops Winter 2018 survey results.pdf</p>
<p>Professional Development - Participate in professional development opportunities that promote continuous improvement of instructional techniques, provide a positive learning environment, and develop knowledge of current best practices for the field. (Instruction Goal 10)</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18</p> <p>Date Goal Entered (Optional):</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Ongoing (05/31/2018)</p> <p>Related Documents: Inspired Teaching Conference Feedback 04-27-18.pdf Inspired Teaching Conference XVII- Student Success - What Textbooks Have....pdf</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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09/01/2016

Effective Use, Safety, and Maintenance of Space - Ensure that space is utilized effectively to support student learning and achievement as well as enable faculty to provide access to curriculum and services that promote student success. Ensure student health and safety by maintaining academic spaces in accordance with health and safety regulations and standards (Instruction Goals 1-12)
Status: Active
Goal Year(s): 2017-18
Date Goal Entered (Optional): 09/01/2016

In Progress - Secure a new building for Library and Learning Resources.
Describe Plans & Activities
Supported: New building
Lead: President
Type of Request: Facilities
Planning Unit Priority: High
What would success look like and how would you measure it?: Completion of a new building.
Documentation Attached?: No

Reporting Year: 2017-18
% Completed: 0
 Securing a new library for Library and Learning Resources in progress. (05/18/2018)

In Progress - Reconfigure vacated Testing Services area for use as a meeting and work space.
Describe Plans & Activities
Supported: Furniture, including a conference table, chairs, projector, and screen.
Lead: Dianne Rowley/
One-Time Funding Requested (if applicable): 15000
Type of Request: Furniture, Technology Equipment - new
Planning Unit Priority: Medium
What would success look like and how would you measure it?: With the addition of meeting space, Room 6-112 can be used to offer additional classes.
Documentation Attached?: No
Related Documents:
[conference chairs.pdf](#)
[projector screen.pdf](#)
[projector.pdf](#)
[Conference table.pdf](#)

Reporting Year: 2017-18
% Completed: 0
 Reconfiguration of Vacated Testing Services area is in progress. (05/18/2018)

In Progress - Reconfigure layout of Instructor Console in 6-137

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Where We Make an Impact: Closing the Loop on Goals and Plans

Describe Plans & Activities

Supported: Outlets need to be moved, new instructor station and desk needed, and a cabinet needs to be moved. Individual desks with attached chairs are in poor condition and difficult to configure for collaborative learning activities. Lightweight modular group tables are needed with chairs and bulletin boards need to be replaced with large white boards.

Lead: Dianne Rowley/

One-Time Funding Requested (if applicable): 10500

Type of Request: Furniture, Workstation

Planning Unit Priority: High

What would success look like and how would you measure it?: Room will be remodeled so students can see the screen and instructor better. Instructors will not have their backs to students while using technology. Whiteboards and seating will support a collaborative learning environment.

Documentation Attached?: Yes

Related Documents:

[Modular Tables and Chairs.pdf](#)
[class chairs.pdf](#)

In Progress - Paint hallways and classrooms and repair walls.

Describe Plans & Activities

Supported: Paint and labor

Lead: Dianne Rowley/

One-Time Funding Requested (if applicable): 10000

Planning Unit Priority: High

What would success look like and how would you measure it?:

Reporting Year: 2017-18

% Completed: 0

Painting of hallways and classrooms and repair of walls in progress. (05/18/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	<p>Learning environments and hallways are painted.</p> <p>Documentation Attached?: No</p> <p>In Progress - Replace old, stained carpet in classrooms.</p> <p>Lead: Dianne Rowley/</p> <p>One-Time Funding Requested (if applicable): 15000</p> <p>Planning Unit Priority: High</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>The replacing of old, stained carpet in classrooms is in progress. (05/18/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>Tiles were installed in LAC hallways; however, adhesive failed to completely secure tiles to concrete subfloor. As a result tile buckled and additional adhesive was applied. Additional adhesive has again failed and large, non-skid rugs are being used to cover two unsafe, buckled areas in tile. (07/08/2017)</p>
	<p>In Progress - Provide additional custodial support staff to maintain clean classrooms.</p> <p>Planning Unit Priority: High</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 0</p> <p>Providing additional support staff to maintain clean classrooms is in progress. (05/18/2018)</p>
	<p>In Progress - Maintain a safe and comfortable learning environment to contribute to a positive experience for Basic Skills students by upgrading furniture and replacing damaged chairs in classrooms.</p> <p>Describe Plans & Activities</p> <p>Supported: Lightweight modular student tables and chairs that can be arranged for cooperative group activities</p> <p>Lead: Dianne Rowley</p> <p>One-Time Funding Requested (if applicable): 5000</p> <p>Type of Request: Furniture</p> <p>Planning Unit Priority: Medium</p> <p>What would success look like and how would you measure it?: All student seating will be safe and functional.</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>Upgrading classroom furniture is in progress. Rooms 6-131 and 6-137 are scheduled to be upgraded during the summer 2018 intersession. (05/18/2018)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 75</p> <p>Student and instructor chairs have been replaced in 6-130, 131, and 132. New chairs are attractive, adjustable, and sturdy.</p> <p>Desks in 6-137 are in need of replacement. (07/08/2017)</p>

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

Documentation Attached?: Yes

Related Documents:

[Modular Talbes and Chairs.pdf](#)

In Progress - Remove first 3 sections of upper shelving in 6-132 and replace with a whiteboard.

Describe Plans & Activities

Supported: New 72"x48" whiteboard \$450.00

Removal of above counter shelving

Lead: Dianne Rowley/

One-Time Funding Requested (if applicable): 750

Type of Request: Facilities

Planning Unit Priority: High

What would success look like and how would you measure it?: More whiteboard space will allow students to work cooperatively on small group problem solving.

Documentation Attached?: Yes

Related Documents:

[Dry Erase Board.pdf](#)

In Progress - Secure additional IT support to Improve the Learning Assistance Center website so students, faculty, staff, and the public can effectively access information and resources.

Lead: Dianne Rowley

Type of Request: Human Resources

Planning Unit Priority: High

Reporting Year: 2017-18

% Completed: 0

The removal of shelving and installation of a whiteboard is in progress. (05/18/2018)

Reporting Year: 2017-18

% Completed: 100

The Learning Assistance website has been updated to provide current information to students, faculty, staff and the public. The website is a user friendly site that can be easily accessed. Student testimonial videos have been added to the Learning Assistance webpage. (05/18/2018)

Related Documents:

[Student Testimonials](#)