



*LEARNING ASSISTANCE DEPARTMENT*  
***PROGRAM REVIEW***

*Fall 2002*

*Includes an analysis of the previous six year period  
F96 - S02  
And action plans for the next six-year period  
F02 - S08*

*City College of San Francisco*  
*Learning Assistance Department*  
*50 Phelan Avenue, R207*  
*San Francisco, CA 94112*  
*[www.ccsf.edu/lac](http://www.ccsf.edu/lac)*  
*415.452.5502*



# Learning Assistance Center

February 2, 2003

Program Review Committee  
Office of Research, Planning and Grants

I would like to thank the following Learning Assistance Department personnel who graciously contributed their time, energy and support to make this Program Review report into a worthy and useful document. I especially want to thank my classified staff that participated eagerly and thoughtfully, and with their customary caring attitude that indicates striving for excellence above and beyond their normal call of duty.

***Program Review Committee:***

*Administrator:*

Don Griffin

*Faculty:*

Erika Delacorte

Patricia Davis

Cindi Harrison

Nadine Rosenthal

Stacey Sandeford-Lyons

Liz Stewart

*Classified Staff:*

Clifton Brandon

Karan Curtis

Cat Grace-Crisologo

Farhad Foroutan

John Kennedy

Yevgeniya Malamud

Rico Ruiz

Rita Vayngortin

Julie Young

*Writing Success Project Faculty:*

Carol Heard

Josephine Loo

Greg Proulx

*Writing Success Project Classified Staff:*

Rose Heller

Irene Moore

Miguelina Perez

Dan Smith

Sincerely,

Nadine Rosenthal, Chair  
Learning Assistance Department

This Program Review Approved by:

Dr. Don Griffin  
Vice Chancellor, Student Development

**LEARNING ASSISTANCE DEPARTMENT  
PROGRAM REVIEW  
FALL 2002**

<b>TABLE OF CONTENTS</b>		<b>Page</b>
<b>INTRODUCTION</b>		1
<b>PART 1. CONTEXT</b>		2
1.1	Mission and Objectives	2
1.2	Status of action plans from Fall 1996 Program Review	3
<b>PART 2. CURRENT STATUS - HISTORICAL AND STATISTICAL</b>		7
2.1	Recent developments that significantly impact the Learning Assistance Department's ability to provide services to students	7
2.2	Significance of results and trends	8
2.2.1	FTES Students per FTE staffing	8
2.2.2	FTES and WSCH	8
2.2.3	Cost/Expenditure Index compared to CCSF Average	9
2.2.4	Student, faculty and employee survey results	10
<b>PART 3. CURRENT STATUS – LINK TO STRATEGIC PLAN</b>		12
3.1.	Improvement of Student Learning Outcomes and Delivery of Services	12
3.1.1	Learning Assistance Department activities toward improving student learning, outcomes, including professional development activities	12
3.1.2	Current status of collaboration with other student services departments and administrative units, and efforts to improve collaboration	12
3.1.3	Increasing communication and collaboration between the Learning Assistance Department and Instructional units	13
3.1.4	Improvement and expansion of delivery of Learning Assistance Center programs	14
3.2	Supportive Working Environment	15
3.2.1	General morale of faculty and staff in the Learning Assistance Department, including results of employee surveys	15
3.2.2	Involvement/inclusion of part-time faculty in Learning Assistance Department activities	15
3.2.3	Involvement/inclusion of departmental classified staff in Learning Assistance Departmental activities	15
3.2.4	Facilitation of collaborative and collegial relationships among faculty and between faculty and staff in the Learning Assistance Department	16
3.2.5	Promotion of respect for diversity and tolerance of differences among faculty, staff and students	16

3.3	Facilities Renewal	16
3.3.1	Adequacy of Learning Assistance Department facilities with respect to size, layout and location	16
3.3.2	Current condition of Learning Assistance Department facilities	16
3.3.3	Recent significant facility changes	17
3.3.4	Proposed changes to facilities and rationale for those changes	17
3.4	Technology	17
3.4.1	Learning Assistance Department utilization of technology in the delivery of student services and the promotion of student learning	17
3.4.2	Numbers of faculty and student users	18
3.4.3	Types of technology used	18
3.4.4	Status of staff training in technology applications	18
3.4.5	Appropriateness of technology to the Learning Assistance Department mission/function	18
3.4.6	Proposed technology-based instructional delivery requiring significant employee training or upgrade of current CCSF resources or facilities	18
3.5	Equipment and Supplies	19
3.5.1	Current status of the Learning Assistance Department's major equipment.	19
3.5.2	Need and rationale for any major new equipment	19
3.5.3	Adequacy of the Learning Assistance Department supply budget	19

