

Learning Center Faculty Meeting Summary (revised)
November 1, 2013, 12-2 p.m., LC 104

Present: Jane Bowers, Diane Flores-Kagan, Kristie Jorris, Wendy Rider, and Rega Velinda.
Dr. Magdalena Caproiu had expressed her desire to attend, but was unable to do so.

ACTLA Conference: *The Learning Center at the Center of Student Success*

The conference will be held on April 24-26, 2014 in Anaheim. Those who attend will gain input from other attendees about their institutions' learning assistance models. See link for more information:

<http://actla.info/pages/home.htm>

New Title V Grant Proposal for Humanities

Diane described a Puente-like project as part of this grant funding which she, Rosa Onofre, and Rega are working on together. A Venidas is the brain child of Rosa and Diane that began with a passionate discussion between them over three years ago. The project is now taking shape and will offer a summer bridge and several avenues of support for high school students entering college and pursuing an Associate's in Spanish. These students will be articulated straight to Spanish 201 and 202 classes. Though this is not a program of remediation funded by Basic Skills, learning assistance is needed to offer support to students via a summer bridge component and continuing as students take Math, English, and other courses for which math, writing, and academic skills are important.

As suggested by Christos Valiotos, Title V STEM Director, Diane and Rosa met with President Knudsen to solicit his support for a Latino Advisory Committee which will provide a strong link to community membership and promotion of A Venidas. Diane and Rosa also consulted with Bridget Razo who later reported that she and the President felt that the committee could be linked to the Student Success Committee, making efforts more collaborative.

Diane has informed key Basic Skills committee members of the opportunity to seek funding for projects such as First Year Experience and Learning Communities, both of which were included on a Quest for Success activity list prepared by Agnes Jose-Eguaras.

Intersession

All expressed concern about LC staffing at the Lancaster and Palmdale campuses, including hours of duty for learning specialists. Magdalena has been assigned LAC 900 and 901 classes at both campuses for writing and academic skills, courses which have always been assigned to adjuncts. Tutoring and learning assistance for writing requires specialized knowledge and pedagogy. Diane will pursue these matters.

Program Review

Diane is completing the goals and tutorial specialists the initial sections. The remaining sections will be drafted soon by Diane and Magdalena and sent to all to read and add to as needed. Additions must include any items that need to be purchased. Kristie noted that a Student Behavior Inventory would be beneficial to the students she serves. She also discussed that Dr. Parnell mentioned the need of a clicker for the computer in LC-104, enabling instructors to stand at the front of the classroom to show PowerPoint presentations versus going back to the computer in order to advance the slides. Diane reminded all to read the white paper on "Meaningful Access and Support" that she received by subscribing to the listserv LRNASST-L@lists.ufl.edu

Integration of the Success Center

Currently, the project is in Phase 1 which entails preparation of the two rooms within the Learning Center, LC 113 and 114. Phase 2 of the project is supposed to include discussion of meaningful integrated support for students organized by LC and participating Success Center faculty. Tutorial Specialists will also be asked to join the discussions.

Concerns expressed by LC faculty:

- Use of the word "tutoring" to describe instructor-led activities. In fact, faculty members are not allowed to tutor anywhere on campus, according to the faculty contract. Words such as "teaching" and "instruction" are more appropriate for faculty-led activities.

- Mutual respect for pedagogical differences and variations across disciplines.
- Faculty-led activities as data driven and collected.
- Sufficient staffing of LC to include desk assistants that assist classified staff in meeting and greeting students, referring them to campus departments and resources, etc. This complies with President Knudsen's goal of an ethic for customer service. Note: *Diane learned today that it is no longer the case that student workers (desk assistants) are prohibited across departments and divisions, and that, in fact, it was a decision made by administrators not to restore desk assistants to the Learning Center, one made despite repeated concerns expressed by LC faculty and staff on behalf of the students they serve.*
- High presence of Academic Skills workshops and individual instruction with promotional dialogue among Learning Specialists, Counselors, HD course Instructors, and all participating discipline faculty.
- Academic reading support for students across the curriculum (not only basic skills) which we suspect will become a more pressing issue when faculty from a variety of disciplines consistently interact.

A discussion of integration resulted in the following:

- Name change to Learning Success Center.
- Website with information, documents, and "toolkits" that include handouts, rubrics, links, etc. that support student success.
- Relocation of majority of computers in order to strengthen cross-discipline instructional support space but allow computer access for student activities that begin or reinforce learning, such as assigned course-related projects.
- An already existing workshop schedule where discipline faculty can add instructional and enrichment events to create one unified posting.
- Offices available for faculty office hours in Rooms LC 111 and LC 123.
- ESL Writing Lab in LS2-141, piloted in the spring by the ESL Learning Specialist (still in the discussion phase among faculty and administration).
- Consult with counselors about adding a one-unit lab course to HD 101.

Learning specialists look forward to Phase 2 official discussions with discipline faculty members in order to hear their ideas regarding activities that lead to success for students and also their desire to engage in a team approach for decision-making that involves collaboration and mutual respect.