



# **Learning Center**

**Program Review - Comprehensive Review**

2023 - 2024

### Program Context

#### 1. Mission

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Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The Cañada College Learning Center provides student-centered resources that integrate instruction and support services to facilitate student academic achievement, and support the college's mission and priorities. The programs and services of the Learning Center **engage with all the instructional divisions** through our Writing Center, STEM Center, and tutoring programs which support student success in multiple disciplines.

The Learning Center integrates instruction and support services to facilitate equitable student academic achievement and to address gaps in learning support services through the delivery of student-centered services and resources which include the following:

- Drop-in and appointment-based tutoring
- Supplemental instruction
- Embedded tutoring
- Learning resources
- Educational technology support

The College's EMP specifically highlights ways in which the Learning Center contributes to the mission and priorities through the following strategic initiatives:

1.16 Create campus culture that supports completion within 3 years by providing adequate academic support for students to succeed in this time frame.

4.3 Create a hub for evening and weekend students since it is one of the spaces open late, until 8:00 PM, Monday through Thursday.

4.8 Increase student access to tutoring and other academic supports by adding numbers of tutors, subjects and hours of support, and exploring different support models (drop-in, embedded, in-person, virtual).

If your program has a mission statement, you may include it here.

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It is the mission of the Cañada College Learning Center to provide equitable energetic, competent and friendly academic and related assistance to all Cañada students, regardless of the focus of their work at Cañada. Assistance includes peer and professional tutoring, workshops and technological support. We approach our work with passion, professionalism and creativity; our students with admiration and patience; and our colleagues with respect and a commitment to shared goals and values.

### 2. Articulation

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**Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."**

No known changes which impact Learning Center programs directly; although as curricular changes in different disciplines occur, the Learning Center would collaborate with discipline faculty to offer academic support to meet changing needs.

### 3. Community & Labor Needs

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**Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.**

No known changes which impact Learning Center programs directly; although as changes occur in different disciplines/program areas, the Learning Center would collaborate with programs and disciplines to offer academic support to meet changing needs.

## Looking Back

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### 4. Curricular changes

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**List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?**

Outside of the shift to offering courses online necessitated by the pandemic, the Learning Center has continued to offer its courses face to face. We have been experimenting with varying the length/frequency of class meetings for the LCTR 100 EFFECTIVE TUTORING AND PRACTICUM (1). This class is traditionally taught on Friday afternoons, and we are looking at options for making it less of a burden for students who likely don't have other classes offered that day. In addition to the length of class meetings, we have also considered making it an evening class offered sometime Mon - Thr. It is possible that the Friday scheduling of the course is a deterrent to students becoming tutors so we continue to try to land on a day/time that will be more palatable for our students.

One change in our curricular offerings, which was made for Fall 2023, is in the number of courses offered. Over the last 5 years, the Learning Center has typically offered up to 13 sections each semester. However, many of those sections end up being cancelled for 0 enrollment. After looking at the patterns of enrollment related to those courses where we offered multiple levels (Vocabulary Improvement 1 - 4), students may take the first course (LCTR 840) but rarely did they go any further in the sequence (LCTR 841-843). To

## Learning Center - Comprehensive Review

illustrate this point, LCTR 842 and 843 have each been cancelled 5 times since Fall 2020 for 0 enrollment. As a result, the Division has decided to temporarily reduce the number of sections offered by cutting the Grammar and Vocabulary Improvement offerings to just the first course in the sequences. We will evaluate enrollment patterns again in a couple of years and decide if we are going to Bank those courses.

While the Learning Center has not made any significant changes in instructional curriculum recently, there have been changes in our co-curricular offerings through the Jams programs. With AB 705 and 1705 reinforcing the need to support student success in math and English, we evaluated our Math and Word Jam programs and found we were not having the positive the impact on student success we wanted. As a result, we revised those programs to better align with state policy and the interests of our instructional partners.

### Math Jam

Under the old model, this was a multi-day, bootcamp-style program that refreshed and reinforced math knowledge so that students taking placement exams could place higher and thus shorten remedial math pathways. In the era of multiple levels of pre-transfer level math and placement exams, this model was very successful. However, under AB 705/1705 the college no longer offers multiple levels of pre-transfer level math or placement exams so a change in how we supported students was needed.

