



**GAVILAN COLLEGE**  
**INSTITUTIONAL SUPPORT PROGRAM SELF STUDY**

**PURPOSE OF PROGRAM REVIEW**

The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office and in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) "Rubric for Evaluating Institutional Effectiveness in Program Review". The IEC will use a self-study report provided by each program or service followed by a review process to accomplish its purpose. The final goal of this process is the improvement of all programs and services at Gavilan College, and to achieve sustainable continuous quality improvement as per accreditation standards. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

- A. To evaluate how well a program functions in relation to its outcomes, the mission of the college, the college's institutional goals and priorities, accreditation standards, and the needs of the community.
- B. To strengthen planning, decision making, and scheduling.
- C. To influence program development and improvement.
- D. To assess the collaboration between instructional programs.
- E. To improve the use of college/district resources.
- F. To establish the basis for changes to the strategic plan.
- G. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests.
- H. To improve student learning and encourage instructional innovation.
- I. To address equity concerns as determined by state/local definitions.



**GAVILAN COLLEGE**  
**INSTITUTIONAL SUPPORT PROGRAM SELF STUDY**

NAME OF PROGRAM BEING REVIEWED LEARNING COMMONS

ACADEMIC YEAR 2017-2018

**I. Organizational Details**

Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

	Title	FTE
Administrator	Associate Dean	1
Faculty - FT	N/A	N/A
Faculty - PT	Learning Commons Coordinator	.2
	Learning Activities Faculty	.4
Professional Support Staff	Instructional Program Specialist	.5

**II. Program Progress (What have you done since your last review)**

A. Purpose of program (include program mission & goals if available).

The Learning Commons is a means of more strongly integrating classroom instruction and academic support services and promotes and supports collaborative learning, information literacy, and use of technologies in learning. The Learning Commons collaborates with faculty, staff, students, and representatives from campus services to develop and strengthen students' capacity to be self-directed learners and to develop strategies for succeeding in an academic environment, including efficacy, agency, and scholarly habits. Instructors are invited to partner with the Learning Commons to develop activities that support these goals.

The Learning Commons is a flexible, hybrid space, designed to accommodate a range of learning activities at any given time. Students come and go through the day, completing both required and self-selected activities to meet the academic demands of their courses. Students work together in small groups at tables and in study rooms, sometimes with a tutor or supplemental instruction leader facilitating. Students may work independently, using library resources to research, using technology to write or create presentations, or checking out a laptop and finding a comfortable space to spread out and study. Students often seek out faculty and staff in the library and writing center, which is also located in the space, to assist them in their work. Sometimes, classes or labs spill over into the space where instructors pull out a rolling whiteboard to support students in their



learning and encourage them to come back to the space to form and facilitate their own study groups.

**Program Mission Statement:** The Learning Commons supports Gavilan students in becoming independent and successful learners by collaborating with faculty and other campus programs to target key academic skills students need to meet cross-disciplinary course SLOs.

**Program Goals:**

- Collaborate with faculty and other campus programs to create, implement, and assess sustainable learning activities that target common cross-disciplinary SLOs.
- Bring other academic support services to serve students inside of the Learning Commons.
- Have students, peer educators, faculty, and staff use the Learning Commons as a flexible, collaborative, technology-rich gathering space that supports scholarly interaction.
- Connect classroom instruction to academic and student support in order to increase retention and success in gateway courses.
- Foster use of technology to increase independent learning, to provide support for DE student learning, and to meet academic and industry standards of technology and information literacy
- Promote and model a collaborative, inquiry-based approach to professional learning for faculty and peer educators to provide the opportunity for a more powerful feedback loop room instruction to assessment to revision of curriculum.

B. Describe the services your program provides (provide any data indicating performance in the service areas).

**Class Work Sessions**

The Learning Commons supports and supplements classroom instruction through supported class work sessions where instructors bring their entire classes into the Learning Commons to work on activities that require a flexible, technology-rich, collaborative learning environment supported with peer educators and faculty.

Before the Learning Commons began, the Writing Center focused on drop-in, peer-to-peer writing sessions and workshops. In its first year, the Learning Commons continued the workshop model while also piloting a more targeted, whole-class model that built upon the requests of faculty across disciplines for more academic support around key academic skills and “sticking points” such as MLA Citation and Formatting, Research, and other information literacy and technology skills, interventions that had previously been very poorly attended—despite students reporting interest—when offered as voluntary workshops for students to attend on their own time.

In Fall 2014, a year before the Learning Commons began, the Writing Center offered 226 workshops that served 998 students, averaging 4 students/workshops. The number of students served per workshop is only this high because 20 of the workshops—which account for 337, almost half, of the students served—are labeled “special events” and are workshops that took place in collaboration with specific classes such as Dr. Oler’s Psych 1A or English classes collaborating with Doug Achterman in the library to strengthen students information literacy and research skills. In addition, this number excludes the “Meet the Writing Center” orientations which were designed to get students into the space to hear about the services offered by the Writing Center. The actual



average for voluntarily attended workshops is less than 2 students per workshop (382 students served divided by 206 workshops).

In its first academic year as a program, 2015-2016, the Learning Commons in conjunction with the Writing Center supported a total of 3,177 students in a combination of 99 class work sessions and 211 workshops, a significant improvement in total numbers of students served by the Writing Center alone the previous year, including the “Meet the Writing Center” orientations, (1,463 students served in 249 workshops and no class work sessions). In the second year, 2016-2017, the Learning Commons and Writing Center became fully distinct programs, and the Learning Commons model shifted further from focusing on out-of-class, voluntary workshops to class work sessions. In that first stand-alone year, the number of workshops decreased to 3, the number of class work sessions increased to 296, and the number of students served increased by over 40% from the previous academic year to 4,536 in a peer-and-faculty supported learning environment.

		Writing Center			Writing Center + Learning Commons			Learning Commons		
		Fall 14	Spring 15	14-15 yr	Fall 15	Spring 16	15-16 yr	Fall 16	Spring 17	16-17 yr
<b>Class Work Sessions</b>	# students	0	0	0	526	1355	1881	2884	1633	4517
	# events	0	0	0	41	58	99	165	131	296
<b>Workshops</b>	# students	457	471	928	563	171	734	1	18	19
	# events	114	112	226	113	98	211	1	2	3
	# students @ Meet the WC	262	273	535	294	268	562	0	0	0
<b>Total # students served</b>		<b>719</b>	<b>744</b>	<b>1463</b>	<b>1383</b>	<b>1794</b>	<b>3177</b>	<b>2885</b>	<b>1651</b>	<b>4536</b>

Numbers of students included in the table are duplicated, meaning the numbers include some students who attended more than one workshop or class work session during a semester.

### Passport for Academic and Student Success

The Passport for Academic and Student Success (Passport) is a physical booklet created and distributed by the Learning Commons. The Passport is designed to support students in becoming more independent and informed learners. The Passport:

- Helps students become aware of the academic and student support services on campus by listing available services;
- Encourages students to keep a record of which services they’ve used and when in order to facilitate conversations with their instructors and other campus resources;
- Helps students get organized and manage their time using the academic planner; and
- Promotes long-term study habits used by successful college students.

The Passports are distributed to students who come into the Learning Commons during the first several weeks of the semester and by instructors who promote its use in a variety of ways. Some instructors use the Passport to facilitate conversations about a student’s progress in the class, to provide opportunities for extra credit, or as a for-credit homework activity where students are required to use and record a specific kind of academic support a certain number of times in a semester and submit the Passport as proof of that usage.

The first Passport was created and piloted in September 2015. That semester, it was used primarily by a few English instructors interested in encouraging their students to seek outside-of-class support for their writing and research. By Spring 2016, the Passport was more widely marketed to



all faculty, and by Spring 2017, at least 300 copies were distributed by instructors, the Learning Commons, the Career Transfer Center, and the Library. In Fall 2017, 500 Passports were distributed and requested by instructors—from English to History to Child Development) within the first 3 weeks of classes.

### **Access to Collaborative Workspace and Technology**

The Learning Commons supports the integration of classroom instruction and academic support in part by providing access to students, faculty, and classes for collaborative work in a flexible, technology-rich learning environment. Since the program began, the space has been used and requested for a wide range of scholarly activities, from a Cookies and Conversation event to showcase and support student learning of the research process to a gathering place for clubs like the Literary Society and events such as Tutor Expo '16 and Tutor Jam to a hub for cross-disciplinary, cross-program training for peer educators to study spaces for individuals and groups of students. The Learning Commons welcomes and integrates feedback from those who use the space, and the flexibility allows for innovation and collaboration unlike other spaces on campus.

#### **C. How have the services provided changed over time? What factors have influenced a change in services? (Provide data if available.)**

Like other institutions, Gavilan College had struggled with the challenge of integrating instruction with the myriad services students need to complete certificate or transfer programs. At colleges like Chaffey and Santa Barbara City College, such integration happens both through shared institutional vision and the creation of physical and virtual spaces where such integration can occur. The Learning Commons began as a proposal for creating such a space at Gavilan, where students would have access to the facilities, technology, and support from tutors and faculty to advance their learning.

