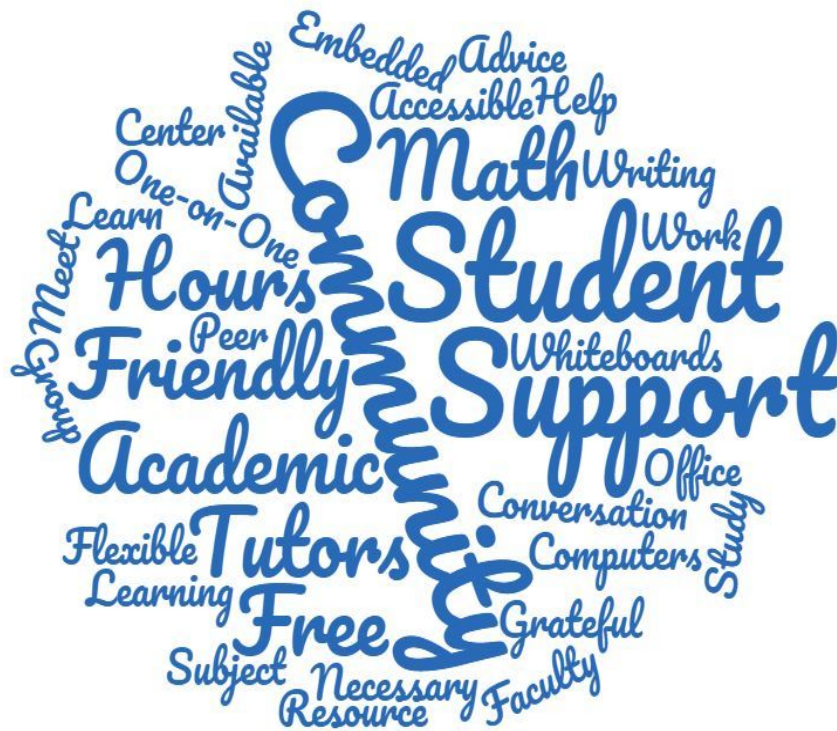# Student Learning Center

Program Review

Letter from the Student Learning Staff

The Portland Community College Student Learning Center team is grateful for the opportunity to share the evolution of academic support services on our respective campuses and to present a path forward for our work. Student Learning Centers provide a critical link between Academic Affairs and Student Services and will serve as an important component of our Yes to Equitable Student Success (YESS) work moving forward.

The Student Learning Center leaders work collaboratively to continuously innovate our practices and services in response to data and stakeholder feedback. We are proud of the strides we have made in the last three years, particularly in the areas of equity, inclusion, and access. When appropriate, we have striven for consistency, knowing that consistent practices help students navigate and access our resources.

Three years ago, the coordinators united as a team to shift from a remediation model to an academic support model. With this shift we have streamlined hiring and recruitment, worked to diversify our staff and support models, and continued to increase the number of students served. In the fall of 2018 we had 4663 unique students utilize our services. These visits amounted to 21,759 contact hours of student assistance across 82 disciplines. We are invigorated by the scope of this work and humbled by the experience, talent, and persistence of the students and staff we are privileged to work with each day.

Thank you for taking the time to review our program. We look forward to partnering as we work to continuously improve services in support of equitable student success and retention.

With Regards,

Kellin Thompson   **Jerry Annen**   **Karin Gitchel**   **Amanda Harrison**
   *Sylvania SLC   **Southeast SLC*   **Rock Creek SLC*   **Cascade SLC*

Definitions

Academic Support Services: This term is broadly defined as the set of instructional methods and educational resources offered to enrolled students to support student learning.

Efficacy: The ability to achieve our desired results and goals.

Classes: For the purposes of this document, we define classes as individual sections of a course.

Courses: For the purposes of this document, the word "course" refers to the department subject and level as listed in the Course Content and Outcome Guides (CCOGs). (example: MTH 95, WR 115, etc.)

Tutoring: The interaction between a tutor and a student, or students, wherein the tutor guides the learner(s) to a deeper understanding of a topic previously covered in class or in the class text.

I.   Introduction

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Mission

For the purpose of this program review, academic support services consists of four Student Learning Centers across four campuses: Cascade, Rock Creek, Southeast, and Sylvania. There are other locations where tutoring occurs on the four campuses as well as on other sites, such as eTutoring, Newberg, and Hillsboro Center.

The primary mission of the Student Learning Centers is to provide a welcoming and supportive learning environment and high-quality academic supports such that students can become more independent learners, persist in college, and reach their academic goals. We strive to foster an inclusive space where everyone can engage in and contribute to a learning community on campus.
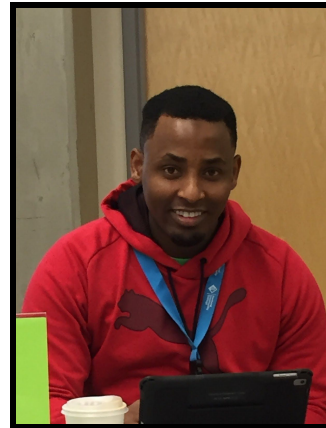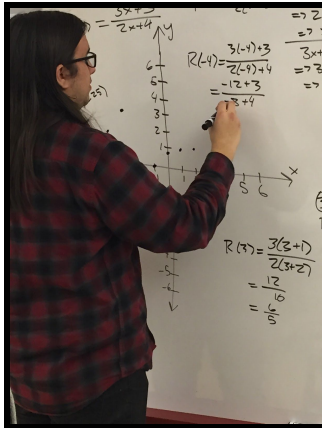
Center Goals

- Support academic success and retention through drop-in tutoring, appointment-based tutoring, embedded tutoring, and study groups
- Support student resilience by creating an inclusive, caring, and collaborative learning environment
- Promote the development of a culturally competent center staff through equitable hiring practices and ongoing training
- Engage in data driven decision-making through continuously monitoring usage and satisfaction data
- Provide work experience to student tutors that deepens their academic knowledge and skills along with creating a place for them to work on campus as members of an engaging learning community
- Contribute to on-campus employment for Part-Time Faculty so that they have opportunity to connect with students and faculty

Below is a graphical representation of how Student Learning Centers support student success and persistence.
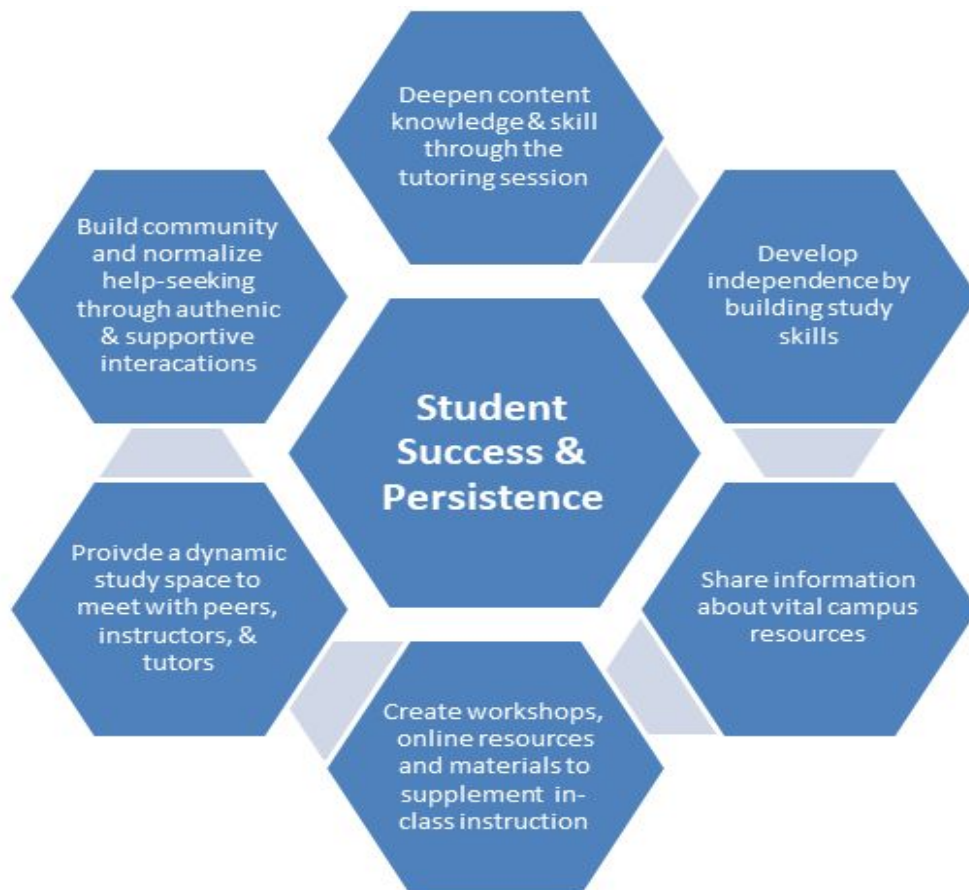
Connection to Institutional Mission and Core Themes

Oregonians have relied on Portland Community College for providing a pathway to learning and improved career choices for decades. However, success is not *yet* equitable for all students who rely on us to complete their educational and professional goals. Our academic support initiatives are well positioned to play a critical role in moving the dial on student success.

