

# PLANNING/OUTCOMES DOCUMENT

<b>Name of person(s) completing this form:</b>	Toni Knott	<b>Curriculum/Department:</b>	Learning Assistance Center
<b>Purpose/Mission Statement</b>		<b>Vision Statement, 3-5 years</b>	
The mission of the Learning Assistance Center is to foster the development of critical skills in all academic studies and to help create attitudes that will promote lifelong success.		The Learning Assistance Center will continue to succeed with its mission and will strive to involve faculty more in its goals and services. We also will focus on further training for and involvement of Learning Consultants with “outside the LAC” activities, such as presenting workshops, tutoring online, and enhancing and updating the LAC web page.	
<b>Departmental Strengths</b>		<b>Departmental Weaknesses</b>	
The Learning Assistance Center (LAC) is proud of its ongoing success with helping students to “stand on their own feet” with regard to their educational goals, as well as career and life goals. The ongoing popularity of the LAC indicates that the “word is out” regarding the assistance that each student can receive here.		The Learning Assistance Center continues to deal with space problems as its popularity grows. More computers are needed and more staff would be helpful during the busiest times: midterm and at the end of the semester. Another weakness is the need to train staff on an ongoing basis and to involve faculty more in the tutoring process. We are addressing those issues this year.	
<b>Departmental Opportunities</b>		<b>Departmental Threats</b>	
Students quickly discover the value of receiving assistance with any and all of their educational goals. As they experience success, their self-esteem grows, and they spread the “good word” to other students.		The lack of space for further expansion and growth limits the number of students that can be helped on a daily basis. It is hoped that this issue might be resolved in the future, as the college expands.	
College Goals	2005-2006 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)	Plan of Action (including resources needed)
1 2 4	Faculty members will become more involved with LAC workshops.  Learning Consultants will present workshops and LAC tours.	Fifteen (15) faculty members will sponsor, present, and/or attend LAC workshops each semester.  Seven (7) Learning Consultants will present at least one workshop and/or LAC tour each semester.	Faculty members will be encouraged, via emails, to become more involved with LAC workshops.  Learning Consultants will be encouraged, via Blackboard, to present workshops and tours. Training and resources will be provided.
1 2 3	The LAC will continue individualized assistance, also focusing on online tutoring for students taking online courses.  Meet with SCC computer staff regarding the feasibility of an electronic sign-in software program that also would facilitate faculty referrals.	Average six (6) online tutoring experiences this year.  Meet at least once with computer staff member(s) regarding electronic sign-in and referral program.	Electronic records will be kept for online-tutoring experiences.  Minutes of meetings with computer staff will be kept.

1 3 4 6	Faculty members will become involved in developing and maintaining LAC learning resources through offering valuable feedback.  Learning Consultants will help to develop more study guides.	Two (2) faculty members per semester will provide feedback regarding their subject collections.  Two (2) Learning Consultants will update or develop at least one (1) study guide each semester.	Email correspondence will be kept, as well as records of physical faculty visits.  Updated or new study guides.
1 3 4 6	Foster further communication among LAC Learning Consultants by providing more training and encouraging more participation at the Blackboard site.  Encourage more Learning Consultant involvement with LAC website.  Coordinator will meet once a semester one on one with Learning Consultants, and Consultants will meet once a semester as a group for training and exchanging information.	Each Learning Consultant will join one discussion or view one course document by the end of the year.  Two (2) Learning Consultants will make suggestions for updating and/or improving the LAC website by the end of the year.  All Learning Consultants will meet one on one with LAC Coordinator at the beginning of each semester. At least half (approximately six) of Learning Consultants will participate in the LAC meeting/training session each semester.	Blackboard course statistics.  Emails sent to Sandra Bunn to update or add new information to the LAC website.  Hardcopy records of one-on-one meetings. Sign-in sheets for LAC meetings/training sessions.