**PART 4. PLANS FOR NEXT SIX YEARS** 20

4.1	Ways in which the Learning Assistance Department will continue to address the college strategic priorities	20
4.2	Major Learning Assistance Department goals for the next six years	20
4.2	Action Plans Fall 2002 -- Spring 2008	21

**APPENDIX.**

- I. Sample LAC "Student Satisfaction" Survey questionnaire and detailed results
- II. LAC Faculty and Staff "Listening Sessions" results
- III. Ocean Faculty "Needs Assessment" results
- IV. Ocean Students "Needs Assessment" results
- V. LAC Faculty and Staff Professional Development Activities
- VI. Study Behavior Inventory
- VII. LAC Faculty and Staff On-line "Morale" Survey results

# INTRODUCTION\*

The achievements of the Learning Assistance Center over the past six years clearly demonstrate the capabilities of a state-of-the-art learning assistance program. Our excitement at this development appears to be contagious.

*In this Program Review you will witness* the dramatic growth in learning assistance programs and services at City College and the proportional growth in demand for services. The Learning Assistance Center, operating from our seven-year-old facility on the second floor of the new Claude and Louise Rosenberg, Jr. Library and Learning Resource Center, is demonstrating tremendous potential to affect student success rates. We are a major force in assisting City College in achieving its goals of retention and transfer of students, including under prepared and at-risk students, many of who find themselves on academic probation at some time during their college careers.

*In this Program Review you will witness* that since our move to the new learning resources facility, the Rosenberg Library, the Learning Assistance Center has been serving a greater number of students than at our previous location. Our tutorial services continue to grow to meet this demand, providing quality academic assistance using student peer tutors and faculty. As a result, we experience crowded conditions at peak times.

*In this Program Review you will witness* our comprehensive coordination efforts undertaken with other departments. You will also witness the success of our “College and Career Success” courses and the development of academic support opportunities for under prepared students at City College.

*In this Program Review you will witness* that the demand for our computer lab services has increased greatly over the past seven years. You will learn that we operate three major student-access computer labs and assist with a fourth lab, and in doing so, provide important learning opportunities for our students.

In our efforts to provide comprehensive, integrated, and effective academic support for City College students, the Learning Assistance Department has developed an extensive program of individual and small group academic peer tutoring, computer-assisted tutoring, and LERN courses. The Learning Assistance Department comprises three distinct program areas:

*Learning Assistance Center*

- General Fund (including Partnership for Excellence) tutorial program, LERN Courses and computer lab program
- VTEA-funded tutorial program
- Matriculation-funded ESL tutorial program

*LERN Courses*

- General Fund Program

*Writing Success Project*

- Federal TRIO Student Support Services Program

This program review addresses our Learning Assistance Center programs and College Success Courses only. The Writing Success Project is federally funded and submits extensive documentation to the Department of Education.

\* Note: The budget crisis is developing as we complete this document in Feb03. We refer to past programs prior to budget cuts and to future programs assuming the budget crisis will pass.

# **PART 1 CONTEXT**

## ***Mission Statement***

The Mission of the Learning Assistance Department is to support students in increasing their sense of control over their education, accepting responsibility for their own learning, developing their confidence in using technology, and developing their self-esteem. To this end, Learning Assistance faculty, staff, and student workers are committed to creating positive learning experiences and outcomes for our students.

