



LEARNING CENTER

Non-Instructional Program Review

Spring 2009

LEARNING CENTER

NON INSTRUCTIONAL PROGRAM REVIEW

I. Introduction

A. Overview of the program:

1. Relationship to college mission.
2. Program description, purpose, goals and objectives.
3. Number, type of staff.
 - a. Staff preparation and training.
 - b. Faculty minimum qualifications, diversity and credentials.
 - c. Organizational chart.
4. Approximate number of students served annually.
5. Facilities/Location.

The Learning Center exists to support the education of all students who require instructional support to complete course requirements, who elect to take advantage of instructional support or who need test proctoring or assessment testing. The Learning Center has programs, labs, and staff to support students' educational endeavors.

In agreement with the College Mission Statement, the Learning Center offers a friendly and culturally diverse environment to enhance the educational experience of Citrus students by providing instructional and technological support. The assistance provided ranges from basic math, reading, English, and ESL, to higher division classes for students wishing to continue their education beyond an Associate's Degree. As one of the largest employers of students on campus, attention is paid to student-workers' job preparation and opportunities in addition to providing career development.

The Learning Center is overseen by a classified supervisor who supervises 10 classified employees, 5 – 10 adjunct faculty lab supervisors, and 5 – 7 on-call aides. There are typically 50 – 70 student aides also employed to support and offer program services.

The Learning Center currently occupies 5 – 6 labs and 8 offices in part of the second floor of the ED building and helps to provide services and staffing in the Math Success Center and for the STEM program.

The Learning Center services include:

- Tutorial Services

One of the major and original functions of the Learning Center is to assist students with understanding and completing course material. Free tutoring with trained, peer-tutors is available for almost any subject which Citrus offers on an appointment-

basis, and for some subjects on a drop-in basis. Tutors review course concepts and model effective study strategies to encourage independent learning in the tutees. There are generally between 30 – 50 student tutors on staff who tutor for 25 different disciplines. Ed Code specifies that student tutors receive on-going training as a condition of employment and for which apportionment is collected.

Additionally, tutors and staff for the Math Success Center and STEM Center are trained through the Learning Center. Support staff to process and track attendance is also provided by Learning Center for the Math Success Center.

There are 1.4 instructional classified staff and 1-.5 administrative clerk who recruit, train, schedule, hire, supervise, and schedule tutoring, with another 5 – 6 students aides who assist with processing and scheduling tutees. Tutoring staff have been trained in tutoring methodology. Tutoring generally serves almost 2000 students a year who generate upwards of 9000 contact hours a year.

- Language Lab Services

The Language Lab covers two labs which have available 45- computer stations available to students to supplement language study in the practice of language skills to meet language lab requirements. Conversation Groups are available to ESL students as an opportunity to practice their conversational skills in a small-group setting. Staffing is provided by 5-adjunct faculty lab supervisors who are certificated in a language and 5 – 6 aides. Each year, over 2000 students are served annually who spend almost 29,000 hours.

- Success Center

The Success Center provides a variety of resources to help students enrolled in college success courses. Students use computer-assisted activities, directed learning materials, participate in workshops, attend peer-study groups, and receive tutoring. The Success Center offers access to instructional and technical support in consultative collaboration with faculty lab supervisors and aides to develop and enhance students' composition skills, reading, and critical thinking abilities, and study strategies in a comfortable learning environment. Almost 1500 students are served annually spending almost 18,000 hours in the Center.

- Testing Center

The Testing Center provides a professional, secure, and quiet environment for Distance Education course test proctoring, “make-up” exam proctoring, assessment, placement, diagnostic testing, and job-applicant testing. Additionally, Adapted Testing Services (accommodated testing for students with disabilities) is part of the Testing Center. The program is staffed by 3 instructional classified staff, 2 adjunct faculty lab supervisors and 10 aides. Permanent staff is trained in testing methodology and attend professional conferences and maintains relevant membership in professional organizations. Additionally, staff has experience and knowledge of sensitivity to and understanding serving the disabled population. There are almost 10,000 who complete over 17,000 tests.

6. Progress on prior program review recommendations.

Work more closely with ESL and Foreign Languages to develop and strengthen student accessibility to lab support.

The Learning Center was expanded to allow greater student access by adding an overflow lab for ESL, foreign language, and College Success Center students. Additionally, the PLATO learning system was made available in the Language Lab and College Success Center. Additionally, language instructors are regularly consulted regarding hours for lab availability.

Build or remodel a centrally located facility which can house all of the Learning Center services in one location.

Tutorial Services, Testing Center, Language Lab, and the College Success Center are now all located on the second floor of the Educational Development building which was remodeled to accommodate and subsume some non-credit functions, as well.

Explore access to and/or purchase equipment/programs to enable digitizing of videos. Video server or access is needed to store digitized videos.

ESL and Spanish instructional videos are still, at this time, available in video tape format; however, students now have access to other online multimedia materials available for both ESL and foreign language classes. Videos for tutor training are now in DVD format, as well as the movies required for assignments.

Secretarial support is very much needed; seek approval for hiring of a full time Administrative Assistant.

1 – 2 more permanent testing center staff are needed to maintain operations.

Pursue increasing less than 12 month employees to 12 months.

A full time administrative assistant has not been hired.

Need for staffing for Testing Center was addressed. Positions were reconfigured through retirements and resignations. Currently, one and a half positions are vacant. Increase in less than 12-month employees was not addressed.

II. Integration and Coordination with Other Programs

A. How does this program coordinate with the other Instructional and/or Student Services programs on campus?

The Learning Center's survival is dependent upon good coordination, communication, and integration with and support from other departments. The LC Supervisor and staff regularly communicate with the Counseling regarding matters of orientation, placement, and assessment; the Distance Education regarding providing test proctoring for DE students; individually with scores of faculty across the disciplines in regards to providing test proctoring, lab requirements and attendance, tutorial services. The LC Supervisor serves on the Matriculation Committee and relevant sub-committees; attends and regularly reports at the Distance Education meetings; attends and regularly reports at various academic department meetings; attends and regularly reports at the Faculty Leads meetings;

regularly liaises with Disabled Students Programs and Services; serves on the Campus-Wide Information Technology Committee; and the College Success Advisory Committee.

B. How does this program work with Research and TeCS?

The Learning Center does not have regular interaction with the Research Department. Periodically, we provide placement and assessment data to the department as requested.

The Learning Center interacts with TeCS in several ways:

- 1) TeCS migrate placement results from Accuplacer into Wingspan
- 2) TeCS makes adjustments in Accuplacer when information such as CC# and name have been entered incorrectly.
- 3) TeCS gives technical support for Chi Tester (testing program) and Pearson Vue (computer and networking certification / licensing provider)
- 4) TeCS tracks and advises on necessary licensing and upgrades to computer programs used by the Learning Center and evaluates and recommends all requests for technological equipment and software purchases
- 5) TeCS handles Learning Center network connections
- 6) TeCS staff assists with tracking attendance in various Learning Center labs
- 7) TeCS pulls information from SARS (scheduling) program as needed by other departments at the college
- 8) TeCS assists and advises with planning for development and remodeling of computer lab space.

