

Citrus College Academic/Institutional Support Comprehensive Program Review

Learning Center

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General Information (Citrus College Academic/Institutional Support Comprehensive Program Review)

Standing Requirements

CITRUS COLLEGE MISSION STATEMENT

Citrus College provides innovative educational opportunities and student support services that lead to the successful completion of degrees, transfer, career/technical education and basic skills proficiency. The college fosters personal and professional success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible, and affordable learning community. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions, and student achievement.

PROGRAM MISSION/DESCRIPTION (MISSION STATEMENT)

MISSION: Citrus College Learning Center's mission is to promote student success by providing academic support services in accessible, welcoming, student-centered areas where students develop the academic skills necessary to succeed in their classes and to become independent life-long learners. DESCRIPTION: The Learning Center provides instructional support services through Tutorial Services, Writing Center, ESL Lab, Main Computer Lab, and Testing/Assessment Center.

PROGRAM REVIEW TEAM (ALPHABETIZED BY LAST NAME, LEFT TO RIGHT, THREE COLUMNS)

Fehr, Jody
Helm, Gerald
Villa, Nicole

DEPARTMENT FUNCTIONS (DEPT. FUNCTION BY SECTION AND SPECIAL ACCOMPLISHMENTS)

- Tutorial Services

The goal of Tutorial Services is to assist students with comprehending and analyzing course materials. Tutorial Services, a College Reading & Learning Association (CRLA) Level II certified center, provides drop-in tutoring.

Funding is provided by the district with additional assistance through the Student Equity grant.

- Writing Center

The goal of the Writing Center is to foster student success by providing support to all Citrus College students requesting English and ESL tutoring as well as students who are seeking help with essays, research papers, lab reports, or any other writing assignment. The Writing Center also supplies assistance with reading comprehension and strategies for note taking. The Writing Center provides students access to instructional and technical support including embedded tutors in basic skills English courses, as well as transfer level general education courses.

Funding is provided by the district with additional assistance through the Student Equity grant.

- ESL Lab

The goal of the ESL Lab is to support students in achieving their ESL 020, ESL 030, and ESL 040 student learning outcomes through giving students the opportunity to learn new vocabulary, apply reading strategies, practice note-taking skills, write level-appropriate paragraphs, and increase their cultural awareness.

Hours of operation: By Assignment

Funding is provided by the district with additional assistance through the Basic Skills Initiative (BSI) grant.

- Main Computer Lab

The Main Computer Lab, staffed with classified personnel and lab supervisors, provides technical assistance and features over 50 computers with internet access, 3 printers, and software available to students who need computer resources to complete class projects and assignments. The Main Computer Lab is also utilized for administration and proctoring of online education exams and assessment testing.

Funding is provided by the district.

- Testing Center

The Testing Center functions as a professional, secure, confidential, and quiet environment providing administration and proctoring for online education exams, chemistry diagnostic exams, and assessment testing for English, ESL, and math placement. Assessment testing is administered through a computerized placement test to determine the student's initial placement into English, ESL, and math courses. 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.

Funding is provided by the district.

SERVICE RECIPIENTS (STUDENTS, FACULTY AND STAFF, AND COMMUNITY)

All Learning Center services are offered to any currently enrolled Citrus College students. A Citrus College ID is used to track and verify services provided by the Learning Center.

DATA RELATED TO SERVICE RECIPIENTS (DEMOGRAPHICS, ELIGIBILITY, ACCESSIBILITY, SUCCESS RATES, COMPLIANCE AS APPROPRIATE)

The Office of Institutional Research provided The Learning Center with the following data from Fall 2015 and Fall 2016:

Fall 2015 Writing Center Visits Data:

	WC Attendees	Course Enrollment	Percent Attending WC
ENGL098	51	295	17%
ENGL099	52	1,002	5%
ENGL101	134	1,600	8%
ENGL103	30	781	4%
ESL046	12	75	16%
ESL056	11	43	26%
ESL100	23	159	14%
Total	313	3,955	8%

*Note: 3,955 is NOT a unique headcount. Each course was analyzed separately. Across the five courses presented, the true headcount was 3,737.

	Number of WC Visits	WC Attendees	Visits per attendee
ENGL098	92	51	1.80
ENGL099	133	52	2.56
ENGL101	262	134	1.96
ENGL103	76	30	2.53
ESL046	35	12	2.92
ESL056	37	11	3.36
ESL100	76	23	3.30
Total	711	313	2.27

Fall 2015 Demographics for Writing Center:

	Gender			
	Female	Male	Not Reported	Total
ENGL098	32 (63%)	18 (35%)	1 (2%)	51 (100%)
ENGL099	37 (71%)	14 (27%)	1 (2%)	52 (100%)
ENGL101	67 (50%)	67 (50%)	0 (0%)	134 (100%)
ENGL103	19 (63%)	10 (33%)	1 (3%)	30 (100%)
ESL046	9 (75%)	3 (25%)	0 (0%)	12 (100%)
ESL056	9 (82%)	2 (18%)	0 (0%)	11 (100%)
ESL100	14 (61%)	9 (39%)	0 (0%)	23 (100%)

	Ethnicity				
	Asian	Black	Hispanic	White	Other
ENGL098	6 (12%)	1 (2%)	35 (69%)	9 (18%)	0 (0%)
ENGL099	3 (6%)	2 (4%)	39 (75%)	7 (13%)	1 (2%)
ENGL101	28 (21%)	1 (1%)	74 (55%)	23 (17%)	8 (6%)
ENGL103	7 (23%)	2 (7%)	15 (50%)	3 (10%)	3 (10%)
ESL046	9 (75%)	0 (0%)	0 (0%)	3 (25%)	0 (0%)
ESL056	8 (73%)	0 (0%)	0 (0%)	3 (27%)	0 (0%)
ESL100	20 (87%)	0 (%)	0 (0%)	3 (13%)	0 (0%)

Note: Percentaged across by course.

Fall 2015 Writing Center Success Rates:

	Success Rates			
	WC Attendees		Non-Attendees	
	n	Success Rate	n	Success Rate
ENGL098	51	78%	244	68%
ENGL099	52	85%	950	65%
ENGL101	134	84%	1466	63%
ENGL103	30	87%	751	77%
ESL046	12	75%	63	62%
ESL056	11	100%	32	66%
ESL100	23	70%	136	75%

*Success rates do not suggest WC effectiveness, see appendix B on page 6 for more details on contributors to student outcomes.

Fall 2015 Drop-in Tutoring Visits Data (note: beginning fall 2017 the Learning Center no longer offered math tutoring):

	DIT Attendees	Course Enrollment	Percent Attending DIT
MATH020	9	409	2.2%
MATH029	31	504	6.2%
MATH030	46	830	5.5%
MATH131	2	40	5.0%
MATH150	45	1,294	3.5%
Total	133	3,077	4.3%

*Note: 3,077 is NOT a unique headcount. Each course was analyzed separately. Across the five courses presented, the true headcount was 3,069.