## ***Objectives\****

The function of the Learning Assistance Department is to:

- 01 Maintain an efficient, organized and accountable Learning Assistance Center for the delivery of learning assistance activities.
- 02 Provide individual and small group tutoring for students who need assistance to succeed in their academic classes, especially the under prepared and at-risk students.
- 03 Provide computer-assisted tutoring in our open-access computer labs, the Write Place and Academic Computer Lab; coordinate services in our computer demonstration classroom, the Computer Learning Lab, and the Teaching Learning Center, also located in the Learning Assistance Center.
- 04 Provide quality LERN courses and workshops for students who need to develop their study techniques and learning skills, and promote a high standard of teaching excellence in those courses.
- 05 Integrate learning assistance programs and services into all segments of the campus community.
- 06 Maintain funding for the Writing Success Project, a federal TRIO Student Support Services Project that assists eligible students in improving their writing skills and meeting their academic goals.

\* Objectives are realized through Actions Plans detailed in Part 4.

## 1.2 Status of action plans from Fall 1996 Program Review

<b>Action Plans: Objective 01 - LAC Management</b>	
<b>01</b>	<b>Maintain an efficient, organized and accountable Learning Assistance Center to house learning assistance activities</b>
1 Done	Increase hours of operation to those held by the rest of the Library and Learning Resource Building <b>Eval 96/97: Unable to do so due to lack of funding</b> <b>Eval 97/98: Title III funded Saturday hours 10:00-2:00</b> <b>Eval 98/99: Partnership for Excellence funded hrs same as Library</b>
2 Done	Increase calendar of 1426 secretary to 261 days <b>Eval 96/97: Increased calendar to 240 by taking monies from a 1402 position</b> <b>Eval 97/98: No further progress</b> <b>Eval 98/99: Completed -- 1426 position only wants 240 days</b>
3 In-Process	Write policies, procedures, handbooks, job descriptions and evaluations for LAC programs, services, and staff <b>Eval 97/98: Wrote Job descriptions and performance evaluations for all classified staff -- policies are being written for all procedures</b> <b>Eval 98/99: Continued writing of policies and procedures</b>
4 Done	Encourage Learning Assistance Department faculty and staff to attend more personal development activities <b>Eval 96/97: Three staff members took advantage of workshops given outside CCSF.</b> <b>Eval 97/98: Four classified staff attended staff development activities -- reimbursed four faculty to attend Freshman Yr. Exp. Trainings</b> <b>Eval 98/99: Continue to fund workshops and trainings</b>
5 Done	Design and implement tutor payroll and student attendance databases on Microsoft Access to better capture positive attendance <b>Eval 97/98: Purchased completed Learning Assistance Center Database program from J.T. Thomas.</b> <b>Eval 98/99: Upgraded to Version 2.0</b>
6 No progress	Encourage CCSF administration to purchase a Universal Student Identification card system for better collection of positive attendance <b>Eval 97/98: No progress</b> <b>Eval 98/99: No progress</b>
7 In-Process	Develop a Learning Assistance Center "Resource Center" of tutor resources and textbooks donated by academic departments <b>Eval 97/98: Tutors are developing materials</b> <b>Eval 98/99: Continuing</b>
8 No progress	Develop an "Instructor-donated" file of "Old Tests" for review by tutors and students <b>Eval 97/98: No progress</b> <b>Eval 98/99: No progress</b>

<b>Action Plans: Objective 02 - Tutorial Services</b>	
<b>02</b>	<b>Provide individual and small group tutoring for students who need assistance to succeed in their academic classes, especially underprepared and at-risk students.</b>
1 Done	Secure funding to increase the allotment for Lab Aide and FWS tutors for academic subjects <b>Eval 96/97: Secured funding to maintain present allotment of tutoring when VATEA funds decreased</b> <b>Eval 97/98: Continual, slow progress is being made each year</b> <b>Eval 98/99: Partnership for Excellence monies increased allotment</b>
2 Done	Secure funding for a full time 3598 classified staff to manage math tutors, ACL Lab Mgr. and part time 3598s to tutor ESL groups now hired on the VATEA budget <b>Eval 96/97: Secured funding to maintain present 3598 services in the Academic Computer lab when VATEA funds decreased</b> <b>Eval 97/98: Secured partial funding through Matriculation for 3598s</b> <b>Eval 98/99: Partnership for Excellence monies funded all the above</b>
3 Done	Continue to pilot Supplemental Instruction groups through the Title III grant; develop small group tutorials <b>Eval 96/97: Added new subjects: Chemistry, Statistics</b> <b>Eval 97/98: Expanded small group tutorials w/o SI format</b> <b>Eval 98/99: Continued to expand and change small group tutorials</b>