C. How is this program integrated with student equity and strategic planning?

In the absence of a formal structure for meeting the concerns of student equity, the Learning Center takes a central role in serving underrepresented students. The College Success Counselor, who works mainly with students directed there by assessment test scores, assists those students -- often first-generation college students -- likely to be cowed by the experience of registering for and attending college. In addition, our College Success Center serves underprepared students in English and Reading. We provide additional College Success/Early Alert Workshops at the College Success Center, and through tutorial services.

Program Self-Evaluation

Self-evaluation is based on the WASC Accreditation Standard II:

IIA Instructional Programs

"The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its

mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.”

IIB Student Support Services

“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of the services.”

IIC Library and Learning Support Services

“Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assess these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.”

A. MIS Data Reporting (if applicable).

1. Is data accurate?
2. Is the program coordinator involved in review of the data before it is submitted?
3. If not, please explain.

No MIS Data Reporting seems to be currently pulled from the Learning Center.

B. Access.

1. How accessible is the program?

The Learning Center is open an extensive number of hours and days including weekends. Students may use the Learning Center services during regular hours of operation. During the regular semesters most of the Learning Center’s labs are open 64 hours per week over 6 days with testing open an additional 4 hours on Saturdays (Monday – Thursday 8:00 a.m. – 9:00 p.m., Friday 8:00 a.m. – 4:00 p.m. and Saturdays 9:00 a.m. – 1:00 p.m.);

Testing 8:00 a.m. – 4:00 p.m.). During the Winter session the Learning Center is closed on Saturdays with the exception of the Testing Center, and in the Summer closed both Friday and Saturday.

A new lab, the Success Center, was developed to provide access and support for students in a newly established lab requirement for English 40 and a new class which was added below this level—English 30. The Success Center also serves English 100, Reading 19, 40, and 99 students, as well as non-credit basic skills students. This lab was configured from labs that had existed in the Learning Center and in non-credit previously.

To provide access to students with disabilities, the Learning Center is ADA compliant. Adapted computer technology and resources make the Learning Center services accessible for people with disabilities who require large print, brailled works, and screen readers, as examples. The Learning Center works closely with DSPS to provide equipment and software for students with disabilities. In addition, all multimedia purchased on campus is required to be closed-captioned to meet the needs of hearing impaired and non-native speakers of English.

All Learning Center services are described and listed online for access to students regardless of their location. Tutorial Services offers online tutoring for the most requested subjects via synchronous and asynchronous methods. This online tutoring program was the first of its kind in the nation when it was developed.

Additionally, in our Testing Center, many instructors using our services for test proctoring send test requests via e-mail and use our online testing software (Chi Tester) to set up tests electronically for online access. The assessment / placement instrument (Accuplacer) is also web-based, which allows for assessment of new students anywhere there is internet access, such as in the local high schools. An online testing program / service (VUE) is also used to serve students completing computer competency courses here and in the local community.

- a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities, if appropriate.

The Learning Center does not track demographic data of students that make use of the various programs offered by this department and is not equipped at this time to access the information without a great deal of work. In order to track this information the Learning Center would have to link with other departments within the college, including, but not limited to, TeCS, Research, Admissions, and Counseling to coordinate a system to provide the CRN number of all students using the Success Center, Language Lab, Tutorial, and the Testing Center.

- b. How effective is this program in enabling success for underprepared and underrepresented students?

Serving the needs of underprepared and underrepresented students is a crucial function of the Learning Center, and such students are among the heaviest users of the Learning Center. The new Success Center has been especially tailored to provide these students with hands-on interaction with staff. This is the best method to assist with learning and ensure success.

We have been proud to note very favorable feedback from students who are in English 30 and 40, most of whom are underprepared/underrepresented. Students report that the Success Center experience is helpful and valuable and has improved their writing skills.

Successful service to this student group can be supported by student survey results, as well as documented instructor feedback. Instructors for these courses, also, notice an improvement in the students' course work if they regularly attend the lab.

Additionally, the majority of the students served through tutorial are underprepared/underrepresented. Focus is given in training the tutors to help the students become independent learners by integrating study skills with course content.

C. Success.

1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.
2. Include (where applicable)
 - a. Number of degrees and certificates awarded.
 - b. Number of transfer-prepared students.
 - c. Number of transfers.
 - d. Achievement of non-credit educational goals.

The Learning Center does not track information regarding the students completing their educational goals that have utilized our facilities and is not equipped at this time to access the information. Access to this tracking would be prohibitive. There would need to be systems developed that would allow access to other departments that can provide and coordinate this data.

D. Student Learning Outcomes.

1. Describe your progress in the development and implementation of Program Student Learning Outcomes.

Program Outcomes have been developed for the Learning Center Services. The Learning Center is in the process of refining and evaluating the outcomes.

a. List the program SLOs.

- Provide students instructional support services and resources in a friendly and helpful manner.
 - Students who complete course-assigned language lab activities will enhance their knowledge and language skill.
 - Regular users of testing services will receive timely and accurate evaluation in the form of testing and assessment of knowledge and skills and level of preparation.
 - Students who regularly use tutorial services will evidence independent learner traits through applied study skills.
 - Students receive instructional support for basic skills classes to enhance the learning experience and provide opportunity for students to complete basic skills classes successfully.
-
- What process was used to develop the SLOs?
 - What activities are used to achieve the SLOs?

Program outcomes were developed by analyzing the essence of our measurable services, in discussion with Learning Center staff and the area Dean. To achieve the program outcomes, we 1) extensively evaluate survey results from students, faculty, and staff; 2) consult with other departments concerning their needs; and 3) communicate with faculty regarding their needs for instructional support.

2. How are you assessing the outcomes?

Outcomes are assessed through evaluation of student survey; instructor survey; staff reporting; and data logged regarding successful completion of testing. Survey/assessment information helps to identify areas where program outcomes are not being fully met, and what measures can be taken to meet them such as to restructure instructional support offerings, improve the publication and distribution of information about our services, and improve communication with faculty and students. Students evaluate instructional support labs via survey, and faculty also provides feedback via meetings and periodic surveys. The student survey is distributed in the Learning Center labs periodically and asks about experience with staff and services. Students in the English 30 and 40 classes were surveyed in Fall 2008 specifically about their experiences with using the Success Center in regards to lab hour commitment and lab offerings. Faculty is surveyed by e-mail about their experiences with the Learning Center staff and services. Students who receive tutorial services are also specifically asked about their experiences with tutoring and the tutors.

3. How is the assessment information used to improve services?

After such review, we develop new programs, change, and/or enhance existing services accordingly and as budget allows.

E. Compliance (if applicable)

1. Provide an overview of how this program meets applicable minimum requirements of law.

The Learning Center functions according to legal structures that define how operations should be conducted. For instance, there is specific code that determines the operation of tutoring to collect apportionment; matriculation code that defines placement testing, and code that determines TBA lab structures in regards to activity and apportionment. The TBA lab is currently being re-evaluated by the respective academic departments and the Learning Center supervisor and area Dean.