Consider the graphic below. Currently, we know that far too many students fail classes, repeat classes and/or drop-out. For every 100 new-to-college students who are enrolled full-time, 20 students (represented by pink diamonds) are still attending PCC after three years and 47 (represented by yellow diamonds below) are no longer students anywhere. The Student Learning Center leaders identified expanding services as a critical part of the path to completion for PCC students of all stages, pre-college through college level. We assert that when well integrated with our other college systems, academic support programs can have a dramatic impact on the success and retention of our most vulnerable student populations.

Academic Support & Equitable Student Success
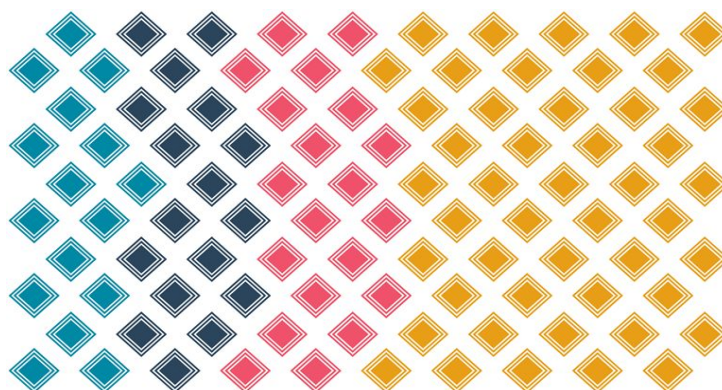
Photo Credit: Mitsui, M. (2017). District In-Service 2017.

By deepening our relationships with departments and integrating our work with our new Early Alert processes, academic support plays a vital role in the college's YESS initiatives. Expanded service offerings, such as embedded tutoring and supplemental instruction, bring academic support to students in gateway courses that traditionally yield historically low pass rates. By leveraging our Early Alert technology and our partnerships with advisors, counselors, and departments, Student Learning Center leaders are uniquely positioned to support students "at risk" of failing (and therefore repeating, withdrawing or dropping out) by filling in gaps in content knowledge and study skills.

Philosophy: Holistic Approach to Student Support

Consistent with best practices shared by our Achieving the Dream colleagues, the Student Learning Center leadership team has taken a student-centered approach to supporting students.

Integral to the academic growth and development of PCC students, the structure of the Student Learning Centers at PCC is directly connected to building a foundation for guided pathways and the completion goals of our students. The structure provides excellence in services, drives student success, holds high standards in establishing a culture of diversity, equity and inclusion. We have transformed this structure to better establish a sustainable support service directly connected to student course success and retention at PCC. Student Learning Centers and their corresponding initiatives are uniquely positioned to connect students to resources throughout the college. We serve students holistically by mindfully training our staff to connect students with various on-campus services, hosting advisors in our centers, placing tutors in resource centers, and engaging in "warm-handoffs" to leverage personal relationships in support of students.

HOLISTIC STUDENT SUPPORT
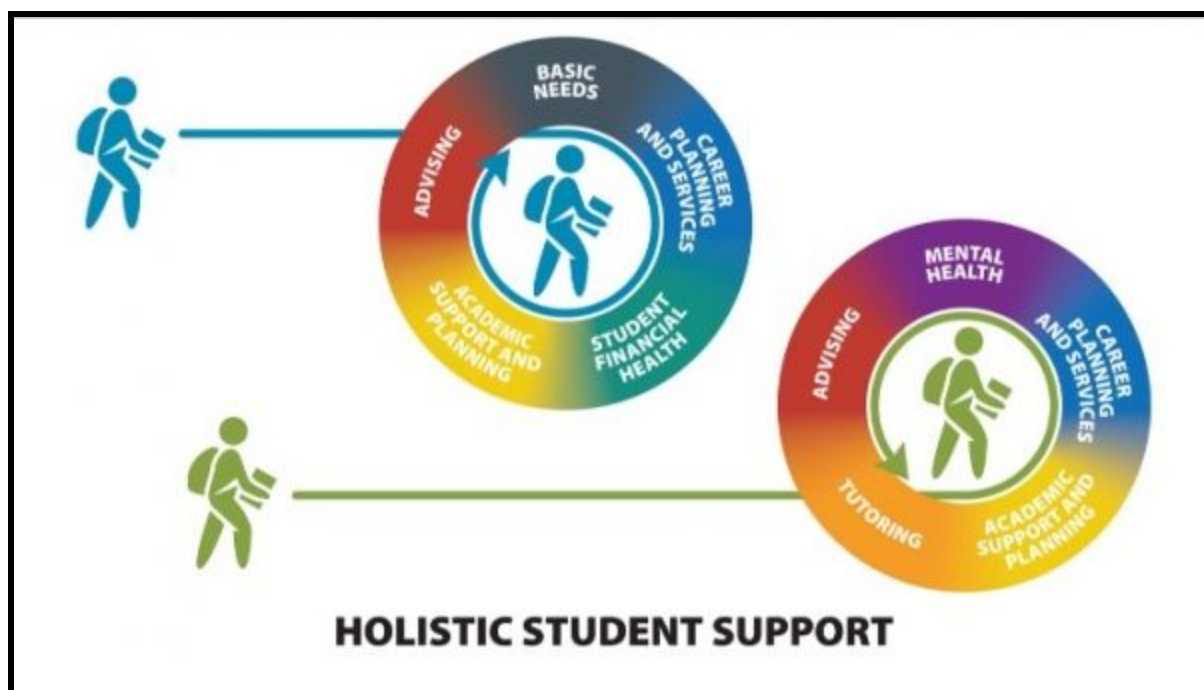
Photo Credit: Achieving the Dream. (2018). Holistic Student Supports Redesign: A Toolkit. Retrieved from: https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

Approach to Tutoring

Part of how we actualize our holistic approach to student support is through the tutoring conversation. Tutors have a unique role in student success, distinct from the faculty instructional role. Tutors guide students through academic assignments, reinforce good studentship strategies, and offer referrals to other campus and community services. While we

will share a bit more about the specifics of tutor training in another section, we want to speak briefly about our approach to tutoring.

> ### Realizing Our Mission Through the Tutoring Conversation
>
> We are able to meet our mission of developing independent learners and building community through our personalized tutor and student interactions. The tutoring relationship allows for learning in a trusted environment with a person who is invested in the student's success, without evaluation or judgment. Together these efforts contribute to positive, student-centered services that support academic excellence.
> - Tutors promote student-centered active learning to help students resolve immediate academic problems and practice skills that lead to more independent learners.
> - Tutors guide students toward self-reliance and empowerment through active listening and questioning, modeling study techniques, and encouraging students to evaluate their own work.
> - Tutors strive to model professionalism, maintain confidentiality, respect the dignity and worth of others, behave responsibly, and help resolve conflicts.

One of our priorities over the last three years has been to strengthen the quality of tutoring interactions through tutor training and development. We train tutors to use questioning techniques which involve students in the learning process by asking them to recall, use, and process what they learned in class. The act of talking through what they know helps cement knowledge and, by identifying what they don't know *yet,* students gain valuable strategies to support independent learning and promote help-seeking behaviors. The dialogue involved in Socratic questioning is not only a powerful supplement to in-class learning but also serves to foster a community of learners. During the tutoring conversation, tutors are encouraged to share their own struggles, acknowledge when they are confused, and model or share strategies for overcoming challenges. Student Learning Centers function as a critical academic and communal space on campuses in which students are able to deepen their understanding of the academic content and develop essential relationships to support them throughout their time at the college.

General Program Description and Structure

The structure of each SLC depends on the stakeholders who interact and engage with the services. Our primary stakeholder is the student; others include administration, division deans, faculty department chairs, lead instructional administrative assistants, instructional technicians, academic advisors, CTE advisors, disability services, student resource center coordinators, counselors, career service coordinators, testing service staff, financial aid coordinators, early college/high school faculty and advisors, peer tutors, professional tutors, part-time faculty and

faculty volunteers. Each campus SLC Coordinator or Manager works throughout the year to engage in conversation, seek feedback, and identify with these stakeholders how to best serve their needs for supporting student completion.