	Number of DIT Visits	DIT Attendees	Visits per attendee
MATH020	23	9	2.6
MATH029	140	31	4.5
MATH030	244	46	5.3
MATH131	8	2	4
MATH150	304	45	6.8
Total	720	134	5.4

Fall 2015 Demographics for Drop-in Tutoring:

	Gender		
	Female	Male	Not Reported
MATH020	5 (56%)	4 (44%)	0 (0%)
MATH029	21 (68%)	10 (32%)	0 (0%)
MATH030	28 (61%)	15 (33%)	3 (7%)
MATH131	1 (50%)	1 (50%)	0 (0%)
MATH150	32 (71%)	13 (29%)	0 (0%)

	Ethnicity					Total
	Asian	Black	Hispanic	White	Other	
MATH020	1 (11%)	0 (0%)	6 (67%)	0 (0%)	0 (0%)	9 (100%)
MATH029	2 (6%)	3 (10%)	22 (71%)	3 (3%)	3 (10%)	31 (100%)
MATH030	8 (17%)	1 (2%)	26 (57%)	2 (4%)	9 (20%)	46 (100%)
MATH131	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)
MATH150	7 (16%)	4 (9%)	32 (71%)	0 (0%)	2 (4%)	45 (100%)

Note: Percentaged across by course.

	Age			
	M	SD	Min	Max
MATH020	28	11	19	48
MATH029	33	15	18	70
MATH030	26	9	18	56
MATH131	25	7	20	30
MATH150	24	9	18	50

Fall 2015 Success Rates for Drop-in Tutoring:

	Success Rates			
	DIT Attendees		Non-Attendees	
	n	Success Rate	n	Success Rate
MATH020	9	56%	400	45%
MATH029	31	58%	473	54%
MATH030	46	57%	784	46%
MATH131	2	0%	38	50%
MATH150	45	51%	1249	54%

*Success rates do not suggest DIT effectiveness, see appendix B on page 6 for more details on contributors to student success.

Fall 2016 Learning Center Usage Summary:

Visit Type	Raw Visits	Percentage of Learning Center Visits	Number of Students Visiting	Average Visits	Median Time Spent in Service
Drop-in Tutoring	3449	72%	667	5.17	63 minutes
Study Groups	344	7%	126	2.73	35 minutes
Writing Café	980	21%	387	2.53	19 minutes
Total	4773	100%	*1180	5.07	39 minutes

*Note: 1180 is NOT a unique headcount. Across the services presented, the true headcount was 942.

Fall 2016 Writing Center Visits Data:

	WC Attendees	Course Enrollment	Percent Attending WC
ENGL098	43	286	15%
ENGL099	77	972	8%
ENGL101	88	1695	5%
ENGL103	37	884	4%
Total	245	3837	6%

*Note: 3,837 is NOT a unique headcount. Each course was analyzed separately. Across the five courses presented, the true headcount was 3,776.

	Number of WC Visits	WC Attendees	Visits per attendee
ENGL098	191	43	4.44
ENGL099	217	77	2.82
ENGL101	193	88	2.19
ENGL103	73	37	1.97
Total	674	245	2.75

Fall 2016 Demographics for Writing Center:

	Gender			
	Female	Male	Not Reported	Total
ENGL098	26 (60%)	16 (37%)	1 (2%)	43 (100%)
ENGL099	50 (65%)	26 (34%)	1 (1%)	77 (100%)
ENGL101	59 (67%)	26 (30%)	3 (3%)	88 (100%)
ENGL103	18 (49%)	19 (51%)	0 (0%)	37 (100%)

	Ethnicity					
	Asian	Black	Hispanic	White	Other	Total
ENGL098	6 (14%)	0 (0%)	31 (72%)	4 (9%)	2 (5%)	43 (100%)
ENGL099	5 (6%)	5 (6%)	57 (74%)	5 (6%)	5 (6%)	77 (100%)
ENGL101	19 (22%)	5 (6%)	47 (53%)	15 (17%)	2 (2%)	88 (100%)
ENGL103	11 (30%)	0 (0%)	21 (57%)	5 (14%)	0 (0%)	37 (100%)

Note: Percentaged across by course.

	Age			
	M	SD	Min	Max
ENGL098	23	9	18	67
ENGL099	24	8	18	57
ENGL101	23	7	17	54
ENGL103	23	4	18	31

Note: Age description for WC attendees only.

Fall 2016 Writing Center Success Rates:

	Success Rates			
	WC Attendees		Non-Attendees	
	n	Success Rate	n	Success Rate
ENGL098	29	67%	139	57%
ENGL099	65	84%	637	71%
ENGL101	70	80%	1048	65%
ENGL103	31	84%	640	76%

*Success rates do not suggest WC effectiveness, see appendix B on page 6 for more details on contributors to student outcomes.

Fall 2016 Drop-in Tutoring Visits Data (note: beginning fall 2017 the Learning Center no longer offered math tutoring):

	DIT Attendees	Course Enrollment	Percent Attending DIT
MATH020	94	255	37%
MATH029	77	499	15%
MATH030	32	730	4%
MATH140	21	216	10%
MATH150	54	1233	4%
MATH151	13	240	5%
Total	291	3173	9%

*Note: 3,173 is NOT a unique headcount. Each course was analyzed separately. Across the five courses presented, the true headcount was 2,977.

	Number of DIT Visits	DIT Attendees	Visits per attendee
MATH020	382	94	4.06
MATH029	600	77	7.79
MATH030	188	32	5.88
MATH140	118	21	5.62
MATH150	321	54	5.94
MATH151	29	13	2.23
Total	1638	291	5.63

Fall 2016 Drop-in Tutoring Demographics:

	Gender			
	Female	Male	Not Reported	Total
MATH020	63 (67%)	28 (30%)	3 (3%)	94 (100%)
MATH029	54 (70%)	21 (27%)	2 (3%)	77 (100%)
MATH030	23 (72%)	9 (28%)	0 (0%)	32 (100%)
MATH140	15 (71%)	6 (29%)	0 (0%)	21 (100%)
MATH150	28 (52%)	25 (46%)	1 (2%)	54 (100%)
MATH151	3 (23%)	10 (77%)	0 (0%)	13 (100%)

	Ethnicity					
	Asian	Black	Hispanic	White	Other	Total
MATH020	3 (3%)	2 (2%)	74 (79%)	11 (12%)	4 (4%)	94 (100%)
MATH029	4 (5%)	1 (1%)	57 (74%)	8 (10%)	7 (9%)	77 (100%)
MATH030	4 (13%)	0 (0%)	23 (72%)	4 (13%)	1 (3%)	32 (100%)
MATH140	0 (0%)	3 (14%)	12 (57%)	3 (14%)	3 (14%)	21 (100%)
MATH150	6 (11%)	2 (4%)	35 (65%)	4 (7%)	7 (13%)	54 (100%)
MATH151	1 (8%)	1 (8%)	6 (46%)	4 (31%)	1 (8%)	13 (100%)

Note: Percentaged across by course.