F. Student Eligibility (if applicable)

1. Describe eligibility requirements for participation in your program.

A currently enrolled Citrus student has use of the Learning Center, according to individual need and type of service sought:

Tutorial – Students seeking help for a class in which they are currently enrolled may apply for tutoring and make regular appointments with a student-tutor either on an as-needed basis by appointment or attending drop-in tutoring or with a recurring, set appointment throughout the semester. They must fill out a Tutor Request Form, which specifies the areas for which they need assistance and requires a signature from their instructor or counselor. Students who wish to become tutors must have taken the subjects they wish to tutor and received a grade of at least a “B,” and must provide documented proof and a recommendation from their instructors. They must also be enrolled in at least six units for the semester they will work.

Success Center – Students enrolled in English 30 and 40 are required to complete 16 hours of computer-assisted lab work. Hours are completed in the Success Center after a class orientation.

Language Lab – Foreign Language and ESL students are required to complete lab hours and also attend a mandatory lab orientation.

Testing Center – Students taking college assessment tests, make-up exams, or Distance Education exams may use the Testing Center. Students with disabilities who require testing accommodations must have a current testing accommodations certification on file.

G. Program Services

1. List and describe the services/components offered by your program.
 - a. Include numbers of students participating in each component, if available.

See above I. Introduction / Program Description / Numbers of students served.

2. Describe how it compares to similar programs at other community colleges in service area (if applicable).

Citrus's Learning Center is much more comprehensive than other Learning Centers at local colleges. Most other colleges' centers focus primarily on only tutoring. Some have support labs and some have some minor testing functions. None includes language lab support and none have all of these functions / programs / level of support.

H. Funding, Expenditure & Accountability (if applicable)

1. How does this program work with the business office to monitor expenditures and fiscal reporting?

This office communicates with fiscal services as needed.

2. WSCH/FTES generated by each program.

Tutorial Services

FTE's = 17.5

Non-Credit Revenue \$45,955

Language Lab

WSCH = 2089

Term WSCH = 36,557

Term FTE's = 69.63

Credit Revenue \$ 255,415

Success Center

WSCH = 1478

Term WSCH = 25,865

Term FTE's = 49.26

Credit Revenue \$180,710

3. Census & FTE trend.

No Information.

I. Environmental impact

1. How has your program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability, etc...)

Environmental Impact

The Learning Center has made a concerted effort to lessen its impact on the environment. All paper used and discarded in the Center for memos, handouts, forms, etc. is recycled. Most paper is reused in the Tutorial for scratch paper; other

handouts, copies, and memos are discarded in a recycling bin. Forms with student confidential information are shredded and then disposed of in a recycling bin. Additionally, lights in the Learning Center offices and labs are attached to sensors which allow the lights to be turned off automatically after a period of inactivity. All used batteries and ink cartridges are sent to the Environmental Health and Safety department for disposal and recycling. The Learning Center has complied with and actively promoted the Citrus policy of attaining a green friendly campus.

J. Technology needs

1. What technology needs currently exist in your program (include justification)?
2. Given your plans for future growth and development, what technology needs do you anticipate in the future?

The available technology that exists in the Learning Center needs to be more flexible and more available. The ability to provide real time online video / web conferencing would enhance tutorial services by making available "on-demand," remote tutoring and technology to support students' learning. Additionally, more room space needs is needed for enhanced computer technology configuration for flexibility / availability of resources.

To provide virtual machines and access at home to students for services is not far off technologically. The ability for verification of identification for secure remote test proctoring via a "robot" to monitor is on the horizon and should be explored.

The future remodel of the Learning Center needs to streamline lab load sets by making access available for specific campus resources through a virtual desktop which would also provide remote access.

Also, a better system to improve tracking and attendance is needed. And, along with any remote systems, adequate staffing to fully support / integrate the systems is required.

Effective Practices

A. Describe what is working well.

1. Include awards and special recognitions.
- The expansion of the program since the last program review has been notable, including the inclusion of the testing center into the main Learning Center operations.
 - Collaboration with Alternative Media / DSPS staff has resulted in improved service to students with disabilities that is both more effective and timely.
 - The Learning Center has been lauded for continuing to operate efficiently and effectively using on-call aides despite the hiring freeze resulting in a loss of

experienced and valuable personnel which has resulted in a 50% decrease in permanent staff.

- The creation of a “writing lab” and the coordination between this function and tutoring, the Language Lab, and Testing as a cohesive unit working to serve students with disabilities and working with DSPTS.
- The subsuming and combining of two Non-Credit labs with two existing Learning Center support labs to create the Success Center has provided greater and better access and support for basic skills students.
- The Testing Center has been lauded by faculty and departments for instituting procedures for double-checks to increase efficiency and consistent, systematic training of staff, particularly with regards to reducing errors and problems in processing and administering academic testing and specifically adapted testing.
- The Learning Center is being called upon more and more to assist with providing expertise to other disciplines to meet program, student and / or instructor needs—particularly in providing information, training, consultation, and staffing for the Math Success Center and for the STEM grant programs.
- Provides an academic experience for students as tutors—many are inspired to work in education / teaching as a result.
- The Learning Center has been lauded for its efforts to help coordinate matriculation activities in regards to assessment and orientation.

B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?

We get the job done!—a number of potential glitches occur on a daily basis that could stymie and cripple our vast operations which serve hundreds of students. The prevailing attitude and expected behavior of Learning Center staff is to operate despite obstacles—and get the job done—get students served.

C. What successful pilot projects have been implemented by your program?

The Testing Center, in conjunction with Counseling, began a block mandatory Assessment / Orientation pilot program which served 690 students between January 5 and February 12 (Winter '09 Semester). The program called for students to make appointments to take the assessment test and a counselor-run orientation in a block. The assessment test was given twice a day followed by the 2-hour orientation with an additional orientation held on Thursday night. Prior to students beginning their assessment test they were given a 10-minute, pre-assessment orientation covering essential information about what the assessment test is; which circumstances are ideal under which to take it; and what the parameters of the measurement are.

The following changes in student behavior were observed during the assessment portion of the program:

- There were a number of students who elected to reschedule taking the test because of outside influences that would have negatively impacted their performance.
- Several students, usually older students returning to college, decided to take advantage of computer programs offered so that they could brush up on their skills prior to taking the test.
- The more formal approach to delivering the test appears to make students more aware that this is something to take it seriously.
- There appeared to be a larger number of students taking longer to complete their assessments instead of rushing through.
- There appeared to be a reduction in the number of students re-testing.

Based on the success of the pre-test orientation, the Testing Center has continued to give the assessment test at set times along with the pre-assessment orientation information which includes a strong recommendation to see a counselor.

A sub-committee of Matriculation is studying how to continue to offer the assessment / orientation on a mandatory-basis and in the block format. By all accounts, it has been a success.

D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?