Academic Support within the Greater College Context

To support student success and completion at scale, the SLCs work closely with partners in academic affairs and student development to maximize student interactions and college resources.
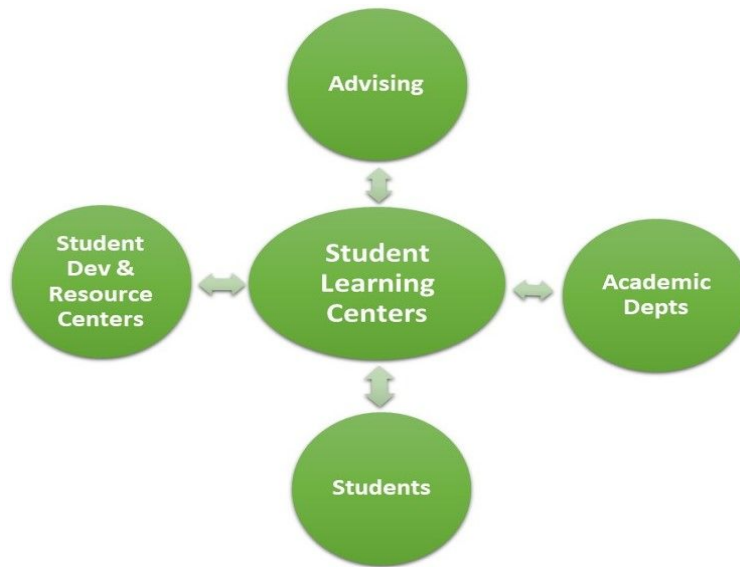
Academic Advising
- Participate in Early Alert measures to support student success
- Refer and advocate for career exploration
- Support career pathway navigation with targeted effort to increase success for sequence courses
- Foster atmosphere of course and degree completion

Academic Departments
- Collaborate to hire part-time faculty tutors
- Partner with faculty department chairs
- Collaborate on the recruitment, hiring and training of professional and peer tutors
- Coordinate with deans on service selection and adjustment

Student Development & Resource Centers
- Collaborate on the recruitment, hiring and training of tutors
- Collaborate on "warm-handoffs"
- Collaborate on referrals
- Collaborate on events to support marginalized groups

Students
- Hire students
- Seek written feedback and focus groups
- Support student-led study groups

Student Learning Centers Services by Campus

As of fall 2018, every campus has an established academic support system that includes a Writing Center and a Student Learning Center (SLC). Both Newberg and Hillsboro Centers provide some tutoring support as well. Currently Sylvania has additional tutoring locations (CIS/CS lab, Heat Plant, MakerLab, and the ESOL Center) with separate coordinators with various release amounts and budget authority. Additionally, PCC is a partner within the Western eTutoring Consortium which provides free online tutoring for all students.

Programmatically, the four main campus SLCs all offer tutoring services using a drop-in model. As illustrated in the graphic below, there are a variety of scheduled tutoring programs, learning assistance programs, supplemental instruction sessions, conversation partners, and embedded tutor programs. While the SLCs align in major areas, each campus has different student needs and unique offerings in their space.

Sylvania	Cascade	Southeast	Rock Creek
1x1 Drop-in Tutoring	**1x1 Drop-in Tutoring**	**1x1 Drop-in Tutoring**	**1x1 Drop-in Tutoring**
Accounting, Architecture, Astronomy, Business Law, Chemistry, Economics, Engineering, English Conversation, GED/ABE, Math, Physics, Statistics	Accounting, Calculus, Chinese, Communication Studies, Computer Applications, Economics, ESOL, Math, Philosophy, Spanish, Statistics	A&P, Accounting, Biology, Chemistry, Chinese, Writing, ESOL, GED/ABE, History, Math, Physics, Spanish, Statistics	Accounting, A&P, Biology, Calculus, Chemistry, Communication, Computer Science, Economics, ESOL, General Science, Geology, German, Japanese, Math, Music, Physics, Psychology, Sociology, Reading, Spanish, Statistics, Vet Tech
Math study groups, Conversation groups and partners, English and Math workshops	Science Tutoring Lab drop-in tutoring: A&P, Astronomy, Biology, Chemistry, Geology, Physics, Math 1st week review workshops, Computer Literacy workshops	Math study groups, dedicated in SLC Reading and Writing space	Biology Lounge, Speech Lab, Computer lab, A&P Open Lab, Vet Tech Open Lab, Bioscience Technology Open Lab, Music Lab, Writing Center
Tutor training	Tutor training	Tutor Training	Tutor Training
Located inside Library, adjacent to Writing Center, also includes in SLC access to desktop computers, printers, scanner, and supplemental study materials	Available in our centers: computers, printing, scanner, models, recording equipment, supplemental study materials, whiteboards and textbooks	Located inside Library Commons and adjacent to computer lab, space has laptop station, couches for studying, and access to supplemental study materials	Located in SLC: computers, printing, supplemental study materials, calculators, Biology manipulatives, writable tables, whiteboards, laptop station, couches for studying, and textbooks
Appointment-based 1-1 tutoring for reading and writing, embedded tutors	Appointments for 1x1 tutoring for writing, Presentation Lab, and embedded tutors	Appointment-based 1-1 tutoring for reading and writing, embedded tutors	Appointments for 1x1 tutoring for college success, math, biology, reading, and embedded tutors

Every campus SLC creates a schedule of available tutors and staffs the open hours based on student need. The schedules are published on each campus designated tutoring webpage. While open hours vary slightly per campus, each campus consistently services math, sciences, writing, and reading competencies.

Location and Hours of Operation

Ensuring accessibility is central to fostering help-seeking behaviors on campus. Student Learning Centers at PCC are centrally located on each campus and easily accessible. Two centers function as part of the college library "learning commons" model, and two others are co-located in campus buildings used for instruction and student services.

Campus	Location	Hours
Sylvania	SY Library, Room 140	Fall/Winter/Spring Monday - Thursday: 9 am - 7 pm Friday & Saturday: 10 am - 3 pm
Cascade	TH 123	Fall/Winter/Spring Monday - Thursday, 9am-6pm Friday-Saturday, 11am - 3pm
Southeast	SE Library, Room 120	Fall/Winter/Spring Monday-Thursday, 10am-6pm Friday-Saturday, 10am-2pm
Rock Creek	Bldg. 7, Room 218	Fall/Winter/Spring Monday - Thursday, 9am-6pm Friday, 9am - 2pm

Budget

SLC budgets are determined at the campus level. We recognize that there are differences between the campus budget distributions for the SLCs. Cascade and Southeast budgets include the Writing Center budget. Cascade's budget also includes the Science Tutoring Lab budget, Presentation Lab support, and the Computer Literacy Specialist. At Cascade, the Math, Health, Sciences, and PE division pay for part-time faculty tutors. Rock Creek has a separate Writing Center budget under Academic Support Services. Sylvania's Writing Center budget is under a different division and Sylvania has separate tutor budgets within the academic divisions for Anatomy & Physiology, Biology, Chemistry, CAS, CIS, CS, and ESOL.

II. Standards and Outcomes

Structurally, the Student Learning Centers at PCC align with the national best practices found in the Council for the Advancement of Standards in Higher Education (CAS). They are intentionally designed, guided by theory and knowledge of learning and development, integrated into the life of the institution, and reflect the developmental and demographic profiles of the individual campus populations. Each SLC delivers services in multiple formats, utilizing appropriate strategies and contexts, requiring cross-department/division collaboration with faculty department chairs, deans, and faculty tutors to promote student learning and academic success. The SLC administrative model integrates with student development to provide holistic services that address the cognitive, metacognitive, non-cognitive and sociocultural dimensions of learning and works to identify and deliver services that are appropriate to the range of diverse student learning needs. Our service standards require that all staff refer students to appropriate campus and community resources for additional assistance with personal concerns, and financial and physical needs. This standard promotes a campus culture with a focus on academic support services as a key support for the learning needs of PCC students.

III. Program Outcomes Assessment and Evaluation

How we Define Success

As previously stated, the Student Learning Centers have undergone a significant transformation in the past three years from primarily a developmental or remediation model to an academic support model. Substantive changes have been made to create a shared mission for our work, to develop clear goals, and to ensure tutor quality. Connected to best practices developed by the Supporting Men of Color in Community College work, we currently assess impact through the lens of three measures: **service access, service efficacy**, and **perception of care**. We explore each measure in more depth in the section below. Moving forward, as both the college and the Centers embark on our YESS priorities, the next step is to identify meaningful and measurable methods of assessing student learning.

