To: PaRC
From: President's Cabinet
Subject: Remodel of the 3500 and 3600 buildings and programming for the new
Learning Resource Center
Date: October 19, 2011

Background:

The College is planning the remodel of the 3500 and 3600 buildings and has
undertaken an analysis of the current and future needs of our students, the research
on student success, the contemporary delivery models for tutorial and supplemental
instruction and the transition from a traditional library model to that of a Learning
Resource Center.

In Winter Quarter, 2010, The Basic Skills Workgroup conducted research on student
success data, and followed up with visits to 12 colleges that had recently remodeled
their learning resource centers (for more detailed information, see attached
PowerPoint). In June 2010 the Basic Skills Workgroup presented its key findings to
PaRC:

- Services were customized to meet students' needs—make-up testing,
  online tutoring, ALD services, group services provided vs. one-on-one
- Administrative support
- Faculty support (many faculty directed)
- Centrally located Centralized services—one-stop shop for tutoring
- Self sustaining for funding –i.e. courses (supplemental learning
  assistance—open entry/open exit, different from supplemental
  instruction), credit and non-credit
- Sense of professionalism—having a greeter, students were tracked
  and monitored, data reported annually
- Open spaces, group study rooms, access to computers for students,
  space could be reserved
- Location of intense student activities

The Basic Skills Workgroup then recommended that PaRC create a Task Force to
review the research, survey student need and make recommendations to inform the
design of the new Learning Resource Center.

The Teaching and Learning Center Task Force:

The Teaching and Learning Center Task Force was convened at the end of Fall Quarter
2010 by PaRC and President Miner, and met for the first time the second week of Winter
Quarter 2011. The task force has the following membership:

Faculty:

Mary Thomas—Library
Marc Knobel—Math
Brian Tapia—Philosophy
Najawa Jardali—ESL
Laurie Bertani—Counseling/PE (was faculty when she started the committee)
Phyllis Spragge—Dental Hygiene (was faculty when she started the committee)

Staff:

Linda Robinson—Media Center
Leslye Noone—Language Arts
Anne Johnson—Tutorial Center
Robert Garcia—Pass the Torch
April Henderson—EOPS
Steve McGriff—KCI

Administrators:

Rose Myers
Eloise Orrell
John Mummert
Brenda Visas
Gay Krause
Paul Starer—Committee Chair

Student:

Melora Svbode

Invited Guest:

Mike Hohl—Gilbane

At the end of Spring Quarter, the task force chair, Paul Starer, presented the taskforce's conclusions to the President's Cabinet, and followed up with a written report (see attached report). Paul summarizes the group's process and findings:

> "The task force has toured both buildings and has discussed funding mechanisms for apportionment generating programming. The task force constructed and disseminated a survey of faculty, staff, administrators, and students to determine what programming each group would like to see incorporated into the remodeled buildings. Some form of tutoring and assistance in subject-specific courses was ranked highly by all groups with student success workshops, and group study places also receiving majority support among faculty and students.
>
> The task force reached no conclusion as to recommendations for programming by the end of spring quarter 2011…"

Additional factors that influence programming in the remodeled space:

The college is currently struggling with reduced revenue from the State of California as well as a reduction in enrollment that further impacts the budget. The current tutorial model, which is decentralized, does not generate apportionment for the college. Further, the current decentralized model requires dedicated space throughout the college that reduces available classroom space that is in high demand for instruction. Based on the review of the research by the Basic Skills Workgroup and the task force, the Cabinet has agreed to the following guiding principles:

Guiding Principles:

- Plan for programming and remodel to best serve our current and future students.
- Recognize the importance of technology in the student learning experience, and incorporate the newest technology into the design.
- Ensure that the planned programming is student centered, and relies upon the student success data and research with regards to learning and supplemental instruction.
- Incorporate the best practices and design elements that we have seen in the colleges that were studied and visited by the Basic Skills Workgroup.
- Develop a more efficient and effective way to provide supplemental instruction and tutorial services to students.
- Maximize the space utilization at Foothill to allow for better classroom utilization and increased instructional offerings, as well as a well-designed and high-functioning learning environment in the LRC.
- Increase FTES (apportionment) to Foothill.

President's Cabinet recommendations:

- The new LRC should house a comprehensive centralized supplemental learning program that will allow for increased non-credit offerings that support student learning, increased space utilization efficiency and generate apportionment for the college.
- The existing peer tutoring models (such as Pass the Torch) should also be housed in this center.
- The design should also incorporate the newest technology that is available for libraries and learning resource centers.
- The design should incorporate the best practices and elements that can be identified from other colleges who have recently remodeled their libraries and learning resource centers.

Timeline:

The design and planning phase for the remodel of the library needs to be completed by June, 2012. In order to accomplish this, the college needs to give final guidance and instruction to the architects no later than November 2011.

Next Steps to be completed by November 2011:

- A subcommittee that includes representative stakeholders will be appointed to review the reports of the college visits that were conducted last winter, and to (re)visit Cañada College's LRC.
- The subcommittee will submit a detailed report of the best practices of the design elements and programming observed there.
- This report will be reviewed by the President's Cabinet, and the appropriate design elements and programming will be forwarded to the architects at the appropriate time.

Additional Next steps:

- The President's Cabinet will review staffing models and make recommendations that best serve the programming of the new space.
- The appropriate faculty and the CCC will review supplemental instruction curriculum at other colleges.
- The President's Cabinet will continue to have dialogue with the stakeholders as plans continue.