



## LEARNING CENTER INSTRUCTIONAL SUPPORT ANNUAL PROGRAM REVIEW and PLAN 2015

### 1. Program Description/Mission:

The Learning Center provides strategies, techniques, and resources to promote the academic success of all students who require instructional support to complete course requirements, who elect to take advantage of instructional support, or who need distance education test proctoring, adapted testing accommodations, or assessment testing. The Learning Center provides instructional support services across the curriculum including Tutorial Services, College Success Center, Writing Café, ESL Lab, and Testing Center. The Learning Center has programs, labs, and staff to support students' educational endeavors. The center offers a friendly and culturally diverse environment to enhance the educational experience of Citrus students by providing instructional and technological support including programs that foster student success for under-prepared students at Citrus, which relates directly to the Mission Statement of Citrus College. The Learning Center is open to all Citrus College students with a Citrus ID card.

### 2. Key functions/goals of this Department/Program:

**The Learning Center services include:**

- **Tutorial Services**

One of the major and original functions of the Learning Center is to assist students with comprehending and analyzing course materials. Tutorial Services, a College Reading & Learning Association (CRLA) Level II Certification center, provides one-on-one tutoring by appointment and drop-in sessions in most subjects by trained staff. CRLA is a national recognized professional learning organization accepted by universities and colleges nationwide, which requires a rigorous training program and scheduled observations by trained staff, including adjunct faculty. Certification by CRLA demonstrates and ensures that Citrus College provides and maintains the highest standards in peer tutoring. Students are allowed 2 hours of tutoring per subject per week. In addition, Tutorial Services offers online tutoring through CCC Confer in Math, English, and Biology. Online tutoring has been established to allow real time help to students unable to utilize the on campus supports. Additional tutorial supports include a speech lab, computers, and supplemental instructional materials.

Fall hours of operation: Monday\_&Wednesday 9AM-6PM, Tuesday\_&Thursday 9AM-7PM (Note: drop-in only 5PM-7PM), and Friday 9AM-2PM (drop-in only).

Winter hours of operation: Monday\_&Wednesday 9AM-5PM, Tuesday\_&Thursday 9AM-4PM, Friday 9AM-2PM (drop in only).

Spring hours of operation: Monday-Thursday 9AM-6PM, and Friday 9AM-2PM (drop-in only).

Summer hours of operation: Monday-Thursday 10AM-5PM.

Tutorial Services serve an estimated 1100 students (unduplicated) in over 120 subjects for 7300 hours in over 6500 visits annually.

Funding is provided by the district.

- **College Success Center**

The College Success Center provides access to instructional and technical support in consultative collaboration with classified staff, lab supervisors (adjunct faculty), Writing Café facilitators, and peer tutors to develop and enhance students' composition skills, reading skills, critical thinking abilities, and study strategies in a comfortable learning environment. The College Success Center offers academic supports to English 098 students who need to complete their required lab hours and all other Citrus students seeking academic support. Students engage in Directed Learning Activities (DLAs), a variety of workshops run by instructors and Writing Café facilitators, peer-study groups, tutoring, and computer-assisted activities. College Success Center workshops include, but are not limited to: College – A New Frontier Workshops, which assists new students in transitioning into college; College 101 Workshops that teach students how to set-up their Citrus email, navigate the WingSpan Registration System, and informs students about the support services offered at Citrus College and the College Success Center Workshops that include topics such as, grammar, essay writing, and reading comprehension.

Fall hours of operation: Monday & Wednesday 11AM-5PM, Tuesday & Thursday 11AM-7PM .

Winter hours of operation: Monday-Thursday 9AM-3PM.

Spring hours of operation: Monday-Thursday 9AM-6PM.

Summer hours of operation: Monday-Thursday 9:30AM-3:30PM.

The Success Center serves an estimated 950 students (unduplicated) for 35,000 hours in over 23,000 visits annually.

In addition, College – A New Frontier (start date: December 2013) and the College101 Workshops serves an estimated 2,900 students (unduplicated) for 2,850 hours in over 2,900 visits annually.

Funding is provided by the district, with additional assistance through the Bridges to Success Grant, and the Basic Skills Initiative (BSI).

