

Academic Support

Section 1: Program Information

Part A: Program Description

The Learning Center provides instructional support services through Tutorial Services, Writing Center, Speech Lab, Embedded Tutor Program, and the DSPS Testing Center.

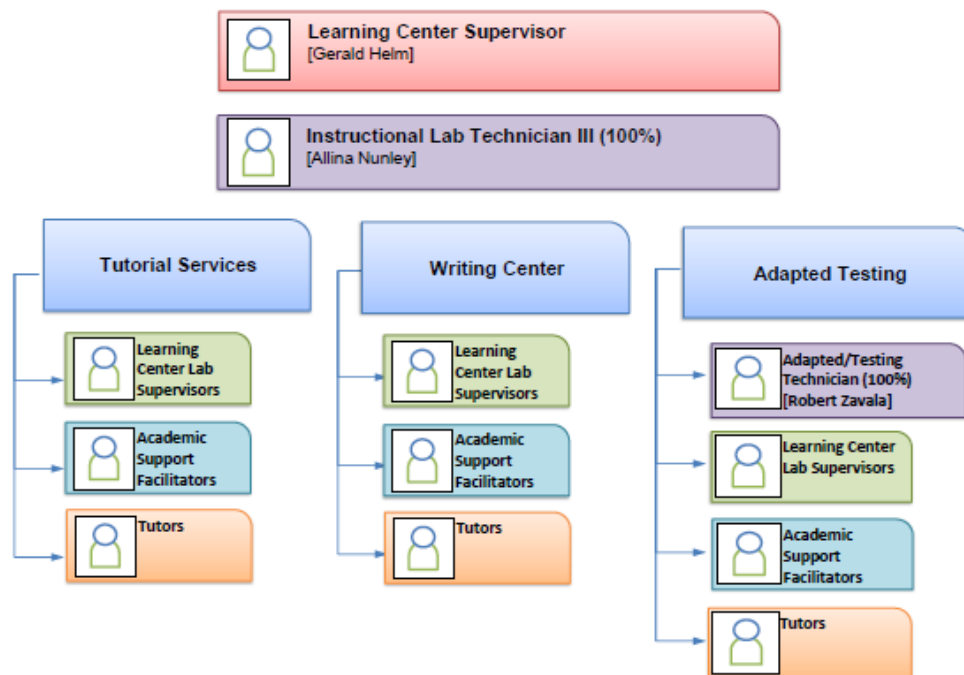
Staff/Faculty – List all staff and/or faculty members (full or part time) who are participating in the program review process this year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.

Helm, Gerald
Nunley, Allina
Villa, Nicole

Part B: Organizational Chart

Provide an Organizational Chart of the Program, and if needed, a brief narrative explaining the organizational nature of the program.

Citrus College Learning Center Organizational Chart



All levels of employees are cross trained to assist in job duties for the consistently growing Learning Center. Lab Supervisors are adjunct instructors that possess their Master's degree or higher, Academic Support Facilitators have an Associate's degree, Bachelor's degree, and/or a Master's degree, and student tutors are individuals who are currently full-time students of Citrus College.

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. 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.

Narrative: How does this program support the mission of the college? Write about the educational purposes of the program, including which academic areas are supported. Are there any specific ways the program promotes equity and cultural awareness?

The Learning Center aligns with the overarching goal to increase student success and completion of degrees by providing instructional supports. The Learning Center is a Level II College Reading and Learning Association (CRLA) Certification member, where our mission is to create a safe and inclusive environment to provide instructional support services across the curriculum to all Citrus students. Our services include Adaptive Testing Services, the Writing Center, the Embedded Tutor Program, Tutorial Services, and Speech Lab. CRLA is a nationally recognized tutor training program requiring rigid training to ensure quality and standardization amongst tutors and provides expectations and the tools required to reach those expectations. The training covers a variety of topics including tutoring diverse populations, understanding learning disabilities, and learning resources.

