1. Assessment Plan - Four Column

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

Narrative Reporting Year

2018-19

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Program Planning Dialog: During the 2018-19 academic year, Learning Assistance faculty contributed to numerous committees, councils, task forces, campus-wide summits, communities of practice, and planning teams. The scope of involvement allows Learning Assistance faculty members to represent non-traditional learners as well as learners who may have been underprepared by previous educational experiences. Even though Learning Assistance only has four and a half full-time faculty members, campus-wide involvement is maintained in Basic Skills, Guided Pathways Summits, Learning Assistance Adjunct Faculty Outcomes summer and winter workshops, tutor training, curriculum, the Faculty Focus Retreat, Multiple Measures/AB 705 Summits, Academic Senate, Faculty Association, SSSPAC, the Inspired Teaching Conference, FPDC, FLAC, New Faculty Seminar, the Developmental Education Study Team, the Dr. Deborah Baroch Developmental Educator of the Year Award, EDC, C&I, Content Review, LLR Division Retreat Planning, and the Multiple Measures Task Force.

In addition to the committee and campus-wide work listed above, Learning Assistance also collaborated with the Counseling Department on Summer STEP Reading workshop planning as well as LCOM 80 curriculum. Reading faculty also attended a Counseling Department meeting to share information and updates regarding the reading graduation competency and AQ placement into READ 90 and READ 100.

Collaboration also took place with the School of Continuing Education to develop a noncredit vocational tutor training certificate designed to support Mt. SAC tutors (including supplemental instruction tutors). In addition to designing the certificate, tutoring courses were modified to reflect Guided Pathway Tutor Training Workgroup discussions with the intent of standardizing tutoring training procedures and increasing consistency between academic support centers across campus.

Current discussion are taking place with Dual Enrollment to explore the possibility of offering STDY 100 to high school students to support college-level coursework and time management. The hope is to pilot COUN 51: Career Planning in Fall 2019 with STDY 100: Universtity-level Practices for Academic Success in Spring 2020 to support high school students in their transition to college-level expectations.

The reading faculty committee produced a guided self-placement reading tool per AB 705 for students without three years of US high school transcript data. This resource is currently available on the Learning Assistance web page to help individuals self-asses their reading skills and comfort levels related to academic texts.

Additionally, reading faculty created a Contextualized Reading proposal designed to sustain current levels of academic literacy support and explore ways discipline faculty can integrate discipline specific reading support into their specialized areas. As a result of the Contextualized Reading proposal, a $25,000 Guided Pathways grant will support professional development opportunities for faculty to explore best practices for scaffolding readers in their courses and a pilot in Canvas Commons for faculty to embed academic literacy best practices into their courses at the start of each semester. Also, a low unit contextualized reading support course will be developed to support academic reading in CTE, STEM, arts, and humanities. Reading faculty is also collaborating with library faculty to create videos of faculty demonstrating close reading in their

disciplines as well as a KWL student demonstration.

Learning Assistance faculty members who co-chair the Developmental Education Study Team (DEST) planned and facilitated two Inspired Teaching Conferences in 2018-19. The fall event highlighted David Middlebrook demonstrating how faculty can best scaffold college reading, and the spring session featured Dr. Jennifer Imazeke from San Diego State University discussing how to engage learners. In addition to the conferences, DEST presented the Dr. Deborah Baroch 2019 Developmental Educator of the Year award to Professor of Mathematics, Paula Young. Both conferences and the award were included in POD's Magic Mountie Podcast. Sun Ezzell's contributions to New Faculty Seminar and the Magic Mountie Podcast promote student centered professional development and a teaching culture that values excellence and equity.

Finally, two Learning Assistance faculty members served on the Academic Senate Multiple Measures Task Force (MMTF) in spring. A third Learning Assistance instructor attended as a guest to share information on the origins of the local graduation reading competency. In addition to voting to keep eligibility for READ 100 as the graduation reading competency, MMTF members also discussed RIE Multiple Measures course completion data from Spring and Summer 2019. Recommendations were drafted related to the need for research on completion and course taking patterns of special populations as well as the need for clear credit and noncredit "pathways" to support students who have unsuccessful course attempts.

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

"Reform" initiatives focusing on noncredit, emporium-models with self-paced, computer-labs may not be ideal for non-traditional learners who may not yet be highly developed self-regulated learners. Also, faculty workload has been impacted by the range of student ability post Multiple Measures placement.