The Testing Center works very closely with students and faculty to improve communication and test delivery. The result of this close relationship was the development of a much more efficient computer-based test tracking / logging / delivery system. This system provides better tracking of test and testing instructions for staff, as well as, easing the process of making and changing testing appointments for students with disabilities and informing instructors of these appointments. The Testing Center also works very closely with DSPS to continually improve our ability to better understand and accommodate the needs of students with disabilities, including but not limited to, new computer programs and equipment. The Success Center has worked closely with lead instructors and instructors who teach the classes to improve and add to services. Recently, faculty lab supervisors were hired to develop lab curriculum that corresponds to the course curriculum; develop directed learning activities; develop study groups; develop writing workshops; and develop and write protocol for interaction between students and staff for these various activities. All of which faculty and program staff agree with improve the effectiveness of the lab experience.

Language faculty regularly communicates with Language Lab staff to make recommendations and suggestions for additional learning materials. Also, their input is sought to coordinate materials and update materials listings.

In Tutorial Services, input is regularly sought regarding recruiting tutors to meet the needs and demands of students. The staff has worked regularly with the math instructors, staff, HSI / BSI staff to offer versions of tutoring while maintaining compliance with state regulations. Coordination often occurs, as well, to assist disabled students with added needed assistance. Last semester, Geology faculty and staff, DSPS staff, and tutorial staff worked to provide tutoring for blind students in a Geology class. This coordinated effort was needed to insure materials and a tutor would be available when needed for the students.

III. Opportunities for Improvement, Recommendations and Needs Identification

- A. Identify areas where you may need to make adjustments or changes in order to better serve students.
 - 1. Use data and previous discussions as foundation for recommendations.

The Learning Center services are very highly used and the current facility and layout barely allow for enough room for access to all who want to use services during peak times. The current configuration of the Learning Center is a confusion of carved-up rooms that do not allow for easy access and streamlined traffic flow. Additionally, all labs are filled to the corners with equipment, materials, staff, and supplies. There is lacking, also, space for group tutoring and workspace for in-service, orientations and training, and work rooms. The Master Plan for construction allows for a reconfiguration and some additional space for Learning Center services. But further consideration should be given to allotting more and sufficient space.

- 2. Consider needs for data, staffing, program growth and/ or restructuring.
 - a. Include plans, timelines, resources needed, and person(s) responsible for implementing the plans.

With the current budget predicament, hiring has been frozen. The Learning Center has 10 permanent staff positions and half of those are vacant. It is more than difficult to provide continuity in service and to continue to operate fluidly with a 50% reduction in the staffing. This will ultimately limit the access provided as hours and services will need to be reduced.

It is proposed that a reorganization / restructuring be completed of existing staff. A full-time Instructional Lab Tech III who could assist with operations in any of the labs is needed. This person would assist with scheduling staff, maintaining equipment and facility, and assisting with streamlining and

ordering operations. Also, a full-time administrative assistant is needed to coordinate ordering, budget tracking, correspondence, and processing the large number of staff hires and payroll. These two positions could be reclassified from current staff. Additionally, it is recommended that another Instructional Lab Tech be hired to assist in the labs and fill vacancies be hired.

3. Technology needs

- a. What technology needs currently exist in your program (include justification).

See above discussion on Technology needs.

- b. Given your plans for future growth and development, what technology needs do you anticipate in the future?

See above discussion on Technology needs.

IV. Technical Assistance/Training needs

- A. Is there any training or technical assistance that you believe would improve the effectiveness of your program? Be as specific as possible.

Not at this time.

V. Supplemental Information

- A. Provide copies of materials that you provide to students in your program.

Included

- B. Describe any additional reports your program provides to regulatory bodies, if appropriate.

None.

VI. Addenda (as applicable)

- A. Catalog pages pertaining to program.

- B. Program data.

Academic Program Review Documents and Their Equivalent Location in the Student Services Program Review Draft

Student Services PR Draft section	Comparable Academic Program Review Documents/ Data
	MISSION
I a.	Statement of Program Description and Objectives
III d.	List of Certificates Issued for Prior Year
III d.	Sequence of Courses Required to Meet Educational Objectives
VIII	Course Outlines of Record
VIII	Catalog Pages Pertaining to Program
	NEED
III b.	Course Enrollment Trends
III i.	WSCH/FTES Generated for Each Program
III h.	Similar Programs at Other Community Colleges in Service Area
VIII	Articulation Agreements
III i.	Census and FTES Trend
III b.,c.,d.	Student Data
	QUALITY
I a.	Faculty Minimum Qualifications: Diversity and Credentials
III c.	Course/Program/College Grade Distribution
VIII	Syllabi
	FEASIBILITY
VI, I d.	Facility and Equipment Needs
II a.	Library Resources
III f.	COMPLIANCE
VIII	List of Courses with Requisites Not Validated
I e.	Progress in Prior Recommendations

CITRUS COMMUNITY COLLEGE DISTRICT
 Learning Center
 1000 W. Foothill Blvd., Glendora, CA 91741-1899

Date: February 24, 2009
To: Marcy Morris
From: Sally Serrano
Subject: Learning Center Attendance Hours for Winter 2009 (1-5 to 2-12-09)

Category	Students*	Regular* Hours	+Default* Hours	=Total Hours*
Basic Study Skills Total Scans & Manual Entries (Non-Credit) - 31429	82	440	88	528
Supervised Tutoring Total Scans & Manual Entries (Non-Credit) -31430	85	355	24	379
ED 216/ED231 Scans & Manual Entries Tutorial/Language Lab Total				
ESL	60	726	24	750
ED 231 Scans & Manual Entries Language Lab Total				
Spanish	86	1418	24	1442
French	-	-	-	-
German	-	-	-	-
Japanese	-	-	-	-
ED 224/ ED231/ ED216 Scans & Manual Entries Writing Lab/Success Center Total	130	1948	128	2076
English 30	40	577	24	601
English 40	90	1371	104	1475

Not Entered (Actual/Detail)	Number of Use Forms	Number of Hours
All Labs Total	29	61
**Other Basic Study Skills	18	50
**Other Tutoring	3	1

**ESL/Foreign Lang./English/Misc.	8	10
Category Name	Ticket Number(s)	
Basic Study Skills	31429	
Supervised Tutoring	31430	
ESL	25186, 25188, 25190, 25191	
French	-	
German	-	
Japanese	-	
Spanish	25150, 25151, 25152	
English 30	25198, 25199	
English 40	25200, 25202, 25203	

* These numbers represent approximate head count and approximate hours. Includes 8-hour lab credits by default/ID card or number not scanned or keyed out.