	Age			
	M	SD	Min	Max
MATH020	22.24	6.34	17	51
MATH029	24.39	6.83	18	48
MATH030	26.75	11.14	18	67
MATH140	24.95	8.65	19	57
MATH150	24.89	8.51	18	50
MATH151	20.69	2.39	18	25

Note: Age description for DIT attendees only.

Fall 2016 Drop-in Tutoring Success Rates:

	Success Rates			
	DIT Attendees		Non-Attendees	
	n	Success Rate	n	Success Rate
MATH020	94	79%	161	78%
MATH029	77	68%	422	56%
MATH030	32	50%	698	49%
MATH140	21	62%	195	66%
MATH150	54	46%	1179	52%
MATH151	13	46%	227	38%

*Success rates do not suggest DIT effectiveness, see appendix B on page 6 for more details on contributors to student success.

The following data table is the Testing Center information for the last 5 fiscal years. The data is collected from the SARS Grid and the Testing Center Testing Log program.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Assessment (# of students)	5281	4719	4744	4746	4229
Distance Education and Make-up (# of students)	10818	7677	7950	9715	8696
Adapted (# of students)	2542	2462	3091	3473	3095
# of DE exams	306	211	203	223	212
# of MU exams	285	4	0	1	0
# of AT exams	3286	3407	3953	4557	4475
Total # of students	18641	14858	15785	17934	16020
Total # of exams	3877	3622	4156	4781	4687

STAFF RESOURCES (SUMMARY, ORGANIZATIONAL CHART, ASSIGNMENTS AND SPECIALITIES, STAFF PREP. AND TRAINING, COMMITTEES)

File Attachments:

1. LC organizational chart_comprehensive.pdf (See appendix)

Citrus College Learning Center Organizational Chart



PHYSICAL RESOURCES (BUILDINGS AND FACILITIES, EQUIPMENT AND MATERIALS, APPLICATIONS AND SOFTWARE)

The Learning Center services offered in P1 are equipped with 1 copier, 7 staff computers, 3 staff printers, 40 student laptops, 2 student printers, 6 adapted testing computers, 4 portable whiteboards, and 3 secured whiteboards.

The Main Computer lab is IS 107 has 2 staff computers, 3 adapted test proctoring computers, 50 computers with internet access, 3 printers, and software available to students who need computer resources to complete class projects and assignments.

SARS Trak is used to track student activities for The Writing Center, Tutorial Services, and The Main Computer Lab (beginning Summer 2018). SARS Grid is utilized to track testing appointments.

For testing purposes, Kurzweil and JAWs software are installed on the adapted testing computers

FISCAL RESOURCES (SUMMARY, BUDGET AND RESOURCES)

The Learning Center has a total of three budget lines that are allocated yearly to the Learning Center. This includes the Learning Center Lab Supervisor line, the Tutorial Services line, and the Tutorial Desk Staff line. Additional grant budget lines have been secured throughout the years in order to fulfill all of the activities and support services that the Learning Center provides. The Learning Center's major category of expenditure is personnel. See the table below for detailed amounts of each budget line per year.

Table 1: Budget line allocation per fiscal year:

Budget Line	2013-2014 Budget Allocation	2014-2015 Budget Allocation	2015-2016 Budget Allocation	2016-2017 Budget Allocation	2017-2018 Budget Allocation
Learning Center Lab Supervisor	\$133,341.69	\$151,193	\$151,193	\$151,193	\$151,193
Learning Center Tutorial Services	\$62,972	\$62,972	\$62,972	\$62,972	\$62,972
Learning Center Tutorial Desk Staff	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Bridges to Success	\$63,242.09	\$23,300			
Basic Skills Initiative	\$70,000	\$124,728.33	\$69,810	\$50,400	\$29,000
Student Equity Plan			\$215,577.72	\$141,592.88	\$75,500

SSSP		\$32,500	\$81,835.86	\$176,121.96	\$45,000
DSPS		\$15,000	\$50,000	\$8,256.13	\$12,786.13
Total	\$333,555.78	\$413,693.33	\$635,388.58	\$594,535.97	\$380,451.13

PROGRAM STUDENT LEARNING OUTCOMES

Learning Center SLOs

Learning Center Services SLO

Demonstrate newly acquired academic success skills and improve ability to succeed academically.

Mapping

Strategic Plan Focus Areas: 1.1 Increase college readiness, 1.2 Transition to collegiate courses, 1.3 Participation in activities, 10.1 Enhance the college's image, 3.3 Professional development opportunities and resources, 5.1 Enhance services through technology, 5.2 Service environment, 5.3 Effective student support services, 5.4 Mitigation of challenges to student success, 5.5 Increase participation in support programs, 5.6 Diversify methods to connect with students, 9.1 Broaden outreach to attract diverse student population, 9.2 Recruitment and professional development, 9.3 Culture of inclusion and collegiality

Tutorial Services SLO 1

Demonstrate independent learner traits and academic study skills.

Mapping

Strategic Plan Focus Areas: 1.1 Increase college readiness, 1.2 Transition to collegiate courses, 1.3 Participation in activities, 5.1 Enhance services through technology, 5.2 Service environment, 5.3 Effective student support services, 5.4 Mitigation of challenges to student success, 5.5 Increase participation in support programs, 5.6 Diversify methods to connect with students

Tutorial Services SLO 2

Improve quality of tutor training to focus on student success techniques and require tutors to complete CRLA certification.

Mapping

Strategic Plan Focus Areas: 3.3 Professional development opportunities and resources

College Success Center SLO

Marked obsolete by Nicole Villa on 03/20/2018 5:08:52 am PST

Mapping

No Mapping

Writing Center SLO

Demonstrate ability to communicate effectively with a writing consultant, apply suggested writing improvements, and to self-identify needed writing improvements.

Mapping

Strategic Plan Focus Areas: 1.1 Increase college readiness, 1.2 Transition to collegiate courses, 1.3 Participation in activities, 5.2 Service environment, 5.3 Effective student support services, 5.4 Mitigation of challenges to student success, 5.5 Increase participation in support programs, 5.6 Diversify methods to connect with students

ESL Lab SLO

Marked obsolete by Nicole Villa on 03/04/2020 6:03:48 am PST

Demonstrate enhanced grammar knowledge, pronunciation, vocabulary, and/or language skills.

Mapping

Strategic Plan Focus Areas: 1.1 Increase college readiness, 1.2 Transition to collegiate courses, 1.3 Participation in activities, 5.2 Service environment, 5.3 Effective student support services, 5.5 Increase participation in support programs

Main Computer Lab SLO

Marked obsolete by Nicole Villa on 03/07/2022 11:28:17 am PST

Demonstrate understanding of computer operation or program instruction needed to complete coursework.