Access

The Student Learning Center leaders are committed to ensuring our services are accessible to all students. Access, like all of our measures of success, is constantly evolving. Each term, SLC leaders review a combination of attendance and survey data to identify potential gaps and to create aligned strategies. Usage data combined with student feedback help us continue to improve our services to meet changing student needs. Below are highlights of how we address common barriers to access in an effort to support all learners.

Potential Barrier: Lack of Awareness of Available Resources
Response: Service Integration A critical piece of access is ensuring that students know about the services available to them, regardless of which campus they may be utilizing at the time. While there are unique aspects to each campus and center, it is common for students to access multiple centers within the course of a single term. In an effort to make services more student-friendly, the district team has taken many steps to update systems and align practices. For example, more of our students are looking for information online. As a result, the SLC coordinators collaborated with the Webteam on a central landing page and are working to find a platform to share our tutor calendars, so that students are able to more clearly find when and where academic services are available across the district. In addition to improving our online presence, we also know the importance of connecting people to people and not just to academic services broadly. Each term, SLC staff make class visits as well as invite classes to visit the centers. Moving forward, we would like to create a short video for instructors to put in their D2L shells and course syllabi to share in classes. Additionally, SLC staff work closely with advisors and resource coordinators to make referrals, often walking a student to the sought resource or arranging for the support staff to meet a student in the center. Aligned with best practices in the field, many instructors are partnering with the SLCs to offer incentives as a means of promoting help-seeking behavior.

Potential Barrier: In-Person Support

Response: Online Resources Our students continue to face challenges preventing them from accessing in-person support. Furthermore, while there are a myriad of resources available on the internet, we continue to hear that students do not have the time or the skill (yet) to properly evaluate which information might be helpful. Thus, in addition to adding to our in-person supports through embedded tutoring, workshops, and supplemental instruction, Sylvania created a suite of math online resources specifically aligned to PCCs CCOGs. The project was first funded through Sylvania's math department and has since been awarded a state OER grant to expand the site. The review site is for students enrolled in all types of mathematics courses- developmental, career/technical, and transfer level, and consists of videos and problem sets with detailed solutions. The developer has worked closely with Disability Services to ensure the resource meets standards for accessibility.

Response: eTutoring We recognize that students need alternative methods when they are unable to visit campus, and make note of a growing online student base who need support. The college's eTutoring service offers online professional tutoring in a wide variety of subjects to all for-credit PCC students. Synchronous chat sessions are available seven days per week, from early morning through late evening, via a fully interactive, virtual environment. Asynchronous support for essay writing is also available. Online tutoring significantly increases student access to academic support and is the primary academic support service for distance learners. At times, SLC leaders help to recruit new tutors for the eTutoring service and facilitate communication between a student and the service coordinator, but the Western eTutoring Consortium handles all planning or delivery of eTutoring.

Potential Barrier: Accessibility of the Space and Resources

Response: Support for Diverse Learners Student Learning Center staff work closely with Disability Services (DS) to support students with disabilities. DS staff have been embedded in SLCs for limited hours, offering tutors guidance for using the tools and computer applications available to support students with varying needs. In some cases, tutors are then able to utilize specific tools during tutoring sessions, enhancing the potential success of the interaction. DS staff have also led interactive training sessions at tutor team meetings, guiding tutors to become familiar with the resources available to support students and make direct referrals to campus DS staff offering those services. These interactions reinforce the premise that tutors are not in a position to diagnose a disability or a student's need for a particular service. Rather, tutoring staff become more skilled at recognizing a student's potential need for DS support and communicate how a student may access that support.

We have also increased our offerings and resources in response to feedback from students and DS staff. Many of our spaces offer vertical learning spaces in the form of whiteboards, semi-isolated study areas for less distraction, and computers with adaptive technology. While we have been compliant with ADA regulations, we have also reimagined spaces and adjusted furniture configurations for easier physical access. Representation of learning styles as well as reflecting the student population is also a consideration in hiring tutors and scheduling to support our students.

Potential Barrier: Stigma

Response: Campus Partnerships While the Student Learning Centers are managed within Academic Affairs at each campus, there is a natural alliance with Student Development. As such, each campus leader is in close contact with the various student services on campus. SLC leaders attend regular meetings with direct reports and/or their campus Dean of Student Development and share resource information with the identity-based retention center, advising, counseling, and other student service coordinators. SLC leaders and staff collaborate with Multicultural Center staff to identify, train, and support tutors embedded there. Rock Creek also embeds both writing and math tutors inside the Queer Resource Center, Veterans Center, DREAM Center and Women's Resource Center. We also collaborate to gather feedback about the academic support and social climate experiences of students seeking services in the SLC. Representatives from student service and retention centers present information and facilitate discussions during tutoring staff meetings and trainings. These collaborations enhance the tutors' personal understandings as well as offer professional development opportunities and education on implementing culturally responsive tutoring. Student service center leaders can help identify and refer successful students as potential peer tutors for campus employment.

Response: Embedded Tutoring As we work towards a more holistic approach to academic support, SLC leaders are committed to diversifying our services to meet the needs of students. We recognize that one size does not fit all and seek to offer high-touch and low-touch services. With that in mind, we have implemented pilots in math classes, student resource centers, and writing classes where specifically hired tutors spend time in the location of the students (classroom or resource center), instead of requiring them to come to the SLC. Embedded and supplemental instruction models allow students to meet tutors in an environment they are comfortable with, put a friendly face to the staff that work in the centers, and provides them with the support independent of the SLC hours of operation.

Potential Barrier: External Factors

Response: Addressing Food insecurity PCC staff writer, James Hill (October 2018), described in his story, *Panther Pantries provide needed catalyst for food insecure students to succeed,* how community college students are a vulnerable population, often living at the low end of the socio-economic scale. He wrote that "nearly two thirds of PCC students have reported food insecurity" and reported that a recent analysis of data released by the U.S. Department of Education revealed that one-third of community college students experiencing food and/or housing insecurity were both working and receiving financial aid. PCC President Mark Mitsui has pointed to the high cost of housing, food, transportation, childcare and other living expenses as the reason our students attend part time, work more, and graduate at lower rates than those who attend full time.

A significant food resource for PCC students are pantries located at each of the four comprehensive campuses. *Panther Pantries* offer food, used clothing, hygiene products, emergency bus passes, applications for child care subsidies, and emergency grants and bus tickets. The pantries receive funding from student fees, but also rely on cash donations to operate. Campus pantries are a valuable asset, but some issues deter students from accessing this important resource, especially the stigma of asking for help.

As Student Learning Center leaders, we recognize how hunger can make it difficult for students to focus on their studies. This reality led to a new aspect to our culture of care, offering healthy snacks in the centers. Fresh fruits, soups, nuts, and protein bars are regularly available in the Centers. The snacks are sourced from team members and campus partners. New initiatives, including *Panther Plates* and other projects funded by the President's Opportunity Fund*,* help to address and destigmatize food insecurity by bringing healthy snacks out of the pantries and making them available to hungry students at easily accessible locations around campus. Student Learning Centers have partnered in this effort by hosting locations for access to snacks, while helping to raise awareness of the Panther Pantry and other critical resources available to all students.
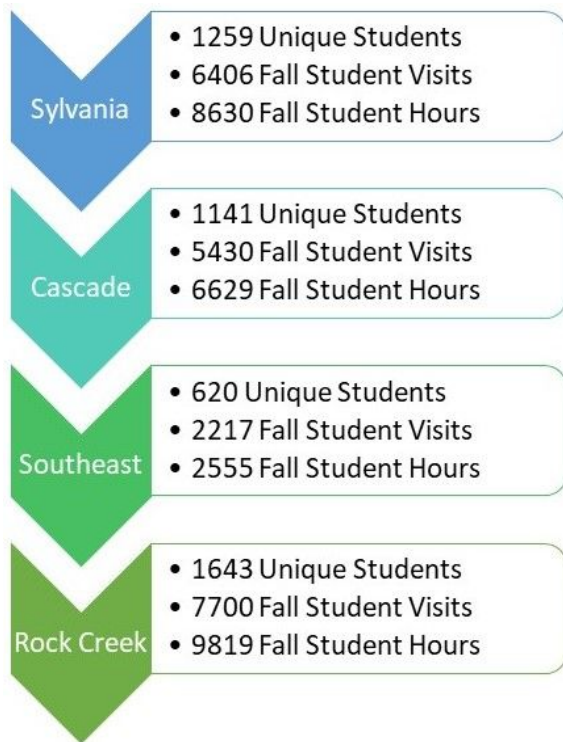
Efficacy

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Given the drop-in nature of the majority of our services, SLC leaders primarily measure efficacy through two measures: tutor quality and student usage (i.e. total student visits and student visits by course). We discuss how we monitor tutor quality in Section IV: Tutors & Staffing. This section will examine how we use student usage data to measure success.