4 Done	Work with the National Science Foundation grant to develop "Future Teachers of America" from among our best and brightest tutors <b>Eval 96/97: Attended meetings and encouraged students to take part in new student groups</b> <b>Eval 97/98: Negotiated a tutor-training agreement with NSF grant</b> <b>Eval 98/99: NSF is now working without our assistance</b>
5 In-process	Develop subject-specific tutor trainings using faculty from appropriate academic departments; develop tutor guides and tips <b>Eval 97/98: Arranged to begin such trainings F98 for Saturday workshop</b> <b>Eval 98/99: Math, languages, accounting, composition all completed</b>
6 Done	Coordinate with Student Services programs to offer at-risk students learning assistance tutorials and college success classes <b>Eval 97/98: Developed Matriculation-funded ESL program</b> <b>Eval 98/99: Expanded Matriculation-funded ESL program</b>
7 In-process	Apply to California Reading and Learning Association (CRLA) for certification of our tutor training curriculum <b>Eval 98/99: Will do next year</b>
8 Done	Increase the use of tutoring by athletes <b>Eval 97/98: Expanded football study hall</b> <b>Eval 98/99: Expanded football study hall further</b>
9 In-process	Develop recruitment of underrepresented minorities <b>Eval 97/98: Expanded in area of college success classes</b> <b>Eval 98/99: Working with other student service areas</b>

<b>Action Plans: Objective 03 - Computer Services</b>	
<b>03 Provide computer-assisted tutoring in the Write Place and Academic Computer Lab (including Internet and word processing tutoring) in the Learning Assistance Center and other computer labs.</b>	
1 Done	Secure funding for a 1745 Technical Support staff for the second floor of the Library Building <b>Eval 96/97: Failed</b> <b>Eval 97/98: No progress</b> <b>Eval 98/99: Partnership for Excellence funded necessary tech support</b>
2 Done	Secure funding for additional Lab Aide and FWS tutors for word processing and Internet assistance in the ACL <b>Eval 96/97: Failed</b> <b>Eval 97/98: Secured temporary funding from Title III</b> <b>Eval 98/99: Partnership for Excellence funded necessary assistance</b>
3 Done	Purchase six additional computers to complete the computer lab <b>Eval 96/97: Failed</b> <b>Eval 97/98: Received funding from Equipment Block Grant</b> <b>Eval 98/99: Partnership for Excellence funded replacement computers</b>
4 Done	Purchase educational CD-ROMs and software for math, ESL, and the sciences; coordinate usage with academic departments <b>Eval 96/97: Failed</b> <b>Eval 97/98: Worked with Library to purchase <i>Invest Learning</i> program</b> <b>Eval 98/99: Continue to fund with own monies</b>
5 Done	Secure funding for a faculty coordinator to direct and design the Academic Computer Lab and make connections with faculty <b>Eval 96/97: Secured ESRU funding for two semesters</b> <b>Eval 97/98: Above funding ended -- project completed</b> <b>Eval 98/99: Partnership for Excellence funded faculty monitor for above</b>
6 Done	Develop a Learning Assistance Dept. WEB site <b>Eval 96/97: Accomplished -- excellent.</b> <b>Eval 97/98: Continued to expand</b> <b>Eval 98/99: Continued to expand. Now it is excellent</b>
7 Done	Coordinate efforts with Title III, ITS, CIS, Library and English Department re: Internet and word processing programs <b>Eval 96/97: Developed procedures, handouts, is in process</b> <b>Eval 98/99: Send out "Open-Access" Computer Lab sheet</b>

8 Done	Apply for membership in the Technology Roundtable committee <b>Eval 96/97: Accomplished</b> <b>Eval 97/98: Continued</b> <b>Eval 98/99: Continued</b>
9 In-process	Look for funding for replacement computers as these become obsolete; Coordinate with Library on leasing equipment <b>Eval 97/98: Received funding for five broken monitors</b> <b>Eval 98/99: Completed replacement of PC's -- looking to replace Mac's</b>
10 Done	Look for funding for an orientation room within the LAC for faculty to give student orientations for the Internet and CD-ROM programs <b>Eval 96/97: Applied to New Lab Committee. Will try again</b> <b>Eval 97/98: Nothing new to report</b> <b>Eval 98/99: Partnership for Excellence funded totally</b>