- **Writing Cafe**

The goal of the Writing Café is to foster student success by providing supports to all Citrus students requesting English and ESL tutoring, as well as students seeking help with essays, research papers, lab reports, or any other writing assignment. The Writing Café also supplies assistance with reading comprehension and strategies for note taking. In addition, the Writing Café provides embedded tutoring per instructor request and class specific workshops. Consultations and instructional supports are provided through lab supervisors (adjunct faculty), Writing Café facilitators, and specially trained peer tutors that offer drop-in, one-on-one writing consultations, and scheduled appointments by special arrangement. The Writing Café also offers lectures and specialty workshops on a variety of topics including resume writing, professional networking, and personal statement.

Fall hours of operation: Monday & Wednesday 11AM-5PM, Tuesday & Thursday 11AM-7PM .

Winter hours of operation: Monday-Thursday 9AM-3PM.

Spring hours of operation: Monday-Thursday 9AM-6PM.

Summer hours of operation: Monday-Thursday 9:30AM-3:30PM.

The Writing Café serves an estimated 950 students (unduplicated) for 1,750 hours in over 2,200 visits annually.

Funding is provided by the district, with additional assistance through the Bridges to Success Grant, and the Basic Skills Initiative (BSI).

- **ESL Lab**

The ESL Lab is an interactive language learning center that promotes cross-cultural education that is open to Citrus students who need to complete their required lab hours. The lab offers a variety of activities to help improve English skills including grammar DLAs, vocabulary building games, reading exercises, peer-facilitated study groups, conversation groups, and embedded tutoring. Cultural activities are infused in the program, as well as special events, which are promoted in conjunction with the Writing Café and the International Student Center that are open to all Citrus students.

Fall hours of operation: Friday 10AM-12:30PM

Winter and summer hours of operation: Friday 8:45AM-12PM.

Spring hours of operation: Friday 8:30AM-2:30PM

The ESL Lab serves an estimated 950 students (unduplicated) for 20,000 hours in over 18,000 visits annually.

Funding is provided by the district, with additional assistance through the Bridges to Success Grant, and the Basic Skills Initiative (BSI).

- **Testing Center**

The Testing Center functions as a professional, secure, confidential, and quiet environment providing administration and proctoring for distance education exams, chemistry diagnostic, and assessment testing for English and Math placement. Assessment testing is administered through a computerized “smart” placement test to determine the student’s initial placement into English, ESL, and Math courses. Most assessments are done in block sessions followed by a counseling orientation sessions. In addition, the Testing Center handles adapted testing for Disabled Students Programs and Services (DSP&S) students including special accommodations such as specialized computer programs, readers, and scribes.

Summer and fall hours of operation: Monday\_&Wednesday 9AM-6PM, Tuesday\_&Thursday 9AM-8PM (Note: Open 7:30AM for assessment and 8AM for DSP&S testing. Open for instructors Monday-Thursday 8AM and Fridays 8AM-4PM).

Winter and spring hours of operation: Monday\_&Wednesday 9AM-5PM, Tuesday\_&Thursday 9AM-8PM (Note: Open 7:30AM for assessment and 8AM for DSP&S testing. Open for instructors Monday-Thursday at 8AM and Fridays 8AM-4PM).

The Testing Center proctors an estimated 17,750 exams annually, including almost 2,400 adapted exams.

Funding is provided by the district.

### 3. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic.

<b>Outcome</b>	<b>Assessment</b>	<b>Result</b>	<b>Change</b>
<u>Outcome</u>	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
<p><b>1. Learning Center Services:</b>                      Demonstrate newly acquired academic success skills and improved ability to succeed academically.</p>	<p>As measured by student success rates, student self-perception surveys, and faculty feedback.</p>	<p>Student surveys regarding the Learning Center programs are overwhelmingly positive.</p> <p>Feedback from DSP&amp;S staff and Citrus faculty, as well as members of the Student Success and Support Program (SSSP) Committee meetings, Faculty Leads meetings, ESL Faculty Meetings, College Success Advisory Committee, and Bridges to Success Advisory Committee reflect appreciation of the level of service provided.</p> <p>Note: See Individual Centers for results</p>	<p>--Continue to refine procedures, cross-train staff, and make adjustments as needed not only to maintain, but to improve and to expand services provided while maintaining high service standards.</p> <p>--Increase survey sample size.</p> <p>--Market the Learning Center to increase student awareness of services offered.</p>
<p><b>2. Tutorial Services:</b> Demonstrate independent learner traits and academic study skills.</p>	<p>As measured by student self-perception surveys, tutor evaluation of successful student traits and skills, and faculty feedback.</p>	<p>155 students were surveyed in Fall 2013.</p> <p>83% of students report improvement in independent learner traits and academic study skills. 66% of students reported improvement in self-confidence.</p> <p>28% reported that grade improvement in classes has been a result of the services provided.</p> <p>Faculty feedback</p>	<p>--Continue to recruit responsible and talented tutors in a variety of subjects.</p> <p>--Lab supervisors will take a more active role in tutoring, observing, and mentoring tutors.</p> <p>--Refine and improve the scheduling and observation rubric for tutor observations.</p> <p>-- Expand the range of subjects and continued</p>