The Learning Commons idea began when the need for more intentional collaboration between the library, the Writing Center, and faculty became apparent by the number of faculty looking to support their students' development of key skills, such as research and information literacy; using academic conventions, such as MLA and APA style guides; getting organized and managing time; and critically reading college-level, disciplinary texts. While the Writing Center had been increasing the number of workshops in an attempt to meet this demand, the low attendance rates at these voluntary, out-of-class workshops (in Fall 2014 the average attendance per workshop was fewer than 2 students) suggested a need to more effectively use resources while maintaining the foundational services provided by the Writing Center. The Learning Commons proposal was developed by taking note of an important lesson from Norton Grubb's *Basic Skills Education in Community Colleges* (2013), that "students don't do optional" and an equally strong message from the studies done for that book, that student support services—tutoring, supplemental instruction, writing centers, libraries, early alert efforts, and more—work best when they are not just coordinated but integrated into instruction, and that this integration occurs when faculty and staff function as a team.

The Learning Commons developed as a means of more strongly integrating classroom instruction and academic support services through promoting and supporting collaborative learning, information literacy, and use of technologies in learning. The proposed Learning Commons



concept received Academic Senate and administration approval late in the Spring 2015 semester. In Fall 2015, the Learning Commons and Writing Center functioned in very close relationship with each other, sharing staff and resources. The Writing Center maintained the one-on-one writing sessions inside of the Learning Commons space, while the Learning Commons focused on developing strong relationships with faculty and other campus programs and services in order to promote the integration of academic support with classroom instruction by linking students accessing one kind of support to others. For example, students enrolled in a class supported by an embedded tutor, or supplemental instruction leader, would be encouraged to attend group SI study sessions as well as to seek support from writing center drop-in services, tutoring center sessions, basic skills counseling, the career transfer center's events, and the library's reference desk. The Learning Commons encouraged integration of support and classroom instruction by training peer educators as academic coaches familiar to campus resources to help students connect to needed services through the Passport and visits from service representatives.

In Fall 2015, the integrated Learning Commons and Writing Center programs moved from the small Library 120 room to Li 168, a space conjoined with the Library, which allowed all Learning Commons activities to take place in the space instead of spreading out into available campus nooks for Supplemental Instruction sessions and academic skills workshops. Rather than bring workshops to classrooms, the model shifted to having classes come into the space, a shift that aligned with the program's goal to connect classroom instruction with academic support and develop partnerships with faculty interested in working with other faculty to engage in ongoing professional learning by examining and innovating their own instruction with the support of Learning Commons faculty, staff, and the flexible, technology-rich space of the Learning Commons. Prior to the existence of the Learning Commons, the number of students served in from 1,559 (840 log-ins according to Timekeeper data and 719 recorded as attending workshops) in Fall 2014 to 5,999 (3,115 log-ins according to Timekeeper data and 2,884 recorded as part of a class work session) by Fall 2016.

When the Learning Commons began inside of the Library in Fall 2015, the Writing Center moved into the space as the first partner of the Learning Commons, the goal being to strengthen the partnership of the library, Writing Center, and classes with a reading, writing, or research-heavy component.

The Learning Commons had hours from 8 a.m. to 8 p.m. Mondays through Thursdays and 8 a.m. to 3 p.m. on Fridays, the same hours as the library, in order to make the space available to as many students and classes as possible, including evening classes. The space was arranged in order to be as flexible as possible to accommodate a range of learning activities at any given time. During a usual week, a combination of scheduled workshops; English course labs; Writing Center drop-in sessions and appointments; peer-facilitated supplemental instruction study sessions; student study groups; instructor office hours; workshops led by students, faculty, or staff; and individual studying might take place in different areas of the Learning Commons.



- D. Describe how your program coordinates with other programs on campus. Provide specific examples of how this collaboration has benefited students.

### **Academic Support Services Group**

A key goal of the Learning Commons is to strengthen partnerships with other academic and student support programs and services. The Learning Commons Coordinator informally facilitates the Academic Support Services Group which invites all Gavilan academic support programs and services on campus to come together to share program updates, develop a unified voice on campus, and identify and work toward common goals. Since the Learning Commons began in Fall 2015, this group has steadily increased in regularly attending representatives from across all disciplines, including Tutoring Center, Peer Mentors, Connection Crew, Math Lab, and Financial Aid and the deans of Liberal Arts & Sciences and Community Development/Grants Management.

Some key accomplishments of this group include writing a proposal to update pay for student workers that reflects the training and experience and is tied to increases in minimum wage, a proposal currently being reviewed by Human Resources; holding the first Jobs on Campus event for all programs to encourage students to work on campus and apply at the event; creating Leadership Jam aka Tutor Jam (description below). Current tasks include developing a single, online application for student workers on campus, creating videos to educate students about academic support options on campus, and creating a unified online presence.

As of April 2018, our group has expressed willingness to become a Guided Pathways workgroup focused on Integrated Academic Support.

### **Tutor/Leadership Jam**

Some of the key successes of this partnership include Tutor Jam, an event the Learning Commons spearheaded for the first time in Fall 2015 to give tutors on campus a social opportunity to learn more about each other and other programs on campus and to promote Tutor Expo '16. Began as an annual event, participants immediately noted the value of connecting peer leaders across campus, and by Fall 2017, the event had morphed into Leadership Jam, an event held once each regular semester to encourage peer leaders on campus to participate in creating and attending the event. The programs rotate hosting the event, and as part of the Spring 2018 Leadership Jam, President Dr. Kathleen Rose is scheduled to give an hour-long leadership presentation at the event.

### **Tutor Expo**

In Fall 2015, the Learning Commons became the hub for planning Tutor Expo '16, the third annual conference by and for postsecondary tutors, faculty, staff, and administrators connected to tutoring and learning assistance within the California community college system. The planning committee brought together faculty, staff, student tutor, and student representatives from the library, English department, peer mentors, and tutoring center. Because our own campus goals focused on making connections and integrating services, the committee decided on a theme of "Making Connections" for the conference. We encouraged proposals to interpret that theme broadly and address topics such as tutor training, faculty-tutor collaboration, supplemental instruction, online tutoring, discipline-specific tutoring, program development, and many more. On March 25, 2016, Gavilan College hosted Tutor Expo '16: Making Connections, making it the first college to bring the 3CSN conference to Northern California. The event had 9 presentations and 3 posters from tutors, faculty, staff, and administrators from more than 13 colleges.

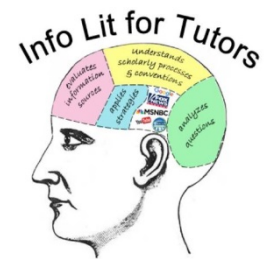


Each subsequent year, Learning Commons promotes Tutor Expo to campus peer leaders and encourages attendance at this professional learning opportunity. In Spring 2018, Gavilan sent a group composed of faculty, counseling, classified, and student staff to Tutor Expo '18 at Merced College. Take-aways from the conference will be shared at this semester's Leadership Jam.

### **Shared Peer Educator Professional Learning**

On our own campus, one of the greatest successes of planning and hosting Tutor Jam in Fall 2015 and Tutor Expo '16: Making Connections in Spring 2016 was the heightened awareness and celebration of our student tutors as professionals, something we've built upon in successive semesters by strengthening the unified voice in the Academic Student Support Group (ASSG) and collaborating with campus programs to offer shared professional learning opportunities both on- and off-campus to our student peer educators.

- One group of peer educators revived Tutor Club to continue the social and professional connections began at Tutor Jam and Tutor Expo '16
- ASSG programs, including Math Lab, Tutoring Center, Writing Center, and Learning Commons, sent student, faculty, and staff representatives to Tutor Expo '17 at Delta College
- Tutor Expo '16 encouraged colleges in the region to strengthen connections, and members of ASSG have shared resources and knowledge within the region, including
- Peer educators from Math Lab, Tutoring Center, Writing Center, and Learning Commons signed up for cross-disciplinary professional learning workshops in Spring 2017:
  - Reading Apprenticeship Workshops facilitated by English faculty: these workshops supported tutors in helping students become more independent learners by modeling strategies and learning non-directive ways to facilitate student learning.
    - a total of 19 peer educators attended these workshops in March and April of 2017.
    - in September 2017, one of these workshops was presented to 22 Writing Center and Learning Commons peer educators.
  - Info Lit Workshops co-facilitated by Learning Commons and Library faculty: these interactive workshops helped peer educators understand research as a process and explore ways such an awareness can inform tutoring practices in any discipline. The workshops focused on key strategies for helping students develop information literacy and move through the research process.
    - Math Lab tutors reported that this workshop informed their work in the Math Lab and supported their learning as students in their own classes
    - a total of 14 peer educators attended 2 workshops in March and April of 2017.
    - these workshops have been requested again for Fall 2017 to support peer educators ability to help students with the research process as a supplement







to the traditional writing-focused support these educators are trained to provide.

### **Athlete Study Sessions**

In Fall 2016 and Spring 2017, the Learning Commons coordinated space and tutors from Math Lab, Tutoring Center, Writing Center, and Learning Commons (and one math faculty volunteer) to work with 70+ student athletes in the football program for 1-hour study sessions twice a week. These study sessions showed an increase of half a GPA point and evolved into a noncredit class occurring for 2 hours each day Monday-Friday in Fall 2017. With the new football staffing, collaboration on plans for renewed, improved study sessions for Fall 2018 are underway. Learning Commons will provide academic skills workshops—beginning with a workshop on time management early in the semester—on an as-needed basis during this noncredit course.