<b>Criteria Results</b> Be sure to utilize most current data available	<b>End of Year Analysis</b> (Goals achieved, impact of equipment purchased, improvements to program or service, contingencies, etc.). Describe how you used the results to improve your program/department.
1. We can all feel very pleased with faculty members and Learning Consultants' involvement in LAC workshops. During fall semester, nineteen full-time faculty members, adjunct faculty members and/or Learning Consultants sponsored, presented, and/or attended an LAC workshop. During spring semester, this number increased to twenty-four. I look forward to yet another increase as we offer Writing Across the Curriculum (WAC) workshops during the upcoming year. For example, three Learning Consultants developed workshops over the summer.	Our students are the beneficiaries of increased involvement between the LAC Coordinator, Learning Consultants, and faculty members. Such communication ensures that we all are "on the same page," so to speak, with regard to the learning that we share. Thus, students are not receiving mixed messages, which cause confusion. All workshop sponsors, presenters, and attendees also increase their knowledge.
2. The purchase and use of Smarthinking (ST) has added an important layer to the LAC's services. It also is an integral part of Initiative B of the WAC project; thus, I expect its use and value to increase during the upcoming year. We are using in the LAC more of the minimalist approach that ST e-structors use to ensure that the "scaffold" is being lowered a bit each time we work with students.  I hired a Learning Consultant with advanced computer skills, and we discussed a plan for LAC electronic sign-in. I emailed a sketch of our conversation to Barb Putman. She, Matthew Hundley, and I will further discuss his plan during the	The e-structors with Smarthinking.com's writing lab have proven their value with worthy feedback regarding the content, organization, and editing of students' written projects. They do not tell students how to write a paper but guide them through the process. Also, Smarthinking's hours of operation expand students' abilities to gain assistance on an as-needed basis. For example, math assistance is offered twenty-four hours a day, seven days a week during regular semesters.  Electronic sign-in will facilitate the recording of statistics necessary to earn FTE's for

<p>upcoming year.</p>	<p>the college.</p>
<p>3. One faculty member replied to the email that I send at the beginning of each semester regarding LAC resources. However, I also had face-to-face conversations with a couple of faculty members during the year.</p> <p>Two Learning Consultants updated two different study guides during the year.</p>	<p>LAC resources should have value to students, as well as instructors, and instructors are the best individuals to ask about which books, videos, etc., should be ordered.</p> <p>Study guides are vital resources for all Learning Consultants. Eric Hendrix updated our English as a Second Language manual; all Consultants could find themselves at any time working with an ESL student. David Hughes updated our math assistance study guide. It is our hope that instructors also will use and benefit from the information offered in LAC study guides.</p>
<p>4. Blackboard participation increased during the past year, as evidenced by online discussions and course statistics. Only three Consultants needed to be reminded, during one-on-one meetings, to visit the site regularly.</p> <p>One Learning Consultant offered feedback about our LAC web page, and Consultants provided or updated biographical information.</p> <p>The LAC Coordinator met one-on one with each Consultant at the beginning of fall and spring semesters. Only a few Consultants were unable to attend the LAC meeting/training session held during each semester.</p>	<p>The Blackboard site set for the LAC is a central location where the LAC Coordinator and Learning Consultants can meet and discuss LAC issues. The Coordinator also posts timely announcements and relevant course documents at the site. In order for the process to work, ALL Learning Consultants must visit the site on a regularly basis.</p> <p>The LAC Coordinator has been successful in devoting some time to updating the LAC web page. However, the site needs more review to ensure that all information presented is current. It is the Coordinator's hope that Learning Consultants will take an interest in helping with the process.</p> <p>Individual meetings with Learning Consultants provide an opportunity to discuss any concerns, questions, etc., that the Consultant might have. It also presents an opportunity for the LAC Coordinator to ensure that all Consultants are "on the same page" with regard to students' learning. Meetings/training sessions held once each semester provide an opportunity for all Consultants to meet, get to know each other, and discuss LAC issues with each other and the Coordinator. The training sessions help to increase Consultants' skills and, thus, their value to our students, instructors, and SCC.</p>

<b>Budget Item Description (Budget items requested from college funds)</b>	<b>Current Year Budget:</b>	<b>Ongoing Operational Budget:</b>	<b>Expansion Budget:</b>
Supplies-	\$ 5,140.00	\$ 5,140.00	

Equipment-			
Travel-	\$ 400.00	\$ 400.00	
Program Accreditation-			
Other-			
TOTALS			

**Mid-point Review**

**Progress Notes:**