The Learning Center is constantly evolving to provide and promote equity and cultural awareness campus wide. In the past, our tutors have undergone a LGBTQ+ workshop conducted by Tyesha Thomas, a DSP&S workshop conducted by Michelle Hernandez, and a grief workshop conducted by Tasha Van Horn. In addition, several of our staff members attended the LGBTQ+ Summit which included a DEIA+ training for student workers seminar which we plan to utilize as a resource to develop our own DEIA+ training to provide to our staff and tutors. Currently, several of our staff members are attending the accessibility workshop series given by the office of DEIA+ to ensure content, flyers, and other visual materials are more accessible for students and staff with varying abilities. All of these actions were taken to be able to provide the most accessible and equitable services to the Citrus College community.

Section 3: Department Functions

Provide a brief narrative on the specific function of the program, and how it specifically supports academic programs. If there is more than one area in the program (i.e. Continuing Education- Community Education/Contract Education/Noncredit Education), provide a brief narrative for each area.

- **Tutorial Services** - Tutorial Services provides tutoring on a drop-in basis, both in-person and online, in a variety of non-STEM subjects by trained staff.
- **The Writing Center** - The Citrus College Writing Center tutors can assist both in-person and online with writing from any discipline including assignments for essays and research papers/projects, APA, and MLA. The Writing Center can also assist with strategies for note taking, reading comprehension, writing lab reports, and in-class essay writing. The Writing Center currently offers 18 self-paced in-person and online workshops on a variety of subjects.

The Writing Center also offers assistance at satellite locations including the library and the Student Athlete Study Hall to increase access.

- **Embedded Tutoring Program** - The Embedded Tutor Program was initiated to support the additional instruction portion of the English 101E classes and has expanded to include many other English classes, as well as subjects such as Speech, Philosophy, Child Development, and Ethnic Studies. Embedded Tutors are assigned to a class and work under the instructor's guidance to help students understand course concepts and enhance student engagement. As mentors, they can give students guidance and advice to help them achieve their educational goals, as well as model good student attributes like asking questions, time management, and understanding the expectations of the class. Beyond the classroom, Embedded Tutors host student study sessions where students can work directly with the tutor they know and feel comfortable with and are confident they understand the material associated with the class. Embedded Tutors also contact students through Canvas to remind them about deadlines and instructional assistance provided through the Learning Center.
- **Speech Lab** - The Citrus College Speech Lab provides support for speech students, both in-person and online. Students are able to receive assistance with the entire speech process from outlining and writing to presenting the speech. The Speech Lab offers a designated space for students to record speeches with the benefit of a tutor to help set up the framing of the recording, ensure that the speech is being recorded, and provide commentary for ways the speech can be improved once the student has finished recording.
- **DSP&S Testing Center** - Disabled Student Programs and Services (DSP&S) students who require accommodations due to disabilities or other circumstances may arrange to take their exams through Adapted Testing. Typical accommodations provided by Adapted Testing include extended time, large print, distraction-reduced exam space including study carrels and white noise machines, and computers equipped with assistive technology and software.

Section 4: Service Recipients and Data Related to Service Recipients

Section A: Provide a brief narrative of the service recipients of the programs including, if applicable, credit and non-credit recipients, high-school/dual-enrollment students, and community member recipients.

The Learning Center services any Citrus College student with a valid Citrus ID number. These services are delivered in-person and online through Zoom to make it more accessible to the diverse Citrus College community.

Section B: If available, please provide demographic data regarding service recipients that may include age, gender, ethnicity, success/retention, and distance from the college. Accessibility and eligibility data may also be included if applicable.

Demographics of Writing Center Attendees (Spring 2021) – English 101E

The gender breakdown of ENGL101E Writing Center attendees is displayed in the table below. **Females visited the Writing Center in the largest proportion**, regardless of whether they were enrolled in ENGL101E with or without embedded tutoring. **The proportion of female students visiting the Writing Center (60%) was higher than their proportion on campus which was 57% in spring 2021.**

Table 1: WC Usage by Gender

	Female		Male		Not Reported		Total
ENGL101E Course Type	Count	Percent	Count	Percent	Count	Percent	Count
<i>ET Classes</i>	119	60%	79	40%	1	1%	199
<i>Non-ET Classes</i>	6	75%	1	13%	1	13%	8
Total	125	60%	80	39%	2	1%	207

The ethnicity breakdown of students visiting the Writing Center is displayed in the following table. **Latinx students used Writing Center services in the largest proportion (63%), regardless of whether they were enrolled in ENGL101E with or without embedded tutoring.** This is representative of the overall Latinx student population at Citrus College as their proportion on campus was 62% in spring 2021.