### **Learning Activities & Faculty Partnerships**

When the Learning Commons began in Fall 2015, all opportunities to strengthen connections with faculty to integrate academic support and classroom instruction were explored, including expanding the embedded tutor/SI model to include more study sessions outside of class in the Learning Commons, making all SI leaders also available as Writing Center assistants so that students from SI-supported classes could drop in at their convenience; encouraging instructors to hold office hours in the Learning Commons; encouraging instructors to bring their classes to the Learning Commons to use the available technologies and collaborative spaces to work on assignments and innovate their instruction; working with interested faculty to develop learning activities to target “sticking points” for their students; offering workshop presentations to instructors and classes on topics ranging from a basic introduction to the Learning Commons to Formatting an MLA Document to APA and MLA approaches to formatting and research.

One major challenge of clearly defining, implementing, and assessing the Learning Commons model has been the organizational changes that occur almost every semester.

### **Fall 2015 to Fall 2017 Organizational Details**

	Administrator	Faculty—FT	Faculty—PT	Professional Support Staff
Fall 2015	Associate Dean, Arts & Sciences	Learning Commons Coordinator, .2 FTE		
Spring 2016	Associate Dean, Arts & Sciences	Learning Commons Coordinator, .2 FTE	Learning Commons Coordinator, .2 FTE	Instructional Program Specialist—Equity, .5 FTE*
Fall 2016	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE Learning Activities Instructor, .4 FTE	Instructional Program Specialist—Equity, .5 FTE*
Spring 2017	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE Learning Activities Instructor, .4 FTE	Instructional Program Specialist—Equity, .5 FTE*
Fall 2017	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE	Instructional Program Specialist—Learning



			Learning Activities Instructor, .4 FTE	Commons, .5 FTE (vacant)
--	--	--	--	--------------------------

\*In Spring 2016, only a portion of the “Instructional Program Specialist—Equity” position supported the Learning Commons. As the Learning Commons program developed into a fully distinct program throughout the following academic year, 2015-2016, the position became increasingly dedicated to supporting the Learning Commons program so that by Fall 2016, this position was fully dedicated to the Learning Commons.

### **Fall 2015-Spring 2016**

In the first year, 2015-2016, the Writing Center and Learning Commons worked in close collaboration to integrate support and resources to support students and classroom instruction. In Fall 2015, the Writing Center Coordinator (a full-time faculty member with .4 FTE reassigned time) also served as the Learning Commons coordinator (.2 FTE). In Spring 2016, a part-time faculty member was reassigned to coordinate both the Writing Center (.4 FTE) and Learning Commons (.2 FTE) with a full-time faculty co-coordinator (.2 FTE). During this year, the Learning Commons model was to continue the expansion of Writing Center services to non-English courses and to provide coordinated, integrated support for students and classroom instruction, including:

- one-on-one sessions for reading, writing, and research assignments;
- in-class peer support (supplemental instruction/embedded tutor model) and
- outside-of-class peer-facilitated group study sessions;
- workshops on academic and career/transfer skills;
- peer-and-faculty-supported class work sessions in the Learning Commons space focused on using technologies, information literacy, and other “sticking points” and cross-disciplinary academic skills;
- on-going professional learning opportunities for peer educators; and
- other events and activities that promote strengthening connections between academic support and classroom instruction.

#### *1<sup>st</sup> Learning Activity: Sociology 1B Paraphrasing*

In conversation with library and Learning Commons faculty, the instructor identified 2 “sticking points” as students’ ability to understand sociology scholarly articles and students’ ability to paraphrase authors’ main ideas. Learning Commons faculty, instructor, and library faculty collaborated to design an activity to help students learn how to paraphrase a discipline-specific text.

1. The activity was designed by a back-and-forth drafting process and conversation between the instructor and Learning Commons faculty.
2. Then, Learning Commons peer tutors completed the activity and provided feedback that the faculty took into account for a final revision.
3. The Learning Commons peer tutors received training for how to debrief the activity with students using the best practices they already learned about academic coaching and minimalist tutoring.
4. Students were given an individual directed learning activity to complete on their own time. The activity was presented as a homework assignment.



5. Students were asked to debrief the completed activity with a Learning Commons peer tutor by making an appointment, dropping in, or online.
6. The instructor planned to do a final assessment to show growth. The peer tutors were asked to report the students' successes and challenges with the activity.

Once the activity was created and completed by students, the Learning Commons faculty, instructor, and library faculty debriefed the activity with the goal of identifying successes and areas for revision and improvement.

- Some clear wins were identified:
  - Students who completed activity were very comfortable doing it and felt it really helped them read more closely.
  - Students who completed the activity felt that they understood very clearly the main objective of the activity.
  - A small percentage of students who completed the assignment did not understand the objective and instead looked for quotes that matched their initial thoughts about the topic, something the instructor could use to better understand why students struggled with assignments in the class.
  - Instructor reported that most students did well on paraphrasing in the activity, and, more importantly, that more students worked at paraphrasing in the research paper (instead of just directly quoting) and did a pretty good job of it.
- Few students completed the activity. Some issues with this model included the limited number of hours that trained Learning Commons peer tutors were available, a reported lack of time on the students' part to schedule and attend the debrief session, a reported lack of willingness to work with a peer tutor because of the stigma attached to "getting help," and the length and time commitment of the activity.
- The instructor reported not having the time to do a final assessment to determine growth and a desire to begin the activity earlier in the semester to build it into the culture of the class.
- The peer tutors reported needing more context for the activity, more direction on what and how to assess, and training facilitated with the instructor of the class (and not just the Learning Commons faculty).
- The activity was trying to do too much conceptually and required too much of a time commitment (20+ hours on the part of the instructor) to be sustainable.
- The activity was very successful at helping the instructor to understand how students viewed being asked to understand and paraphrase an author's ideas and felt better able to support her students in practicing these academic skills in future semesters.
- The suggested revised plan included working on a beta version over the summer; working with 8-10 tutors at beginning of semester to do testing of activity, a focus group, and any revisions; followed by tutor training; then bringing the class in to do a short activity with



the tutors, time to do the learning activity individually, and time to work with the peer tutors to debrief and assess.

The beta version and more meaningful assessment of this model did not take place because of the (part-time) instructor's schedule and a significant restructuring of the Learning Commons-Writing Center relationship that began in Spring 2016.

### **Fall 2016 Semester**

By Fall 2016, the coordination of the Writing Center transferred to a full-time English faculty member, and the Writing Center's core activities were distinctly defined as:

- one-on-one writing feedback for any assignment or project across disciplines (drop-in and by appointment).
- Peer tutoring and supplemental instruction sessions for English classrooms at the 1A and pre-transfer level.
- Ongoing training of Writing Center staff in the fundamentals of Writing Center pedagogy, philosophy, and best practices.
- Promotion of writing culture and pleasures, such as hosting visiting writers, writing groups, poetry events, etc...
- Facilitated small group writing workshops upon request.
- Fun writing games and prompts.

The Learning Commons, still in the process of defining a sustainable model, tentatively re-defined its core activities:

- Peer tutor and faculty support for class work sessions and cohort study groups.
- Collaboration with faculty to develop and implement learning activities to help students practice cross-disciplinary skills.
- Reservations of space and equipment for whole classes, individuals, and small groups to work and study.
- Workshops for study habits, research, MLA and APA citation, English 440 and 250 portfolios, transfer, and other academic skills.
- Supplemental Instruction sessions for non-English classrooms.
- Ongoing training of Learning Commons faculty, staff, and peer educators in information literacy, coaching, modeling of successful students.

In this semester, the Learning Commons added an additional faculty position—that of Learning Activities Instructor—and an Equity-funded Instructional Program Specialist. While on paper, the program's organizational structure expanded, the program had relied on a collaboration with the staff and faculty of the Writing Center to manage the daily scheduling and administrative activities, and the priorities of the program shifted from refining the previous year's model to maintaining established partnerships while working to define the goals and mission of the program, promote Learning Commons services, and explore the potential of its new relationship with the Writing Center. These priorities made continuing the work of partnering with faculty to design and test the kinds of learning activities piloted with the Sociology 1B class untenable.

Going back to a support-those-who-ask model, the Learning Commons re-focused on tracking how faculty asked to use the program's space and resources. One major success of the Fall 2016



semester was an infographic that defined 4 levels of support that the Learning Commons provided to students, faculty, other campus programs, and whole classes:

***Unstructured***—Individual students and groups request to use space for studying, using equipment and technology (such as rolling white boards, butcher paper, laptops, and Smartboard) in a supportive learning environment where assistance—from Learning Commons tutors, faculty, and staff, the library, and the Writing Center—is just a question away

***Strengthening Connections***—the Learning Commons provides space and resources to support classroom instruction; the Learning Commons serves as a hub for campus activities and to connect instruction with other campus resources (e.g. library, Career Transfer Center, or counseling)

***Supported Learning***—Learning Commons provides support for class work session; facilitates workshops and research clinics; promotes faculty-to-student discussions about needs; promotes and facilitates training for cohort study group sessions; offers opportunities for professional learning for faculty and peer educators

***Targeted Learning Activities***—In collaboration with faculty, staff, and students, the Learning Commons designs and offers clinics, workshops, and other learning activities focused on targeting “sticking points” and supporting students to develop and practice key academic skills.

### **Spring 2017**

By Spring 2017, the Learning Commons and Writing Center established a collaborative approach to training and scheduling a shared staff, and the Learning Commons faculty and staff focused on writing a program plan that clearly identified the program’s goals and mission statement using the information learned from the previous semester’s restructuring and exploration.

