

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW

		Date Submitted:	February 2010
Discipline	Learning Resources	Dean:	Stacy Thompson, Ed.D.
Director	Audrey P. Trotter, Ph.D.		
Coordinator	Lorna Pascual		
Computer	Walter Johnson		
Lab			
Faculty	Faculty assignments are made each term (e.g. English, Mathematics, Learning Resources, ESL, Business, Social Sciences, etc.)		
Mission/History <i>Brief, one paragraph</i>	<p>MISSION: The mission of the Merritt College Learning Center is to serve as a campus hub for learners and to assist students in becoming more efficient, effective, and independent learners. The primary focus is to provide supplemental instructional support and to help students reinforce the mastery of concepts in college courses across the curriculum.</p> <p>To assist students in achieving their maximum potential, Learning Center staff collaborates with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students. Services include:</p> <ul style="list-style-type: none"> • Free drop-in tutoring and mentoring • Open entry/open exit supplemental instructional courses in English and Learning Resources • WRAC services to help students understand the writing process • Mathematics lab to support developmental, vocational, collegiate, and transfer level courses • General tutoring in biology, chemistry, physics, CIS • Open computer labs and computer aided instruction • Study skills and success workshops and classroom presentations, often in partnership with Counseling and College Success faculty • Study skills strategies provided in the form of tip sheets, and online resources • Study groups led by faculty and students • Training in discipline specific content strategies, learning theory, study strategies, communication strategies, learning styles, diversity, and customer service 		

As a result of the services provided by the Learning Center students will be able to increase skill levels in one or more of the following areas:

- *become more independent learners*
- *increase self-confidence*
- *decrease stress level*
- *improve in-class performance*
- *improve grades*
- *become more aware of how they learn best*
- *increase knowledge of the subject*
- *complete homework assignments*
- *achieve learning potential*
- *better define and solve problems*
- *become more comfortable in using technology*
- *use collaborative learning to achieve course objectives*
- *prepare for their goal (transfer to another college/university, complete vocational and technical programs, and to obtain employment, etc.)*

- **HISTORY:** Prior to 1995, Merritt’s Tutorial Services was located in Building Q, and the Writing Center and Computer Lab for students were located in separate areas of the lower level of Building L. In 1995, Tutorial Services, the Writing Center, and the Computer Lab merged and moved to its current location in Building D to form what is now the college’s Learning Center. This merger provided centralized delivery of academic support services to students and significantly increased the Center’s FTES revenue generation for the college.

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	45.23	-23%	8.11	5.57	
2007/08	59.32	-20%	2.03	14.71	
2006/07	73.78	-42%	3.64	9.15	
2005/06	127.96	n/a	2.93	21.87	

	Fall					CODE	Comments
	2004	2005	2006	2007	2008		
1. Enrollment (duplicated)	2353	2212	2335	1857	2075		
2. Sections (master sections)	11	6	7	6	9		
3. FTEF	3.88	2.75	4.27	2.05	3.86		
4. FTES	80.27	61.60	63.33	10.11	41.62		
5. FTES/FTEF	20.69	22.40	14.83	4.93	10.78		
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	In Year I of the Title III grant, an assessment of the college's basic skills program and support services for students was conducted by Dr. Hunter Boylan and Noel Levitz. As a result of these external evaluations, recommendations were made for program improvements to existing practices in the Learning Center the delivery of services to students, and the training of tutorial staff.

School Year	Learning Center Contact Hours	Learning Center Students Tutored	Learning Center Tutors	Learning Center FTES	% of Students Using Learning Center
Summer2008	3,757	566	7	Not available	22/09%
Fall 2008	19,981	1,930	22	*37.720	29.14%
Spring 2009	21,814	1,868	24	*31.280	21.09%
TOTAL	<u>45,552</u>	<u>4,364</u>	<u>53</u>	<u>69.000</u>	
Summer 2007	4,056	637	8	7.649	27.32%
Fall 2007	27,380	2,308	22	48.568	34.60%
Spring 2008	24,443	2,138	20	39.61	32.00%
TOTAL	<u>55,879</u>	<u>5,083</u>	<u>50</u>	<u>95.817</u>	
Summer 2006	5,221	878	10	8.998	29.97%
Fall 2006	28,667	2,482	20	52.552	36.42%
Spring 2007	28,240	2,257	22	47.832	35.48%
TOTAL	<u>62,128</u>	<u>5,617</u>	<u>52</u>	<u>109.382</u>	
Summer 2005	5,950	871	7	10.592	31.17%
Fall 2005	31,645	2,465	26	49.43	38.05%
Spring 2006	29,064	2,404	24	53.072	37.92%
TOTAL	<u>66,659</u>	<u>5,740</u>	<u>57</u>	<u>113,094</u>	