		<p>expressed during the Faculty Leads meetings, and College Success Advisory Committee reflects appreciation of the level of service provided. Faculty has been supportive of the services provided and often refers students to take advantage of the program.</p>	<p>to explore to enhance the online tutoring program.</p> <ul style="list-style-type: none"> <li>--Continue to update support materials.</li> <li>--Increase survey sample size.</li> <li>--Market center to increase student awareness of services offered.</li> </ul> <p>-CRLA Level 2 certified</p>
<p>3. <b>College Success Center:</b> Demonstrate academic success skills and improved performance on course outcomes through planned interactions with faculty and staff, and structured learning exercises.</p>	<p>As measured by student self-perception surveys, faculty feedback, and student success rates.</p>	<p>106 students were surveyed Fall 2013.</p> <p>Over 83% stated interaction with staff and work completed improved their understanding of concepts attributed to ENGL 098 and basic study skills.</p> <p>84% feel more confident about their English skills.</p> <p>35% of students preferred learning workshops, 29% preferred study groups, and 11% favored instructor-led clinics.</p> <p>Faculty feedback expressed during the Faculty Leads meetings, ESL Faculty Meetings, and College Success Advisory Committee reflects appreciation of the level of service provided. Many of the faculty actively support the Center</p>	<ul style="list-style-type: none"> <li>--Continue to build and expand the range of workshops, study groups, and Directed Learning Activities (DLAs).</li> <li>--During Summer 2013, lab supervisors updated and revised lab manual activities to facilitate changes in the class for the additional unit of instruction.</li> <li>--The Success Center reduced instructor-led clinics and moved towards group collaborative activities within scheduled grammar workshops. The development of scheduled weekly grammar workshops integrate both English 098 and ESL students allowing for cross-cultural exchange and peer mentoring.</li> </ul>

		<p>by incorporating center activities into their syllabi and have relayed that their students are more prepared and their English skill levels have improved.</p> <p>With input from the English 098 and 099 faculty lead, as well as, other English faculty, the English 098 class was redesigned to add an additional unit of instruction and a reduction to 35 students in order to better support student learning.</p> <p>Over 58% of English 098 students passed the class in Fall 2013. Fall 2013 was the first semester that ENGL 098 was a 2 credit class. As a result, there was a stronger emphasis placed on reading comprehension, grammar, and writing skills.</p> <p>In Fall 2013 over 54% of Learning Communities students passed the class. Learning Communities is a class that consists of English 098 paired with Speech 101.</p> <p>Beginning July 2012, the College 101 Workshop was established. In Fall 2013, over 65% of students who attended the workshop rated the workshop to be 5 out of 5 in terms of helpfulness.</p>	<p>--From surveys taken from College Success and Basic Skills, there are consistent findings that prove that students prefer instructor and facilitator interaction rather than computer based activities; therefore, we will continue to develop and to improve our workshops and study group activities.</p> <p>--Reduce the numbers of computers in the College Success Center to allow for more area to facilitate collaborative activities. Installed round desks and rearranged layout of ED224 and ED216 for a more comfortable and accessible learning environment.</p> <p>--The College 101 Workshop was added before the mandatory student orientation to provide additional student support. The workshops are conducted by Writing Café facilitators.</p> <p>--The College – A New Frontier Workshop was established in December 2013. This workshop is conducted before the assessment test to help alert the students and</p>
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			emphasize the importance of the assessment test.
<p>4. <b>Writing Café:</b> Demonstrate ability to communicate effectively with a writing consultant, apply suggested writing improvements, and to self-identify needed writing improvements.</p>	<p>As measured by student self-perception surveys, student evaluations by writing consultants, faculty feedback, and student success rates.</p>	<p>106 students were surveyed between 9/2013 and 3/2014.</p> <p>86% found that the consultants helped them identify areas in their writing that they needed to improve, helped improve their grammar skills, and provided necessary supports.</p> <p>Faculty feedback expressed during the College Success Advisory Committee and Bridges to Success Advisory Committee are positive concerning the educational support services provided. An increasing number of faculty actively support the Writing Cafe by incorporating the Writing Cafe activities into their syllabi. The Writing Café began piloting in-class workshops in Fall 2013 with some faculty using the consultants in their classes for writing workshops. The faculty who participated in the in-class workshops include: Anna Villeneuve, Nancy Quinones, Pam Chui, Becky Rudd, and Suzanne Martinez.</p> <p>Of the 372 students that used the Writing Café in Spring 2013, 78% of students successfully</p>	<p>--Continue to promote the center to students and to clarify that the center does not edit papers, but is focused on assisting students in improving their writing skills.</p> <p>--Incorporate peer workshops in general areas of writing such as outlines, topic sentences, and proofreading.</p> <p>--Writing Café workstations will continue to be adjusted to meet the needs of the students and faculty.</p> <p>--Facilitate faculty support programs through the use of embedded tutoring, specialty workshops, and group study sessions.</p> <p>--From anecdotal evidence and feedback from students, the Writing Café is moving towards a thirty-minute drop-in consultation format with scheduled appointments by special arrangement. This also increased the number of students being served.</p> <p>--Due to an increase in</p>