Reconsidering Learning Activities as a means of connecting academic support to classroom instruction in a meaningful, sustainable way within the constraints of a program supported entirely by part-time faculty and staff and a frequently rotating student peer educator staff, the Learning Commons used the 4 levels of support to concentrate the Instructional Program Specialist’s (.5 FTE) and Learning Commons Coordinator’s (.2 FTE) efforts on scheduling class visits, training and supervising peer educators, collaborating with the Writing Center and other campus programs, and other daily operational activities and the Learning Activities Instructor’s (.4 FTE) efforts on developing partnerships with faculty at the “Supported Learning” and “Targeted Learning Activities” levels.

A primary goal of the Learning Commons was to establish a sustainable and meaningful assessment, but turnover of staff, changes to the program model, and the constant daily operations necessary to build and maintain a developing peer-supported program proved applying assessment measures beyond collecting usage data impossible to achieve.

#### **E. Review Strategies and Goals on the Strategic Plan site.**

([https://www.gavilan.edu/strategic\\_plans/Gavilan\\_StrategicPlan\\_2015\\_2020.pdf](https://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf))

Which specific strategies and goals from the list has your program supported in the last three years? Using examples from your past Program Plans or other sources, describe what measures your program has undertaken to support the identified strategies and goals.



**Strategy #2:** Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals. **Goal #3:** Develop professional development activities for faculty to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.

The Learning Commons, specifically through the learning activities model, supports **Strategy #2, Goal #3** by providing instructors the opportunity to innovate their classroom instruction with the support of other faculty and student peer educators. Since Fall 2015, the Learning Commons has supported more than 40 instructors of basic skills and transfer-level courses—including English, History, Sociology, Child Development, Psychology, ESL, Math, and GECA—in a total of 285 class work sessions, 127 of which were supported by the Learning Commons at the “Supported Learning” or “Targeted Learning Activities” levels

When instructors partner with the Learning Commons, they enter into an inquiry-based conversation about their teaching and curriculum. The Learning Commons uses the metacognitive frame that we are all learners; we are all novices and experts, and that students, faculty, and staff engage in learning side by side. Embedded in the daily activities and practices of the Learning commons space is an ongoing examination of our own learning; Learning Commons peer educators engage in ongoing action research, consulting with faculty throughout the year and presenting their findings to their learning community. Faculty participates together in an inquiry process focused on their own professional learning, a process they not only model but actively share with students and Learning Commons staff.

A key goal of this model is to provide the opportunity for a more powerful feedback loop from instruction to assessment to revision of curriculum. Learning Commons faculty, staff, and peer educators provide direct feedback to instructors, and instructors provide feedback to the Learning commons about what’s working. This continuous cycle of improvement also involves educators in ongoing professional learning with one another—professional learning that is cross disciplinary and focused on key teaching and learning issues on our campus.

	Unstructured Use	Strengthening Connections	Supported Learning	Targeted Learning Activities
Fall 2015	(11)	(1)	(5)	N/A
Spring 2016	??	<b>26</b> (33)	<b>8</b> (9)	<b>2</b> (2)
Fall 2016	<b>7</b> (18)	<b>19</b> (44)	<b>23</b> (50)	<b>3</b> (6)
Spring 2017	<b>11</b> (13)	<b>14</b> (38)	<b>16</b> (50)	<b>3</b> (5)

The number in bold is the number of discrete classes served in that category. The number in parentheses is the total number of class work sessions in that category and may include classes that returned for multiple sessions.

**Strategy #2:** Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals. **Goal #5:** Provide a means to develop meaningful connections with educational and community partners.



One of the Learning Commons program goals is to be a means of developing meaningful connections between classroom instruction and academic and student support services. The program has met those goals in several ways:

- The Basic Skills counseling kiosk is located in the Learning Commons so that students log in to create appointments with and sign in to appointments with the Basic Skills counselor inside of the Learning Commons. Students are welcomed into the space by a peer who helps them to locate the kiosk and sign in, if needed. In addition, these students are encouraged to study and seek support from the Learning Commons as well as from the library and Writing Center.
- The AEC (formerly DRC) has software set up in one of the study rooms so that students coming into the space have access to the kinds of support they need. Students directed to the Learning Commons by the AEC are welcomed in and encouraged to study and seek support as needed.
- Basic Skills English labs meet in a dedicated space in the Learning Commons, and students are welcomed to the space by peer educators who help them to locate their lab's meeting space and encourage them to study and seek support.
- Faculty are encouraged to bring their classes to the Learning Commons at the beginning of each semester for an orientation and brief activity that introduces them to the ways students can use and seek support, not only from the Learning Commons but from all campus academic and student support services through the distribution of the Passport.
- The Passport for Academic and Student Success (Passport) is a physical booklet created and distributed by the Learning Commons. The Passport is designed to support students in becoming more independent and informed learners. The Passport:
  - Helps students become aware of the academic and student support services on campus by listing available services;
  - Encourages students to keep a record of which services they've used and when in order to facilitate conversations with their instructors and other campus resources;
  - Helps students get organized and manage their time using the academic planner; and
  - Promotes long-term study habits used by successful college students.

Passports are distributed to students who come into the Learning Commons during the first several weeks of the semester and by instructors who promote its use in a variety of ways. Some instructors use the Passport to facilitate conversations about a student's progress in the class, to provide opportunities for extra credit, or as a for-credit homework activity where students are required to use and record a specific kind of academic support a certain number of times in a semester and submit the Passport as proof of that usage.

- Learning Activities connect classroom instruction to academic support to support students to develop key academic skills to help them become independent, successful learners in their classes and beyond.
- The Learning Commons promotes community resources that can help students get the support they need to prioritize their educational goals.



**Strategy #3:** Improve and expand existing facilities to enhance the learning environment. **Goal #2:** Use technology to improve existing classroom facility space, optimize academic success and administrative operations.

Two goals of the Learning Commons program speak to **Strategy #3, Goal #2:** “Foster use of technology to increase independent learning, to provide support for DE student learning, and to meet academic and industry standards of technology and information literacy” and “Create virtual and off-site access to program services and resources.”

The Learning Commons prioritizes helping students to use technologies in order to complete their academic learning goals. Learning Commons peer educators are trained to use all the technologies available in the space and to encourage students to try technologies they may not be familiar with. When a group of students reserves a study room, the peer educators offer laptops, whiteboard markers, and the keyboard and mouse that go to the touchscreen monitors.

In Fall 2016, the Learning Commons began tracking laptop usage. That semester, a total of 1,699 laptops were recorded as checked out, 1,522 checked out to students during class work sessions and 177 checked out by individual students as recorded using the reservation program WCONLINE. In Spring 2017, the number of laptops reserved by students via WCONLINE increased to 440. Many instructors value class work sessions in the Learning Commons because of the access the program provides to laptops and a collaborative space for students to spread out and work in small groups with peer and faculty support only question away.

The Learning Commons has a SMART Board and large, wall-mounted monitor connected to a Mac, 4 Mac computers for student use that have access to the Adobe Suite for students to work on projects for Digital Media or other classes, rolling whiteboards, touchscreen computers and Ladibug Document Cameras in each small group study room to support collaborative learning, 40 laptops for students and instructors to use, and learning activities designed to support students working on infographic and movie-making projects. In addition, the Learning Commons website has links to many workshops and resources for DE students which provide support for key information literacy and other academic skills. In Spring 2016, the Learning Commons supported the Writing Center in developing tutor training to provide asynchronous writing support for DE students.

**Strategy #3:** Improve and expand existing facilities to enhance the learning environment. **Goal #5:** Create gathering spaces so students and staff may engage in scholarly interaction.

The Learning Commons is a gathering space for students, faculty, and staff may engage in scholarly interaction. As a flexible, technology-rich space, the Learning Commons invites and encourages students, faculty, staff, and other campus members to use the space for a variety of scholarly interactions, including meetings for student clubs such as the Literary Society, instructor office hours, class work sessions, small group study sessions, individual student studying, overflow coverage for classes bumped from Li 171 when library orientations are taking place, tutor training, Tutor Jam, Tutor Expo '16, and the impromptu conversations that the non-quiet space allows for. The Learning Commons recognizes that scholarly activity requires students' needs are met in both the social and personal dimensions as well as cognitive and knowledge-building dimensions as outlined in the Reading Apprenticeship framework. Learning Commons peer





educators are trained to facilitate academic conversations and bookmarks with sentence frames to facilitate academic conversation are handed out to students.

- F. How has the service or program supported student success and retention over the past three years? What initiatives have been specifically developed to support success and retention? What were the specific, measured outcomes of these initiatives?

In the middle of the Spring 2018 semester, Learning Commons implemented an online survey sent out to all students using study rooms and all students who use the space as part of a class visit to collect data about the impact on their learning students experience in using the space. By logging all students who use the space in WCONLINE, this survey is simple to send, and so far, several students have responded, a higher response than that of paper surveys handed out in previous semesters. The plan is to continue sending out this survey after each visit to collect responses.

In Spring 2018, Learning Commons implemented a strong assessment tool (example below) that directly measures student growth on specific, targeted skills by recording student strategies before and after the activity. The survey allows us to record how many strategies students have (and are able to articulate/recall) before doing an activity, what strategies they learned during the activity, and how they see those strategies as useful to their academic work. This assessment tool meets the standards of comparison assessment discussed and supported by CRLA's white paper, [Assessment of Learning Assistance Programs: Supporting Professionals in the Field](#). By counting the number of strategies students articulate before the activity and the number they articulate and can name or describe appropriate application of, the success of the activity can be directly assessed.