In AY 22-23, the Learning Center partnered with math faculty to craft a semester long program of support for students taking math which includes planned Workshops, Exam Reviews, and Just in Time topics for students (see flyer attachment example). This new model of support only began in Spring 2023 and we have not evaluated its impact yet. It is our intention to do an initial evaluation in Fall 2023 and continue to refine the supports offered based upon our evaluation.

### Word Jam

Similar to Math Jam, this was a multi-day, bootcamp-style program that refreshed and reinforced writing knowledge so that students taking placement exams could place higher and thus shorten remedial pathways to English completion. The focus was primarily on ESL students and amid declining participation and effectiveness, a new model of support was needed.

The first change was opportunistic as we took advantage of personnel changes to increase the percentage of time the Writing Center instructional Aide was working from .48 (18 hours per week) to .91 (34 hours per week). Working with English faculty, the Writing Center has also put together a variety of workshops which cover both grammar topics and the broader writing process (flyer attached).

### **5A. Progress Report - IPC Feedback**

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**Provide your responses to all recommendations received in your last program review cycle.**

There were no recommendations resulting from our last Comprehensive or Annual program review submissions.

### **5B. Progress Report - Prior Program Goals**

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**Provide a summary of the progress you have made on the program goals identified in your last program review.**

**Goal: Provide students and faculty with support in the use of technology.**

## Learning Center - Comprehensive Review

There is an ongoing demand for educational technology support as students and faculty adapt to the technology demands of courses. A key goal to meet this demand has been the Learning Center launch of its Tech Team in AY 22-23. The Tech Team is a group of well-trained students who leverage their own experiences in addition to training from ITS so that they can provide support for students and faculty. For students, the Tech Team helps them navigate Canvas, student email, WebSMART, and other resources so that they can access course materials, complete assignments, register, etc. The Tech Team also provides help to faculty with in-class technology like Neat Boards, connecting their laptops, and synching Zoom with in-class technology. In addition, they have been incredibly creative in putting together explanatory videos (<https://youtu.be/eRzF5GvfvIY>) to guide students. This is a continuing goal as the need for technology support emerges anew with each wave of new, incoming students.

### **Goal: Institutionalize (and expand EMP 1.12 & 4.8) Tutoring and Peer Mentoring Services**

The Learning Center's academic support and peer mentoring services had been financially supported in large part by grant funds. Through the budget review and development process, the ASLT Division and Business Office have been able to better balance the Learning Center's annual allocation to better institutionalize supports for drop-in tutoring, embedded tutoring and graduate level tutoring in the STEM and Writing centers. The Learning Center has been able to expand the breadth of subjects supported and the overall number of peer tutors. Additionally, increased support for Learning Assistance Professionals (graduate students in local composition programs) gave us the opportunity to extend embedded support in more ENGL 105 sections that in previous years.

Institutionalizing the Learning Assistance Professionals as part-time, permanent employees remains a challenging situation. Balancing the needs of the Learning Center for flexibility with our CSEA partner's concern with having these roles identified as short-term/temporary is something that will need to be resolved.

Our Peer Mentor program, operated through the Interest Areas, are still a developing support and continue to be funded primarily through grants but we expect to see increasing levels of peer to peer engagement in the current and future terms.

### **6A. Impact of Resource Applications**

**Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?**

#### **Item Requested: LC Technical Assistants (Tech Team) Approved**

As noted in the Goals section, this resource request was to institutionalize our Tech Team support. The budget augmentation has had a very positive impact. Activities which the Tech Team supports include: Flex Day helping troubleshoot presentation technology, in-class technology support for faculty connecting laptops, projecting, connecting to Zoom, etc., peer to peer support with Canvas, email, printing, and use of software like Google Docs, and PowerPoint. They also have created multiple how-to videos, available in the Learning Center (both English and Spanish): using Google Docs, how to scan and upload documents, how to print using Wepa, and general introductions to Web Schedule, student email, Canvas, and Zoom. They have been particularly helpful with those students who do not have highly developed technology skills and may need extra time, or multiple demonstrations of how to navigate our educational technology tools.