<b>Action Plans: Objective 04 - College Success Programs</b>	
<b>04 Provide quality study skills and college success classes for students in need of developing their study techniques and learning skills, and promote a high standard of teaching excellence in those courses.</b>	
1 Done	Develop a new College Success course in conjunction with the IDST Department and request that it meet the Area E requirement <b>Eval 96/97: Course to begin F97 -- not granted Area E status from CSU -- will try again F97.</b> <b>Eval 97/98: Granted CSU Area E status and CCSF Area A status</b> <b>Eval 98/99: Done</b>
2 Done	Network with national College Success and Freshmen Experience organizations <b>Eval 96/97: Added our name to the mailing and email lists</b> <b>Eval 97/98: Attended national conference in San Diego</b> <b>Eval 98/99: Continue to network</b>
3 Done	Establish a pool of qualified College Success instructors <b>Eval 97/98: Completed</b> <b>Eval 97/98: Completed</b>
4 Done	Change Study Skills Center into College Success Center and provide mentoring and outreach to College Success faculty and students <b>Eval 97/98: Developed a mentor program for new college success instructors</b> <b>Eval 97/98: Continue to mentor additional new college success instructors</b>
5 Done	Increase number and quality of study skills and college success handouts; disseminate handouts <b>Eval 97/98: Changed handout to include new CSU and CCSF status</b> <b>Eval 98/99: Developed new handouts with new career success courses</b>
6 Done	Design usage for, and dissemination of, a Study Behavior Inventory <b>Eval 97/98: No progress</b> <b>Eval 98/99: Decided not to use the inventory we had – not effective</b>
7 Done	Develop learning skills workshops in a variety of study skills and college success topics <b>Eval 98/99: Not needed</b>
8 In-process	Increase sections of College Success as need arises at other campuses <b>Eval 98/99: Increased number of sections -- other campuses still in process</b>

<b>Action Plans: Objective 05 - Interdepartmental Coordination</b>	
<b>05 Integrate learning assistance resources into the fiber of academic and student services departments.</b>	
1 In-process	Increase awareness of the Learning Assistance Center and its programs to academic faculty and student services personnel <b>Eval 98/99: Continue to develop and send out advertising leaflets</b>
2 In-process	Assist student development programs in developing early alert, student equity, and retention programs <b>Eval 97/98: Secured Matriculation funding for ESL retention program</b> <b>Eval 98/99: Expanded above program</b>

3 In- process	Assist other campuses in developing "satellite" Learning Assistance Centers <b>Eval 97/98: No progress</b> <b>Eval 98/99: No progress</b>
4 Done	Increase awareness of and attendance in college success courses <b>Eval 97/98: With new CSU and CCSF status, will increase F98</b> <b>Eval 98/99: Done -- added new sections -- enrollment high</b>
5 Done	Present flex workshops in the Learning Assistance Center <b>Eval 96/97: Numerous workshops now regularly occur in the LAC and the Academic Computer Lab</b> <b>Eval 97/98: Continued</b> <b>Eval 98/99: Continued</b>
6 In- process	Coordinate efforts with the academic departments and counseling to provide a strong learning assistance program relevant to students <b>Eval 96/97: Continually in process</b> <b>Eval 97/98: Same</b> <b>Eval 98/99: Continued</b>
7 Done	Provide office space and coordination with the Title III program <b>Eval 96/97: Developed an excellent relationship with Title III</b> <b>Eval 97/98: Same</b> <b>Eval 98/99: Same</b>
8 In- process	Encourage faculty to hold office hours in the Learning Assistance Center <b>Eval 97/98: Faculty in business and accounting now hold office hours</b> <b>Eval 98/99: No progress</b>
9 In- process	Design and disseminate new Learning Assistance Center brochure, leaflets and bookmarks <b>Eval 97/98: Completed new brochures and bookmarks</b> <b>Eval 98/99: Continued -- will develop new materials next year as well</b>
10 Done	Facilitate other departments' requests to use our positive attendance accounting methods <b>Eval 97/98: No requests</b> <b>Eval 98/99: No requests</b>