The assessment tool also includes a Likert scale to quantitatively capture the student's impressions of the impact of the activity on their skill-growth, motivation, and confidence, key factors in student success.

As Learning Commons pursues its goal to integrate academic support into classroom instruction, the plan is to tie academic skills activities to course SLOs for reading, writing, and information literacy as well as cross-disciplinary skills such as self-efficacy, motivation, and technology usage, and pay stipends to instructors to assess growth on those SLOs as a result of a targeted academic skill activity. Once challenge with this scaling is getting faculty participation, so it is important to track growth using the assessment tool below to use to demonstrate to faculty that such academic skills activities succeed in helping students to improve their academic skills in ways that could be even more beneficial if tied directly to classroom instruction assignments and activities. We will use assessment tools modeled on the example below to promote to faculty at department meetings, Guided Pathways meetings, in conversations about acceleration, and in one-on-one conversations with instructors who reserve space in the Learning Commons for class work sessions.

Peer educator training will include training on administering this assessment tool, training that will focus them on recognizing learning outcomes when working with students and help them to do pre- and post-checks for students' knowledge of relevant strategies and skills.

**Example of assessment tool used during academic skills workshop:**



Academic Skills Workshop: Understanding Assignments

---

What strategies do you use to understand what you are being asked to do when you get an assignment?

<p>List each new idea, strategy, or technique you learned today:</p>	<p>How will you use each idea, strategy, or technique in this class or in other classes?</p>
--	--

Write one thing that you are confused about or one question you still have:

**Post-Activity Survey**

After completing this learning activity:

I learned a new skill/technique that I can use in my college classes.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel motivated to try some of the ideas and strategies presented today.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel confident that I can succeed in my academic coursework.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel confident that I can succeed in college.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel confident that I know where I can find the help I need on campus.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree

*Initial outcomes that lead to development of assessment tool:*

The Learning Commons reports high numbers of students using the space and available resources; however, due to the challenges of a regularly changing organizational structure, changes in staff, and changes in the model, the program has been able to provide little evidence beyond usage and faculty satisfaction to support the contention that it supports student success and retention.

One case study is the athletic study groups coordinated by the Learning Commons and involving support of peer educators from multiple programs (Tutoring Center, Math Lab, Writing Center, &



Learning Commons) for study groups in the Learning Commons space. This activity which integrated the academic support services showed an increase of half a GPA point and evolved into a noncredit class occurring for 2 hours each day Monday-Friday in Fall 2017.

One English 1A and one English 250 instructor reported growth in students' understanding of the assignment and ability to do research after a series of class work sessions in the Learning Commons.

A Sociology 1B instructor reported improvement in students' willingness to use paraphrase in their research projects—a key assignment for the class—and ability to accurately paraphrase discipline-specific texts after completing a targeted learning activity. The students who completed this activity also reported greater confidence in completing the assignment successfully. Due to a lack of consistency with how the learning activity was completed and debriefed, the Learning Commons was unable to measure the students' success on the assignment as an indicator of success of the activity.

While there are no hard numbers capturing these outcomes, such initial responses prompted research into best practices in the field, resulting in the development of the assessment tool discussed above. Learning Commons faculty and staff recognize the importance of monitoring the effectiveness of the program's activities using best practices in learning assistance assessment,

- G. If appropriate, are all aspects of your program's services available to students who may be online only? If they are not available, what is your plan to offer these services? If you are offering these services, what evidence do you have that they are of comparable quality to in-person services?

In Spring 2016, the Learning Commons supported the Writing Center in developing tutor training to provide asynchronous writing support for DE students. While few students used the service, instructors and students who do come into the Learning Commons have expressed the need for better online-only support for classes.

The Learning Commons website has links to many workshops and resources for DE students which provide support for key information literacy and other academic skills. Learning Commons faculty and staff need better training and support to revise these workshops into more interactive, effective activities and to make the Learning Commons website attractive to all students, including online-only students.

- H. Review the Gavilan College Equity Report Executive Summary ([http://www.gavilan.edu/staff/equity/docs/2015-16\\_StudentEquityPlan.pdf](http://www.gavilan.edu/staff/equity/docs/2015-16_StudentEquityPlan.pdf)).

- a. What efforts has your program undertaken to mitigate identified inequities, and what was the outcome?

The Learning Commons, in collaboration with the Writing Center, plays a crucial role in developing the leadership, academic, and expressive identities of our student staff. During most semesters, about 60 percent of peer educators are from groups the Equity Plan targets, including



being Latino, low-income, former foster youth, and/or male. These student peer educators transfer to elite institutions, and many credit their academic and professional achievements to involvement with our program and training.

Learning Commons peer educators are trained in best practices for working with members of Gavilan's diverse student population, giving specific focus to working with students with disabilities, English language learners, and students with personal, social, and economic experiences that affect their learning processes.

In Fall 2016, the Learning Commons received Equity funds for an Instructional Program Specialist. The Learning Commons supports academic success for low income, Latino students and students with disabilities by hiring and training a diverse student staff as peer educators. These peer educators work with faculty to design learning activities by testing the activities and providing an insight that helps to bridge the gap between the experiment of the student and the educator.

In Spring 2016, Fall 2016, and Spring 2017, the Learning Commons supported ESL classes with workshops on formatting documents using MLA, using commas, and identifying and correcting fragments and run-ons. Students in these courses returned to the space to study and seek help from the Writing Center.

The Learning Commons reached out to instructors of Basic Skills English classes to create and implement learning activities. Peer educators are identified to work with these classes and meet with Learning Commons and library faculty in addition to the instructor to receive training to support them in working with these classes. In conversation with instructors while developing learning activities, the Learning Commons faculty and staff bring to bear their training in working with groups the Equity plan targets so that best practices for activating learning with attention to the affective and cognitive domains are embedded in learning activities

Beginning in Fall 2016, the Learning Commons coordinated space and tutors from Math Lab, Tutoring Center, Writing Center, and Learning Commons (and one math faculty volunteer) to work with 70+ student athletes, the majority of which belong to minority groups, in the football program for 1-hour study sessions twice a week. These study sessions showed an increase in GPA (exact data cannot be reported as it was not received by coach) and evolved into a noncredit class occurring for 2 hours each day Monday-Friday in Fall 2017.

Many of the instructors who partner with the Learning Commons teach basic skills and other historically difficult classes. Learning Commons collects CRNS for all classes and plans to work with the Office of Institutional Research to report demographic data for all years. This will allow Learning Commons to promote academic skills workshops in courses that have high numbers of students identified in the equity report.

**b. What gaps remain in your program's efforts to serve the identified populations? Use GavDATA to identify these gaps**  
(<http://www.gavilan.edu/about/research/index.php>)

Learning Commons records CRNS of all classes it serves; unfortunately, due to the large number of CRNS, the expected procedure of using GavDATA to pull this data is not feasible. We are currently working with the Office of Institutional Research to pull that data for comparison and will submit a revision once that process has been completed.



I. How has the staffing changed during the past three years?

The staffing has shifted from full-time faculty to part-time faculty and part-time professional support staff. In addition, the program has shifted administrators.

**Fall 2015 to Fall 2017 Organizational Details**

	Administrator	Faculty—FT	Faculty—PT	Professional Support Staff
Fall 2015	Dean, Liberal Arts & Sciences	Learning Commons Coordinator, .2 FTE		
Spring 2016	Dean, Liberal Arts & Sciences	Learning Commons Coordinator, .2 FTE	Learning Commons Coordinator, .2 FTE	Instructional Program Specialist—Equity, .5 FTE*
Fall 2016	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE Learning Activities Instructor, .4 FTE	Instructional Program Specialist—Equity, .5 FTE*
Spring 2017	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE Learning Activities Instructor, .4 FTE	Instructional Program Specialist—Equity, .5 FTE*
Fall 2017	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE Learning Activities Instructor, .4 FTE	Instructional Program Specialist—Learning Commons, .5 FTE (vacant; temporary)
Fall 2017	Associate Dean, CDGM		Learning Commons Coordinator, .2 FTE Learning Activities Instructor, .4 FTE	Instructional Program Specialist—Learning Commons, .5 FTE (vacant; hired position; vacant; temporary)

\*In Spring 2016, only a portion of the “Instructional Program Specialist—Equity” position supported the Learning Commons. As the Learning Commons program developed into a fully distinct program throughout the following academic year, 2015-2016, the position became increasingly dedicated to supporting the Learning Commons program so that by Fall 2016, this position was fully funded through the Title V grant. While this shift allowed for expansion of Learning Commons services, as the usage numbers show, it also reduced the amount of funding Learning Commons could dedicate to developing and promoting Learning Commons services because those funds were being used to pay for the IPS position. The withdrawal of an equity-supported position combined with pending hiring freezes and the end of the grant cycle indicates that in order for the Learning Commons to become sustainable, it needs to seek institutionalization. Plans for this include pursuing options for collecting apportionment using models such as Merced College’s Interdisciplinary Center and noncredit learning assistance course as resources.