### **Item Requested: Learning Center Coordinator Not Approved**

The needs of the Learning Center have been evolving over the last several years. The Director of Student

Support, which oversees Learning Center operations, is also cultivating the growth and utilization of our Interest Areas and is the Project Director for the College Title V DHSI grant. It is a split role with competing demands for time and attention. Additionally, folding in the functions of Project Director has placed added demands on the Director's time and attention.

Without this resource to provide the Learning Center with the appropriate levels of direction and management has meant that growth and development of Learning Center programs and services has been slower than desired. Meeting campus demands for support like embedded tutoring, and peer mentors, as well as having the capacity to properly evaluate programs and services is hampered by the need to also onboard and train three new Retention Specialists and implement the elements of the DHSI grant. Things are getting done but at a level best described as Adequate.

### **Item Requested: Three (3) part-time (40%), 10-month Instructional Aide II positions Not Approved**

In the past, the Learning Center had been able to provide instructional support by leveraging short-term, temporary positions. We concluded we would no longer be able to hire short term temporary employees to fill these tutoring positions as they were clearly filling an ongoing need. We are requested additional funding and headcount support in order to move these positions from short-term to permanent part-time. The request was not approved; however, we did get approval to extend the use of the short-term/temporary instructional support through Fall 2023. Being able to continue the positions has been incredibly helpful as we attempt to satisfy our AB 705/1705 mandates. It has allowed the Learning Center to provide an embedded Instructional Aide level of support in each ENGL 105 section in Fall 2023, as well as have highly qualified learning assistance available in the Writing Center between 10 AM and 7 PM Mon-Thr and from 10 AM to 2 PM on Fridays.

Still, we will be asking to have these permanent, part-time roles approved again in this Program Review cycle as the need has not changed. Indeed, with the emphasis placed on supporting student completion of English in their first year, we only see a greater demand for this level of support.

### **6B. Impact of Staffing Changes**

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**Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."**

We have had no change in overall staffing levels in terms of percentage of time or headcount; however, the shift of having our Writing Center Instructional Aide go from .48 to .91 has been tremendously helpful. With the additional hours in the Writing Center we have been able to develop and deliver additional workshops, provide better writing support in all subjects, and have increased levels of training and supervision of Writing Center peer tutors. Overall, this simple adjustment in the distribution of our Instructional Aide resource has been very positive.

## Current State of the Program

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### 7A. Enrollment Trends

**Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.**

The courses offered through the Learning Center are in a somewhat unique position. The LCTR courses are all elective courses; none satisfy a GE, degree or certificate requirement and many are not even degree applicable. Most of the LCTR classes are focused on academic support and skill advancement.

The data provided by PRIE indicates that FTES and headcount are down while enrollment is trending up. This is a curious state given that we have been working towards trimming the number of sections offered under LCTR. The Vocabulary and Grammar improvement series of courses offered under LCTR have consistently seen enrollments in single digits or zero. Sections were frequently cancelled as a result of Zero enrollment so the division discussed only offering level 1 of Vocabulary Improvement (LCTR 840) and Grammar Trouble Spots (LCTR 822) since those courses tended to have higher enrollments.

There was also a curious spike in enrollments in 2020-21 when enrollments which have historically hovered around 200 suddenly jumped to 475 and then returned to the normal range the next semester. Without a better understanding of what courses those enrollments were coming from we assume it is an anomaly.

### 7B. Significant Changes in Your Program

**Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?**

The FTES decline is something we will have to investigate in greater depth as it went from 12.9 in 2018-19 to 6.0 in 20-21 then spiked to 18.4 in 21-22 only to crash to 1.0 in 22-23. At the same time, section counts have held steady or increased over the same period and Load went from 0 to 18 in a single academic year. There is some additional data that the Learning Center will have to sort through to better understand these sudden spikes in relation to overall trends.