<b>Action Plans: Objective 06 - Writing Success Project</b>	
<b>06 Maintain funding for the Writing Success Project, our federally funded project to assist qualified students in their writing skills.</b>	
1 Done	Write TRIO grant proposal for \$241,926 to ensure continued funding for the Writing Success Project <b>Eval 96/97: Grant proposal was written, submitted, and approved with a 4% increase in funding</b> <b>Eval 98/99: As above</b>
2 Done	Develop a contingency plan in the event future TRIO funding is not forthcoming <b>Eval 96/97: Unnecessary at present</b> <b>Eval 98/99: Unnecessary at present</b>

## **PART 2**

### **CURRENT STATUS**

### **HISTORICAL AND STATISTICAL**

#### *2.1 Recent developments that significantly impact the Learning Assistance Department's ability to provide services to students*

##### *Major Developments*

- ◆ Developed program for our 2 FTE ESL faculty (funded through Partnership for Excellence) in the Learning Assistance Center to provide ESL students with a comprehensive offering of ESL workshops and tutoring in the Writing Lab
- ◆ Developed program for our 1 FTE Math faculty (funded through Partnership for Excellence) in the Learning Assistance Center to provide Math 840 and Math 860 students with academic support services from math faculty -- our math workshops for Math S and Math U students continue to grow
- ◆ Developed new applications for LERN 52, our ½ unit Specific Study Strategies course -- collected positive attendance for financial aid and career development students through this vehicle -- added sections for Matriculation orientations and the Puente Project
- ◆ Incorporated the new Faculty-Staff Teaching Learning Center Training Lab in R210 into the Learning Assistance Center facility -- programmed the lab's hours in coordination with the Computer Learning Lab in R209
- ◆ Developed an on-line tutor-training component for our tutor-training program
- ◆ Refined our tutor training for composition tutors in collaboration with the English and ESL Departments and for math tutors in cooperation with the Mathematics Department
- ◆ Created new, large group study room for Math faculty use from vacated Title III offices
- ◆ Developed new On-line College Success course – course is in its fourth semester and is popular with students -- ongoing development of course material and effective use of technology
- ◆ Reconfigured spaces within the Learning Assistance Center to incorporate office space for new part time faculty.
- ◆ Added a Study Behavior Inventory for use by incoming students.
- ◆ Developed “College Success and Career Success” websites that link to [www.ccsf.edu/lac](http://www.ccsf.edu/lac).
- ◆ Provided for the upgrade of three of four Computer Lab Managers. The fourth is due to be upgraded 02/03.

Note: The Spring 2003 Budget crisis may negatively impact our programs and services. To date, one open position for a Computer Lab Manager will not be filled.

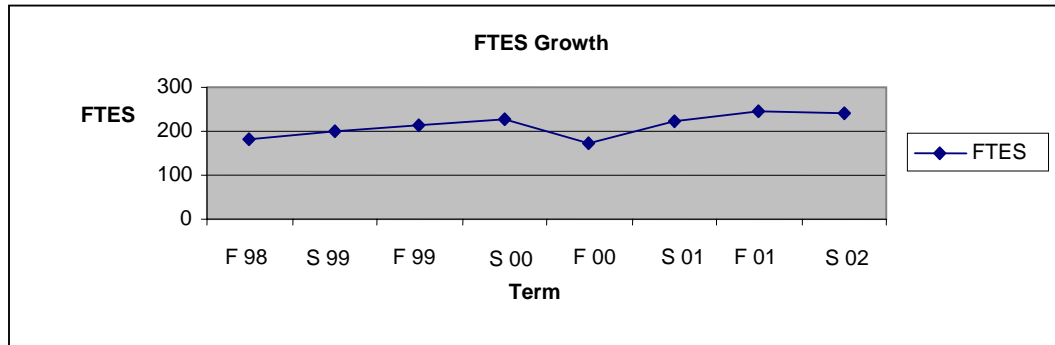
## 2.2 Significance of Results and Trends.

### 2.2.1 FTES Students per FTE staffing, and

### 2.2.2 FTES and WSCH

The numbers of both students (FTES) and staff (FTE) have substantially increased over the past four years. Student growth (77%) has outpaced staff growth (63%) from Fall 1998 to Spring 2002. WSCH statistics mirror FTES growth. See charts below.