J. Provide budgetary allocations over the past 3 years (4-5-6’s and 1-2-3’s if applicable) See sample below.



## Budgetary Allocations for Year 1, 2015-2016

Item	Dollars spent	Total dollars	% of activity (out of \$235,273.49)
Travel = faculty development; SL training; Johnstone speaker fee, faculty stipends	14,531.13=DE stipends 330.00=Aloha Conference 67.49= Food at DE training 9260.57=CE stipends 158.88=(meeting expense) food at CE Training 2102.03=CE travel 18,897.32= LC stipends 519.98=LC Meeting expenses 653.2= LC Food for events 1,250=Johnstone Convocation appearance 13,744.13=LC travel 37.16=Mileage + \$4.00 to make it even	61,554.89	26%
	123.96= LC book purchases 145.56 LC book purchases in Office Supplies	269.52	0.11%
Tutor expo, Tutor payroll	10,564.73=tutor payroll 219.29= tutor expo expenses 322.68= LC tutor expo office expenses 1930.72=Tutor expo food 116.00 Tutor Expo printing	13,153.42	6%
Wifi and Switches, Chromebooks, software, LC desktop	6,249.14= DE software, hardware 204= Survey monkey subscription 1781.58=Desktop computer 715=WOnline 92957.25= Wifi& Switches	101,906.97	43%
Office and non-book instructional Supplies, Computer Stand in TLC, WRD Payment	169.89= Instructional Supplies 3,668.47= LC office Supplies (minus Tutor Expo and Books) 2,050.33=LC Equipment purchase 52,500=WRD payment	58,388.69	25%
		235,273.49	100%

## Budgetary Allocations for Year 2, 2016-2017



<b>Professional Staff:</b>			
	Megan:	41,133.24	
	Instructional Specialist:	23,060.00	(Equity \$\$)
		<b>Total</b>	<b>64,193.24</b>
<b>Tutors:</b>			
	Fall:	6,918.00	(Equity)
	Spring:	10,379.00	
		<b>Total</b>	<b>17,297.00</b>
<b>Burdens:</b>			
	All staff:	23,177.00	
		<b>Total</b>	<b>23,177.00</b>
<b>Office Supplies</b>			
	Dry erase, frames, pens	240.00	
		<b>Total</b>	<b>240.00</b>
<b>Food</b>			
	Cookies for an event	295.00	
		<b>Total</b>	<b>295.00</b>
<b>Travel</b>			
	SSS, Tutor Conference	1,830.00	
		<b>Total</b>	<b>1,830.00</b>
			<b>107,032.24</b>

J. If your program has an instructional component, please answer the following questions:

L. Provide an overview of how budget allocations have changed over the past three years.

The Instructional Program Specialist—Equity position was cut at the end of Spring 2017. This position is currently paid through the Title V grant with the effect of reducing the amount of funding the program can put toward faculty stipends, an important incentive for soliciting faculty participation in more in-depth assessment of academic support activities on student learning and success.

M. Provide a comparison of other colleges' services and staffing (see matrix below for examples).

College	FTES	Program Services	Staffing	Comments
Merced College		The Interdisciplinary Literacy Center is a	F/T Faculty, 1.0 FTE, paid by	Merced's ILC does the work of both our



	<p>community space of peers and mentors working together to help students become better readers, writers, and thinkers across all disciplines. We help students grow into confident, capable communicators.</p> <p><b>Services for Students</b></p> <ul style="list-style-type: none"> <li>• Laptops are available for check-out (Student ID Card Required)</li> <li>• Internet capability and print services</li> <li>• Plenty of outlets for charging phones and laptops</li> <li>• We offer reading/writing assistance for all disciplines/courses</li> <li>• One-to-one peer mentoring in reading, writing, critical thinking, revising, and general study skills</li> <li>• Faculty tutoring in reading, writing, revising, critical thinking, and general study skills</li> <li>• Computer-Directed Learning Modules (grammar, writing, editing, etc.)</li> </ul> <p><b>Services for Faculty</b></p> <p>The ILC seeks to</p>	<p>district to collect apportionment</p>	<p>Writing Center and our Learning Commons, integrating a technology-rich learning environment with support from peer educators embedded in classes (similar to our Writing Center Fellows), a place for students to study independently or with learning activities (Learning Commons), and support for students in all disciplines (Learning Commons) while its primary focus is on students in English classes (Writing Center).</p> <p>Merced's ILC is also different because it collects apportionment, has a non-credit course all English students are automatically enrolled in, and has district-paid faculty offering direct, roving support to students. While Learning Commons offers this direct, roving faculty support from the Learning Commons coordinator and librarians, we do not yet collect apportionment but are looking into this model as a way to institutionalize.</p> <p>In its first semester, the ILC collected more</p>
--	--	--	--





		<p>collaborate with faculty and staff across disciplines in order to support student reading, writing, and critical thinking. To that end, the ILC hopes to become a professional learning hub for Merced College. We have ongoing Communities of Practice/Faculty Inquiry Groups across all disciplines:</p> <ul style="list-style-type: none"> <li>• Reading Apprenticeship</li> <li>• Habits of Mind</li> <li>• California Acceleration Project</li> </ul>		<p>than double the FTE expected, more than paying for the district-funded faculty oversight of the space.</p>
<p>Skyline College</p>	<p>8,689 (2016-2017)</p>	<p>The Learning Center (Tutoring, Reading &amp; Writing Center, supplemental Instruction, peer mentors, academic skills workshops)</p> <p>From the 2016 program plan mission and goals: “programs are designed to meet the academic support needs of students in all course levels by providing them with contextualized, integrated academic support services designed collaboratively with faculty.”</p> <p>Has 2 PLOs: Increase awareness of strengths and challenges in academic work and increase personal development in areas such as self-monitoring, time management, persistence,</p>	<p>PT/OL Faculty: 1 at .2 FTE</p> <p>FT Classified: 4 @ 1.0 FTE</p> <p>PT Classified: 2 @ .48 FTE, 5 @ .4 FTE</p> <p>student workers: 58</p>	<p>Skyline’s TLC is more integrated than ours because the program integrates all the academic student support on campus. Even so, their classified staffing is significantly greater than Gavilan’s yet the services provided are very similar.</p> <p>This program is located in the same building as the library, and there is a dean dedicated to the library and Learning Center (Dean of Academic Support and Learning Technologies)</p>



		and academic proficiency. Has tutor training course for each kind of service (i.e. one for subject tutors; one for RWC tutors)		
Please go to <a href="http://datamart.cccco.edu/DataMart.aspx">http://datamart.cccco.edu/DataMart.aspx</a> for college annual FTES.				

### III. Trends Affecting your Program (Data-Driven)

A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

#### Strengths

Strengths of the Learning Commons include

- **Number of students served.** A significant strength of the program is the number of students it attracts. Within the first semester of this program, the number of students who logged into Timekeeper more than doubled from 1,050 (Spring 2015 Writing Center Timekeeper Usage) to 2,170 (Fall 2015 Writing Center/Learning Commons Usage). In Fall 2016, that number increased more than 40% to 3,115 and by Spring 2017, the number of students logging into Timekeeper rose again by 20% to 3,741. Each semester the Learning Commons program exists, the number of students coming into the space increases, a strength that cannot be undervalued. These numbers do not include students coming into the space for class work sessions because these students do not log into Timekeeper. It also doesn't include students who come into the space without logging into Timekeeper.
- **Learning Commons is an integrated and collaborative model, ready for guided pathways.** The cross-disciplinary, collaborative model focuses on building awareness of students' needs and strengths regarding academic work and actively working to design and implement learning activities to help students increase essential study skills. As the campus moves toward guided pathways, the Learning Commons recognizes the need for integrating academic support into classroom instruction.
- **The Academic Support Group.** This group is getting strong each semester, developing a unified voice on campus and supporting closer partnerships between academic support services.
- **The Learning Commons is a flexible, collaboration-ready, ideally-located space.** The Learning Commons helps make the Library building the hub of academic support. The flexibility of the space allows for the changes in kinds of academic support that different students and classes require. Technology and information will continue to play an important role in instruction and academic support, and the close collaboration with the library ensures that students and faculty can receive seamless support for developing and using their information and technology literacies.



- **Training for students as peer educators.** Students involved in the Learning Commons as peer educators receive intensive training in best practices of academic coaching, information literacy, and Reading Apprenticeship, a metacognitive framework to learning. These students apply their training as students to further their own academic goals; as peers by sharing strategies and facilitating the learning of other students; and as bridges between faculty and students, by helping to identify students’ “sticking points” and develop, test, and facilitate learning activities designed to help students unpack and work through those sticking points.

