Learning Enhancement Center
Program Review
Action Update
2012

Action Recommendations (UPDATED & REVISED, August 2010)

I. **Expand promotional efforts of the LEC and services.**
    A. **The LEC will increase its awareness of marketing strategies and the effects of promotional efforts.**
        1. The LEC will draft a comprehensive marketing strategy to determine effective promotional approaches for each target population (main campus, CAPA, RCA, first-year students, etc.) *Continued progress, esp. with main, FYS, and RCA students.*
        2. The LEC will implement a question into the student usage survey to track the effectiveness of promotional efforts (e.g. How did you hear about the LEC?). *Completed June 2011 with implementation of the annual LEC Student Body Survey, administered to students in the summer.*
    B. **Incoming students and their parents will be aware of the close personal attention and services offered by the LEC and the potential effect utilization of such services could have on the academic experience and the student's efforts to achieve his or her academic goals.**
        1. Include data regarding graduation rates and average GPAs of students who utilize our services in admission packets. *Dropped; determined that this kind of data does not account for effectiveness of LEC services; LEC is not reviewing its assessment measures as articulated in Strategic Goal #3 (below).*
        2. Increase promotion of data regarding graduate rates, average GPAs, and anecdotal evidence of students who utilize our services on the LEC website by improving the location and structure of this data. *Not yet addressed; will be addressed as item #1 is achieved.*
    C. **CAPA and RCA students will be aware of services offered and various options for utilizing these services.**
        1. Present our services to CAPA students and organize focus groups of CAPA students to ensure that the LEC is meeting the needs of this population and to solicit suggestions for improvements. *Not yet addressed*
        2. Visit RCA campuses to promote LEC services and the benefits of using such services. *Not yet visited campuses; however, the LEC has linked itself closely to the RCA campus directors, has attended RCA meetings to improve outreach, and has created specialized promotional materials for RCA and off-campus students – effective Spring 2012. [see http://sites.laverne.edu/learning-enhancement-center/rca-student-support/]*
    D. **Professors and students on main campus will be more aware of the services offered by the LEC and how such services can supplement the classroom learning experience.**
        1. Take advantage of internal communication strategies to keep all members abreast of key development, accomplishments and activities. *Ongoing*

2. Coordinate with department chairs and professors to arrange for short, in-class visits to popular entry-level and upper-level courses to introduce the LEC, its mission and services, and to distribute promotional materials. *Ongoing*
3. Ensure the LEC's webpage and Facebook page are current and accurate, allowing students to access resources, events, and other vital information with ease. *Accomplished*
4. Start an LEC twitter account to allow students to follow the daily activities of the LEC, to inform students when last-minute cancellations or No Show appointments occur, and to provide more interaction between LEC tutors and ULV students. *Accomplished*

II. **Meet the needs of an evolving student population.**
   A. **Experience increased utilization of services and programs of the LEC serving at least 30% of the traditional undergraduate population, 10% of the graduate population (**Because of the Title V Grant, the LEC is not responsible for supporting the graduate population, effective 10/01/2009-09/30/2014) **10% of the CAPA population, and 5% of the RCA population.**
      1. Form productive partnerships both on campus and with various successful local, regional, and national learning centers and/or associations to gather useful strategies and techniques for improving center utilization. *Ongoing*
      2. Improve promotional efforts to identified populations, especially by way of initial "face time" by the LEC directorial staff and/or LEC tutors. *Ongoing*
      3. Improve workshop offerings for students, tailoring particular topics of interest to the target populations. *Ongoing; virtual workshop project started fall 2012.*
   B. **Students from regional and online campuses will receive support comparable to that received by students on the main campus.**
      1. Conduct a feasibility analysis of LEC extensions at select RCA campuses. *Conducted informally fall 2012; initial development plan started spring 2012; currently being revised for submission to the Assoc. VP of Academic Support & Retention services.*
      2. Consider the cost and benefits of establishing extensions of the LEC at select RCA campuses. *Accomplished*
      3. Improve the synchronicity of the online tutoring program and training of online tutors that serve regional campus and online students. *In Progress; piloting WCOnline synchronous tutoring spring 2013 and exploring Blackboard's Collaborate tool for support outside of writing.*
   C. **Students who utilize the tutoring services of the LEC will rate the service as satisfactory or better.**
      1. In an effort to attract tutors that students in need of assistance know and are comfortable working with, the LEC will recruit new tutors through various student organizations on campus. *Accomplished*
      2. Improve the tutor recruitment process to more objectively assess a potential tutor's abilities, knowledge, and personality. *Accomplished*
      3. Work cooperatively with departments on campus, such as the Writing Program, that might serve as tutor training mentors and establish programs to improve discipline-specific tutor training. *Accomplished for Writing Program; Ongoing*