** Not entered into computer due to system failure, or invalid/incomplete/missing data.

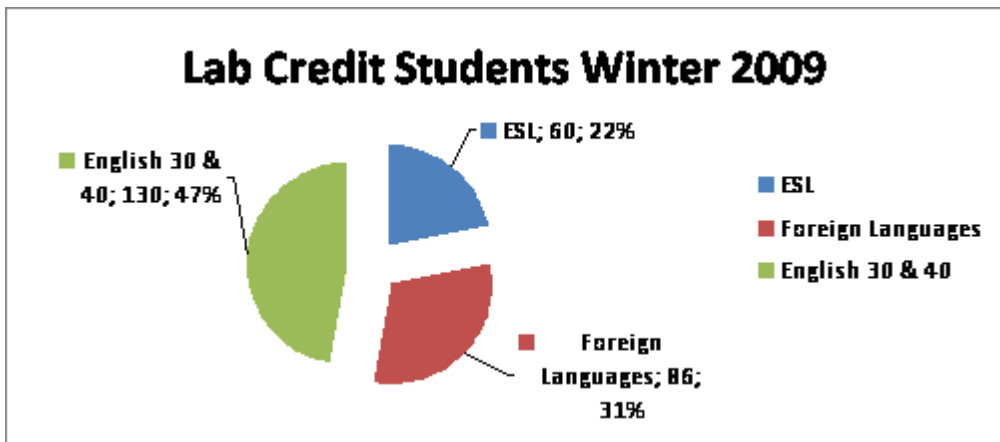
Attachment: (2 pages of pie charts and 2 pages of graphs)

Note: French, German and Japanese not offered this session.

Citrus College Learning Center Semester Attendance Report - Page 1 of 4
Winter 2009 Student Totals for Lab Credit Courses

	Students
ESL	60
Foreign Languages	86
English 30 & 40	130
Total	276

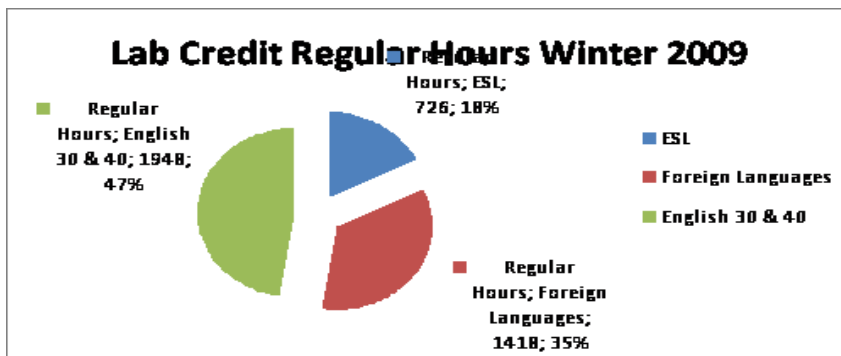
ESL = ED216 & ED231; Foreign Languages = ED231; English 30 & 40 = ED216, ED224 & ED231.



	Regular Hours	Default Hours	Total Hours
ESL	726	24	750
Foreign Languages	1418	24	1442
English 30 & 40	1948	128	2076
Total	4092	176	4268

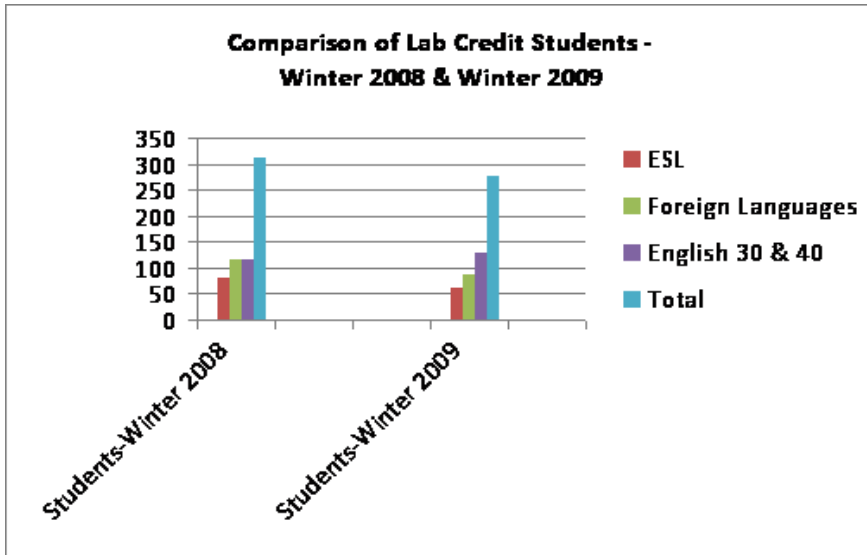
Chart below includes only Regular Hours listed above.

Default Hours are 8 hours given by default due to ID # not scanned/keyed out.



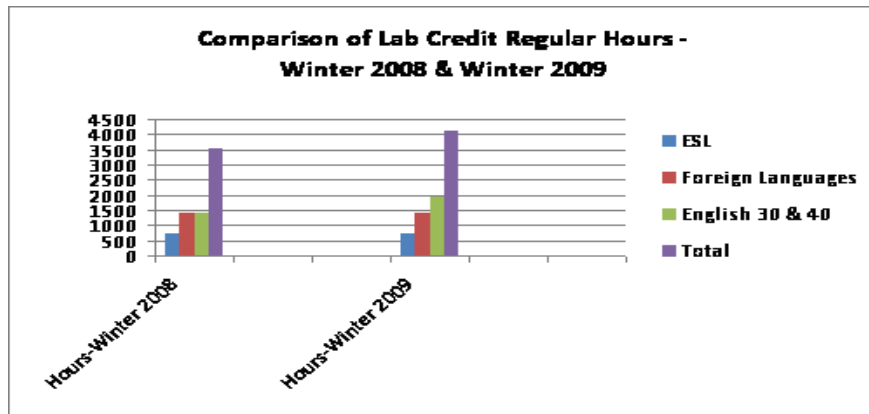
Citrus College Learning Center Semester Attendance Report - Page 2 of 4
 Semester Comparison Report - Winter 2008 & Winter 2009

	Students-Winter 2008	Students-Winter 2009
ESL	80	60
Foreign Languages	114	86
English 30 & 40	116	130
Total	310	276



	Hours-Winter 2008	Hours-Winter 2009
ESL	708	726
Foreign Languages	1413	1418
English 30 & 40	1411	1948
Total	3532	4092

Chart includes only Regular Hours and no 8 hour credit by default hours for those student ID numbers that were not scanned/keyed out.

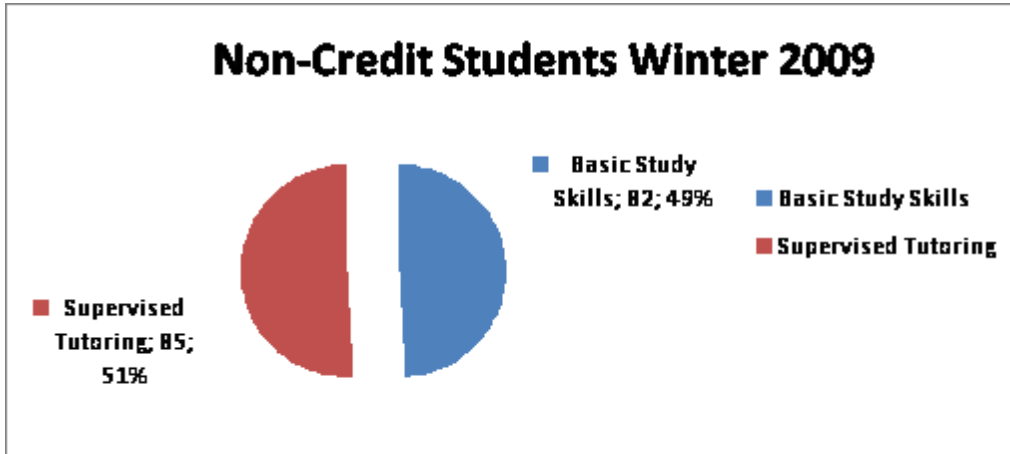


Citrus College Learning Center Semester Attendance Report - Page 3 of 4
 Winter 2009 Student Total for Non-Credit Courses