### *Challenges of the Learning Commons*

One challenge of the Learning Commons is collecting usage data. With the large number of students, classes, instructors, and other people who come into and leave the space on a regular basis, making sure that each person logs in, is welcomed, and receives the support they need is difficult. The Learning Commons budget does not allow for hiring a front-desk person to be a consistent face of the Learning Commons and encourage students to log in. While the data on usage looks good, not all usage is being tracked, and the current Timekeeper system does not allow for the kind of use to be easily collected. Without having data for what kinds of activities and classes students are logged in for, it is difficult to assess the effects of learning activities on return usage, etc. Challenges include:

- **Managing daily operations and administrative duty workloads.** The current staffing provides a total of 41 hours per week to run the Learning Commons, a number 2 hours shy of the hours the space is open. The staff, composed of Learning Commons Coordinator (.2 FTE faculty), Learning Activities Faculty (.5 FTE faculty), and Instructional Program Specialist (.5 FTE classified) also needs time to meet and work together to develop activities, do scheduling, do peer educator/tutor training, and problem-solve issues that arise in any fast-paced, student-supported learning environment. Currently, the Learning Commons relies on its partnership with the Writing Center and sometimes the library to provide oversight for activities in the space. The Learning Activities faculty position is designed to network with faculty and requires a flexibility to attend meetings, meet with faculty, observe classes, and generally move about campus to create and strengthen partnerships that is currently almost impossible. Instead, with zealous support from the Instructional Program Specialist, this position more accurately continues the duties of the Learning Commons Coordinator in order to get students paid on time, handle scheduling issues, train student workers, and take care of daily and administrative operations. A full-time, consistent position to handle scheduling, administrative duties, student worker timesheets, student questions about equipment (printing, laptops, study rooms, paper, etc.) and resources (making appointments, finding counseling, etc.) is needed. This person would need to work peak hours—Monday-Thursday, 8 a.m.-6:30 p.m.--and should be a single person instead of 2 part-time positions to be the most efficient. This would allow the coordinator to focus on integrating academic support into instruction.
- **Sustainability of model.** Integrating academic support into instruction must become the primary focus of the Learning Commons faculty and staff in order to move toward institutionalization, especially in light of Guided Pathways. To meet this challenge, Learning Commons needs the coordinator and learning activities faculty to step back from the daily operations. By doing this, Learning Commons faculty will be able to sustainably



do the work of building strong relationships between the various academic support programs on campus, promoting the academic support services available to students and faculty, professionalizing peer education and learning assistance on our campus, supporting other academic support services (through shared learning, training for peer educators, website development, publicity, outreach to departments and programs), and working with targeted programs and cohorts (such as Child Development, the Reading and Writing Fellows Program, and Athletics Study Sessions, GUID 550) to develop a strong model of integrating learning assistance and academic support into instruction.

- **Evaluation of program services.** The Learning Commons has developed a meaningful assessment tool and has the support of institutional research. The difficulty is having the time to work with faculty to integrate the assessment tool into learning activities, which often occur quickly or without enough collaboration because of the lack of time the Learning Commons staff has to commit to these collaborations or, more often, because of the lack of time faculty have to commit to the collaborations. Each semester, the model has shifted, often due to factors beyond the control of Learning Commons staff, and when it shifts, assessment becomes difficult or meaningless. The only meaningful assessment tool the Learning Commons has consistently employed is usage data, and those numbers show increases in usage each year the program has existed.
- **Communication of model across campus.** Because the Learning Commons model has shifted significantly almost every semester since its inception, a significant challenge to partnering with faculty is communicating the model and making the inquiry-based, collaborative professional learning opportunity appealing to faculty who are already overwhelmed with their own instruction and projects. We plan to continue having the Learning Activities faculty serve in a leadership role in ASSG to collaborate with all academic support services on campus to develop a unified voice; advocate for professionalism of learning assistance on campus; promote academic support services to students, staff and faculty through a unified website, poster campaign in every classroom, and class visits; and strengthen cross-discipline, cross-program peer education training opportunities. The Learning Commons will also collaborate with the Writing Center to co-train peer educators, publicize the services and resources the space and programs offer, both separately and in collaboration, and work closely with departments such as English, ESL, and Child Development to support their efforts to integrate academic support into instruction.

B. Provide a brief review of the past three program plans and any emerging themes identified in them.

The Learning Commons has only one program plan, created in Spring 2016, and all themes are still emerging. Some common themes identified include:

- difficulty assessing program activities because of organizational or staffing changes happening each semester.
- any sustainable model for learning activities will require a stock set of activities applicable across the disciplines to make faculty collaboration less time-consuming



- assessment of these activities will be most meaningful and effective—both to the program and to faculty—if tied to course SLOs.
  - the current Timekeeper and WCONLINE and paper tracking systems are cumbersome and do not accurately track how students are served
  - a primary service of the Learning Commons is curating as-needed learning opportunities, partly by collaborating with other programs to provide needed support services and partly through access to a flexible, technology-rich, collaborative learning environment for students and classes (as shown by the increase of numbers of students and classes from an increasingly diverse list of disciplines that come into the space and ask to use it in new ways)
- C. If not mentioned above, what are some other needs or challenges, either internal or external, affecting your program (include support and documentation for your contentions)?

#### IV. Program/Student Learning Outcomes

Complete the program/student learning outcome matrix for your program(s). If assessments have not been completed, provide an update of your program’s work to assess your program-level student learning outcomes.

The Learning Commons is working to create learning outcomes. These learning outcomes support the mission of the Title V grant by focusing Learning Commons efforts on integrating academic support into instruction by bringing campus awareness to learning assistance and academic support services already available, supporting faculty in thinking about how academic support could support student learning within the contexts of their curriculum, and advocating for acknowledgement of academic support and learning assistance as a valuable resource on campus.

Preliminary outcomes, with proposed assessment measures, are below:

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
Faculty, staff, students, and peer leaders will be able to differentiate between academic support services on campus.	Early Semester survey asking about familiarity with campus academic support options, followed by publicity campaign, followed by mid/late semester survey.		



<p>Faculty, staff, and peer leaders will be able to refer students to appropriate academic support services on campus.</p>	<p>Survey connecting services to programs that offer that service. Track usage numbers.</p>		
<p>Students will demonstrate growth in specific knowledge related to academic skills.</p>	<p>Academic skills assessment tool (see page 17-18 for details)</p>		

## V. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

- Learning Commons will work with programs and faculty to integrate academic support into instruction. To do this, the coordinator and learning activities faculty must dedicate time to leaving the space to work with programs, such as Child Development, English, and ESL, to integrate academic support into instruction; collaborate with other academic support programs; and develop strong peer educator training. The program specifically needs:
  - administrative support to develop training for peer educators for working with high-need students, including working with students with disabilities and working with ELL/ESL students, trainings which will require the time and expertise of expert faculty;
  - additional faculty oversight to provide appropriate oversight of the sessions occurring in the space;
  - a full-time staff person to manage the daily operations; increased part-time faculty participation in developing and facilitating academic skills workshops; and
  - the increased presence and support of administrators in the space and at peer educator trainings to professionalize peer education leadership on campus.
- Learning Commons will assess all activities aimed at integrating academic support into instruction, including academic skills workshops/activities, faculty partnerships; promotion of academic support services available on campus; and events and collaborations with other programs on campus. To do this work, the program needs:
  - training for all faculty, staff, and student employees of the program in assessment
  - an efficient data collection tool, such as SARS Track, that is used for all academic support services on campus because TimeKeeper alone does not allow Learning Commons or other academic support services to accurately track and assess all services provided to students, and much time is wasted each semester—by both staff and students—in an effort to accurately and precisely capture usage data, efforts that necessarily fall short due to the limitations of TimeKeeper.

### Sample Assessment Tools



Instructor	Course	CRN	Activity	Targeted SLO	Means of Assessment & Criteria for Success	Analysis of Data Collected	Use of Results
Last, First	Hist 1	#####	Unpacking Assignment: Talking-to-the-Text	Demonstrate college level reading, writing and critical thinking in the formulation of research assignment/s.	Students in control group (class not participating in activity) will be compared to students who completed activity:  Student can accurately paraphrase assignment.  Student can list strategies and resources needed to complete assignment.	## students	
All faculty, staff, students, peer leaders	All courses		Promotion of available academic support services on campus		Early Semester survey asking about familiarity with campus academic support options, followed by publicity campaign, followed by mid/late semester survey.	Changes in % familiar with	Further promotion of academic supports.

Academic Skills Workshop: Understanding Assignments

What strategies do you use to understand what you are being asked to do when you get an assignment?

List each new idea, strategy, or technique you learned today:	How will you use each idea, strategy, or technique in this class or in other classes?
---	---

Write one thing that you are confused about or one question you still have:

**Post-Activity Survey**

After completing this learning activity:

I learned a new skill/technique that I can use in my college classes.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel motivated to try some of the ideas and strategies presented today.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel confident that I can succeed in my academic coursework.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel confident that I can succeed in college.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I feel confident that I know where I can find the help I need on campus.	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree

- Marketing/Communication of Model: The Learning Commons must communicate to the campus community that learning assistance/academic support on campus is an essential part of



how the college functions instead of a luxury that can be cut as needed. To do this, the Learning Commons must collaborate with all academic support services on campus in building a unified voice, including a unified online presence for faculty, staff, administration, and students to access all academic supports available on campus. The Learning Commons must consistently advocate for and provide support to academic support services that are currently integrating academic support into instruction, offering faculty, staff, and funding support to deepen and assess those efforts and to support programs in identifying and problem-solving gaps. To do this work, the Learning Commons needs:

- the work of the Academic Support Services Group to be structurally recognized as a valuable asset by administration and the campus community
  - web support to design and maintain an online presence for students and faculty to access all academic support services
  - a consistent message to individual programs from administration that learning assistance is valued as a fundamental campus activity
  - Collaboration: The Learning Commons will develop and support activities on campus that deepen the integration of academic support into instruction, supporting activities already doing this work, such as the Writing Center’s Reading & Writing Fellow’s program, Academic Support Services Group, and Leadership Jam, and working with programs moving toward programmatic integration of academic support into instruction, such as Child Development. Learning Commons will choose programs and faculty to work collaboratively with based on meeting AB 705 standards or willingness to integrate academic support into instruction at a programmatic level in the move toward Guided Pathways.
- B. Provide your current Program Plan (required) which should include these goals and objectives.

