Unit Assessment Review Meetings
Guiding Questions for Department Chairs

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).

   a) The LRC Director retired in March and will be replaced by July.

   b) Changes to method of student and tutor login and logout use have taken place. Time card system has been replaced with login and logout stations in three tutoring areas and two additional multimedia labs. Tutoring computers have own appropriate login and logout system.

   c) Weekly reports have been initiated and the usage reporting system is undergoing revision and will be implemented for each area.

   d) Information desk and IT area have been relocated.

   e) Department secretary and instructional aides have been moved to a central location next to the LRC director’s office.

   f) Tutor training approach has been modified from initial 9 hour course to:

      - beginning of semester general meeting and training
      - towards end of semester general meeting and training
      - comprehensive online tutor training assignment
      - online sexual harassment training
      - instructional aides continue to conduct ongoing monitoring and training in their own specific areas
      - all training includes guest lecturers for specific areas such as customer service as well as department and instructor input on subject area tutoring

   g) Hiring process has been modified to include input of director into final decision and a completion of all documentation prior to beginning work.

   h) IT personnel will be working on semester specific projects.
i) Methods of referring students to tutoring have been revamped. Class visits will include the provision of rosters for instructor to check off student names and sign. This parallels the online method but is more direct.

j) Departments have been approached to include instructors in LRC support. Two business department instructors currently do volunteer work at the LRC. One is now a paid accounting tutor.

k) The left side, as one walks in, is being designated in a more direct fashion as the open, free, online side for internet use, chatting, and personal use. All learning software, such as PLATO, has been migrated to the right hand side deemed the tutoring side. This shift enables us to better monitor learning software use as well as to accordingly record and claim apportionment.

l) See attached for enrollment trends.

2. What do you see as the strengths of each of your units? What do you see as the challenges?

a) The space is both a strength and a challenge. The LRC is housed in a large, multi-functional building which lends itself well to a variety of student learning support responses. It is a physically attractive facility.

It is also a challenge in the fact that the LRC does not supervise the entire space. Offices and computer labs exist along the perimeter of the LRC. The DevCom offices and specialized classroom are directly in the middle of the Tutoring area. The entrance to classrooms used by a variety of departments as well as the entrance to the library is through the LRC. This is problematic from the standpoint of creating a supportive and manageable lab.

The LRC almost always has students wandering through, or sitting in the space, even when it is closed.

b) Other strengths include:

* The LRC is able to respond with immediacy to department and instructional needs. Our instructional aides can, and have, quickly developed workshops for interested instructors and their students. For example, if a history class, or a child development class, or any other department needed bilingual help, we can easily provide in-classroom tutorial support.

* extensive number of computer stations and variety of educational software available to the students
* Also, it should be said that we do have a great group of tutors, student workers and classified personnel who care about each other, the students and the school. We have professional and semi-professional staff members who have advanced degrees or are working on them and have the ability to tutor all levels from basic to advanced.

* Our science tutoring is quickly becoming very popular and very well attended. This is the only science tutoring offered on campus for the entire student body.

c) Other challenges include:

* creation of a stronger connection to all departments
* find, training, and supporting tutors.
* obtaining a consistent funding base
* finding innovative leadership to lead change
* the development of a unit assessment process specific to the role of LRC
* development of easier system to track and monitor use of funds other than program 100 given the fact that if tutors are paid with SFP funds no apportionment can be claimed

These and other major issues will be addressed in the near future.

3. How does your unit planning support the mission of the college?

In the largest sense of the definition, our role and goal is to serve the mission of the college by providing support across the curriculum. Clearly, in our view, we are and should be at the heart of all student support responses.

We strive to develop and offer mechanisms to help students with all necessary learning needs, whether these are upper level transfer preparation, academic support concurrent to classroom work, or preparatory and supportive in addressing basic skill needs. We also meet with department chairs, visit classrooms, and are ready to develop appropriate and relevant responses. Thus, student success at all levels is enabled by supporting the needs of students with varied learning skills by providing tutoring and learning assistance in one on one, group, and workshop modes.