4. *Infuse LEC tutor training sessions with more CRLA suggested topics and methods in order to equip tutors with the tools needed to guide students through material and master basic concepts, preparing students to excel when asked to follow more rigorous courses of study during their time at ULV.* *Accomplished*

5. Revise the tutor training orientation program to better equip tutors in mathematics, science, business, and general education courses (other than those in writing or foreign languages) with specific and effective strategies for tutoring students in these areas. *Accomplished*

6. Use of various platforms, including blackboard, to train tutors that are unable to attend regularly scheduled training meetings and to make instrumental resources more widely available to all LEC tutors. *In progress with exploration of Blackboard Collaborate tool.*

7. Identify and support the development needs of our tutors through the implementation of a performance assessment program that includes session observations, assessment review meetings with LEC directorial staff, a professional development reflection essay, and a final performance review. *Ongoing; implementation of a Peer Tutor Mentoring Program starting AY2013-2014 (piloting 2012-2013).*

III. Expand the use of online and other technologies to enhance learning.
  A. Develop more effective methods for data collection.
  1. The Learning Enhancement Center will evaluate various options both on and off campus to improve the scope and accuracy of data collected of student, faculty, and staff feedback on the quality of LEC services, including tutoring, drop-in use of computer labs, workshops, and other LEC presentations. *Accomplished June 2011 with implementation of the LEC Student Body Survey.*

  2. The Learning Enhancement Center will assess current data collection processes to refine, improve, and increase the collection of data relevant to its services. *Continued progress; part of the LEC's interim strategic plan (strategic goal #3)*

  3. In addition the current scheduling and data tracking software used by the LEC (Accutrack), the LEC will explore software that will also track lab computer use, allowing access to previously unknown usage data. *Accomplished*

  4. To obtain a more complete record of tutoring hours in the Learning Enhancement Center, the LEC will input and store in a database tutor training hours and tutoring hours for both student tutors and Learning Enhancement Center staff who assist students including the name of the students assisted and the staff member doing the tutoring. *Accomplished*

  5. Implement online usage survey to track student satisfaction with individual tutoring sessions, tutors, and computer lab usage in addition to the current holistic evaluative measures of all LEC services. *Accomplished*

  B. Discover additional platforms to enable RCA students to benefit from LEC services and augment the percentage of RCA student served from 1.5% to 20%.
  1. To better meet the needs of distant learners at ULV regional campus locations, the Learning Enhancement Center will refine, improve, and expand its online tutoring services. *Continued progress with piloting of WCOnline synchronous tool spring 2013.*

2. The LEC will explore the use of newer technologies for online tutoring-related services including chat functionality and video conferencing platforms. *In Progress*
3. To ensure the integrity and quality of the tutoring sessions, to improve student involvement in online tutoring sessions, and to improve online session efficiency, the LEC will investigate a new online tutoring program that would allow for asynchronous, cooperative tutoring. *In Progress*

C. **Increase the use of computer applications to reduce the department's paper trail and more closely align with the values of the university as a whole and the endeavor to reduce the institution's ecological footprint and expenditures.**
1. Whenever possible, the Learning Enhancement Center will migrate to electronic record keeping for collecting initial student information, tutoring logs, and tutor and professor notes/recommendations, improving the tracking of student progress and decreasing our paper usage by several reams annually. *Accomplished for student profiles, tutoring logs (Client Report forms), and drop-in tutoring records; in progress for other areas.*
2. The Learning Enhancement Center will create a new email address to be used solely for online tutoring appointments. The new address will help staff track online tutoring usage and also improve the security of Learning Enhancement Center email. *Accomplished*