Mapping

Strategic Plan Focus Areas: 5.1 Enhance services through technology, 8.1 Technology to support innovative teaching, 8.2 Robust, secure, accessible infrastructure

Testing Center SLO

Demonstrate accurate evaluation of knowledge, skills, and level of preparation.

Mapping

Strategic Plan Focus Areas: 5.2 Service environment

Past 5 Years Assessment Cycle/Upcoming 5 Years Planning Cycle

EXECUTIVE SUMMARY WITH DATA (BRIEF SUMMARY, COMMENDATIONS, CHALLENGES, AND RECOMMENDATIONS)

Tutorial Services has evolved to fit the needs of the students with continual budget constraints throughout the last five years. From 2013-2015, tutoring was offered in a wide variety of subjects with a limitation of 2 hours of tutoring per subject per week. During this time, tutoring was provided one-on-one by appointment and drop-in sessions. This was an inefficient use of funds because it required desk staff to book appointments and also limited student access and availability to tutoring services since one tutor could only serve one student at a time. To offset the challenge of availability of services, in 2015 we began offering tutorial services solely on a drop-in basis to optimize the budget and serve as many students as possible. In addition students could utilize the services for an unlimited amount of time. Overall, the changes in our services have been well-received by students as indicated by the general increase in number of headcount and visits (see Table 1).

Table 1: Tutorial Services Headcount and Visits w/Comparisons from 2013-2017

Fiscal Year	Headcount	Visits	% comparison headcount	% comparison visits
2013-2014	1168	6266		
2014-2015	1308	8823	+12%	+41%
2015-2016	1340	5957	+2%	-32%
2016-2017	1791	9488	+34%	+59%

In Fall 2017, Tutorial Services changed its focus to non-math and science related courses in order to avoid duplication of services between departments (Tutorial and Math Success Center). This change caused a decrease in the visits and headcount for Tutorial Services. This decrease has been addressed by recruiting additional tutors for general education courses, reaching out to instructors for recommendations for new tutors, and increasing class visits to promote Tutorial Services. Since this issue has been addressed, an increase has been seen and is expected to continue in future semesters. Tutorial Services has also expanded their services by providing satellite tutoring to the Veterans Center and Foster Youth program. These satellite tutoring services did not have many visits; in order to address this, we have decided to try and recruit tutors from the programs themselves (veterans and foster youth) to create a more welcoming environment and give the students a sense of comradery amongst themselves. In Spring 2018, we researched the possibility of expanding satellite tutoring to the Athletic and Performing Arts department as well as other areas on campus. Unfortunately the resources were not available to make this happen, but it will be revisited in the future.

The Learning Center activities, which include workshops and embedded tutoring, are now being classified under the Writing Center into the 2018 year. We have included the 2017 data for the College Success Center, but in the future we will be re-evaluating the SLOs for the Writing Center to include these activities. In 2017, services were expanded by providing more regularly scheduled embedded tutors to multiple sections of English 099, English 101, English 103, Speech 101, and Sociology 201 in addition to the English 098 and ESL lab sections. Beginning Fall 2017, special date embedded tutoring has been added for a wide array of courses. The Learning Center no longer provides embedded tutors for Math 025 or Math 020, but has continued to work with the Math Success Center to provide an easy transition in scheduling the supports for embedded tutors in math courses.

The Writing Center has seen a dramatic increase in visits and headcount due to an increase in promotion, hours of operation, and ease of access for students during the last fiscal year (see Table 2).

Table 2: Writing Center Headcount and Visits w/Comparisons from 2013-2018

Fiscal Year	Headcount	Visits	% comparison headcount	% comparison visits
2013-2014	1206	2917		
2014-2015	1117	2645	-7%	-9%
2015-2016	1023	2074	-8%	-22%
2016-2017	1038	2676	+1%	+29%
2017-2018 (without Sum' 18)	2284	6580	+120%	+146%

From 2013-2016, the Writing Center provided one-on-one tutoring by appointment and drop-in sessions, with multiple one-on-one appointments during one given time slot. In Fall 2017, the Writing Center began focusing on the Open Writing Lab (OWL) service. OWL is a drop-in support for students that allows them to visit the Writing Center for an open-ended length of time. The Writing Center continues to offer one-on-one appointments every 30 minutes, but with the addition of OWL, more students have access to a Writing Center tutor for a longer period of time. Instructor support continues to grow, which is demonstrated by instructors providing extra credit for their students and/or making it a requirement for their students to visit the Writing Center. Faculty have also expressed interest in providing supplemental training to increase the quality of tutoring the Writing Center provides. Beginning Winter 2018, we strategically began scheduling embedded tutors in OWL immediately before or after the class that they are assigned to in order to encourage the students in the embedded tutor's class to visit the Writing Center for additional support. The embedded tutors and students report positive feedback with linking the OWL hours to their embedded classes because students feel more comfortable seeking assistance from their embedded tutor in the Writing Center and feel more confident discussing their course material with that tutor. Beginning spring 2017, the embedded tutor program was offered to classes other than English 098. Two English 099 classes were served by embedded tutors in spring 2017. In Spring 2018, embedded tutors served six English 098 classes as well as fourteen other classes including sections of English 101 and Speech 101. We plan to continue these programs and will utilize institutional research to study the effectiveness on student success.

Over the past 5 years the Learning Center has provided continual support for the ESL Lab through embedded tutoring. There have been few changes to the ESL lab throughout the years.

The Main Computer Lab provides technical assistance and features over 50 computers with internet access, 3 printers, and software available to students who need computer resources to complete class projects and assignments. Beginning 2015-2016, the Main Computer Lab started proctoring online education exams. Assessment testing was moved to SS 109 in 2015, then moved again to IS 107 in 2016. Staff was cross-trained to proctor online education and assessment exams, as well as facilitate supervision of the Main Computer Lab. This was a budget conscious move that allowed one location for both of these testing services.

Due to decreases in grant budget allocations to the Learning Center and an increase in tutor and lab supervisor wages without an increase in District funds, there has been a reduction in hours of operation.