When a student enters the SLC, there is a welcome center that invites students to check in using their student ID. This system is not a forced policy, and students can opt not to put their information in. When they check in, students select a class from their enrolled courses. One limitation of this current system is that TutorTrac only allows students to select one class regardless of the number of subjects for which they seek tutoring.

Currently, the SLC uses TutorTrac to gather data regarding student visits. In the fall of 2017, TutorTrac was updated and all prior history has been consolidated into an older format. Due to the lack of consistency in check in methods, and the many different practices previously in place on each campus, the data for tracking student usage is not consistent prior to fall 2018. While TutorTrac has some limitations, it provides us with a snapshot of the student efficacy which we highlight in this program review. With the adoption of EAB for PCC Advising Redesign, it will be important that the SLC leaders continue to be a part of the conversation to assist with utilizing the software to streamline center needs.

Fall 2018: Student Learning Center Usage Data

Sylvania
- 1259 Unique Students
- 6406 Fall Student Visits
- 8630 Fall Student Hours

Cascade
- 1141 Unique Students
- 5430 Fall Student Visits
- 6629 Fall Student Hours

Southeast
- 620 Unique Students
- 2217 Fall Student Visits
- 2555 Fall Student Hours

Rock Creek
- 1643 Unique Students
- 7700 Fall Student Visits
- 9819 Fall Student Hours

To illustrate center activity, this graphic is a simple snapshot from Fall 2018. This data is captured via TutorTrac, and we acknowledge limitations of this program. It is important to understand that we can invite students to log in and out, but we do not mandate or force any student to do so. The top number in each section represents the number of unique students who accessed the center. The second number indicates how many visits those individual students logged in for support throughout the quarter. This number illustrates the likelihood of students returning for support after their first visit. The last number illustrates student hours in the center based on check out or default visit time (1hr).

Note: Due to the unique campus structure, Sylvania has areas of academic support that are not counted in this data at this time. Southeast, Rock Creek, and Cascade data includes all academic support on campus.

Fall 2018: Classes, Courses and Subjects Supported

Breadth of Services: One of the strategic areas of growth that the SLCs have worked on over the past three years is an intentional effort to expand academic support options for more subjects in response to the needs noted at each campus. As presented in the graphic to the right, during fall 2018, the district SLC teams supported a total of 1,536 CRNs (individual classes), aligning with 433 courses (broad classes, ex. MTH 95, COMM 111) with a range of 82 distinct academic subjects (Math, Biology, etc.).

1536 CRNs

433 Courses

82 Subjects

Deep Dive into Math: Providing academic support services specifically focused on math remains one of the largest areas of tutoring and supplemental support that the SLCs provide their campuses. The SLCs hire tutors to support PCC students in all levels of math, thus centers are able to support students taking MTH 20 (Fundamentals of Math) all the way up through MTH 261 (Applied Linear Algebra I). During fall 2018, there were 8,623 math specific check-ins across the district SLCs. When we analyze this data deeper, we see that the most frequent student check-ins for fall were found in Math 111 and Math 95.

SLC Math Check-in by Course
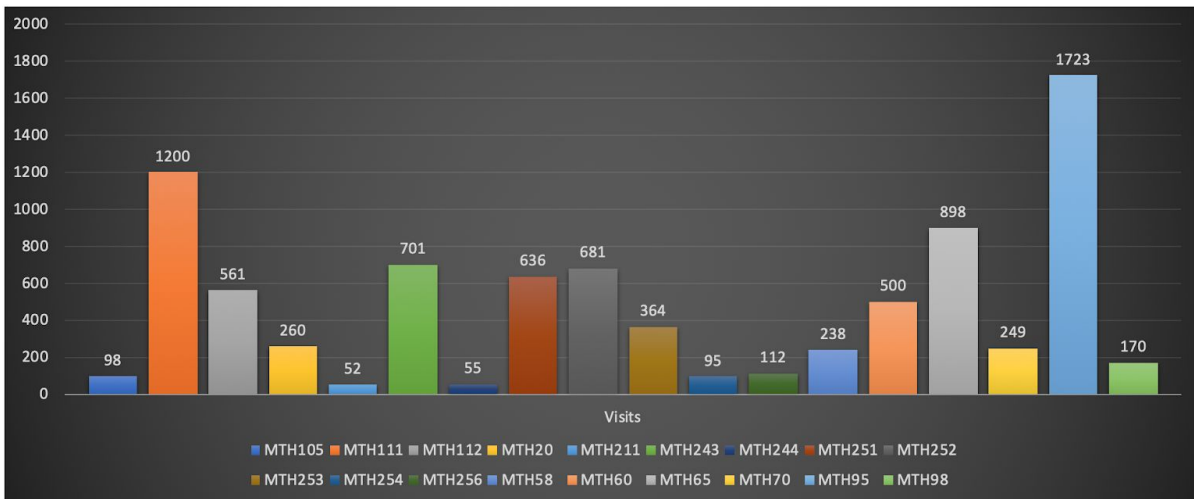
Fall 2018: MTH 95 Support

With multiple measures placement, Math 95 and Math 111 saw a tremendous decrease in students' performance. During 2018-19, the SLCs focused their President's Fund for Excellence Embedded Tutor project on increasing the support of MTH95. To illustrate need, during fall 2018, all four SLCs had 8623 Math tutoring check ins. Of those, 1723 student check ins came from 52 MTH95 CRNs seeking tutoring support.
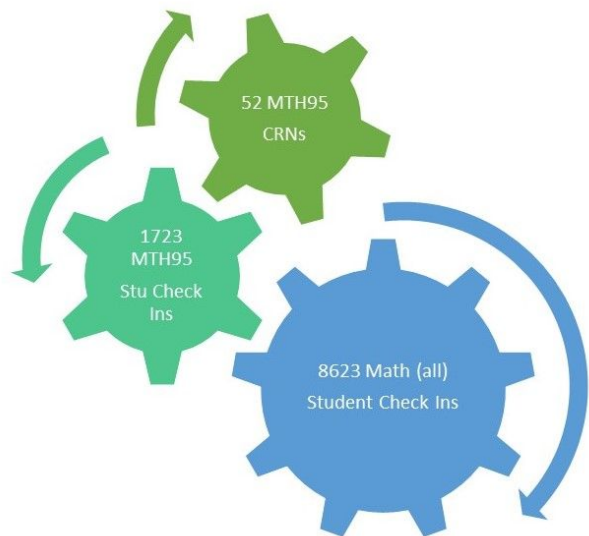
The embedded tutor project provided direct support in fall 2018 for eight CRNs which piloted embedded tutors in class. During winter 2019, fourteen additional CRNs were supported, and in spring 2019 there are eight CRNs with embedded tutors. In total, the SLCs will have supported thirty MTH 95 CRNs through the President's Fund for Excellence. Having this intervention is pivotal in supporting students who need academic support in and beyond the classroom.

These numbers, combined with the words of our student users, tells a powerful story about the role tutoring plays in the success and retention of our students. Our students are coming to our centers in large numbers to receive academic support and deepen community with their peers and with faculty and staff.

Perceptions of Care

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One of our goals is to support student retention through creating an inclusive, caring, and collaborative learning environment. We measure our success in this area through student feedback. Below are a few ways in which Student Learning Centers and leaders have responded to ongoing feedback and student needs.

2018 Climate Survey

Equity work is a lifelong effort and the Student Learning Center Leaders are committed to continuing to work to make our centers inclusive spaces for all students. In addition to continuously gathering internal feedback, SLC Leaders pay close attention to the results of the college climate survey as a helpful barometer for the broader student bodies' perception of our work. Results of the 2018 PCC Climate Survey show strong student satisfaction with our academic support on campus. We are particularly proud to see that there are are no gaps in satisfaction between identity groups. We also think it is worth noting the survey finding regarding why students choose PCC: "*Students choose PCC over other colleges and online classes because of the available tutoring learning centers, accessible academic counselors and the ability to meet with faculty.*" *(slide 40)*

Q54. To what extent are you satisfied with the following opportunities for students at our institution?				
	College wide	**LGBTQIA+**	**Students of Color**	**Female Students**
Free Tutoring Support	81.5%	81.1%	82.7%	84.1%

Note: 2694 students, 11% of full-time student population and 15% of the part-time student population responded to the survey.