D. **Introduce online foreign language tests for placement testing in Summer 2010.**
1. Research companies that offer online placement tests. *Accomplished*
2. Consider working with OIT to put the current test online. *Accomplished*

E. **Improve the LEC's use of online instructional technologies and resources.**
1. Improve the overall design and marketability of the LEC webpage to better articulate the effectiveness of LEC services and serve as an explicit, cooperative element in the administration of LEC services (rather than simply as a portal for information). *Accomplished*
2. Investigate fiscally-responsible but educationally effective instructional technologies and resources to implement online (e.g. podcasts, webinars, etc.). *Ongoing; continued progress with the virtual workshop project started fall 2012.*

IV. **Generate resources for funding.**
A. **Secure consistent funding for the College Preview Program.**
1. Program is currently funded by a Title V grant that ends in 2010; therefore, additional internal and external funding sources should be investigated. *Dropped with the disintegration of the FYRP program in favor of the La Verne Experience (eff. Fall 2012).*
2. The department will search for additional grants to finance a portion of the program. *Dropped (see above)*
3. The LEC will expand its cooperative efforts with other campus offices and colleges, such as the College of Arts and Sciences, to secure long-term funding for the College Preview program. *Dropped (see above)*

B. **Secure funding for expansion efforts in support of the First Year Resource Program.**
1. Resubmit the federal application for the Student Support Services grant. *Accomplished*

V. Serve as an asset in the improvement of graduate and retention rates.
  A. Students who use the LEC on a regular basis will be more likely to be in good academic standing than students not utilizing the tutoring services.
    1. Equip students to address many of the issues that may arise at each phase of their four years enrolled at ULV via workshops, advising, and tutoring. *Ongoing*
    2. Increase outreach to students completing their first semester and fourth semester at ULV to gauge student involvement, motivation, academic and social integration, and transition to their major field of study. *Not yet addressed*
  B. Students who use the services of the LEC on a regular basis will be more likely to return to the University of La Verne the following semester, or graduate within 6 years than students who do not utilize tutoring services.
    1. More closely monitor the success of students as they complete tutoring and assess the effectiveness of the strategies used in tutoring. *Not yet addressed*
  C. Students using the tutoring services of the LEC on a regular basis will improve their self-regulated learning subsequently developing their ability to learn independently.
    1. Continue to hire qualified tutors and provide them specific training regarding developing self-regulated learning in a tutoring session. *Ongoing*
    2. Increase promotion of the value of CRLA certification and ensure that at least 50% of all LEC tutors (those funded directly by the LEC) are at least level I certification. *Accomplished with continued progress.*
    3. Allow peer tutors to promote the services of the LEC during the first few weeks of the semester to improve potential tutor-tutee interactions and improve the LEC's visibility on campus. *Ongoing*
  D. Expand College Preview Program to 60 participants by summer 2011.
    1. Include promotional information for the summer program in the admissions package sent to all potential College Preview participants. *Dropped effective summer 2012 due to reorganization of the FYRP program.*
    2. Consider revising the program to include a residential piece, allowing students to experience the independence that accompanies university life and to establish a realistic context for the other program events and activities. *Accomplished*
    3. Expand the scope of the program to include more academic departments on campus, providing participants with a broader preview of what awaits them in the fall. *Dropped effective summer 2012 due to reorganization of the FYRP program.*
    4. Include more informational sessions for participants' parents and families. *Accomplished*
  E. The Learning Enhancement Center will help retain First Year Resource Program advisees by facilitating their retention and academic integration at the University of La Verne.
    1. The department will initiate a comparison study between the First Year Resource Program and the programs offered at other universities. The focus of the comparative analysis will be to determine the effectiveness of the service components offered by the FYRP against those offered by similar programs at other universities. *Dropped per the integration of FYRP students into the La Verne Experience.*

