I. Service Area Name: Learning Support & Resources

II. Date of Review: May 29, 2015

III. Service Area Mission Statement (optional): N/A

IV. Service Area’s key duties, responsibilities, functions, activities, and tasks:

The Languages, Learning Support & Resources area supports two major non-instructional components, the Library and the Tutorial Center, as well as Foster & Kinship Care Education. In addition, this office supports the following academic areas: Academy for College Excellence (ACE) program, American Sign Language (ASL), Communication Studies (COM), English (ENG), English as a Second Language (ESL), and Spanish (SPA). Each of these elements has a common thread: to provide learning support for students to be successful. Furthermore, this office supports outcome assessment at the course, program, and institutional level and for service areas. The LLS&R dean researched, compiled, contributed to, and edited the Student Equity Plan and the BSI Action Plan and was the lead for Recommendations 4, 5, and 6 of the ACCJC Follow-up Reports. The LLS&R dean also supports the Student Success Committee (annual BSI Action Plan) and the Outcomes & Assessment Committee (ACCJC Annual Report).

Library key duties, responsibilities, functions, activities, and tasks

- Public Services
  1. Circulation
  2. Computer & Media
  3. Reference & Instruction

- Technical and Support Services
  1. Acquisitions
  2. Cataloging & Processing
  3. Systems Support

Tutorial Center Services key duties, responsibilities, functions, activities, and tasks:

- Academic Support Services
  1. Drop-in Tutoring
2. Math and Science Academy Lifeline Tutoring
3. Supplemental Instruction (SI)
4. Writing Workshops
5. Conversation Groups
6. Non-English Course Paper Reviews
7. Student Training and Development
8. Online resources and technology support (assistance with etudes, SONO, and gmail)
9. Exam Administration

**Foster & Kinship Care key duties, responsibilities, functions, activities, and tasks:**
- Quality education and support opportunities to caregivers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system.
  1. Mandated State Foster Care Education
  2. Parenting Skills Education
  3. Foster Youth Education and Support

**Instructional area key duties, responsibilities, functions, activities, and tasks**
- Provide reading and writing instruction at the developmental and transfer level
- Provide support to higher-risk students (ACE)
- Provide foreign language instruction at the transfer level
- Provide ESL instruction and support (ESL Lab)
- Provide AA-T degrees in Communication Studies, English, and Spanish
- Provide general education courses (ASL, COM, ENG, SPA)

**V. Greatest strengths and most significant accomplishments during the past three years:**

The greatest strength in all three components of the Languages, Learning Support & Resources area is the positive attitude, persistence, and dedication of staff and faculty to their students. In an era of shrinking or nonexistent resources, staff and faculty have continued to provide the best service possible for the students of Hartnell College.

**Strengths and Most Significant Accomplishments of the Library**

The library’s greatest strengths include
- a dedicated staff and faculty
- an excellent, well-maintained facility
- the wide variety of resources that are available to students, faculty, and staff
- the many different formats of resources, including dozens of databases and over 30,000 electronic books
- the 200 computers that are available to everyone
- open hours that exceed the public and community college libraries in the local area
- group study rooms for collaborative study and work.

Accomplishments during the past year include the planning (ongoing since Summer 2014) and the installation of a new library security system (June 2015). This major project has included the
weeding of approximately 8,000 books and the retagging of approximately 55,000 books and has involved all library staff. In addition, new study room reservation software was implemented, which also required research and planning by library staff. Another accomplishment is the piloting of a library online orientation to serve students remotely.

**Strengths and Most Significant Accomplishments of Tutorial Center Services**

Tutorial Services supports more than 1,000 students each year through an increasingly diversified array of academic support services. Tutorial Services has maintained academic support activities for students with an inconsistent budget. Title V support has provided funding for robust tutoring services in the STEM area, and BSI funding has supported tutoring for students in developmental courses. Tutoring services were expanded on the main campus to include some evening and weekend hours as well as to provide additional support for both the Alisal Campus and King City Center. Tutorial Services is also piloting online tutoring support.

Math and Science Academy Lifeline Tutoring offered at the Main Campus has linked summer and winter intersession academies and their students with tutorial services. Tutoring is also provided during the summer ESL Institute. During the academies, students work with the same tutors that will support them in the following semesters, as well as complete a tutorial application and a survey of the times they are able to meet with a tutor. These are faculty driven programs that have incorporated tutorial assistance and offer students a more holistic support system, linking them with other students, tutors, staff, and instructors. Academies are offered before the semester begins, while Lifeline Tutoring supports them during the semester.

Each semester, the Tutorial Center, MESA, and ACCESS offer Supplemental Instruction (SI), a peer-led academic support program that helps students enrolled in certain historically challenging courses, both at the Main Campus and the at the King City Center. SI sessions are free, voluntary, and open to the entire student population of each designated course. SI sessions are being offered days, evenings, weekends, and online. SI Leaders support instruction through a series of weekly study sessions that focus on active ways of dealing with course content. Instead of being “lectured to” in SI, SI leaders encourage students to discuss, practice, inquire, apply, interpret, and analyze and collaborate on course materials in a structured group setting. In addition, the SI leader provides material and learning strategies that will help students master the course content now and in the future. The model has been cost effective and a proven method of increasing student learning and success.