Evaluation of SLC Services

Students use simple written service evaluation forms to share feedback with SLC leaders. This input is used for continuous improvement, such as consideration of a modification to the physical environment, addressing individual tutor-student interactions, and actions to close gaps in service.

During Winter Term 2019, all four campus SLCs used a common survey to gather input from students. Paper surveys were distributed in the centers, collected by center staff, and the results were combined for study. A total of 178 surveys were completed. Below we provide a summary of results and examples of student input for the three questions included in the survey.

What do you like best about the Student Learning Center?
Responses indicated that students like the ability to drop in for free tutoring in a safe, positive learning environment where they feel a part of a learning community. ● *"Friendly, warm, welcoming environment. Tutors are open to help out."* ● *"The learning center is a really friendly environment where I get help with math I don't understand. It's also a place where I like to do my work peacefully while being able to ask questions without people treating me like I'm stupid."* Tutors are characterized by students as accessible, knowledgeable, helpful, happy, reliable, friendly, supportive, approachable, respectful, and patient. ● *"Tutors are incredible. Reliable. Reduces my stress & makes me happy to have academic support. It's safe. It's free. Accessible."* ● *"I love that the tutors are very helpful in explaining things in different ways to help grasp the concept."* Students also expressed an appreciation for access to faculty holding office hours in the center. ● *" Instructors are tutors."* ● *"I like the teachers there. They're all patient and professional."* They like the learning center spaces, describing them as comfortable, quiet, low-pressure, warm and friendly environments where they could either meet with peers to study or engage with tutors for assistance. Students also appreciate having access to computers, whiteboards and learning objects, as well as the proximity to additional support spaces such as writing centers, computer labs, and library services. ● *"The SLC is a great place to study, have computers & tutors there to help whenever you need them, and also has writing center next door."*

How has the SLC contributed to your success at PCC?

Students reported that the centers offered a welcome space for them to study individually or in groups, with immediate access to tutoring support and other resources. They frequent the spaces to complete homework and study for exams in a supportive environment, and appreciate that healthy snack foods are often shared there.

- *"It's spacious, light-filled, study rooms, white boards, drinks and snacks."*
- *"I started with math 95 and was on track to fail, found this gem, now I'm in math 251."*

Students cited numerous positive outcomes from regular visits to the centers, including easy access to a comfortable space, assistance understanding difficult material, boosted confidence, access to the internet and other resources, feeling a stronger sense of community, and academic support that improved their success in class and resulted in higher course grades.

- *"The SLC has been extremely helpful in helping me complete my homework correctly and preparing for exams. I am very grateful the SLC is here."*
- *"Dear SLC, I was at a low place, you brought me up and I got a good grade in my class. Thank you (heart)."*

What would you like to change about the Student Learning Center?

Students are eager for more tutors to be available during more expansive open hours.

- *"More tutors, especially higher level maths."*
- *"I wish the SLC was open weekends for people who work full time during the week.*
- *"The only change would be more tutors. Specifically for the sciences. There are quite a few but at times it is not enough. But I understand and am grateful for this service nonetheless."*

Some students expressed the need for more physical space, as the centers can be quite busy at certain times of the day.

- *"I wish there was more space and it was open longer hours. I do most of my work after class, so that means I only get 2 hours or so before the SLC closes. :("*

Other individual responses included a need for more tutors in specific subjects of study, the ability to rent/borrow scientific calculators (which are available in some centers, but not all), complaints about low heat and/or high noise levels, and the suggestion that more laptops be available so that students would not have to print essays before meeting with tutors.

Intersectionality of the Space

The Student Learning Centers at PCC campuses offer currently enrolled PCC students multiple points of access to free academic support services. The Centers offer drop-in and appointment-based tutoring, space for students to study in groups and independently, and access to tools, supplies, and technology. Students can interact with peers, faculty, and professional tutors and support staff and enjoy a safe, welcome space to study and socialize in a supportive environment. All members of the Center teams strive to model and encourage development of good studentship skills.

Student Learning Center staff work together in diverse teams to provide a welcoming, safe, and supportive learning environment where students can strengthen their academic experience by developing educational goals, increasing their knowledge, and building self-reliance. Center staff teams consist of a manager or coordinator, an instructional support specialist or administrative assistant, student front-desk receptionists, peer tutors, faculty tutors, and professional tutors. Cascade Campus also has a computer literacy specialist. Sylvania Campus has a Volunteer Literacy Tutoring coordinator.

We take a holistic approach to our services, aiming to identify and address individual student needs, while also helping students identify and build from existing strengths as they work towards their academic and professional goals. The Student Learning Centers are a unique space in that we act as a critical bridge between instruction and student development. Students gain clarity on course content and concepts along with a sense of belonging and a norming of the learning process. Students are encouraged to explore and learn new strategies for gaining knowledge in an environment that honors the work of being a student. SLCs welcome students who learn in groups, students who learn best one-on-one, and students who prefer to work independently until they signal a request for support.

Students who access the instructional support in the learning centers are also encouraged to develop their educational goals. For example, the tutor may initiate a conversation about what the student plans to do after completing a current class. Tutoring may increase a student's knowledge about their own learning styles. The tutor may ask about solution methods the

student has tried, or a particular approach to understanding the content. Student contact with tutors can build self-reliance, as tutors praise students for employing effective study skills and encourage their independent studentship. Tutors also share information about campus resources, workshops, and events. By operating in close collaboration with partners in both instruction and student services, the SLCs create an important space for both formal and informal learning and community. This academic support space is where students can make some of the most significant gains in their academic goals.

This story was shared by Yasmin, a woman who started working at PCC as a peer tutor and is now attending PSU. She continues to work at PCC as a professional tutor: *Shortly after I graduated from high school in Utah, I came to Portland to continue my education. My family and friends suggested that I attend PCC, because of the amazing environment and supportive instructors and faculty. I enrolled at PCC in Fall 2017 and I absolutely loved it. Not only was I able to study, but I was also able to work as a writing tutor. What helped me to connect with students more was that I was a student. I understand their concerns and can relate them based on my own experiences. Due to that fact, I am capable of giving students study tips that will help them succeed in school. My first day of tutoring was tough. To some students, it didn't make sense that a young woman would tutor them. I am glad to say that's not the case anymore. Fortunately, after getting to know me, their opinions of me have changed completely. My journey as a PCC student ended Winter term of 2018, and I will continue to tutor at PCC for as long as I can.*

IV. Hiring for Excellence

Recruitment

We are committed to continuously reviewing our practices and policies in an effort to reduce the opportunity gap and promote equitable student success. Examples of this can be found in how we hire, compensate, and train our staff.

One element of building an inclusive center is actively recruiting a diverse group of applicants for our tutor and staff positions. Each campus works with a variety of on campus and off-campus partners to attract a diverse group of qualified applicants. Additionally, we seek to retrain great talent by sharing tutors across the campuses. For example, as students' circumstances change, we collaborate as a team to support a talented staff across our respective campuses.

Hiring

Administration of the SLC includes hiring peer tutors, part time faculty tutors, professional tutors, volunteer tutors, work study student tutors, embedded tutors and volunteer faculty tutors. In the fall of 2017, the SLC team established a hiring protocol that aligned each campus with a method of hiring that was consistent and equitable to all interested in working on the team. A consistent Academic Success Tutor job description is shared by all four campus SLCs and each adhere to description of three levels of tutors. Each level of tutor coordinates to a pay rate that aligns with BOLI and is updated annually to ensure minimum wage rates are accurate.

Level	Description of Position and Qualifications
Level I: ($12.25 - $13.99)	Peer Tutors will provide one-on-one or small group tutoring with the support of the Coordinator and experienced tutors. Qualifications: Received an A or B in the subjects which they will tutor, and has a recommendation from faculty members in the subject area.
Level II: ($14.00 - $18.00)	Level II requires a strong knowledge of the instructional area (generally requiring a 2 and/or 4 year degree, or comparable training/experience). Level II tutors apply learning styles and teaching methodology to guide students to higher levels of comprehension. Work is performed under general supervision (coordinator, part-time faculty tutor, and/or Level III tutor). Preference given to individuals who have successfully volunteered in the center before and/or are able to tutor multiple subjects. Qualifications: Associates or bachelors degree in the subject area or closely related field. Received an A or B in the subjects which they will tutor, has completed a two- or four-year degree, and has a recommendation from a faculty member in the subject area.
Level III Tutor: ($16.00 - $24.95)	Level III represents the work of highly technical positions requiring more extensive knowledge and containing a higher level of complexity. The duties include all of those listed above. In addition, tutors at this level with have some responsibility to mentor colleagues and support the planning and/or execution of tutor trainings and/or workshops. Tutor works in collaboration with Coordinator. Preference given to individuals who have successfully tutored in the center before and/or are able to tutor multiple subjects. Qualifications: Advanced degree in the field and/or instructional experience.