In the next five years, the Learning Center will undergo many changes with hopes to obtain consistency throughout support services offered, within budget constraints. The Learning Center is temporarily in the Portable 1 location until the ED building completes its renovation. Once the ED building is complete, the hope is that the Learning Center will have optimal space and format to operate at full capacity. The Learning Center will have less emphasis on testing services and tutorial services moving forward since the assessment test will no longer be required and tutoring subjects have been minimized due to the movement of math and science tutoring to STEM. The focus will remain on the Writing Center, Speech Lab, and embedded tutoring services, as well as Adapted testing. We have had a rise in the number in Writing Center and Speech Lab visits over the last couple years due to promotion and embedded tutoring. In order to provide the most effective services to students, the Learning Center will continue to focus on promotion, training, and development of the Writing Center and Speech Lab. As research has proven, embedded tutoring services are reportedly better than appointment based tutorial services because it reaches a wider variety of students who may not have sought tutorial services to begin with. The Writing Center continually strives to provide more embedded tutors per semester and will continue to do this over the next five years. Adapted testing remains a focus because it is a requirement for the college to provide testing accommodations for DSP&S students who qualify for specific services. All of these services will continue to be provided, but will be limited based on the budget. Every year the Learning Center requests an increase in district funds due to increases in employee wages, but has not seen any increase addressing this issue. The Learning Center will continue to request district funds because student support services offered will never be consistent due to the fluctuation of available grant funds. Until appropriate district funds are provided, more concrete plans for the future cannot be made.

SUMMARY OF PAST LEARNING OUTCOMES ASSESSMENTS

Outcome	Assessment	Result	Change
1. Learning Center Services: Demonstrate newly acquired academic success skills and improve ability to succeed academically.	As measured by student success rates, student self-perception surveys, and faculty feedback.	Student surveys regarding the Learning Center programs are overwhelmingly positive. Feedback from DSP&S staff and Citrus College faculty, as well as members of the Student Success and Support Program (SSSP) Committee meetings, ESL Faculty Meetings, and College Success Advisory Committee reflect appreciation of the level of service provided.	--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. --Continue to expand publicity of Learning Center services offered to increase student awareness.
2. Tutorial Services: Demonstrate independent learner traits and academic study skills.	As measured by student self-perception surveys, tutor evaluation of successful student traits and skills, and faculty feedback.	Since 2013, the tutee feedback for Tutorial Services has been positive. In Fall 2013, 83% of students report improvement in independent learner traits and academic study skills. 66% of students reported improvement in self-confidence. Of the students surveyed in the 2014-2015 fiscal year, 70% reported that their knowledge of the subject area increased due to tutoring. 34% reported grade improvement in classes as a result of the services provided. When asked to rate the quality of tutoring received, students responded in an overwhelmingly positive manner, including tutees rating 100% preparedness by tutors. An increase in the amount of surveys was seen in the 2015-2016 year. Of the students surveyed in Fall 2015 and Winter 2016, 96% of tutees reported the tutoring session helped identify areas in the subject that they needed to improve. 96% stated that the tutor was able to provide the tutee with the support necessary to complete their assignments or prepare for their exams. 97% of tutees reported that the tutor communicated effectively. An increase in tutorial usage hours is seen with the transition from appointment based to drop-in based tutoring. Tutorial Services provided 579 hours of tutoring in Winter 2015. In Winter 2016, Tutorial Services provided 684 hours of tutoring. There were a similar amount of hours for Summer 2015 and Fall 2015, which	--Continue to recruit responsible and talented tutors in a variety of subjects. --Continue to increase the number of CRLA Level 1 and Level 2 certified tutors through mandatory scheduled tutor training meetings and tutor training activities. Begin application for CRLA Level 3 certification. --Lab supervisors taking a more active role in tutoring, observing, and mentoring tutors. --Continue to refine and improve the scheduling and observation rubric for tutor observations. -- Actively seek tutors in student requested subjects by contacting faculty. --Continue to update support materials. --Continue to publicize Center to increase student awareness of services offered by handing out flyers, hanging flyers throughout campus, sending flyers through campus mail, and emailing flyers to faculty to post on their Blackboard page. --Obtain feedback from tutorial staff on improvements and recommendations necessary for optimal student success.

		<p>could be attributed to tutees being unaware of the change that allows additional access to tutoring. Students are becoming aware of the change and increasing the length of their stays.</p> <p>For Fall 2016 and Winter 2017, 93% of tutees reported that the tutoring session helped identify areas in the subject that they needed to improve. 94% stated that the tutor was able to provide the tutee with the support necessary to complete their assignments or prepare for their exams. 97% of tutees reported that the tutor communicated effectively. An increase in students seeking tutorial services, tutorial visits, and usage hours was seen. Tutorial Services provided tutoring for 668 students and 2,485 visits in Fall 2015 - Winter 2016. For Fall 2016 - Winter 2017, Tutorial Services provided tutoring for 851 students and 4,040 visits. This is a 27% increase in the number of students assisted and an increase of 63% in the number of visits.</p> <p>In the 2017-2018 fiscal year there was a decrease in number of students utilizing tutorial services because of the move of math and science tutoring to The Math Success Center. However, The Learning Center has began focusing on Speech 101 embedded tutoring as well as tutoring in general education courses which has begun to pick up, and an exponential increase is projected as indicated by the current numbers.</p> <p>Faculty feedback expressed during the College Success Advisory Committee reflects appreciation of the level of service provided. Faculty have been supportive of the services provided, allowing promotional class visits and often referring students to take advantage of the program.</p>	
<p>3. College Success Center: Demonstrate academic success skills and improve 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>The College Success Center has been largely linked to support for the English 098 course. The embedded tutor component of the class was classified under College Success Center. In Fall 2015, English 098 study groups were created and classified under College Success Center. In Spring 2017, Power Boost (15 minute writing center consultation that also allowed English 098 students the opportunity to review any assignments) was created as a part of the College Success Center. Many different College Success Center workshops have been created and discontinued, such as the College 101 Workshop, reading and grammar workshops, and various subject study groups.</p> <p>Although most of these activities have had positive feedback, the lack of attendance during some semesters make it fiscally difficult to continue offering all of these activities. Some of the activities, such as embedded tutoring, will continue to be offered but will now be classified under The Writing Center. The College Success Center was not a known entity of The Learning Center by students or faculty. It was merely</p>	<p>--Classify any workshops, study groups, or activities previously classified under College Success Center under The Writing Center or Tutorial Services.</p>