Our efforts promote equal opportunity for all our students and tutors are trained in the appropriate standards for academic achievement and how to help students achieve those standards. In addition, our Instructional Assistants provide support services for our faculty thereby contributing to instructional effectiveness and enhancing student success.
4. **What are your visions for changes, revisions and growth?**

This is an exciting time for the LRC. First, the current proposition money projects have reached the LRC and a user group will soon be meeting to discuss needs and designs. In addition, a new Title 5 Grant is currently being written with the specific purpose of supporting and enhancing student success through improving the design and delivery of the LRC.

These are important developments that will help to effect necessary changes. The essence of the design and development is:

a) to grow with the college and increase tutor hours and subjects  
b) to have the resources, the content knowledge, and the methodological skill to provide needed support in all required modes, manners and subjects  
c) the development of a close connection between instruction and learning support by developing a closer and more intimate relationship with department chairs and instructors.  
d) the enhancement of our delivery of more subject specific services.  
e) the development will include the institutionalization of the Title 5 Math Lab under the structural mechanisms of the LRC and LRC Director.  
f) Expansion of science tutoring and provision of tutoring in economics, accounting, business, geography and other areas where student needs have not been met in the past.  
g) Our Writing Lab is expanding to provide tutoring across the curriculum for art history, psychology, business, administration of justice, family and consumer studies, history, philosophy and political science courses. We anticipate a greater need for additional tutors and workshops as we experience the continuing increased growth of our student body.  
h) New changes include another system through which to attract, train, and retain tutorial excellence through linking with teacher preparation programs. For those students interested in teaching, and as part of their training, to ask them to participate as our tutors. This can be done with CSUN and CSULA, but in the future with our own yet to be developed campus certificate in education.  
i) Many options exist which will be discussed through our meeting with Proposition and new Title 5 committees. One of the ideas to be presented will be online tutorials.  
j) A greater emphasis on directed learning activities is being explored.
k) Our structure consists of the following:

a. an open computer lab for online use, chatting, and word processing (55 computers approximately)

b. a learning software lab for self-paced learning with tutorial support (55 computers approximately)

c. a tutorial room under the supervision of one full-time instructional aide. This is the writing lab, but the same space will be used by other students and supervised by the same instructional aide.

d. another tutorial room under another instruction aide, .5 time. This room focuses on science and math.

e. a new center, to be institutionalized, is the Title 5 Math Lab. This lab will also require a supervisor.

f. A reading lab

5. What resources are needed to support as well as to build the programs in your Department?
   • Facilities?
   • FTEF?
   • Staff?
   • Technology?
   • Other?

The recruitment and hiring of an energetic and innovative leader who understands the diverse elements of directing a Learning Resource Center is perhaps the most necessary element.

Budgetary restraints always play a role, but, there are ways of becoming more efficient and alternative funding streams need to be discovered. Baseline funding needs to be reviewed with the premise of the institutionalization of the Title 5 Math Lab as well as the advent of Proposition and New Title 5 ideas.

Ideally, we would like to have three full time instructional aides to supervise each of our three main tutorial rooms. We have one already. We would need to increase the hours of the .5 to full time. And, we need to hire a supervisor for the Title 5 Math Lab. All tutoring would fall under the supervision of one of these instructional aides.

We clearly intend to continue to remain vigilant to new software, textbooks, learning materials, specialized tutoring resources, and other necessary ingredients that are necessary in order to enable us to provide service to all levels which include literacy, basic skills, transfer, and more.
6. **What is the status of SLO assessments in your department?**

   Student Service Objectives, instead of “learning,” were prepared and submitted last year.

7. **What is the status of the course outlines of record and course updates in your department?**

   This does not apply to the Learning Center.