		<p>completed English 099 with a C or better in the class, compared to 63% of English 099 students who did not use the Writing Café. Citrus Research states the general trend supports a positive association between success and Writing Café use.</p>	<p>the number of ESL basic skill students, we incorporated additional supports in the form of ESL adjunct faculty and specially trained peer tutors into the Writing Café. Additionally, the Writing Café began accommodating small groups of ESL students in the same class for consultations.</p> <p>--Expand our services to include assistance with reading comprehension, annotating text, and strategies for note taking.</p> <p>--CRLA certified</p>
<p><b>5. ESL Lab:</b> Demonstrate enhanced grammar knowledge, pronunciation, vocabulary, and/or language skills.</p>	<p>As measured by student self-perception surveys, faculty feedback, and student success rates.</p>	<p>156 students were surveyed Fall 2013.</p> <p>82% of students rated the quality of their activities of 4 or higher on a scale of 6, 6 being excellent.</p> <p>87% of students rated the quality of instruction to be 4 or higher on a scale of 6, 6 being excellent.</p> <p>Faculty feedback expressed during ESL Faculty meetings is positive concerning the educational support services provided.</p>	<p>--Workshops, study-groups, and clinics will continue to be developed. DLAs have taken place of the old lab manual.</p> <p>--More hands-on assistance has been achieved by increasing the staff (lab supervisors, facilitators, peer tutors) to student ratio. Labs have been scheduled on Friday at different times to reduce the number of students in the lab at any one particular time to increase focus and support. By changing the schedule to Friday, the ESL lab is able to access all three</p>



			<p>classrooms to facilitate activities. These changes have allowed for an increase in conversation groups and the addition of pop culture in the curriculum including movies, television shows, print, and more.</p> <p>--Increase survey sample size.</p>
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**4. Recommendations/Next Steps:**

A review of the status of previous recommendations. Indicate actual or estimated completion date.

	<b>Previous Recommendations</b>	<b>Progress/ Persons Responsible</b>	<b>Status</b>	<b>Estimated Completion</b>
1	Remodel and reconfigure the Learning Center facility.	<p>Within the limitations determined by facilities, the Learning Center staff with assistance of assorted Citrus staff, faculty, facilities, and money provided through grants, remodeled and reconfigured the following:</p> <ol style="list-style-type: none"> <li>1) ED 216 has been reconfigured the work stations to create a multi-use room for ENGL 098 classes, clinics and workshops, Supplemental Instruction (SI) sessions, tutorial overflow, and pre-assessment orientation. The room has been equipped with an overhead projector for presentations.</li> <li>2) ED 224, ED 231, and ED 231A had computers removed and reconfigured work stations were created for more group work space, access to white boards, and better access to students and staff.</li> </ol> <p>Gerald Helm, Suzanne Martinez</p>	Complete	Work completed in Winter 2014