Students

Basic Study Skills	82
Supervised Tutoring	85
Total	167

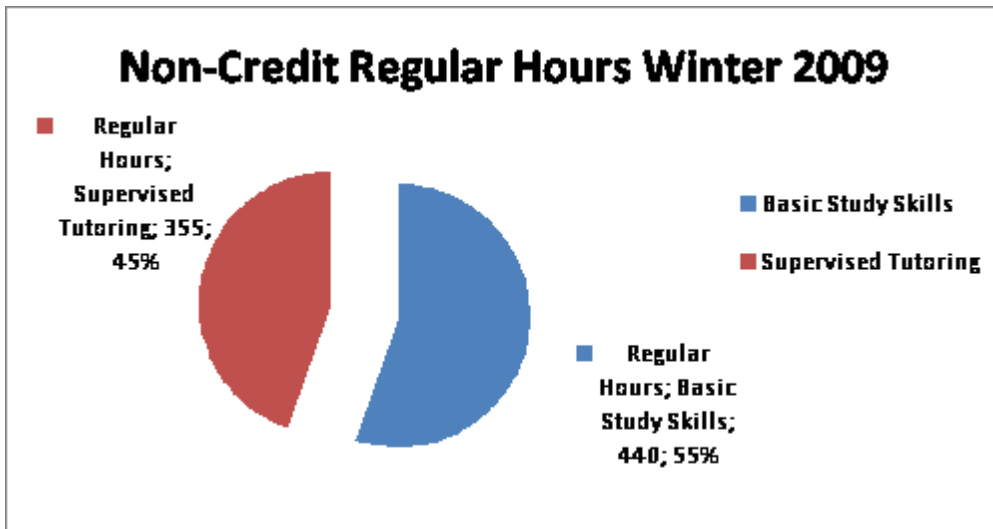
Basic Study Skills = ED216, ED224 & ED231; Supervised Tutoring = ED216.



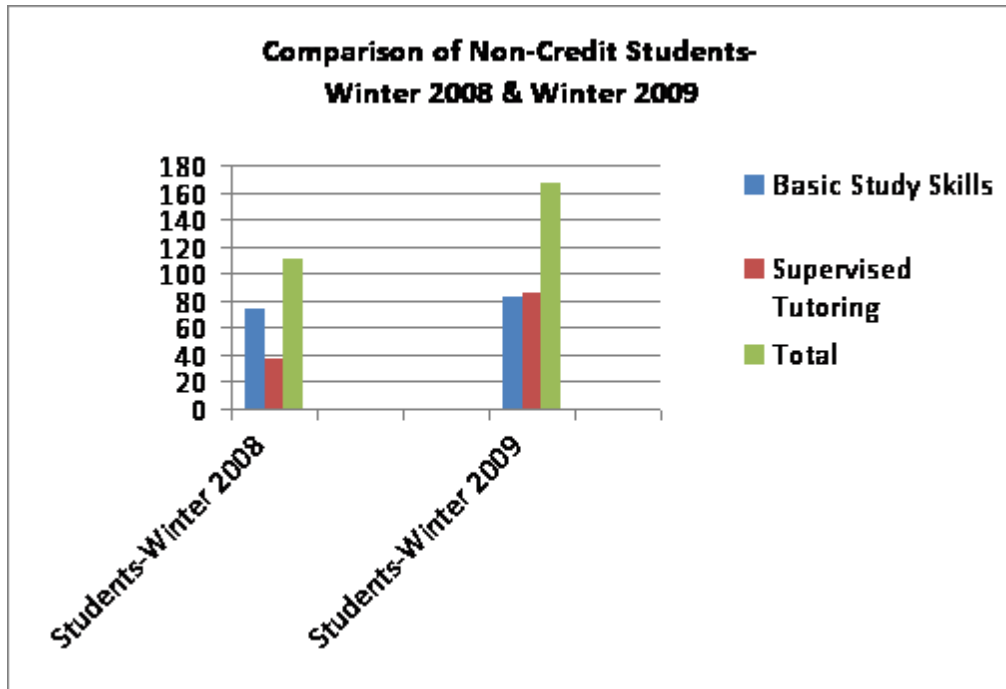
	Regular Hours	Default Hours	Total Hours
Basic Study Skills	440	88	528
Supervised Tutoring	355	24	379
Total	795	112	907

Chart includes only Regular Hours listed above.

Default hours are 8 hours given by default due to ID # not scanned/keyed out.

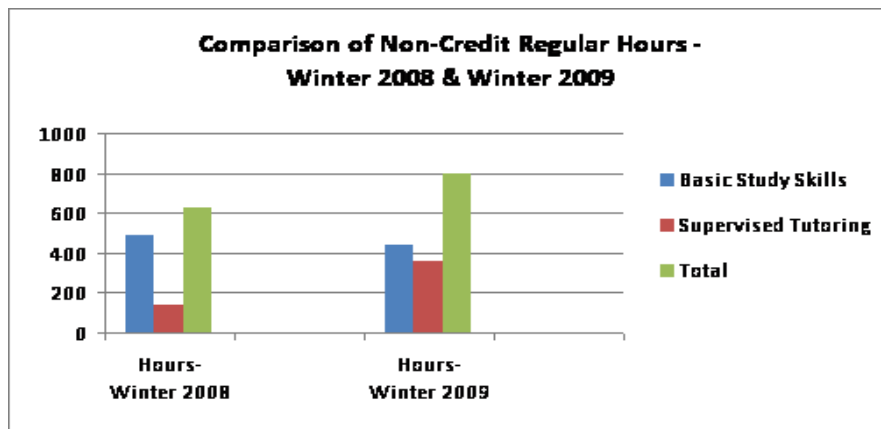


	Students-Winter 2008	Students-Winter 2009
Basic Study Skills	74	82
Supervised Tutoring	37	85
Total	111	167



	Hours-Winter 2008	Hours-Winter 2009
Basic Study Skills	490	440
Supervised Tutoring	139	355
Total	629	795

The above compares regular hours and does not include 8 hour credit by default hours.