## View Program Plan

( [Download PDF](#) )

Department:	Learning Commons
Academic Year:	Academic Year 2017-18

### Vision / Narrative

As part of a Title V grant, the Learning Commons was established as a program in Fall 2015 as a means of more strongly integrating classroom instruction and academic support services. The program is staffed by .2 FTE Coordinator, .4 FTE Learning Activities Faculty, and a newly added .5 FTE Instructional Program Specialist position (due to the loss of an equivalent Equity IPS position). The program’s mission is to support Gavilan students in becoming independent and successful learners by collaborating with faculty and other campus programs to target key academic skills students need to meet cross-disciplinary course SLOs. The program depends on faculty participation in learning activities, building wide campus awareness of the program model, and robust training for peer. It is anticipated that incentivizing faculty to participate in learning activities would increase student success





on key cross-disciplinary course SLOs as well as increase the campus awareness of and use of the Learning Commons services and program model.

**[ [edit](#) ] Program Objective 1: Recruit new faculty participation, including from additional disciplines and non-credit, in learning activities.**

<b>Primary</b> Strategy and Goal(s):	<a href="#">Strategy #2</a> : Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals. <a href="#">Goal #3</a> : Develop professional development activities for faculty to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.
<b>Other</b> Strategy and Goal(s):	<a href="#">Strategy #1</a> : Optimize enrollment, course offerings, and services to reflect community needs and growth. <a href="#">Goal #4</a> : Support programs that bridge pre-collegiate credit/non-credit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.
IEC Program Review:	<a href="#">No</a> : This effort was identified in the Title V grant objective.
SLO Data:	<a href="#">No</a> , this Objective is not based on SLO data:
Progress:	<a href="#">No</a>

Delete	Activities	Costs
<a href="#">NEW</a>	<a href="#">Create NEW Activity for this Objective</a>	
	<a href="#">Conduct faculty professional learning workshops (faculty stipends needed)</a>	• <a href="#">Add Budget Request</a>
<a href="#">×</a>	<a href="#">Attend department meetings</a>	• <a href="#">Add Budget Request</a>
<a href="#">×</a>	<a href="#">Market program</a>	• <a href="#">Add Budget Request</a>
<a href="#">×</a>	<a href="#">Develop and share showcase</a>	• <a href="#">Add Budget Request</a>

**[ [edit](#) ] Program Objective 2: Increase campus awareness of Learning Commons services and program model.**

<b>Primary</b> Strategy and Goal(s):	<a href="#">Strategy #2</a> : Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals. <a href="#">Goal #5</a> : Provide a means to develop meaningful connections with educational and community partners.
IEC Program Review:	<a href="#">No</a> : No program review yet, need more outreach.



SLO Data: No, this Objective is not based on SLO data:

Progress: No

Delete	Activities	Costs
<i>NEW</i>	<a href="#">Create NEW Activity for this Objective</a>	
✘	<a href="#">Additional presentations at PDD, part time faculty orientation day, departmental meetings</a>	• <a href="#">Add Budget Request</a>
✘	<a href="#">Further development of website</a>	• <a href="#">Add Budget Request</a>
✘	<a href="#">Participation in guided pathways</a>	• <a href="#">Add Budget Request</a>

[ [edit](#) ] **Program Objective 3: Evaluate impact of learning activities.**

**Primary Strategy and Goal(s):** [Strategy #2:](#) Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.  
[Goal #4:](#) Evaluate student support services to identify successful strategies and remediate gaps that may hinder student success in accordance with instructional improvement goals.

IEC Program Review: No: No IEC Program Review has occurred yet.

SLO Data: No, this Objective is not based on SLO data:

Progress: No

Delete	Activities	Costs
<i>NEW</i>	<a href="#">Create NEW Activity for this Objective</a>	
✘	<a href="#">Meet with target faculty to outline assessment methods</a>	• <a href="#">Add Budget Request</a>
✘	<a href="#">Administer and analyze assessment.</a>	• <a href="#">Add Budget Request</a>

[ [edit](#) ] **Program Objective 4: Increase technology and information literacy.**

**Primary Strategy and Goal(s):** Not Applicable: RESUBMITTED: Copied from Academic Year 2016-17

IEC Program Review: No: program not previously reviewed

SLO Data: Yes, this Objective is based on SLO data:



Progress: No

Delete	Activities	Costs
<i>NEW</i>	<a href="#">Create NEW Activity for this Objective</a>	
×	<a href="#">Hire a .5 FTE technology specialist to integrate technology into learning activities, make learning activities accessible to DE students, and support faculty to integrate technologies into learning activities.</a>	• <a href="#">Add Budget Request</a>
×	<a href="#">Implement learning activities to develop and improve technology literacy.</a>	• <a href="#">Add Budget Request</a>

### Feedback from Supervisor / Dean

The program's list of activities in support of the objectives is well developed, and the program should be commended for the impressive list of action steps. The plan would benefit from situating itself within the broader context of ongoing initiatives on campus. Where does LC fit in among the other support services? How are they coordinating their planning? What are the short and long term goals for the LC; that is, where does it envision itself in five years, and how do these objectives get to that point? Additionally, the plan would benefit from drawing more explicitly upon IEC and SLO information.

### VI. Self Study Summary

Use data provided in this report as well as previous program plans to complete the Self Study Summary. Please provide a narrative summary, which should include an overall description of the program and services, a summary of the program's progress since the last review period, a summary of and trends facing the program, and the program's plans for the future (2 page limit).

The program summary will include the following elements:

- A description of the program and the services;
- Significant accomplishments since the last review period;
- Your program's impact on supporting and improving student achievement and student learning outcomes;
- Resource and staffing changes since the last review and their effect on the program;
- Trends affecting the program;
- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above. This should also include a discussion of the Institutional Effectiveness Partnership Initiative indicators and equity goals. (<http://www.gavilan.edu/administration/iepi.php>)



The Learning Commons is supported by the five-year Title V Strengthening Outcomes for Hispanic and High-Need Students grant. Learning Commons activities focus on supporting campus efforts to integrate academic learning support into instruction in ways that help students develop the cross-disciplinary academic skills they need to become independent, successful learners.

Currently in its third year, the Learning Commons has undergone several shifts in model, staffing, and funding sources, and the program that exists today is both a space and a program. As a flexible, hybrid space, the Learning Commons curates both planned and spontaneous learning opportunities for students to work on scholarly activities with other students, faculty, peer educators, and staff, both during and outside of instructional time. As a program, the Learning Commons has identified three key kinds of activities as the most effective use of available staffing and resources:

- support campus efforts to integrate academic support into instruction,
- strengthen the collaborative partnerships between all academic support services on campus, and
- provide quality professional learning opportunities around learning assistance and academic support.

The Learning Commons has faced several challenges in the first three years that have significantly altered the model and core activities of the program:

- The college's decision to separate the services of the Writing Center from those of the Learning Commons, which relied on close collaboration with the Writing Center's core services, including the embedded peer tutor component, shared staffing, and collaboration with English faculty.
- Changes and vacancies in staffing and budgetary allocations, causing further lack of stability.
- English department's resistance to collaborate on activities due to fear of losing autonomy of the Writing Center
- TimeKeeper is an insufficient data collection tool as it does not distinguish between kinds of services students log in for and is felt by students and peer leaders to be a barrier to entering the space and using services.
- The single faculty coordinator is unable to oversee the space and supervise student workers and leave the space in order to promote learning activities and collaborate with interested faculty
- faculty do not have the time and are not incentivized to collaborate on innovations to integrate learning assistance into their classroom instruction

Despite such challenges, the Learning Commons reports significant accomplishments which indicate that the work this program is doing should be continued and supported by the college:

- Learning Commons rebuilt a working relationship with the Writing Center, a relationship that currently includes sharing a co-trained staff, sharing administrative duties and faculty



oversight duties, and promoting a clear message of separate and joint services to the campus community

- Learning Commons played a key role in revitalizing and strengthening the Academic Support Services Group, a group that Learning Commons now informally “chairs” twice per month to develop a unified voice; advocate for professionalism of learning assistance on campus; promote academic support services to students, staff and faculty through a unified website, poster campaign in every classroom, and class visits; and strengthen cross-discipline, cross-program peer education training opportunities.
- Each semester the Learning Commons program exists, the number of students coming into the space increasing, a strength and statement of student support for a supported learning environment that cannot be undervalued.
- To support activities that integrate academic support into instruction, Learning Commons has the flexibility to work with any department or program across campus that serves high-need students.
- Learning Commons is an integrated and collaborative model, ready for Guided Pathways. The cross-disciplinary, collaborative model focuses on building awareness of students’ needs and strengths regarding academic work and actively working to design and implement learning activities to help students increase essential study skills. As the campus moves toward guided pathways, the Learning Commons recognizes the need for integrating academic support into classroom instruction.

To build upon these successes and meet the continuing challenges, the Learning Commons requests the following:

- 1) One full-time classified position to efficiently manage daily operations, such as scheduling, timesheets, and usage data collection.
- 2) SARS Track or comparable data collection tool to collect accurate data for assessment across all academic support services.
- 3) Additional faculty oversight to provide appropriate oversight of activities and to integrate academic learning support into instruction.
- 4) Competitive pay for student peer educators to attract quality student leaders and acknowledge learning assistance as a valued asset of the college.
- 5) Funding and administrative support for professional learning for faculty and peer educators around learning assistance and working with high-need students.
- 6) The Academic Support Services Group (ASSG) to have an official voice on campus.

The Learning Commons offers the campus a means of facilitating the integration of academic support into instruction as we move toward Guided Pathways, and the program will continue its commitment to flexibility, collaboration, and responsiveness to our campus partners.