**Strengths and Most Significant Accomplishments of Instructional Programs**

- Partnerships with Cal Endowment, Driscoll, Monterey Peninsula Youth Foundation Grant, Higher Education Learning Projects, and Monterey County Office of Education, HELP to provide support for ACE and higher-risk students
- ACE conducted a SWOT analysis of their program
- Strong collaboration among discipline faculty to assess and discuss student learning outcomes
- This past year, the Hartnell College Speech Team earned multiple individual awards and its highest team finish.
- The Computer Center has collaborated with DSPS to develop courses designed for students with special needs
• Presentations were made at Hartnell College from visiting writers and the Homestead Review publication
• Contributions were made by ENG faculty to *Fostering Habits of Mind in Today’s Students*, which is a product of the Lumina grant-funded collaboration with CSUMB and Cabrillo College that stressed sharing teaching exemplars that focused on teaching students not only course content but habits of mind that will help with success
• Approval of AA-T degrees in COM, ENG, and SPA
• Improved enrollment in and coordination of our ESL lab

VI. Major challenges during the past three years—that is, the aspects that are most in need of improvement:

**Major Challenges for the Library**

The library remains understaffed and therefore has difficulty carrying out the function and mission of the library; for example, one 40-hour position and the Student Services Librarian are vacant. In order to successfully carry out its mission of providing student support, it is critical that the full-time librarian and library technician unfilled positions be staffed. Minimal staffing results in a lowering of quality service, diminished access to resources and services for students, and can be a threat to student and staff safety. The successful recruitment and hiring of the Library Services Specialist resulted in a “chain reaction” of “new recruits”; fortunately, positions were internally filled. Even though there are three people in new positions, they are familiar with either the Library or the college. However, there are five people who are in probationary situations!

Title 5 of the California Code of Regulations (§ 58724) states minimum standards for numbers of library faculty and staff based on student FTES: for a college with between 5001-7,000 FTES, there should be five faculty Librarians and nine support staff* (Hartnell currently has two full-time faculty Librarians and six adjunct Librarians, whose hours are not equivalent to an additional three full-time Librarians), four full-time classified staff, and two 30-hour classified).

*From Academic Senate for California Community Colleges, *Standards of Practice for California Community College Library Faculty and Programs*, Adopted Fall 2010
Major Challenges for the Tutorial Services Center

Constant changes in facilities and budgets have made the offering of consistent services extremely difficult. Without a consistent budget, it has been challenging for the Tutorial Center Services program to show improvement and growth, especially at remote sites, such as the King City Center and Alisal Campus. Staffing at all levels also offers challenges. While Title V and Basic Skills monies provide for funding for English, math, and ESL tutors and SIs, tutorial support for other areas is virtually non-existent. The Tutorial Services' general fund budget has been cut each of the past two years and adequate technology and tutorial facilities such as group study and testing rooms were lost with the passing of time and each of the Center's two moves. Services on the Main Campus and in South County have been inconsistent, reduced, or discontinued when grant funds ended and/or facilities became unavailable. The Hartnell College Tutorial Services area is staffed with only one full-time employee.

The King City Center started offering regular Math and English tutoring in the spring of 2013. The grant-funded CSIT-in-3 Program at the Alisal Campus is now allowing any Hartnell students to use its tutorial resources. Tutoring currently takes place during the afternoons in an available classroom; however, class scheduling for the fall of 2014 is being planned with non-instructional hours when tutoring or other services could be offered. Online assistance for English students and reading are currently being piloted.

Major Challenges for ACE:

- Lack of institutional support to create sustainability of the program. The ACE program has not had consistent funding or scheduling support on a semester-by-semester basis and relies heavily on the support of outside funding.
- Lack of a strategic plan to shape the recruitment of students from a variety of sources
- Lack of support/respect from full-time faculty and counselors
- Lack of a consistent schedule of cohorts with standardized time slots and facility availability
- Difficulty in scheduling courses as part of the cohort because of unavailability of faculty or facilities
- Low enrollments, persistence, and success

Major Challenges for Instructional Programs:

- Scheduling classes (both days/times/rooms and available faculty is difficult for all areas
- Student attrition
- Providing academic support for students
- Amount of “college” (committee/council/assessment/PPA) work as we implement systematic planning and assessment (learning new software)

VII. Brief summary of continuous quality improvement actions to be taken that will help to build upon strengths and address challenges.

Faculty across all disciplines collaborate to develop schedules and assess their programs. Areas report improved communication with adjunct faculty. The Speech Team, which is in its third year, has won numerous awards and continues to build its program. Library staff will be
developing a weeding plan to keep our offerings current. Three full-time faculty will be joining our staff in COM, ENG, and ENG/ESL, which should help with scheduling and consistency in our offerings. Plans for development of an academic support system and relocation of tutorial services to a more centralized location are being established.

Library staff have responded to survey results from the King City Center and Alisal Campus by communicating with faculty via email and by posting signage (flyers and on the LED screen) about database resources and creating a reference@hartnell.edu email account. In addition, the library orientation will be available online. Librarians are developing an online presentation of the library orientation.

As demonstrated by the data provided in this area's assessment, tutorial programs and services undergo continuous improvement based on the results of ongoing assessments. Currently, we are piloting components of our strongest program, Supplemental Instruction (SI), at the King City Center. A commitment by the college to relocate tutorial services to a more visible, centralized location as well as to provide an academic learning center environment should help to improve tutorial services.

The completion of the SWOT analysis will provide data for strategic planning for the ACE program. The hiring of a new ACE program assistant will provide consistent support for ACE. Examination of how to improve student success, recruitment, and faculty participation is being conducted and analyzed (Cal Endowment grant for capacity building).