Multiple Measures placement has eliminated placement into basic skills courses. This has impacted enrollment in Learning Assistance reducing course offerings substantially. Lower enrollment has reduced full-time Learning Assistance faculty to four and a half members from thirteen.

Discussions in Math and English are focused on throughput and not student learning outcomes. Completion data is in progress and current numbers show increased throughput in ENGL 1A; however, non-completion numbers are significant and must be addressed. Currently, students do not have a clearly marked, well-traveled path to follow after unsuccessful course attempts in English and math.

Discussions and measures related to the Student Centered Funding Formula are not focused on student learning outcomes. Conversations are singularly focused on completion.

As a result of AB 705, the Mt. SAC English Department is only placing students into ENGL 1A. Students will no longer place into LERN 81. For math, all students will self-select into MATH 100 up to MATH 160. Only students with high school GPAs of 3.4 or above will be placed into MATH 180 or above. Students will no longer place into LERN 48/LERN 49. Students who need significant support with fundamental concepts may be unsuccessful in their course attempts and a pathway to noncredit or Learning Assistance may not be clearly articulated.

Internal Conditions, Trends, or Impacts : Guided Pathways certificate and degree program mapping and planning process seems to have left out courses like READ, STDY, and LCOM which meet important student success needs.

The role of credit and noncredit support courses seems to be unclear, and ongoing dialog with noncredit faculty has moved toward greater clarity. For example, ABE might offer pre-collegiate reading skill builder courses; LAC READ offers college-level READ courses and contextualized reading support for college-level courses.

Multiple Measure placement has impacted the student make-up of LERN, STDY, and READ courses. Faculty have reported an influx of students with a range of specialized learning needs and challenging behavioral issues.

Reduced Learning Assistance full-time faculty numbers has significantly increased the workload for the remaining instructors in terms of departmental representation on

campus committees and in the shared governance process. Also, since two full-time reading faculty members who were SPOT trained have retrained for other departments, there is only one full-time SPOT faculty member and one part-time instructor left to teach online sections. The number of online READ courses offered is limited due to SPOT trained faculty. Currently, two more adjunct instructors are working on completing SPOT training.

Campus policies on faculty remuneration for participation in professional development activities, for developing curriculum, and for coordinating these areas are inconstant. Resources are dispersed in ways that lead faculty to question equity, rationale, oversight, and transparency in the process.

Critical Decisions Made by Unit: Due to increased demand for online courses, STDY 100 will be submitted as a distance learning course. Now that STDY 100 is approved for CSU GE Breadth Area E, a dual enrollment pilot is being considered with STDY 100 and COUN 51. In addition, READ 90 has been submitted for CSU transfer approval.

Reading faculty have invested considerable time in planning and facilitating professional development in contextualized reading support for discipline faculty, grant and proposal writing, and task force contributions that contributed to campus support in maintaining eligibility for READ 100 as the graduation reading competency for a local degree.

Participation in a dual enrollment pilot for STDY 100 will support high school students who do not have access to a college-level study skills course. Supporting high school learners as they attempt to complete college courses has the potential to improve retention and completion.

READ 90 was submitted for CSU transfer status to better align with similar college-level, contextualized reading courses. CSU transferable READ 100 should be more appealing to students wishing to transfer.

Including a reading placement in the AQ was a complex process due to limited Chancellor Office guidelines on college reading placement. Working collaboratively with Math, English, AMLA, Counseling, REI, and IT, students are now being placed into either READ 90 or READ 100 based on their high school GPAs to align with AB 705.

Collaboration with faculty across campus to design embedded, contextualized reading support for students in CTE, STEM, arts, and humanities courses through the Canvas Commons is taking place. Both library and reading faculty will work together to create faculty and student videos to support effective reading and research for students who may need robust support for their first year college level courses. In addition to Canvas modules, low-unit contextualized reading courses are being designed as support courses for reading intensive courses. Opportunities for faculty professional development will continued to be offered to those interested in effectively integrating academic reading into their courses to improve student learning outcomes and course completion rates.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Summer and winter workshops for full time and adjunct reading, math, and LALI faculty members were offered to work on Outcomes assessment and curriculum. These professional development opportunities are the only time during the academic year that part-time faculty can gather to discuss and plan work on learning outcomes, and "calibrate" our methodology to ensure consistency between course sections and levels.