Due to the low sample sizes of various groups, the *Other Ethnicity* category is comprised of the following ethnic groups: African Americans, American Indian/Alaskan Native, Pacific Islanders, two or more races, and unknown.

Table 2: WC Usage by Ethnicity

	Asian		Latinx		White		Other Ethnicity		Total
ENGL101E Course Type	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
<i>ET Classes</i>	18	9%	128	64%	39	20%	14	7%	199
<i>Non-ET Classes</i>	4	50%	3	38%	0	0%	1	13%	8
Total	22	11%	131	63%	39	19%	15	7%	207

Success

Success is defined as a final course grade of C or better.

When examining the effects of the Writing Center, **students who visited the WC at least once had higher success rates overall** than students who did not attend the WC (74% vs. 48%, respectively).

Retention

Retention is defined as a student receiving a final course grade other than 'W' or 'EW'.

When examining the effects of the Writing Center tutoring we see that **retention rates were higher for WC attendees**, regardless of whether they were enrolled in an ENGL101E class with an embedded tutor (96%) or a class without an embedded tutor (100%).

GPA

When examining the effects of the Writing Center, cumulative GPA was higher for WC attendees, regardless of whether they were enrolled in an ENGL101E class with an embedded tutor (2.79) or a class without an embedded tutor (3.43).

Demographics of Writing Center attendees (Spring 2021) – SPEECH 101

The gender breakdown of SPCH101 Writing Center attendees is displayed in the table below. **Female students visited Writing Center services at a higher proportion than males**, regardless of whether they were enrolled in SPCH101 with or without embedded tutoring. **The proportion of female students visiting the Writing Center (67%) was higher than their proportion on campus which was 57% in spring 2021.**

Table 3: WC Usage by Gender

SPCH101 Course Type	Female		Male		Not Reported		Total
	Count	Percent	Count	Percent	Count	Percent	Count
<i>ET Classes</i>	41	66%	20	32%	1	2%	62
<i>Non-ET Classes</i>	1	100%	0	0%	0	0%	1
<i>Total</i>	42	67%	20	32%	1	2%	63

The ethnicity breakdown of students visiting the Writing Center is displayed in the following table. **Latinx students visited Writing Center services in the largest proportion (67%)**, regardless of whether they were enrolled in SPCH101 with or without embedded tutoring. This is a slight over-representation of Latinx students attending the Writing Center since the overall proportion of Latinx students at Citrus College was 62% in spring 2021.

Due to the low sample sizes of various groups, the *Other Ethnicity* category is comprised of the following ethnic groups: African Americans, American Indian/Alaskan Native, Pacific Islanders, two or more races, and unknown.

Table 4: WC Usage by Ethnicity

SPCH101 Course Type	Asian		Latinx		White		Other Ethnicity		Total
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
<i>ET Classes</i>	8	13%	42	68%	5	8%	7	11%	62
<i>Non-ET Classes</i>	0	0%	0	0%	0	0%	1	100%	1
<i>Total</i>	8	13%	42	67%	5	8%	8	13%	63

Success

Success is defined as a final course grade of C or better. When examining the effects of the Writing Center, **students who visited the WC at least once also had higher success rates overall** than students who did not attend the WC (92% vs. 62%, respectively).

Retention

Retention is defined as a student receiving a final course grade other than 'W' or 'EW'.

When examining the effects of the Writing Center tutoring we see that **retention rates were higher for WC attendees, regardless of whether they were enrolled in a SPCH101 class with an embedded tutor or without.**

GPA

When examining the effects of the Writing Center, cumulative GPA was higher for WC attendees, regardless of whether they were enrolled in a SPCH101 class with an embedded tutor (3.25) or a class without an embedded tutor (4.00).