2. The Learning Enhancement Center will provide a learner-centered environment where FYRP advisees will be encouraged to be active participants in the learning process via academic advising. *Dropped; LEC staff no longer participate as academic advisors, but do work cooperatively with Academic Advising to identify Early Alert students and conduct outreach (eff. Fall 2012).*
3. The LEC will deliver effective academic advising (as indicated by comparisons in entry-level courses across similar student types with non-FYRP advisors), strategic course planning (by comparison course progression of FYRP advisees with non-FYRP advisees in the same major field), academic programming, and referrals to facilitate students' academic integration and retention at the University of La Verne. *Dropped; LEC staff no longer participate as academic advisors*
4. LEC staff and others who advise FYRP students will establish learning outcomes and expectations for advisors and advisees, as well as criteria for appropriate course loads and duration as FYRP-classified students. *Accomplished*
5. FYRP advisors will adopt advising syllabus and course plans as ways to articulate learning outcomes and expectations of students and advisor(s). *Accomplished 08/2011.*
6. The LEC will reintegrate itself as a vital component in the admissions process and subsequent placement of students into the FYRP program by establishing clear and, when possible, quantitative measurement criteria for the admissions office. *LEC is now assisting faculty admissions committee chair with information for this goal.*
7. The Learning Enhancement Center will coordinate with Academic Advising to assist students with undeclared majors after the conclusion of their first year. Advisors (either from the LEC or Academic Advising) will work with the student through cooperative initiatives with Career Services to explore the students' interests and available majors. *Ongoing*
8. The LEC will establish evidence-based programs to determine FYRP advising effectiveness and decision-making using various academic performance data, student surveys/interviews, and faculty surveys/interviews. *LEC is now assisting faculty admissions committee chair with information for this goal.*
9. The LEC will initiate outreach efforts to integrate FYRP students socially and academically from confirmation throughout program participation. *Dropped because of integration of FYRP program into La Verne Experience.*
10. The LEC will host an informal social event of FYRP academic advisors and students in the LEC either before or during the first weeks of the fall semester in an effort to (1) improve student involvement, (2) to improve student comfort, (3) to increase advisor-advisee contact, (4) to further acquaint students with LEC services, and (5) to introduce FYRP students to other important services/offices on campus including Student Services, Multicultural Affairs, Health Services, and Career Services. *Dropped; LEC staff no longer participate as academic advisors*

Additional Initiatives
1. **Virtual Workshops Initiative**
   Select 3-4 existing face-to-face workshops for redesign and implementation as virtual workshops (combination of delivery methods) especially for adult learners and online students.

a. Responds to Action Recommendation II.B.
    i. # 4. Redesign face-to-face workshops into virtual workshops, providing 24/7 accessibility for all students (and especially CAPA & RCA students) with improved delivery and assessment methods.
b. Responds to Action Recommendation III.B
    i. # 3. Expand use of instructional technologies to include development of virtual workshops to improve learning opportunities for all students, but especially CAPA & RCA students.
c. Responds to Action Recommendation III.E

2. **Supplemental Academic Support for Scholar Athletes (SASSA)**
Provide space, record keeping, and opportunity for improving the learning opportunities for La Verne athletes (effective fall 2011).
a. Responds to Action Recommendation II.A
    i. # 4. Increase usage of traditional, main campus population by partnering with other departments, organizations, etc. to raise awareness, and subsequently usage, of Center services.

University of La Verne

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Learning Enhancement Center Interim Strategic Plan

07/2012-07/2014

Prepared by
Corrine E. Hinton, Director

Prioritized Initiatives for 2012-2014

Strategic Goal # 1
The Learning Enhancement Center will support the University's commitment to the La Verne Experience, its mission, and its core values.

Strategic Objective # 1
The Learning Enhancement Center will involve itself with appropriate Freshmen Learning Experience (FLEX) initiatives to support the first-year student learning communities.

Strategic Initiative 1.1
The Learning Enhancement Center will review and revise existing workshops to consider how these might be best packaged and marketed to learning community participants.

Strategic Initiative 1.2
The Learning Enhancement Center will participate in the University's One Book, One University program through a combined effort with the Writing Program and the College of Arts & Sciences.

Strategic Objective # 2
The Learning Enhancement Center will dedicate itself to the University's core value of community service by researching opportunities to participate in the educational enrichment of our community.