		an additional part of The Learning Center that can now be deemed obsolete.	
4. Writing Center: Demonstrate ability to communicate effectively with a writing consultant, apply suggested writing improvements, and to self-identify needed writing improvements.	As measured by student self-perception surveys, student evaluations by writing consultants, faculty feedback, and student success rates.	<p>The Writing Center has always had overwhelmingly positive feedback.</p> <p>In 2013-2014, 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>99% of the students surveyed in the 2014-2015 fiscal year found that the consultants helped them identify areas in their writing that they needed to improve, as well as helped improve their grammar skills, and provided necessary supports.</p> <p>96% of the students surveyed in the 2015-2016 fiscal year found that the consultants helped them identify areas in their writing that they needed to improve. 97% of the students found that the writing consultation helped identify and correct grammar errors. 99% of students surveyed reported that the writing consultation gave them necessary support to complete a writing assignment using appropriate academic language.</p> <p>94% of the students surveyed from Fall 2016 – Winter 2017 found that the consultants helped them identify areas in their writing that they needed to improve. 91% of the students found that the writing consultation helped identify and correct grammar errors. 94% of students surveyed reported that the writing consultation gave them necessary support to complete a writing assignment using appropriate academic language.</p> <p>An increasing number of faculty actively support the Writing Center by incorporating the Writing Center activities on their syllabi and requesting class visits at the beginning of the semester.</p>	<p>--Continue to promote the center to students and to clarify that the center does not edit papers, but it is focused on assisting students in improving their writing skills.</p> <p>--Writing Center 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>
5. ESL Lab: Demonstrate enhanced grammar knowledge, pronunciation, vocabulary, and/or language skills.	As measured by student self-perception surveys, faculty feedback, and student success rates.	<p>ESL Lab feedback has been consistently positive.</p> <p>In Fall 2013, 82% of students rated the quality of their activities of 4 or higher on a scale of 6, 6 being excellent. 87% of students rated the quality of instruction to be 4 or higher on a scale of 6, 6 being excellent.</p> <p>In 2014-2015, 85% of students rated the ESL lab assignments as helpful with their reading skills. 81% of students stated the ESL lab assignments helped with their writing and grammar skills. 86% of students reported ESL lab assignments helped with their speaking and listening skills.</p> <p>In 2015-2016, 71% of students reported the ESL Lab assignments expanded their vocabulary and improved their reading and writing skills. 71% of students stated that the ESL Lab assignments improved their ability to speak in and outside of class. 72%</p>	--Increase survey sample size.

		<p>of those surveyed reported that the ESL Lab assignments increased their cultural awareness regarding school and everyday life.</p> <p>In 2016-2017, 81% of students reported that the ESL Lab assignments increased their knowledge of American culture. 76% of students stated that the ESL Lab assignments expanded their vocabulary and improved their reading and writing skills. 80% of those surveyed reported that the ESL Lab assignments improved their ability to speak in and outside of class.</p> <p>Faculty feedback expressed during ESL Faculty meetings is positive concerning the educational support services provided.</p>	
<p>6. Main Computer Lab: Demonstrate understanding of computer operation or program instruction needed to complete coursework.</p>	As measured by student self-perception surveys and faculty feedback.	<p>The Learning Center began incorporating the Main Computer Lab beginning 2014. Since taking over the Main Computer Lab there has been an exponential increase in the feedback of the students. In 2015, The Learning Center was able to obtain funding to update most of the computer lab computers to virtual computers.</p> <p>Of the students surveyed in the 2014-2015 fiscal year, 88% believed that the computer lab had proper software or hardware accommodations available to complete their assignments. 93% of students surveyed reported that the lab provided a good work environment. 92% of students found that the lab personnel were able to provide them with the support necessary to use the computers or understand their classroom work or activities.</p> <p>Of the students surveyed in the 2015-2016 fiscal year, 89% believed that the computer lab had proper software or hardware accommodations available to complete their assignments. 94% of students surveyed reported that the lab provided a good work environment. 96% of students found that the lab personnel were able to provide them with the support necessary to use the computers or understand their classroom work or activities.</p> <p>Of the students surveyed in the 2016-2017 fiscal year, 95% believed that the computer lab had proper software or hardware accommodations available to complete their assignments. 98% of students surveyed reported that the lab provided a good work environment. 95% of students found that the lab personnel were able to provide them with the support necessary to use the computers or understand their classroom work or activities.</p>	<p>--Increase survey sample size --Install tracking device to capture the most busy hours of operation</p>
<p>7. Testing Center: Demonstrate accurate evaluation of knowledge, skills, and level of preparation.</p>	As measured by student self-perception surveys and faculty feedback.	<p>Testing Center surveys only began in the 2014-2015 fiscal year. Since then the surveys have indicated satisfaction from students.</p> <p>Of the students surveyed in the 2014-2015 fiscal year, 86% were satisfied with the Testing Center services.</p>	<p>--Adjust hours of operation according to budget constraints unless other funding is provided --Continue to provide current services to faculty and students --Continue to accommodate adapted tests for students --Continue to arrange scheduled</p>

	<p>Of the DSP&S students surveyed in the 2015-2016 fiscal year, 92% of students reported that testing parameters and materials allowed were specified. 96% of students surveyed stated the Testing Center provided a positive testing environment</p> <p>Of the students surveyed in the 2016-2017 fiscal year, 96% of students reported that testing parameters and materials allowed were specified. 95% of students surveyed stated that the Testing Center provided a positive testing environment. 100% of the DSP&S students surveyed stated that their testing accommodations were properly provided.</p> <p>Faculty have been supportive of the services provided but have expressed their interest in having the Testing Center administer make-up exams again. Our hours of operation have been adjusted accordingly throughout the years. Currently, we have had to reduce our hours of operation for adapted and online testing due to budget constraints.</p>	<p>Assessment/Orientation blocks for new students, international students, and student athletes</p> <p>--Proctor assessment exams in the main computer lab outside of assessment block times</p> <p>to increase access to students</p> <p>--Increase survey sample size</p>
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SUMMARY OF PAST RECOMMENDATIONS/GOALS

Past recommendations/goals have been centered around budget requests and constraints. Throughout the last five years we have been able to adequately run The Learning Center on limited funds by obtaining additional funds through grants. However, as we move into the 2018-2019 fiscal year, there has been a significant decrease in additional funding. The table below includes all of the previous recommendations/goals. Our future recommendations/goals will indicate the effect due to budget constraints.

Fiscal Year	Previous Recommendations	Progress/ Persons Responsible	Status	Estimated Completion
2017-2018	Seek a 35% increase in District funding for student tutors to accommodate the 10% wage increase of student tutors on 01/01/16, the 5% increase on 01/01/17, the 4.76% increase on 1/01/2018, and the scheduled 9% increase on 1/01/2019. This increase will also support the expansion of support services and expected growth of the college.	No progress Gerald Helm, Gina Hogan	On-going	June 2019
2017-2018	Allocate \$50,000 for DSPS funding for 2018-2019 fiscal year to adequately support the current and projected growth of DSP&S testing. The funding would be used for a professional expert budget line for processing exams, desk staff, making appointments, proctoring exams, providing reader/scribe accommodations, as well as any excess DSP&S related expenditures. (More detail found under 2018 resource requests)	Proposal has been submitted and it appears it will be approved for \$44,771. Gerald Helm, Gina Hogan	Completed	July 2018
2016-2017	Seek a 25% increase in District funding to accommodate the 10% wage increase of student tutors on 01/01/16, the 5% increase on 01/01/17, and the 4.76% increase scheduled on 1/01/2018. This increase will also support the expansion of support services and expected growth of the college.	No progress Gerald Helm	On-going	On-going