Date: February 18, 2009
To: Marcy Morris
From: Sally Serrano
Subject: Learning Center Attendance Hours for Summer 2008 (6-23-08 to 7-31 for lab credit & 8-14-08 for non-credit)

Category	Students*	Regular* Hours	+Default* Hours	=Total Hours*
Basic Study Skills Total Scans & Manual Entries (Non-Credit) -40502	169	844	104	948
Supervised Tutoring Total Scans & Manual Entries (Non-Credit) -40503	90	527	80	607
ED 216/ED231 Scans & Manual Entries Tutorial/Language Lab Total				
ESL	99	1180	24	1204
ED 231 Scans & Manual Entries Language Lab Total	161	2553	32	2585
Spanish	118	1879	32	1911
French	16	277	32	277
German	-	-	-	-
Japanese	27	397	-	397
ED231/ ED216 Scans & Manual Entries Writing Lab/Success Center Total	115	1462	80	1542
English 30	40	560	40	600
English 40	75	902	40	942

Not Entered (Actual/Detail)	Number of Use Forms	Number of Hours
All Labs Total	65	92
**Other Basic Study Skills	48	66
**Other Tutoring	10	14
**ESL/Foreign Lang./English/Misc.	7	12
Category Name	Ticket Number(s)	
Basic Study Skills	40502	

Supervised Tutoring	40503
ESL	40144, 40149, 40152, 40159, 40357, 40359
French	40117
German	-
Japanese	40115
Spanish	40065, 40078, 40122, 40124
English 30	40135, 40203
English 40	40005, 40131, 40132

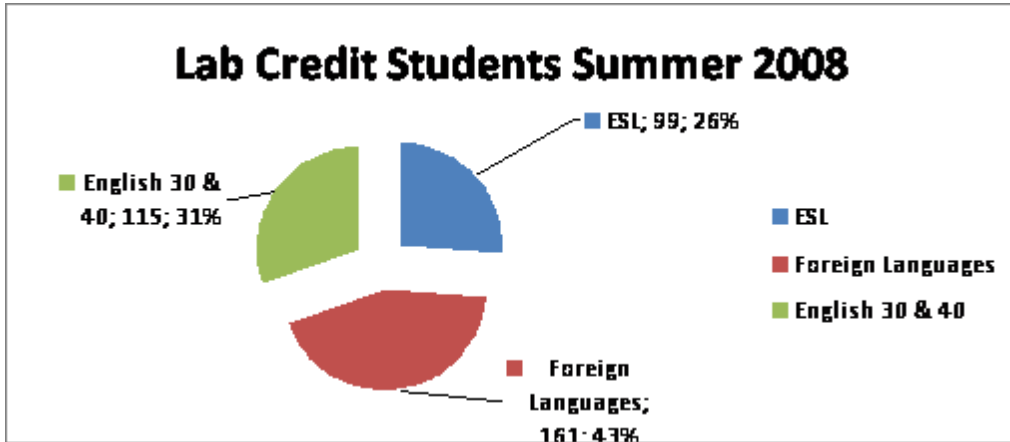
* These numbers represent approximate head count and approximate hours. Includes 8-hour lab credits by default/ID card or number not scanned or keyed out.

** Not entered into computer due to system failure, or invalid/incomplete/missing data.

Attachment: (2 pages of pie charts and 2 pages of graphs)

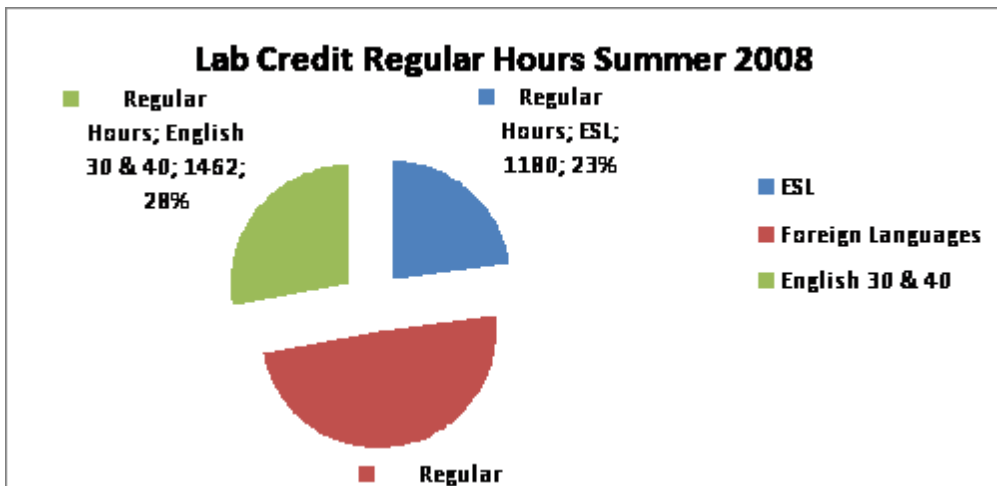
Citrus College Learning Center Semester Attendance Report - Page 1 of 4
 Summer 2008 Student Totals for Lab Credit Courses

	Students
ESL	99
Foreign Languages	161
English 30 & 40	115
Total	375



	Regular Hours	Default Hours	Total Hours
ESL	1180	24	1204
Foreign Languages	2553	32	2585
English 30 & 40	1462	80	1542
Total	5195	136	5331

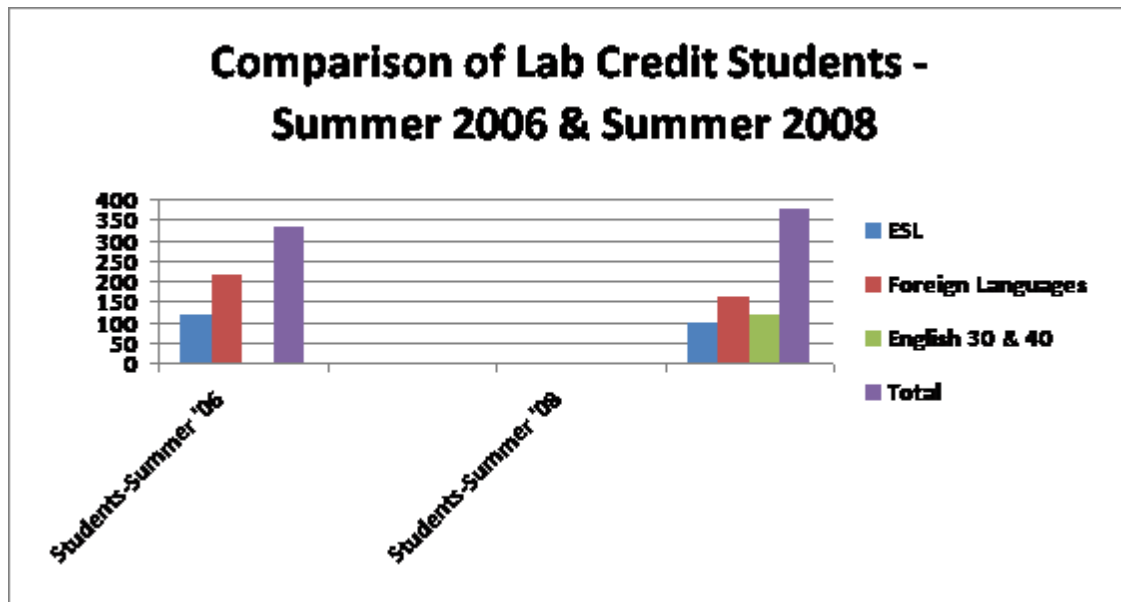
Chart below includes only Regular Hours listed above.
 Default Hours are 8 hours given by default due to ID # not scanned/keyed out.