3. Sun Ezzell, Martha Hall, Jannie Ma, Barbara Gonzales, and Dianne Rowley organized fall and spring Inspired Teaching Conference: "What's Text got to do with it?" providing professional development to faculty across campus using David Middlebrook's textmap scrolling technique and "Engaging Learning" with Dr. Jennifer Imazeke from San Diego State University.

Notable Achievements for Theme B: To Support Student Access and Success: 1. STDY 100 was approved as an Area E, Lifelong Learning, General Education, CSU Transferable course, so students will be more likely to consider taking a study course that will benefit them at a university and beyond.

2. Learning Assistance worked collaboratively with noncredit and the Guided Pathways tutor training work group to create a local noncredit tutor training certificate to support Mt. SAC tutors. As tutors work with students across campus, the two course certificate (TUTR 10A + 10B or 10C or 10D or 10R) is designed to ensuring consistency of high quality tutoring sessions to a divers student population.

3. Student Equity funds were used to provide an embedded librarian for Tutorial Services, the Learning Lab, and the Learning Assistance Resource Center. The close proximity of librarians to tutoring allows students to quickly address any questions they have about research, resources, citations, databases, etc. Students receiving timely and accurate support are more likely to persist and feel less frustration when completing assignments and projects.

4. Learning Assistance Lab Instructors are facilitating noncredit HESI Test Prep sessions for potential nursing students who wish to increase their test taking skills, basic math skills, and grammar skills prior to taking the HESI test. HESI pass rates for students who have completed the test prep course are higher than for students who have not attended test prep sessions.

9. Annual LLR Division Retreat focused on designing effective cross-campus collaboration, data gathering, and interdepartmental inquiry and sharing and interpreting of data to close the loop. Being a data driven division, departmental work informs goals, actions, and outcomes in the program review process. Students are at the center of these discussions regardless of whether unit members are directly in contact with students or supporting those in direct contact. Knowing our division, our colleagues, and our students is imperative to continued improvement and growth.

10. Dianne Rowley attended the Equity Institute in San Mateo with Mt. SAC faculty from Biology, Admin. of Justice., and Counseling to facilitate departmental and campus wide dialogue on student equity at Mt. SAC and promote transformative change in classroom practice. Barbara Gonzales worked with a Guided Pathways team to plann and facilitate the first Mt SAC faculty retreat in Temecula in order to explore how faculty can prepare to support students more effectively.
Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Brightlink systems were installed in 6-112 and 6-131. Improved visual display enhances student access. Previously, students complained about not being able to see the overhead; however, now it is much brighter, bigger, and clearer.

2. Three Learning Assistance faculty members attended the Brightlink workshop series through POD. Classroom applications were presented and discussed for immediate implementation. This class met for four weeks and instructors had time to "test" out new Brightlink applications and report back to the group for troubleshooting.

3. Jannie Ma attended the Arcadia Innovation Summit hosted by the Arcadia School District and implemented "Flipgrid" videos into her courses as well as other highly engaging learning applications.
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 tour of ASAC and services to ensure that new faculty are able to connect their students with tutoring, technology, and coursework to improve retention and success.

2. Learning Assistance faculty planned and facilitated two Inspired Teaching Conferences this year in fall (project based learning) and spring (active learning strategies) plus a two-hour, ongoing Friday community of practice that started in spring. The Developmental Study Team also coordinates the Dr. Deborah Baroch Developmental Educator of the Year Award. These professional development opportunities are the only events on campus celebrating teaching excellence and focusing on classroom best practices.

3. Barbara Gonzales, Sun Ezzell, and Dianne Rowley facilitated spring flex day sessions on how faculty can scaffold discipline specific readings into coursework through using the textmap scrolling method. In addition to the textmap scrolling method, Sun Ezzell held a session on Question Formulation Technique was also facilitated by Learning Assistance to encourage faculty to give students opportunities to improve questioning skills in order to advocate for themselves in class and beyond. In addition, a Friday community of practice is taking place to provide opportunities for instructors to discuss teaching and learning.