<p>9. College strategic plan relevance check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> New program under development <input checked="" type="checkbox"/> Program (service) that is integral to the college's overall strategy <input type="checkbox"/> Program that is essential for transfer <input type="checkbox"/> Program that serves a community niche. <input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <p>Other _____</p>					

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> New program under development <input checked="" type="checkbox"/> Program that is integral to the college's overall strategy <input type="checkbox"/> Program that is essential for transfer <input type="checkbox"/> Program that serves a community niche. <input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

10. ACTION PLAN -- Include overall plans/goals and specific action steps.

1. The number one priority for the Learning Center is to receive the support required to resolve the issues that have plagued the Learning Center for over a year regarding the new Passport system's sign-in system for students logging in for Learning Center services, and classes conducted in the instructional computer lab. These ongoing problems have created inaccuracies in the tracking and reporting of student usage of the Center and the reporting of student contact hours.
2. Disseminate a monthly Learning Center Student Success schedule of workshops conducted by Learning Center Faculty beginning February 2009
3. Collaborate with the college's administration in stabilizing the Center's budget across multiple years beginning 2009-10.
4. Prioritize a plan of action and timeline to expand and improve tutor training based on the recommendations in the Title III Grant External Evaluation conducted by Dr. Hunter Boylan.
5. Develop and implement tutor training based on the standards for national learning assistance program certification by Fall 2010.
6. Conduct staff development flex day workshops, annually, to respond to the needs of classroom faculty and counselors.

Additional Planned Educational Activities

11. Health/safety/legal issues:	
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Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES <u> X </u>	NO <u> </u>
12a. If you answered no to question 12 then, what percentage have you completed?		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	<u> X </u> course outcomes <u> </u> program outcomes <u> </u> institutional learning outcomes	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			
Fund 14			
Fund 17	\$837.34	0	
Measure A	\$39,143	\$28,176.15	
VTEA			
Total	\$39,980.34	\$28,176.15	

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ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		2075	41.62	1.10	1.92	.84	3.86	28%	
Comments									
Current				<i>If filled</i>	<i>If not filled</i>	# FTE (faculty assigned)			
Narrative: Are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled? N/A									

Faculty Staff Requests 2010-2011:

N/A

**FACULTY ETHNICITY
F2008**

Ethnicity	# of Contract	#of Adjunct	Total
Asian		1	1
African American	6	1	7
Filipino			
Hispanic/Latino	3		3
Native American			
Other			
White	3	1	4
Unknown			
Total	12	3	15

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**FACULTY GENDER
FALL 2008**

Gender	# of Contract	# of Adjunct	Total
Male	2	2	4
Female	10	1	11
Not Supplied			
Total	12	3	15

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RESOURCE NEEDS

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

The Learning Center has been engaged in the Building L—Learning Center and Library Facilities Planning Process for the movement of the Learning Center from Building D to the Lower Level of the Library since July 2008. This project was included in the projects funded by Measure A Funds. The projected date for the completion of the renovation project is Summer 2011.

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Fall 04-07	Fall 08	College Average
Asian	4%	5% (6)	16%
African American	68%	63% (83)	36%
Filipino	1%	2% (3)	3%
Hispanic/Latino	13%	17% (22)	14%
Native American	1%	0% (0)	1%
Other	2%	2% (2)	2%
White	9%	7% (9)	21%
Unknown	3%	5% (6)	6%

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Student Demographics: Gender			
Gender	Baseline Fall 04-07	Fall 08	College Average
Male	30%	32% (42)	31%
Female	69%	64% (84)	69%
Not Supplied	1%	1% (7)	0%

Analysis
<p>1. What are you doing to increase access?</p> <p>The Learning Center serves all students from all departments and disciplines.</p>

Student Retention Rate <i>Students who do not withdraw or drop</i> By Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	76%	67% (6)
African American	80%	76% (83)
Filipino	75%	100% (3)
Hispanic/Latino	86%	86% (22)
Native American	100%	0% (0)
Other	48%	50% (2)
White	86%	56% (9)
Unknown	74%	67% (6)
LRNRE Average	80%	76% (131)
College Average Fall 2008: 72%		

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	83%	71% (42)
Female	80%	81% (84)
Not Supplied	50%	20% (5)

Analysis
1. If your disciplines retention rate is beneath the colleges rate, then why?
2. If your retention rate is below the college rate, then what are you doing to increase retention?
3. If your retention rate is above the college's rate do you have any best practices to share?

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
Asian	56%	33% (6)
African American	50%	43% (83)
Filipino	75%	100% (3)
Hispanic/Latino	57%	77% (22)
Native American	55%	(0)
Other	48%	0% (2)
White	59%	33% (9)
Unknown	45%	17% (6)
LRNE Average	52%	47%
College Average Fall 2008: 60%		

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Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Male	52%	48% (42)
Female	53%	50% (84)
Not Supplied	14%	0% (5)

Analysis
1. If your disciplines successful course completion rate (SCCR) is beneath the college's rate, then why?
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share?