Citrus College Learning Center Semester Attendance Report - Page 2 of 4
 Semester Comparison Report - Summer 2006 & Summer 2008

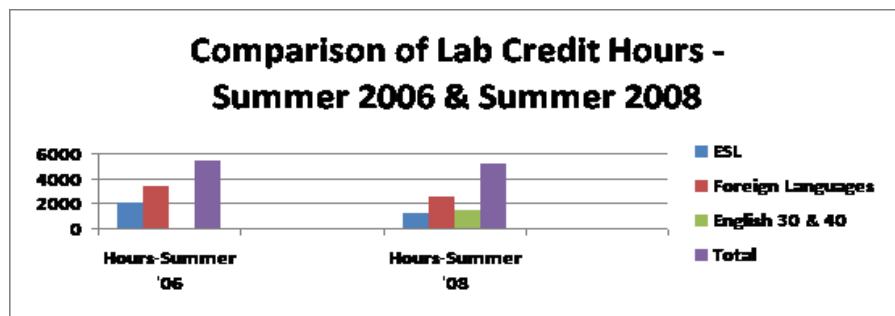
	Students-Summer '06	Students-Summer '08
ESL	117	99
Foreign Languages	213	161
English 30 & 40	0	115
Total	330	375

English 30 & 40 were not part of lab credit courses in Summer 2006.



	Hours-Summer '06	Hours-Summer '08
ESL	2019	1180
Foreign Languages	3341	2553
English 30 & 40	0	1462
Total	5360	5195

The 8 hour default was not in effect in 2006.

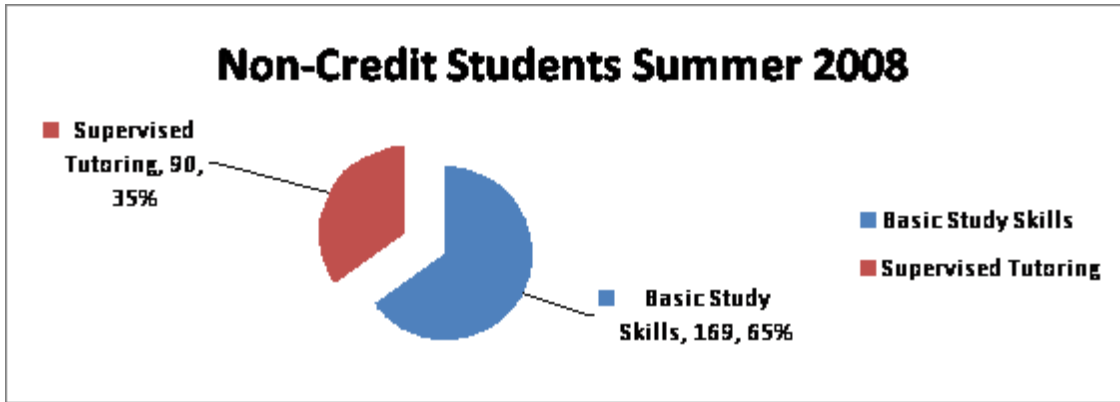


Citrus College Learning Center Semester Attendance Report - Page 3 of 4
 Summer 2008 Student Total for Non-Credit Courses

Students

Basic Study Skills	169
Supervised Tutoring	90
Total	259

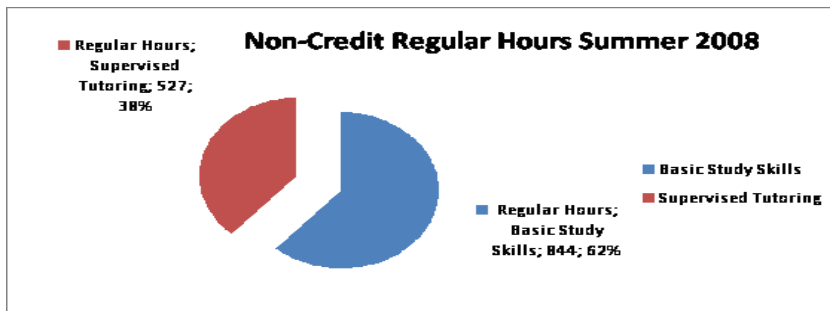
Basic Study Skills = ED216, ED224 & ED231; Supervised Tutoring = ED216.



	Regular Hours	Default Hours	Total Hours
Basic Study Skills	844	104	948
Supervised Tutoring	527	80	607
Total	1371	184	1555

Chart below includes only Regular Hours listed above.

Default Hours are 8 hours given by default due to ID# not scanned/keyed out.

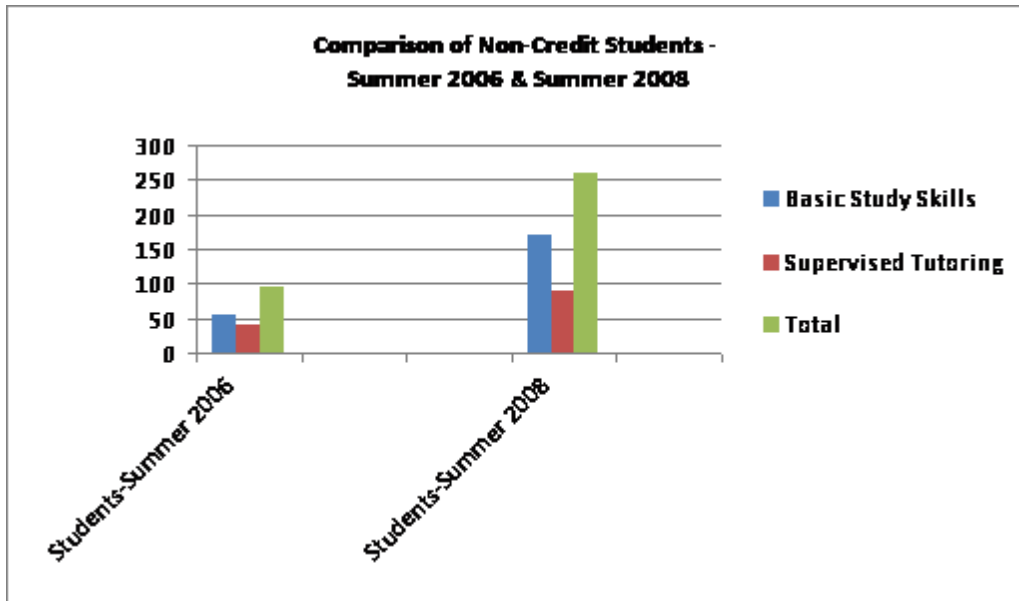


**Citrus College Learning Center Semester Attendance Report - Page 4 of 4
Semester Comparison Report - Summer 2006 & Summer 2008**

	Students-Summer 2006	Students-Summer 2008
Basic Study Skills	54	169
Supervised Tutoring	40	90
Total	94	259

Summer 2006 used for comparison as **Summer 2007 not available** as 3 different methods

of collecting data were used due to a changeover to a new attendance system implemented.



	Hours-Summer 2006	Hours-Summer 2008
Basic Study Skills	251	844
Supervised Tutoring	90	527
Total	341	1371

The 8 hour default was not in effect in 2006.