2	Reorganize, restructure, and expand the staff in order to accommodate demand for services.	Due to budget cuts, there has been no progress in expanding classified staff. However, to fulfill the needs of the Learning Center, staff, lab supervisors and student aides have been cross-trained to assist in multiple areas to accommodate demand for services. There has also been a focus on hiring lab supervisors with minimum qualifications in both English and ESL to allow more flexibility in scheduling. The responsibilities of lab supervisors have been increased and diversified. These changes have allowed the center to maintain and improve services even in a time of shrinking resources. Grant funds have allowed the Learning Center to offer new and effective programs and services. Gerald Helm, Suzanne Martinez	Complete within the current budget restraints.	On-going
3	Improve tracking and attendance system.	Access programs have been developed and revised to track and report learning center activities, budgets for each center, special reports as needed for various committee meetings, grant reports, and to meet the needs of faculty and staff. Nicole Gonzalez, Roxanne Gonzalez, Gerald Helm	In progress as new needs are revealed.	On-going
4	Revise SLO Assessments. (Increase sample size)	Have made some revisions, but still needs adjustments. Gerald Helm, Suzanne Martinez, and lab supervisors	In progress as new needs are revealed.	On-going
5	Incorporated College – A New Frontier and the College101 workshops into assessment/new student orientation block schedule.	The College – A New Frontier and College 101 Workshops were devised and approved by counseling. Gerald Helm, Suzanne Martinez, and lab supervisors	Complete	December 2013
6	Seek new grant funds to support ongoing development of innovative student success and completion programs.	Work with the SSSP committee to try and get secure financial supports. Gerald Helm, Marianne Smith, Suzanne Martinez	Progress is very slow.	On-going
7	To meet the state mandate of mandatory Assessment and	No current progress		When funding becomes available

	Orientation and fulfill the recommendations of the Student Support and Success Program (SSSP) Committee, it is recommended that additional staffing and funding be made available to facilitate Assessment/New Student Orientation blocks.	Gerald Helm, SSSP Committee members		
8	To meet the needs of increased number of Distance Education classes and increased number of DSP&S students requiring testing accommodations, it is recommended that additional staffing and funding be made available.	No current progress  Gerald Helm		When funding becomes available
9	Expand the range of subjects supported through online tutoring and explore ways to enhance the online tutoring program.	Currently three online subjects: English, Biology, and Math  Olivia Canales, Andrew Robles, Gerald Helm		Winter 2015
10	Seek funding to further incorporate lab supervisors to tutor various subjects at multi-levels and facilitate specialty workshops.	Planning stage  Olivia Canales, Andrew Robles, Gerald Helm		Progress dependent upon available funds
11	Embedded tutoring by faculty request in a range of subjects.	Planning stage  Olivia Canales, Andrew Robles, Gerald Helm		Progress dependent upon available funds
12	Seek funding for additional tutorial support desk staff to meet the needs of students and faculty.	No current progress  Olivia Canales, Andrew Robles, Gerald Helm		When funding becomes available
13	Expand the range of workshops and study groups offered for English 098 students and any other Citrus College students that require support.	In-progress  Gerald Helm, Suzanne Martinez, and lab supervisors		On-going with adjustments made to student and faculty needs
14	To meet the student needs supported through activities provided by the College Success Center and the Writing Café, it is recommended that additional staffing and funding be made to continue and expand supports	Gerald Helm		Progress dependent upon available funds

	currently funded by Bridges to Success and the Basic Skills Initiative.			
15	Expand the support services offered to international students that address their unique educational needs.	Planning stage  Gerald Helm, Coe Lamoureux		When funding becomes available

Add new recommendations here. Indicate estimated completion date. Include Strategic Plan objectives that require funding.

	<b>New Recommendations</b>	<b>Progress/ Persons Responsible</b>	<b>Estimated Completion</b>
1			
2			
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**5. Resources requested**

**Learning Center**

(Add rows or attach additional pages as needed for complete description / discussion)

**Certificated Personnel (FNIC)**

Position	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Classified Personnel**

Position	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Student Worker**

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Staff Development (Division)**

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Facilities (Facilities)**

Describe repairs or modifications needed include bldg./room	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Computers / Software (TeCS)**

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Equipment**

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**Supplies (Division)**

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

**General Budget Guidelines**

**Budget Preparation Tips:**

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

**Budget Priorities:**

***When establishing priority, consider the following:***

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.

**Link to Planning Key**

SP: Strategic Plan (Indicate Annual Implementation Plan sections)

EMP: Educational and Facilities Master Plan

ILO: Institutional Learning Outcomes

O: Other – Indicate other institutional plan  
Human Resources Plan

Institutional Advancement Plan  
Sustainability Plan  
Technology Plan