As outlined in the Faculty and Academic Professional Contract, each campus also hires part time faculty based on the published pay schedule. Part Time Faculty are a vital resource that each SLC uses extensively and could utilize more if not limited by the sliding scale hours for FTE that affects their contracted employment. Student Learning Center leaders work closely with department chairs throughout the recruitment and hiring process to help identify a qualified tutor team.

During summer of 2018, the SLCs requested support from IT to develop a method to better track and manage the maximum hours allowed for part time faculty tutoring in an effort to replace a cumbersome spreadsheet that is prone to mistakes and confusion. Tutoring differs from the faculty contract in that it does not require faculty to prepare, teach, assess, and grade small classes. It is our recommendation that a new category be created for tutoring that allows for more support in the centers without impacting FTE loads of the contract.

Staffing

Every campus has engaged in an analysis of how to update staffing based on the needs of the growing services. Strategic planning occurred at Rock Creek, Sylvania and Southeast to adjust the model of leadership for those SLCs. At this time, Cascade, Southeast and Sylvania have an academic professional as the Coordinator, and Rock Creek has an interim Manager of Academic Support Services. Southeast and Rock Creek are under the direction of the Dean of Instruction, with Sylvania under the Math & College Success Dean, and Cascade under the Liberal Arts & Pre-College Programs Dean.

Sylvania	Cascade	Southeast	Rock Creek
(1) Coordinator (AP 1.0)	(1) Computer Literacy Specialist (AP 1.0)	(1) Coordinator (AP 1.0),	(1) Manager, Academic Support Services
(1) Office Lead (Classified 1.0)	(1) Coordinator (AP 1.0)	(1) Instr Support Tech II (Classified 0.67)	(0) Coordinator (AP 1.0)
(2)Office Assistants (Casual)	(1) Instructional Administrative Assistant II (Classified 0.7)	(6) Work-study receptionists	(1) WC Coordinator (FTF Release)
(14)Work-Study Front Desk Staff	(2) Casual Front Desk Staff	(12) FT Faculty Tutor Volunteers	(1) Instructional Administrative Assistant II (Classified 1.0)
(5-7) FT Faculty Tutor Volunteers	(11) FT Faculty Tutor Volunteers	(14) Part-Time Faculty Tutors	(3) Supplemental WC IRW Tutors
(18) Part-Time Faculty Tutors	(21) Part-Time Faculty Tutors	(17) Casual tutors	(15) FT Faculty Tutor Volunteers
(19) Casual Tutors	(25) Casual Tutors	(6) Work-study peer tutors	(15) Part-Time Faculty Tutors WC
(3-4) Work-Study Tutors	(1) Work-study peer tutors	(12) Volunteer tutors	(18) Part-Time Faculty Tutors SLC
(3) Volunteer Tutors	(2) Supplemental WC IRW Tutors	(7) Student tutors	(30) Casual Tutors
(3) Conversation Group Leaders	(1) WC Coordinator (FTF Release)		(4) Volunteer Tutors
(15) Conversation Partner Volunteers	(1) STL coordinator (casual)		(6) Work-Study Front Desk Staff
(1) Architecture	(1) Presentation lab tech (casual)		
(1) VLT			

Training and Professional Development

Tutoring staff regularly engage in training and professional development opportunities upon hire and through regular staff meetings. Prospective tutors must not only be academically prepared to support students in a particular subject, but also have strong interpersonal and communication skills. In addition, new tutors must be empathetic and able to help students to recognize their feelings and the effect those feelings have on learning readiness. All SLC tutors engage in an onboarding meeting of some sort once hired, have access to experienced mentor tutors, and engage in term tutor meetings as well as periodic check-ins with SLC leaders.

Student Learning Center teams work to create a sense of belonging for all students by responding to various critical needs that can disrupt opportunities for learning. Special attention is paid to issues of food and housing security, generational poverty, trauma, queer/trans phobia, disability, racism, sexism, and immigration status. Customer service is at the center of tutor training and is based in the philosophy of creating and maintaining a safe and welcoming environment for all in the learning center space. Members of the tutoring team wear name badges identifying their pronouns and the subjects they support. Students are greeted upon arrival, welcomed to the space, and offered academic support. Tutors help to create a professional and welcoming environment for all students by making themselves visible and accessible, calling students by name if they know them, and being friendly, courteous, calm, patient, and kind. Tutors also work to create an engaging, active learning session that supports a relationship of student-tutor interdependence, rather than fostering a sense of co-dependence in students that would limit their ability to grow as independent learners.

Training for academic support staff is designed to prepare them to meet the following performance outcomes:

Tutors create a space that empowers students by:
- Actively welcoming all learners
- Listening and questioning effectively
- Demonstrating knowledge of the subject area
- Introducing and using supplemental resources that expand student knowledge
- Creating an engaging learning environment to bring concepts alive for students
- Reinforcing concepts, study skills, and learning growth mindset

Tutor trainings are offered to Student Learning Center teams on each campus, developed and led by the local Student Learning Center coordinator. Training themes support culturally responsive tutoring and include customer service excellence, tutoring philosophy, professional ethics, adult learning theory, Socratic questioning, active listening, learning styles, cultural competency, interdependent relationship balance, Title IX and mandatory reporting, conflict

management, interacting with students of concern and reporting concerning behavior, and making referrals to other college and community services. Trainings are informed by current events in the learning center, are interactive, and designed to provide practical tutoring skills that tutors can employ immediately. Coordinators collaborate closely on the design and facilitation of sessions with campus faculty, staff, and students.

Nevertheless, the centers face unique challenges when it comes to training and supporting our staff. Given the very part-time nature of employment, finding a common time for group training is extremely challenging. Our tutor composition of faculty and peer tutors leads to unique challenges and opportunities as well. Furthermore, our staff is highly transitory. These factors lead us to believe we need a more robust suite of tutor trainings accessible to all tutors at PCC to establish baseline expectations, knowledge, skills and mindsets as well as be available for just-in-time support to compliment in-person training meetings.

Tutor Evaluation

Every campus follows their own evaluation schedule for the tutoring staff that they manage. A common starting point was to create a tutor evaluation/assessment form that was created and made accessible by the SLC coordinators during summer of 2018. Each campus designates time to roll out tutor evaluations in a way that works best for their campus. As an example, all staff at Rock Creek perform a self-evaluation, then meet for a 1x1 appointment with the manager to discuss evaluation, expectations, and tutoring skills.   Tutors are also encouraged to offer feedback on services, needs and program assessments.

V. Facility and Space Analysis of SLC

Definition of Learning Center: *"A designated physical location on campus that provides an organized, multifaceted approach to offering comprehensive academic enhancement outside of the traditional classroom setting to the entire community college"* (Franklin & Blankenberger, 2015, p. 4)

Tutoring Spaces

Student Learning Center physical spaces at PCC campuses vary in size and access to technology. The common factor is that all centers offer clean, inviting spaces and a trained, welcoming staff. All SLCs have specific tables or designated areas available for students to meet tutors for academic support in a particular subject. Students are also encouraged to use the spaces to meet as study groups.

Sylvania	Cascade	Southeast	Rock Creek
SY Library	TH 123 - SLC	SE Library	Building 7/Rm218
23 tutor tables	TH 102 - STL	23 tutor tables	28 tutor tables
15 computers	TH 220 - WR center	Study bar w/ 14 stools,	3 writable tables
2 private offices	TH 209 - presentation lab	Adjacent to Student Computing Center w 67 computer stations	1 laptop station seats 6
1 conference room	60 seats in the general tutor area	1 private office	3 group study rooms
1 print station	17 computer stations	5 adjacent group study rooms	1 Speech Lab / 1 Biology Area
Adjacent to Student Computing Center	25 classroom seats		2 GoPrint Stations
	STL offers 24 seats		1 kitchen / 1 tutor resource room
	4 stools at a high table		20 computer stations
	4 microscopes		

At Cascade Campus, the academic support services are located on the first and second floors of the Terrell Hall building. The Student Learning Center has a large open space with study tables. There are two private offices and a space shared with computer lab, Science Tutoring Lab, Presentation Lab, and Writing Center with computer lab are distinct tutoring spaces centralized in one building, Terrell Hall, adjacent to classrooms and faculty offices.