Section C: Please provide a brief narrative of the data and its impact, if any, on program operations and/or goals.

The biggest take away from this data is that having an Embedded Tutor makes it more likely that students will attend the Writing Center, and students who visit the Writing Center at least once have higher success rates overall.

Overall, the Learning Center has had positive feedback from staff, faculty, and students regarding the services being provided. We continue to conduct surveys to provide the most equitable, effective, and efficient services to Citrus College students. There have been some setbacks due to the pandemic, including hiring restrictions, budget constraints and cuts, and limitations due to the remote environment; however, the Learning Center continues to provide student centered educational supports within the current budget. We will continue to monitor student success in relation to our services to find the most necessary in-person and remote services.

Section 5: Program-Level Student Learning Outcomes and Assessment

Please provide a table or narrative that includes:

1. Program Outcomes
2. Program Assessment Methodologies
3. Data and analysis of program assessments that have occurred since the prior comprehensive program review.

Outcome	Assessment Methodologies	Data and analysis
Learning Center Services SLO - 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.	Feedback from DSP&S staff, Citrus College faculty, English Faculty Meetings, and College Success Advisory Committee reflects appreciation of the level of service provided. Note: See individual centers for results
Tutorial Services SLO 1 - 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.	In Fall 2023, 100% of tutees strong agreed (indicated on survey by a rating of 4 or 5 out of 5) that the tutoring session helped identify areas in the subject that they needed to improve. 100% strongly agreed

		that the tutor was able to provide the tutee with the support necessary to complete their assignments or prepare for their exams. 100% of tutees agreed or strongly agreed that the tutor communicated effectively.
Tutorial Services SLO 2 - Improve quality of tutor training to focus on student success techniques and require tutors to complete CRLA certification.	As measured by tutor self-evaluations and reflections.	Faculty feedback expressed during meetings with individual instructors 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.
Writing Center SLO - 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>Writing Center:</p> <p>In Fall 2023, 95% of the students surveyed agreed or strongly agreed (indicated with a rating of 4 or 5) that the consultants helped them identify areas in their writing that they needed to improve. 85% agreed or strongly agreed that the writing consultation helped identify and correct grammar errors. 100% agreed or strongly agreed that the writing consultation gave them necessary support to complete a writing assignment using appropriate academic language.</p> <p>Workshops:</p> <p>In Fall 2023, 100% of the students surveyed strongly agreed (indicated with a rating of 5 out of 5) that the presenter addressed their question(s) or concerns and helped them identify an area of improvement. 100% strongly agreed that the presenter provided them with support</p>

		necessary to complete current or future assignments. 100% strongly agreed that the presenter communicated effectively.
Testing Center SLO - Demonstrate accurate evaluation of knowledge, skills, and level of preparation.	As measured by student self-perception surveys and faculty feedback.	Due to the smaller sample size of test takers and difficulty in distributing surveys, no recorded surveys have been measured, but it is something that has been noted in areas that need improvement.

Section 6: Summary of Staff, Physical, and Fiscal Resources

Staff Resources: Provide a brief narrative of the current staffing of the program, and identify any areas of deficiency or need.

Classified staff includes 3 full time employees (Learning Center Supervisor, Instructional Lab Tech III, Adapted Testing Tech) and 2 part time employees (49% Administrative Clerk II, 40% Instructional Lab Tech II). There is a total of 6 Lab Supervisors (Lab Supervisors are adjunct instructors that possess their Master's degree or higher), 14 Academic Support Facilitators (Academic Support Facilitators have an Associate's degree, Bachelor's degree, and/or a Master's degree) and 13 Student Tutors (individuals who are currently full-time students of Citrus College). With an expected decrease in available funds for the 2024-2025 academic year, we will have to minimize staff in the upcoming fiscal year. We are looking to only be able to fund about half of the Lab Supervisors, and cut hours and/or personnel from Academic Support Facilitators and Student Tutors. The deficiency and need to retain and hire personnel is dire, but fully dependent on District funds and SEAP grant funding.