2016-2017	Acquire District funding to adequately support the current and projected growth of DSP&S testing. The funding would be used for additional classified staff. Note: Current classified staffing hours only cover 30% of required staffing.	On-going Gerald Helm	On-going	On going
2016-2017/ 2017-2018	Acquire District funding to adequately support the current and projected growth of the Learning Center services including the College Success Center, Tutorial Services, the Writing Center, and the Open Computer Lab, which provides distance education and assessment testing. The funding would be used for additional classified staff, lab supervisors, and grant supported professional experts, including certificated personnel. We are also planning to start collecting apportionment for tutoring in order to rely less on grant funding.	No progress Gerald Helm	On-going	On-going
2015-2016	Acquire District funding to adequately support the current and projected growth of the Main Computer Lab (IS 107). The funding would be used for additional classified staff.	No current progress Gerald Helm	On-going	On-going
2015-2016	Seek a 25% increase in District funding to accommodate the 10% wage increase of student tutors on 01/01/16 and an additional increase scheduled on 01/01/17. This increase will also support the expansion of support services and expected growth of the college.	No current progress Gerald Helm	On-going	On-going
2015-2016	Acquire District funding to adequately support the current and projected growth of the Learning Center services including the College Success Center, Tutorial Services, and the Writing Center. The funding would be used for additional classified staff, lab supervisors, and grant supported professional experts, including certificated personnel.	No current progress Gerald Helm	On-going	On-going
2015-2016	Acquire District funding to adequately support the current and projected growth of DSP&S testing. The funding would be used for additional classified staff.	No current progress Gerald Helm	On-going	On-going
2015-2016	Expand support services that are currently supported by the Basic Skills Initiative Grant and the Student Equity Grant. These services will include staffing the newly designed fast track Math 020/029 courses with embedded tutors and professional experts, expanding support services to	Learning Center has assisted in the hiring, training, and scheduling of support services for fast-track Math 020/029 and Math 140, which is being funded by the Basic Skills and Student Outcomes Transformation	On-going	Spring 2016

	increase overall course completion rates for underrepresented students, creating satellite tutoring centers, and developing a three week summer review sessions "boot camp" to review math and English fundamentals for incoming students.	<p>grant. Learning Center has also provided room allocations for these additional support services.</p> <p>In Fall 2016, Owl Guardian Scholars was created by Tutorial Services. This expanded tutorial services by creating a satellite location in the Foster Youth department.</p> <p>In Summer 2016, Jumpstart program was created as a "boot camp" to review English fundamentals for incoming students. This program was offered to EOP&S students, but there was a lack of commitment from students. Future plans to implement this program include broadening the spectrum of students who can participate in the program, for instance, by offering the program to I Will Complete College and Foster Youth students as well as making the program more appealing by offering incentives for participation.</p> <p>Gerald Helm, Marianne Smith, Monica Killen, Victoria Dominguez, Jody Fehr, Nicole Villa, Professional Experts, Tutors</p>		
2015-2016	Relocate Assessment testing to Main Computer Lab (IS 107) to have one testing location for Distance Education and Assessment testing.	<p>Not approved, but assessment has been made available in the Main Computer Lab during office hours as well as in adapted testing on Fridays to increase accessibility for students</p> <p>Gerald Helm</p>	Approval denied	
2014-2015	Relocate Learning Center services (Assessment, Tutorial, Writing Center, English 098 and ESL lab, DE and adaptive testing) from the ED building to the Student Services building. The goal is to better serve our students and more efficiently utilize resources by centralizing assessment, orientation, learning supports, and completion services in one location under the supervision of the Dean of Admissions and Records. The relocation of the	<p>Relocation was not obtainable and alternative was utilized.</p> <p>Gerald Helm, Sam Lee, Nicole Villa</p>	Complete	Not approved

	Learning Center will also serve as an important step towards supporting and interacting with the Institute of Completion. All the components of the Learning Center can be housed as follows:			
2014-2015	<p>If full move is not obtainable, the following plan will be pursued to provide the best environment to students:</p> <ul style="list-style-type: none"> • Offer all block assessments in SS109 as of summer 2015 • Offer Distance Education (DE) testing in IS107 9AM-9PM M-R • Reconfigure ED 258 as a classroom and lab for English 098 and the ESL lab. • DSPS testing will move to ED231. • Tutorial will move back to ED216. • Schedule ED224 and ED231A for ESL classes. • Writing Center would move to ED203 or rooms ED217, ED219, ED221, and ED223. 	<p>Assessment testing has been relocated to SS 109. Distance Education testing has been relocated to IS 107. Adapted Testing has been relocated to ED 231.</p> <p>ED 258 was reconfigured as a classroom for English 098. Writing Center has been relocated to ED 203. Math tutor room has been designated as ED 216.</p> <p>Gerald Helm, Sam Lee, Nicole Villa</p>	Complete	2014-2015
2013-2014/ 2014-2015	To meet the state mandate of mandatory Assessment and 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.	<p>In 2014-2015, additional lab supervisor funds were secured under the SSSP grant to assist with the New Student Assessment/Orientation blocks.</p> <p>However, funds were discontinued in 2016-2017.</p> <p>Gerald Helm, Lucinda Over</p>	In-progress	On-going
2013-2014	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.	<p>In 2014-2015, additional Lab Supervisor funds have been secured through the DSP&S Department to assist the increase in students requiring testing services.</p> <p>However, funds were discontinued in 2016-2017.</p> <p>Gerald Helm</p>	In progress	On-going
2013-2014	Expand the range of subjects supported through online tutoring and explore ways to enhance the online tutoring program.	<p>Online Tutoring has been discontinued due to lack of attendance</p> <p>Olivia Canales, Andrew Robles, Gerald Helm</p>	Winter 2015	Winter 2015
2013-2014	Seek funding to further incorporate lab supervisors to tutor various subjects at multi-levels and facilitate specialty	Specialized study groups linked to Math 029, 032, 142, and 165 have been developed and led by lab	Progress dependent upon available funds	Progress dependent upon available

	workshops.	<p>supervisors.</p> <p>These study groups have been discontinued since the Math Success Center has taken over any math or science related tutoring. The Learning Center has changed focus to embedded tutoring.</p> <p>Gerald Helm, Nicole Villa</p>		funds
2013-2014	Embedded tutoring by faculty request in a range of subjects.	<p>Promotion of embedded tutoring services has led to an increase in number of requests from faculty.</p> <p>Gerald Helm, Jody Fehr, Nicole Villa</p>	In-progress	On-going
2013-2014	Seek funding for additional tutorial support desk staff to meet the needs of students and faculty.	<p>No current progress</p> <p>Gerald Helm</p>	When funding becomes available	When funding becomes available
2013-2014/ 2014-2015	Expand the range of workshops and study groups offered for English 098 students and any other Citrus College students that require support.	<p>Specialized study groups have been developed for English 098, ESL, composition concepts, and math. Workshops and study groups have shown a progressive increase in attendance and overwhelmingly positive feedback.</p> <p>Due to budget constraints, study groups have been discontinued. The Learning Center has changed focus to embedded tutoring.</p> <p>Gerald Helm, Jody Fehr, Nicole Villa</p>	On-going with adjustments made to student and faculty needs	On-going with adjustments made to student and faculty needs
2013-2014/ 2014-2015	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 currently funded by Bridges to Success and the Basic Skills Initiative.	<p>Bridges to Success funds have expired. Additional funds have been secured through the Basic Skills Initiative to assist in the increase in services offered by the College Success Center and the Writing Center. Any additional staffing and funding made available will serve as a benefit to the students of Citrus and services the Center is able to provide.</p> <p>Gerald Helm</p>	In-progress	Progress dependent upon available funds
2013-2014	Expand the support services offered to international students that address their unique educational needs.	<p>Scheduled assessment and workshop blocks have been created for international students. These blocks are designed to focus on the needs of international students and address questions or problems in the enrollment process.</p>	In-progress	On-going