Strategic Initiative 2.1
The Learning Enhancement Center will partner up with local organizations (such as Hillcrest, the Fairplex Child Development Center, or Crossroads, Inc.) to allow all staff members the opportunity to donate time, money, or resources to organizations that promote educational enrichment for community members.

Strategic Goal # 2
The Learning Enhancement Center will serve as a relevant academic support service to meet the diverse learning needs of the University's undergraduate students across the disciplines.

Strategic Objective # 3
The Learning Enhancement Center will continue to aid in the academic support of First Year Resource Program students.

Strategic Initiative 3.1
The Learning Enhancement Center will coordinate with the Admissions and Academic Advising offices to identify First Year Resource Program students for

direct outreach during the beginning, mid-semester, and pre-finals periods of the fall and spring semesters.

Strategic Initiative 3.2
The Learning Enhancement Center will coordinate with the First Generation Program and/or Club to participate in co-curricular programming (workshops, services, events, etc.) for students who possess dual academic risk factors as First Generation and First Year Resource Program students.

Strategic Objective # 4
The Learning Enhancement Center will further refine and develop its services to meet the needs of undergraduate students at regional and other off-campus programs as well as La Verne online students.

Strategic Initiative 4.1
The Learning Enhancement Center will redesign a collection of its existing face-to-face workshops to interactive workshops suitable to the needs our off-campus, CAPA, and online students (4-8 workshops).

Strategic Initiative 4.2
The Learning Enhancement Center will explore alternatives to expand its online tutoring services beyond writing support for off-campus, CAPA, and online students and implement a pilot version of services by Fall 2013.

Strategic Objective # 5
The Learning Enhancement Center will continue to partially support the needs of the University's undergraduate Non-Native English Speakers (NNES) and Second Language Learners (L2s).

Strategic Initiative 5.1
The Learning Enhancement Center will work cooperatively with International Student Services to improve communication regarding placement testing and tutoring services.

Strategic Initiative 5.2
The Learning Enhancement Center will work cooperatively with the Department of Modern Languages and/or the College of Arts and Sciences to pursue supplemental support of tutoring services for NNES and L2 students.

Strategic Objective # 6
The Learning Enhancement Center will continue to refine its Supplemental Instruction program to support students enrolled in SI labs (math/accounting) and Studios (writing).

Strategic Initiative 6.1

The Learning Enhancement Center will work cooperatively with the Writing Program to develop and assist in the administration of WRT 110 Writers' Studios program (eff. Fall 2012).

Strategic Initiative 6.2
The Learning Enhancement Center will review current SI program and its effectiveness, based on feedback from students, SI Leaders, administrators, and math/accounting/writing faculty.

Strategic Goal # 3
The Learning Enhancement Center will implement revise or expand existing quantitative and qualitative assessment tools to measure the accessibility, usage, effectiveness, and perceptions of its various services and programs that parallels acceptable best practices in learning (or writing/math) center assessment measures.

Strategic Objective # 7
The Learning Enhancement Center will develop a revised, comprehensive assessment plan for each of its primary services: workshops, tutoring, testing, supplemental instruction, and specialized programs or initiatives (e.g. SASSA).

Strategic Initiative 7.1
The Learning Enhancement Center will revise its current assessment practices for workshops to go beyond user-reported satisfaction data to add pre- and post-application data (knowledge, skills, and abilities) when applicable.

Strategic Initiative 7.2
The Learning Enhancement Center will implement at least one new quantitative-based assessment measurement to analyze effectiveness of tutoring services, based on best-practices (ready for Fall 2013).

Strategic Initiative 7.3
The Learning Enhancement Center will develop and implement assessment of its testing practices, including primarily usage and impact data, to include in its annual report.

Strategic Initiative 7.4
The Learning Enhancement Center will review current assessment tools in place for Supplemental Instruction programs, identify gaps, and design and implement tools to fill identified gaps in assessment.

Strategic Initiative 7.5
The Learning Enhancement Center will implement qualitative and quantitative assessment for specialized programs or initiatives, as developed, and report back on the effectiveness of those programs as a part of its annual report.