Physical Resources: Provide a brief narrative of the current Physical Resources and identify any areas of deficiency or need.

The Learning Center has recently moved to the newly renovated ED building (1st floor). Currently, physical resources include 9 staff computers, one printer/copier for the department, 2 laptop carts with 30 laptops (awaiting 10 more that are back ordered), and 5 desktop computers for adapted testing. The department is still in need of the furniture that was expected upon moving in, including a book shelf and several storage cabinets. Also, due to the layout of the Writing Center, charging laptops for student and staff has posed difficulty, so portable power banks have been ordered for optimal access for students.

Fiscal Resources: Provide a brief narrative of the fiscal resources of the program, including ongoing District funds, categorical or grant funding, and Associated Student or Foundation resources if applicable.

The following is a table of the Learning Center funds for the 2023-2024 fiscal year:

Budget Line (District funds)	Budget Code	2023-2024
LC Lab Supervisor	11200-1536-13920-493072	\$106,602.00
LC Tutors	11200 1536 24000 493072	\$62,972.00
Tutorial Desk Staff	11200 1536 23000 493072	\$4,000.00
DSPS	11200-1536-24200-493072-1526	\$45,771.00
*VPAA covering shortage in requested SEAP amount		\$75,000.00
	Total	\$294,345.00
Budget Line (Grant funds)	Budget Code	2023-2024
SEAP	13470-1536-24200-611000	\$175,000.00
		\$175,000.00
	GRAND TOTAL	\$469,345.00

Wage increases, lack of previously received supplemental funds, and a presumed budget cut in grant funds will lead to overall department reduction in personnel and discontinuation of new and existing services.

Section 7: Assessment and Planning

Past Recommendations and Goals

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

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

Status Update - Not complete - ongoing; no additional funding secured for increased wages

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 Citrus College Academic/Institutional Support Comprehensive Program Review Learning Center 22

Status Update - Not complete - ongoing; no additional funding secured to address increased wages or need for institutionalization

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students/recipients, as well as any recent improvements or accomplishments.

Strengths:

- Expanding and providing students with student support services based on currently evolving needs (i.e. remote services, increasing Embedded Tutors to other subjects, expanding hours to Saturday and late night)
- Extensively train employees to introduce expectations for the employee, while providing them with helpful, up to date resources at baseline
- CRLA certification training ensures quality standardization amongst tutors
- Create a welcoming and collaborative environment for employees and students
- Flexibility amongst employees to work together to assist students with varying needs
- Embedded tutoring provides students with an opportunity for more individualized attention, assistance during class activities, and motivation for student engagement in class
- Overall increase in retention and success rates with visits to the Learning Center
- Expand modes of delivery for student services, including online tutoring via Zoom, Question and Essay drop off email service, and online self-paced writing skills workshops
- Collaboration across campus, which includes satellite Writing Center services at the Library, Student Athletics Study Hall, EOP&S, DSP&S, and Pride Center

Overall Weaknesses: In what ways does your program need to improve?

Weaknesses:

- Institutionalization – to secure District funds without the reliance of grant funds would allow our department to expand services without the possibility of having to discontinue due to lack of permanent funds
- A major challenge is building relationships with instructors and/or departments that have not taken advantage of or familiarized themselves with the Embedded Tutor supports. There is more hesitation and resistance in trying to work out a plan that will work in their classes or departments
- The lack of ability for tutorial support staff to understand and be versed in all types of applications/technology also poses as a weakness because tutors cannot fully assist students with questions related to such. Although, most tutors try their best to accommodate students' requests/questions, some instructors use varying applications and/or technology that our tutors are not trained on

How does your program help support DEIA+ efforts and students'/recipients' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

- Consistent meetings with DEIA+ provide tutoring supports or specially designed services for students in the future
- Several of our staff members attended the LGBTQ+ Summit which included a DEIA+ training for student workers seminar which we plan to utilize as a resource to develop our own DEIA+ training to provide to our staff and tutors
- Several of our staff members are attending the accessibility workshop series given by the office of DEIA+ to ensure content, flyers, and other visual materials are more accessible for students and staff with varying abilities. In addition, several staff members have attended ally trainings and speaker series provided by the college on various topics related to inclusion
- Institutionalized funding would be needed to provide ideal tutoring supports across departments

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students, non-student recipients, and the college.)