### 7C. Planning for Your Program

**What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.**

There have been discussions regarding course scheduling and marketing. We acknowledged in a previous response that scheduling LCTR 100 on Friday afternoons may be presenting a

disincentive for students who may want to become tutors. Working around faculty availability may be a challenge to changing that schedule but it is under consideration. The other LCTR classes are largely self-paced, with periodic check-ins with the instructor. One possibility is that there is not sufficient engagement with that course structure, leading to higher Withdraw rates. As part of our regular course Curriculum review, we can also look at the structure and how material is being delivered to determine if some other approach may better align with student interests and preferences.

### **8A. Access & Completion**

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**Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?**

Interestingly, both course success rates as well as Withdraw rates are trending up since the last comprehensive Program Review. There are not degrees or certificates offered through the Learning Center's course offerings so the question of completion only through Cañada College courses is not relevant.

However, in the spirit of making the most of what we do have to offer, there are opportunities to evaluate how well the LCTR courses are meeting student expectations and make adjustments that may result in lower rates of Withdraw.

### **8B. Student Equity**

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**One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?**

The primary gap identified in the data from PRIE is with students with a **Unit Load of Less than part-time (fewer than 6 units)**.

As mentioned previously, many of the LCTR courses are non-transferable and/or non-degree applicable. It isn't surprising that part-time students may want to focus their limited number of units to just those which are directly applicable to their goals.

**ACCESS:** The class with the most consistent, stable and highest average enrollment is LCTR 100 EFFECTIVE TUTORING AND PRACTICUM, which is our mechanism for training those who are or who wish to be hired as peer tutors. One of the requirements for being hired as a student into that role is that the student be enrolled in 6 or more units. Given that, it isn't surprising to see the gap in Unit Load: Less than part-time (less than 6 units).

The opportunity to improve on the outcomes for the DIG may lie in improving on our efforts at student engagement and identifying ways to better engage with our students who are not on campus as frequently. There may be opportunities for LCTR faculty to participate in professional development specifically around student engagement and how to stay connected with our part-time students.

### **8C. Completion – Success Online**

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**The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-**



**online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.**

The data provided by PRIE tells an interesting story about course success in LCTR classes. Courses were not offered in hybrid modality prior to spring 2020 so there are not as many data points to identify trends or interrogate gaps. However, over the reporting period we do see a general increase in success rates for our online and face-to-face courses, with a generally higher rate of success in our on-line courses. Some of that is undoubtedly due to the shifts made during the pandemic as instructors refined and improved their online/hybrid teaching approaches.

As of Fall 2023, LCTR classes are all taught in face-to-face or hybrid modalities. The majority of LCTR classes are identified as Laboratory/Studio/Activity courses which does influence the modality (synchronous v. asynchronous) and is something that we believe has an impact on levels of engagement and thus success. As mentioned in 8B, we think there are ways to work on improving student engagement in LCTR classes and see improvements in course success and completion rates.

### **9A. SLO Assessment - Compliance**

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**Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.**

SLO assessment has been done according to the three-year cycle plan when possible. Several of the courses in the Vocabulary Improvement sequence (LCTR 841, 842, 843) have been repeatedly canceled due to Zero enrollment the semesters in which they schedule to be assessed. That was part of what provoked us to not schedule those courses for AY 23-24 and discuss banking them for the near term until and decide if those courses continue to fit with the strategic plans of the ASLT division.

### **9B. SLO Assessment - Impact**

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**Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?**

Most of the dialogue around SLO assessment has centered on the frequency of course cancellations not allowing SLO assessment of several courses. Of those which we have been able to assess during the three-year cycle, students seem to be meeting the intended outcomes. It has also prompted discussions of a need to make a deeper evaluation of the course content of Grammar and Vocabulary improvement courses, in collaboration with our Writing Center faculty partners, in order to update the content and strategies taught in those areas.

### **10 PLO Assessment**

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**Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three-Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?**

There were no major findings based upon the most recent PLO assessment. The active PLO's are

1. Effectiveness of Tutoring - Students who receive tutoring will demonstrate a probability of success and retention that is equal to or greater than that of non-tutored students.
2. Tutor Evaluation - New tutors will demonstrate competence in addressing students' academic needs and sensitivity to their psychological needs.