4. Widespread Learning Assistance faculty involvement across campus in SSSPAC, EDC, C&I, Senate Exec., PDC, FPDC, PLT, FLAC, FA, AS, Basic Skills, Content Review, Developmental Education Study Team, and various task forces and work groups such as Multiple Measures Task Force, Multiple Measures/AB 705 summits, Academic Support Center Tutor Training group, and Guided Pathways. Cross campus

Contributors to the Report: Barbara Gonzales
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Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
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, 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 09/01/2016	**Request - No Funding Requested -** Interactive Projectors to replace SmartBoards in Learning Assistance classrooms. **Describe Plans & Activities Supported (Justification of Need):** Maintain BrightlInk systems in 6-112. 6-130, 6-131, 6-132 **Lead:** Dianne Rowley **What would success look like and how would you measure it?:** Instructors will use interactive projectors to integrate curriculum into instruction. **Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500. **Planning Unit Priority:** Low **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 30000 **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 **What would success look like and how would you measure it?:** Learning Assistance faculty members will develop data-driven SLOs. **Type of Request:** RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). **Planning Unit Priority:** Medium **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 5000 **Request - Full Funding Requested -** 2 Wireless webcams **Describe Plans & Activities Supported (Justification of Need):** Wireless webcams can be used to project student collaborative activities and in-class group work on overhead projector. **Lead:** Dianne Rowley **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. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 80 **Related Documents:** webcam.JPG	
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, 2018-19, 2019-20, 2020-21 **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, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** Market Learning Assistance courses to students and faculty. **Lead:** Dianne Rowley **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. **Type of Request:** MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. **Planning Unit Priority:** Medium **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 1500	
	Request - No Funding Requested - Integrate use of the Learning	**Reporting Year:** 2016-17 **% Completed:** 25

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Assistance Resource Center tutors and services to increase persistence and completion of Learning Assistance courses. **Describe Plans & Activities Supported (Justification of Need):** Directed Learning Activities and workshops for students. Professional development for faculty members to integrate these resources into curriculum. **Lead:** Dianne Rowley **What would success look like and how would you measure it?:** Increased use of the Learning Assistance Resource Center. **Planning Unit Priority:** Medium **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 **Request - No Funding Requested -** Data on non-traditional learners' retention and success rates **Describe Plans & Activities Supported (Justification of Need):** When students are not successful, what happens? Where do they go? Do students who self-place into LERN/READ/STDY courses persist at equal or higher rates than (e.g., when compared to ????) **Lead:** Dianne Rowley **What would success look like and how would you measure it?:** Students who are unsuccessful in transfer level courses are referred to	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) **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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	support services. There success rates would increase. **Type of Request:** RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). **Planning Unit Priority:** Medium	
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) **Status:** Active **Goal Year(s):** 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 100 Ongoing (05/31/2018) **Related Documents:** [Inspired Teaching Conference Feedback 04-27-18.pdf](#) [Inspired Teaching Conference XVII- Student Success - What Textbooks Have....pdf](#)
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, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):**	**In Progress -** Secure a new building for Library and Learning Resources. **Describe Plans & Activities Supported (Justification of Need):** New building **Lead:** President **What would success look like and how would you measure it?:** Completion of a new building. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** Medium **Documentation Attached?:** No	**Reporting Year:** 2017-18 **% Completed:** 0 Securing a new library for Library and Learning Resources in in progress. (05/18/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
09/01/2016	**In Progress -** Reconfigure vacated Testing Services area for use as a meeting and work space. **Describe Plans & Activities Supported (Justification of Need):** Furniture, including a conference table, chairs, projector, and screen. **Lead:** Dianne Rowley/ **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. **Planning Unit Priority:** Medium **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 15000 **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 - Paint hallways and classrooms and repair walls. **Describe Plans & Activities Supported (Justification of Need):** Paint and labor **Lead:** Dianne Rowley/ **What would success look like and how would you measure it?:** Learning environments and hallways are painted. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** Medium **Documentation Attached?:** No **One-Time Funding Requested (if**	**Reporting Year:** 2017-18 **% Completed:** 0 Painting of hallways and classrooms and repair of walls in in progress. (05/18/2018)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	applicable): 10000 **In Progress -** Provide additional custodial support staff to maintain clean classrooms. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** Medium	**Reporting Year:** 2017-18 **% Completed:** 0 Providing additional support staff to maintain clean classrooms is in progress. (05/18/2018)
	In Progress - Remove first 3 sections of upper shelving in 6-132 and replace with a whiteboard. **Describe Plans & Activities Supported (Justification of Need):** New 72"x48" whiteboard $450.00 Removal of above counter shelving **Lead:** Dianne Rowley/ **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. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 750 **Related Documents:** Dry Erase Board.pdf	**Reporting Year:** 2017-18 **% Completed:** 0 The removal of shelving and installation of a whiteboard is in progress. (05/18/2018)
	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	**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)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies. **Planning Unit Priority:** Medium	**Related Documents:** Student Testimonials