Overall, the Learning Center has had positive feedback from staff, faculty, and students regarding the services being provided. In the next three years, the Learning Center will continue the focus to provide the most equitable, effective, and efficient services to Citrus College students. There have been some setbacks due to the pandemic, including hiring restrictions, budget constraints and cuts, and limitations due to the remote environment; however, the Learning Center continues to provide student centered educational supports within the current budget. We will continue to monitor student success in relation to our services to find the most necessary in person and remote services.

In the next three years, a major goal would be to identify the appropriate support services that are relevant for the changing college environment (for instance, more or less online versus in-person supports). To gain perspective on current student needs, would allow us to focus on working with Institutional Research to obtain data that supports the success and retention of our services. While trying to maintain the integrity of services being offered, growth of the department is continually a goal. Cross-departmental interactions increase from semester to semester and satellite Writing Center tutoring locations has been an impactful goal that we are working to grow. Increasing hours of availability, depth of services, and promotion/involvement of students in our department would be ideal. For instance, expanding the Embedded Tutor Program to ANY English course, as well as other disciplines across campus would increase access and promote success/retention of additional courses. Another goal would be to make ally trainings and the speaker series available to all levels of staff, pending funding to support this. Lastly, increasing student, staff, and faculty feedback via surveys is a continual goal to ensure quality and effectiveness of services.

Budget Planning: Describe the resources (staffing, facilities, technology and equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

Learning Center Recommendation 1 2024/2025

Seek a \$112,090 budget from the original known \$62,972 (2014/2015) budget in District funding for student tutors to accommodate wage increases of \$9/hr in 01/2016 to \$16/hr in 01/2024. This is a 78% increase in funds that are spent on personnel due to a wage increase alone, which equates to a 44% decrease in the amount of services we can offer. This increase will also support the expansion of support services and expected growth of the college.

Learning Center Recommendation 2 2024/2025

Seek an increase of \$30,915 (totaling \$137,517) to the budget from the original budget of \$106,602 (2023/2024) in District funding for Lab Supervisors to accommodate the total 29% increase in wage as follows: the 5% wage increase in 2018, 3% wage increase in 2019, 2% wage increase in 2020, 12% wage increase in 2023, 5% wage increase in 2024, and 2% wage increase in 2025.

Learning Center Recommendation 3 2024/2025

Permanently institutionalize the Writing Center budget provided by the district, beginning 2024-2025 fiscal year. The Writing Center is solely funded by grants and we have had to redirect Lab Supervisor budget and Tutor budget to cover the costs of growing Writing Center services. Permanently institutionalize the Writing Center budget with \$145,254 provided by the district, beginning 2024-2025.

Learning Center Recommendation 4 2024/2025

Seek an increase of \$18,336 (totaling \$64,107) to the DSPS testing budget due to wage increases. In 2018 a CSW for DSPS testing budget was approved for \$45,771 (wage of \$16.50 for a total of 2,774 hours). Wage has increased to \$23.11 and to provide the same quality and baseline of DSPS testing services, a budget increase to \$64,107 would be needed.

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.

Learning Center Recommendation 5 2024/2025

Acquire District funding to adequately support the current and projected growth of the Embedded Tutor Program. The funding would be used for Lab Supervisors, Professional Experts, and Student Tutors. Acquire District funding to the Embedded Tutor budget with \$231,888 provided by the district, beginning 2024-2025.

Learning Center Recommendation 6 2024/2025

Acquire District funding to adequately support the current and projected growth of the Speech Lab. The funding would be used for Lab Supervisors, Professional Experts, and Student Tutors. Acquire District funding to adequately support the Speech Lab budget with \$51,858.84 provided by the district.