Rock Creek Campus SLC is located on the second story of Building 7. Its footprint contains a drop-in tutoring area, computer lab, large Biology Lounge, Speech Lab, and directs students to rooms where Open Lab for Human Anatomy and Physiology, Veterinary Technician, Music, and Bioscience Technology are held. A summer 2018 remodel expanded and enlarged the SLC to include the Writing Center space. In partnership with Disability Services, Rock Creek also has a computer designated for visually impaired students, accommodating rising/lowering desks for physical needs, headphones and private rooms for hearing impaired needs. Because the Writing Center Lab, Biology Lounge, kitchenette, Speech Lab, and drop-in tutoring space are all located in one area, RC has maximized the way that students can receive support in a clear, natural light filled, spacious environment with a minimum of confusion.

At Sylvania and Southeast Campuses, the SLCs are situated inside the campus library as part of a "learning commons" model, co-located in a building with other student services, including a writing center, open student computer labs, reference librarian help desks, and library access services. Adjacent study rooms are available for student study groups to meet and collaborate.

 Layout map - schematic of each site

1. CA Terrell Hall:
    - Science Tutoring Lab, room 102
    - Student Learning Center, room 123
      https://www.pcc.edu/disability-services/map/#ca-th-1
    - Presentation Lab, room 209
    - Writing Center, room 220
      https://www.pcc.edu/disability-services/map/#ca-th-2
2. RC Building 7:
    - Student Learning Center, rooms 216 + 218A + 218
      https://www.pcc.edu/disability-services/map/#rc-bldg7-2
3. SE Library:
    - Student Learning Center, room 120
      https://www.pcc.edu/disability-services/map/#se-libr-1
    - Reading/Writing Center, room 218
      https://www.pcc.edu/disability-services/map/#se-libr-2
 4. SY Library:
    - Student Learning Center, room 140
    - Writing Center, room 145
      https://www.pcc.edu/disability-services/map/#sy-lib-1

VI. Recommendations

Change Perceptions of Tutoring through Collaboration

As Student Learning Center leaders, we have seen the power of high quality and holistic academic supports every day in our centers and reinforced in the literature. Student feedback and attendance data are clear evidence of how visiting the center once is likely to lead to return visits. However, we also know that there are still students who are either unaware of the services available to them or believe there is a stigma around reaching out for support. The Student Learning Center team is working carefully to change perceptions of tutoring and help-seeking, so that we continue to break down barriers to students receiving the support and community they seek. Changing mindsets is not an easy task, and will be a college-wide effort.

Early Alert

Campus tutoring services provide a rich opportunity for learning center staff, including peer and faculty tutors, to offer the "high-touch" academic support when students express a need. It is also a sign that the campus community cares about them. Tutoring services will be most effective when SLC leaders have access to information on the whole student, how students are progressing, and specific areas where student support is needed. The integration of academic support leaders in the early alert process will create an opportunity for SLCs to fully support a system the college is adopting to increase equitable student success. In addition, we recommend that SLC leaders remain involved in the implementation of the EAB to ensure that there is an adequate, and possibly preferable, alternative to TutorTrac.

Faculty Involvement

All campuses have been engaging with faculty through hiring part-time faculty and hosting faculty office hours. Students and faculty have shared how impactful this practice has been in deepening understanding of both the content and of each other. Students have shared that meeting in the Student Learning Center has lessened the intimidation they feel upon attending office hours. Faculty have shared how invaluable they find having more time to meet individually and in small groups with students. As our colleagues in advising have seen, when a student support service is perceived as mandatory and/or critical to overall student success, more students will be aware of and benefit from being directed to the service. While tutoring may not be necessary for all students, there is much we can do as a college to help students see the benefits of tutoring and encourage them, when confronted with many uses/demands of

their time, to seek out support. Given what we have seen working well already in pockets throughout our campuses, we would recommend the following:

- Deans invite every full-time faculty member and multi-year faculty to dedicate an office hour in the center
- Deans continue to invite part-time faculty members to seek positions in the center

Continuously Improve Quality of Service through Training

We must ensure that we are offering high quality and culturally competent supports. To do this we believe we need institutional support to develop and refine our tutor training material, with a specific emphasis on issues of equity and inclusion (such as positionality and microaggressions in the context of tutoring). Our goal would be to have a suite of online/on-demand and in-person trainings/resources that all tutors would be expected to experience. While we believe strongly that some training must be flexible and lead by SLC and campus leaders based on unique needs, we also believe that a decentralized model of academic support with isolated pockets of campus-based tutoring services leads to inequities, which is detrimental to the student experience. We recommend that a suite of resources be created in collaboration with the Office of Equity and Inclusion and campus partners and that all tutors should complete and be compensated for taking the trainings. Completion of the training can be measured through the online platform to help SLC leaders track tutor participation in professional development.

Increase Access

It is increasingly more common for students to attend multiple campuses within a single term and/or attend a campus that is far from home or work. While we have made strides with our central landing page to centralize information, students must still navigate multiple pages and schedules in order to find tutoring. SLC leaders advocate for collaboration with IT/Web team to create applicable links to a searchable tutoring schedule for student use. The platform would allow students to sort the data in multiple ways (course, campus, etc.) to identify all the places where they can receive support for their courses.

Part Time Faculty FTE and Tutor Category in Contract

Because tutoring in the centers does not require faculty to prepare, teach, assess, and grade small classes, the duties of tutoring differ from the faculty contract and it is our recommendation that a new category be created for tutoring that allows for more support in the centers without impacting FTE loads of the contract. It is difficult to determine and manage when PTF work on different campuses, and BANNER does not have a report for this tracking.

Conclusion

We believe the actions above would have a dramatic impact on the number of students seeking services and, in turn, the number of students building their academic skills and fostering connections with the college community. We therefore make the following recommendations to campus leadership:

- Continue including SLC leadership on Advisory Redesign Early Alert workgroup
- Continue SLC leadership on EAB workflow and training team
- Invite deans to recommend full-time faculty and multi-year faculty involvement in the SLCs
- Collaborate with the faculty union to create a new category for non-classroom tutoring or update FTE tracking in BANNER to ensure compliance with faculty contract
- Collaborate with the Office of Equity and Inclusion and campus partners to develop a suite of resources on topics relevant to equity and inclusion in the context of tutoring
- Ensure that either EAB or TutorTrac is in place as a platform to capture tutoring attendance

VII. Appendix

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Professional Organizations

Leadership of the Student Learning Centers requires active participation on our individual campuses and across national organizations to remain current in our professional abilities and methodologies. The Coordinators and Manager of the four campus student learning centers are involved in the following areas, as active members of their communities:

Organization Membership

American Association of Women in Community College (AAWCC)
Career Development Professionals (CDP)
College Reading and Learning Association (CRLA)
National Academic Advising Association (NACADA)
National Association of Student Personnel Association (NASPA Region V)
National Council on Black American Affairs (NCBAA)
Northwest College Reading and Learning Association (NWCRLA)

Conference Attendance/Workshop Presentation

Achieving the Dream Conference
Equity and Social Justice Action Planning for Leadership
National Conference on Race and Ethnicity (NCORE)
Northwest College Reading and Learning Association (NWCRLA)
Social Justice 2.0 Workshop
Student Services Support & Retention Inservice
Summer Institute for Intercultural Communication
Take 5 Train the Trainer

District/Campus Committee Service

Campus YESS Committee Membership
Campus Diversity Councils
Cascade Leadership Team
Cascade Pre-College Academy Committee
Cascade Teaching and Learning Center Advisory Council

District Leaders of Diversity Council

Diversity Leaders of Diversity Councils Subcommittee on Instruction

EAB Workflow & Training Rollout Team

Early Alert (Advising Redesign workgroup) YESS Subcommittee

Math YESS Subcommittee

Portland Council on Black American Affairs

Rock Creek Advisory Council for College Assistance Migrant Program (CAMP)

Rock Creek Leadership Team

Rock Creek STEAM Advisory Council

Rock Creek YESS Committee co-chair

Southeast Campus Art Committee

Southeast Campus Belonging Workgroup

Southeast Campus Diversity Council

Southeast Campus Leadership Team

Strategic Enrollment Management YESS Subcommittee

Sylvania Student Development Leaders Committee

Teaching & Learning Committee

Various hiring committees

Awards

Student Club Advisor of the Year

Multicultural Center - Equity Ally Award

Women's Resource Center - Women and Gender Equity Award

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