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Our PLO assessment plan calls for evaluating one PLO each in years 2 and 3 of the three year assessment plan. Assessment of PLO #1 is assisted by PRIE as the Learning Center provides the G# of those students who have received tutoring and our institutional research office is then able to do the comparative analysis of those who receive tutoring relative to students who do not utilize the service.

PLO #2 is evaluated through a program of tutor observations done by the LC Tutor Coordinator. Tutor sessions are evaluated based upon a standardized observation form (attached).

Once significant improvement that will be implemented in the next Three Year Assessment Plan is asking PRIE to disaggregate data regarding WHO is coming into the Learning Center generally as well as those who receive tutoring in order to identify disproportionate gaps in service to student sub-populations. Understanding who is accessing the Learning Center will tell us something about the environment we have in the Learning Center and whether our message as the Learning Center as a welcoming space for all to receive support is reaching all our students.

### **11A. Other Instruction & Services**

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**Describe the programs' other instructional offerings (e.g. workshops, orientation) and menu of services (e.g. reference, tutoring). Report on student attendance and usage of these offerings. What changes could be made to improve these instructional offerings and services and/or improve student utilization?**

The Learning Center hosts several activities which we see as supporting students' success including:

- Tutoring
- Peer Mentoring
- Writing Center workshops
- STEM Center workshops
- Proctoring
- Tech Team
- Group study rooms
- Educational Materials reserve (calculators, bones, books, etc.)

Post COVID the Learning Center was in a position of having to start from scratch, introducing the space and our services to students who had never been on campus and had no knowledge of what a learning support center is/does. It has been slow going but we believe we have made significant progress re-introducing ourselves to the campus community.

Thus far this semester (October 10, 2023), the Learning Center has attracted more than 600 unique visiting students for nearly 2800 visits. That is in comparison to all of Fall 2022 during which we had just over 700 students make about 5000 visits. We have recorded more than 400 tutoring visits as of October 10, 2023 and we are seeing increased traffic in our STEM Center as our Math Jam workshops have drawn more students into the space. Faculty have also contributed significantly as they use the Learning Center as a meeting space with their students either for Office Hours or just as a convenient location for being able to work with students outside of class.

## Learning Center - Comprehensive Review

We still have work to do with increasing attendance at some of our workshops. The Writing Center workshops are not seeing the engagement we would anticipate with attendance typically less than 10 students per workshop. However, we have been expanding our promotion of the workshops and will look at varying the timing (days & times) to perhaps draw in more students. There also seems to be an untapped group of students who are doing writing in disciplines other than English that we could reach. We are also partnering with other areas to support writing of different types like personal statements for scholarship applications or PIQ responses on UC transfer applications.

### 11B. Resource & Facility Use

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**Describe your current usage of resources and facilities. How can your usage of resources or facilities be more effective?**

The Learning Center is relatively self contained on the 2nd floor of building 9 and our facilities usage is mostly confined to that space. We have seen an increase in requests for a quiet space where students can sign into an online class, while they are physically on campus or drop in on faculty office hours. Our three group study rooms are inadequate to the demand so we will be adding some "Zoom pods", small booths which can be used for virtual meetings and classroom attendance.

## Looking Ahead

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### 12. Program Planning and Goals

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**Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc.**

1. Evaluate and update curriculum for the LCTR grammar and vocabulary courses - partner with our Writing Center to review curriculum and guide improvements in student engagement
2. Interrogate how we can better engage with part-time students to address gaps in LCTR course success (see #1)
3. Continue to grow Learning Center usage and participation in Learning Center programs & services - leverage multiple communication channels to promote the Learning Center and its services and increase student participation.

**Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.**

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## Supporting Information

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### Supporting Documents

[fall 2023 math jam workshops flyer.png](#)

[Run-ons and Comma Splices Workshop Announcement.pdf](#)

[Tutor Session Observation.docx](#)

[Summary Report of Use by Service.pdf](#)

Personnel - Classified Staff (2023 - 2024)

**Personnel - Classified Staff (2023-24)**

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**Hiring Division/Department:**

Academic Support and Learning Technologies/ Learning Center

**Position Title:**

Instructional Aide II (three part-time @ 40%)

**Is this position permanent?**

Yes

**Position Type**

Part-time

**If Part-Time, what percentage of Full-Time is this position?**

40

**Provide # of months**

10

**Program Goals this Request Supports**

EMP 1.16 Create campus culture that supports completion within 3 years by having adequate support in Math and English gateway courses.  
EMP 4.8 Increase student access to tutoring and other academic supports by adding more IA support in the Writing and STEM centers.  
AB 1705 Maximize the probability that students enter and complete gateway transfer-level English and math/quantitative reasoning requirements for their program within a one-year timeframe.

**Position: General Funds**

142,518

**Justification**

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**1. Describe the specific needs for the position requested and the duties of this position in a brief statement.**

The Learning Center is asking for three, part-time Instructional Aide II positions. These part-time positions are needed to provide discipline support and higher-level tutoring and embedded classroom support. This position is directly connected with our efforts under AB 1705 to maximize support for Math and English. In the past, we have been able to provide this support by leveraging short-term, temporary employees. After consultation with CSEA and administration we have concluded we will no longer be able to hire short term temporary employees to fill these tutoring positions. We are requesting additional funding support due to the increase in cost needed to move these positions from short-term to permanent part-time. The current sources of funding for these positions are Fund 1. Adding these positions will strengthen the department and division by providing a more reliable staffing resource for this important work. Identifying and hiring highly qualified short-term employees can be challenging due to the temporary nature of those positions.

**2.Explain how this position aligns with and supports the mission and strategic goals of the college.**

These positions align with the mission of the college and most directly supports the college goals to improve student success by increasing student access to tutoring and other academic supports (EMP 4.8). Additionally, adding Instructional Aides supports our mandate under AB 1705. In the current legislative environment, which emphasizes passing Math and English in the first year of a student's academic career, there are more students than ever in need of additional support. Adding these positions seems like a way to maximize the opportunity for students to successfully complete transfer level Math and English in their first year

**3.Explain how adding this position will strengthen the department or division.**

Adding more part-time Instructional Aides will strengthen the Learning Center through expanded adoption of high impact practices such as tutoring and other learning assistance. The Learning Center will be able to better support our student's success and completion goals by having these more highly qualified staff members available to embed in English and/or Math classes.

**4.Explain how this work will be accomplished if the position is not filled.**

As mentioned previously, the Learning Center has been able to provide this support by leveraging short-term, temporary employees and one-time/categorical funds. After several semesters it is apparent that the need for this level of support is neither short-term or temporary.

**5.Critical Question: How does this resource request support closing the equity gap?**

Timely and effective tutoring and learning assistance are high impact practices that have been demonstrated to help close equity gaps.

**6.Critical Question: How does this resource request support Latinx and AANAPISI students???**

Our Latinx and AANAPISI students will benefit from accessing timely and effective tutoring and learning assistance support.

**Map Request to College Goals and Strategic Initiatives**

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**Which of Cañada College's Goals does this resource request support**

Student Access, Success, and Completion

**Which of Cañada College's Strategic Initiatives does this resource request support?**

Be the best college choice for local high school students, Strengthen K-16 pathways and transfer

**This position has been reviewed by the department or division and is recommended for hiring.**

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The Learning Center also submitted for a new Classified Manager position for the MESA Director via the position request process. But requests received the approval of the Division Dean.

**Supporting Information**

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<https://platform.nuventive.com/viewDocument/KD4A9gtpbVXg/fall 2023 math jam workshops flyer.png>

<https://platform.nuventive.com/viewDocument/Gy8wormHrMd1/Run-ons and Comma Splices Workshop Announcement.pdf>

<https://platform.nuventive.com/viewDocument/KLBggfUpzDsO/Summary Report of Use by Service.pdf>

<https://platform.nuventive.com/viewDocument/kSnZ9roExsFR/Tutor Session Observation.docx>