		Gerald Helm, Nicole Villa, Coe Lamoureux, Mary Mincer		
2013-2014	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"> 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. 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. <p>Gerald Helm, Suzanne Martinez</p>	Complete	Work completed in Winter 2014
2013-2014	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	Complete within the current budget restraints.	On-going

		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		
2013-2014	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
2013-2014	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
2013-2014	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
2013-2014	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

LONG TERM RECOMMENDATIONS/GOALS

Recommendation/Goals 2022/2023

Learning Center Recommendation 1 2017/2018

Seek a 35% increase in District funding for student tutors to accommodate the 10% wage increase of student tutors on 01/01/16, the 5% increase on 01/01/17, the 4.76% increase on 1/01/2018, and the scheduled 9% increase on 1/01/2019. This increase will also support the expansion of support services and expected growth of the college. Person(s) Responsible: Gerald Helm, Gina Hogan Estimated Completion: June 2019 Budget Priority: 2

Mapping

Strategic Plan Focus Areas: 5.3 Effective student support services, 5.5 Increase participation in support programs

Learning Center Recommendation 3 2017/2018

Acquire District funding to adequately support the current and projected growth of the Learning Center services including Tutorial Services, Writing Center, and the Open Computer Lab, which provides distance education and assessment testing. The funding would be used for additional classified staff, lab supervisors, and grant supported professional experts, including certificated personnel. Person(s) Responsible: Gerald Helm, Gina Hogan Estimated Completion: June 2019 Budget Priority: 2

Mapping

Strategic Plan Focus Areas: 1.1 Increase college readiness, 1.2 Transition to collegiate courses, 1.3 Participation in activities, 3.3 Professional development opportunities and resources, 5.3 Effective student support services,

Strategic Plan Objectives: 1. Basic skills course completion, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups,

USA- WASC- ACCJC- Accreditation Standards (2017): I.B.5, II.A.1, II.A.2

BUDGET PLANNING (NARRATIVE DISCUSSING MAJOR BUDGET PLANS FOR THE NEXT 5 YEARS)

It is difficult to budget plan for the following five years. If budget constraints remain as they currently are The Learning Center will have to consider cutting back services, as well as decreasing hours of operation.

Below is a table that compares the grant totals spent in 2016/2017 versus what we had allocated for 2017/2018:

Grant Budget Comparison 2016/2017 vs 2017/2018

		2016/2017	2017/2018
BSI	\$	34,399.27	\$ 25,000.00
SEP	\$	141,592.88	\$ 75,500.00
SSSP	\$	113,140.26	\$ 43,202.40
Total	\$	289,132.41	\$ 143,702.40

This represents a 50% cut in funds. Additional cuts are expected. For instance, in 2018/2019 we will not receive any SSSP funds.

It is also important to note that we have not received an increase in district funds for lab supervisors or tutors. Lab supervisor benefits have increased and their wage increases every 2 semesters. Tutor wages have increased from \$9/hr to \$11/hr and we have yet to see any additional funds. That is an 18% decrease in the amount of services we can offer solely due to wage increase. By 2022, minimum wage will increase to \$15/hr. This will be a 40% decrease in the amount of services we can offer. We would like to see an increase in the Tutorial budget provided by the district in the next 5 years. Ideally an increase from \$62,972 to \$104,955 would allow for Tutorial Services to meet the same quality and availability of student services we currently offer. In addition, over the next five years we plan to promote and grow the Speech Lab which provides a space for speech students to practice speeches and utilize resources provided by some speech instructors. We have already seen an increase in the number of visits and students over the last several semesters and plan to continue promoting this service. To sustain growth, we are seeking an increase of \$20,000 for the Speech Lab to the Tutorial Service budget.

To reiterate, it is difficult to budget plan due to the uncertainty of secured grant funding. However, the Testing Center will continue to provide testing accommodation to DSP&S students because it is state mandated. In which case, we are seeking \$50,000 for DSPS funding every year moving forward to adequately support the current and projected growth of DSP&S testing. The funding would be used for processing exams, desk staff, making appointments, proctoring exams, providing reader/scribe accommodations, as well as any excess DSP&S related expenditures. Please note that current classified staffing hours only cover 30% of required staffing. The \$50,000 would be allocated to a Professional Expert budget line to handle the below cost along with any excess DSP&S expenditures:

- 44 weeks x 40 hours per week x \$16.50 = \$29,040

R/S Cost:

- 810 hours x \$16.50 = \$13,365

Unassigned/sick/vacation Coverage Cost:

- 204 hours x \$16.50 = \$3,366

Total:

$$\$29,040 + \$13,365 + \$3,366 = \$45,771$$

The reason a professional expert position is requested is because there is no standard schedule. Some weeks there are zero R/S proctored exams, while others have over 30 exams needing proctoring, including some simultaneously.

Over the next five years, The Learning Center budget planning consists of personnel requests to ensure proper staff to run and manage the student services provided. Two Administrative Clerk II positions (49%) and two Instructional Lab Technician I (49%) positions would be ideal. The Two Administrative Clerk II positions would be used to increase efficiency of the Main Computer Lab, extend hours (as requested by faculty), and offer additional support. Below is the approximate cost:

Salary \$2,808.29/month=\$33,699.48

Benefits 9.6% = \$3,235.15

Total: \$36,934.63

Requesting two positions: \$73,869.26

The two Instructional Lab Technician I positions would be used to increase the efficiency of the Learning Center, including Tutorial Services, Writing Center, and the Open Computer Lab. It will also allow for extended hours and offer additional support throughout the entirety of the Learning Center. Below is the approximate cost:

Salary \$3,338.17/month=\$40,058.04

Benefits 9.6%=\$3,845.57

Total: \$43,903.61

Two positions requested=\$87,807.22

REVIEW SUMMARY

Appendix

A. **LC organizational chart_comprehensive.pdf** (Adobe Acrobat Document)