<b>DSS REPORT</b>						
<b>Learning Assistance Department</b>						
<b>TERM</b>	<b>YEAR</b>	<b>DEPT</b>	<b>FTE STAFF</b>	<b>FTES STUDENTS</b>	<b>WSCH</b>	<b>POS.ATT</b>
Fall	1998	LERN	1.5	183	5507	84,671
Spring	1999	LERN	1.2	198	5948	90,114
Fall	1999	LERN	1.7	212	6363	97,812
Spring	2000	LERN	1.9	227	6816	106,858
Fall	2000	LERN	1.7	173*	5189	77,532
Spring	2001	LERN	1.9	222	6659	104,835
Fall	2001	LERN	2.6	244	7329	111,077
Spring	2002	LERN	2.4	239	7169	110,160
<b>AVERAGE:</b>			<b>2</b>	<b>212</b>	<b>6373</b>	<b>97,882</b>
<b>RATE OF INCREASE F98:S02</b>			<b>63%</b>	<b>77%</b>	<b>77%</b>	<b>77%</b>



\* **Note:** The Fall 00 semester dipped in FTES growth. Fall 01 was the peak of the dot.com era. We could not find enough tutors willing to work for \$7.50/hour

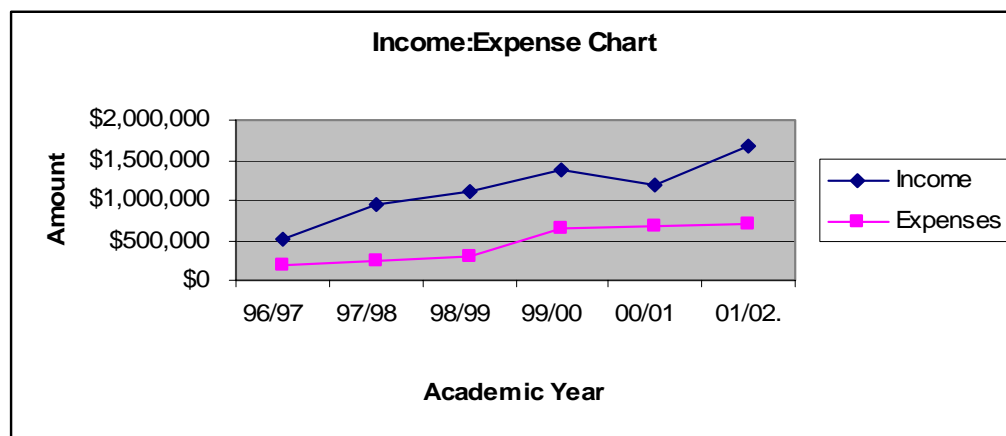
## 2.2.3 Cost/Expenditure Index compared to CCSF Average

During the past six years, income from Learning Assistance Department activities has remained constant at more than twice the levels of expenses. The most dramatic increases occurred from 96/97 to 97/98 (90%) and, most recently, from 00/01 to 01/02 ( 43%.)

See table and chart below.

**Income: Expense Chart**  
**Comparisons: 96/97 - 01/02**

Stats (F+Sp)	Source	96/97	97/98	98/99	99/00	00/01	01/02
POS ATT	SWRMC22	80,010	156,864	174,796	205,881	181,459	211,330
FTES (Pos Att/525)	SWRMC22	152	299	333	392	346	403
FTES (Classes)	SWRMC22	16	20	37	65	46	156
FTES (Total)	SWRMC22	168	319	370	457	392	559
INCOME	SWRMC22	\$504,000	\$957,000	\$1,110,000	\$1,371,000	\$1,176,000	\$1,677,000
(@\$3,000/FTES)							
EXPENSES	VFMDMAS	\$200,000	\$231,622	\$ 285,282	\$ 659,735	\$ 672,730	\$ 700,498
(U & UPFX 6430)							



## 2.2.4 Student and faculty survey results

### *Learning Assistance Center "Student Satisfaction" Survey Results*

- ◆ Each semester an average of 125 students who use the Tutorial Center are randomly selected to complete student satisfaction surveys.
- ◆ The LAC has an excellent reputation among students. The results of Learning Assistance Center student satisfaction surveys from Fall 97 to Spring 02 indicate that the majority of the students who use the LAC are self-referrals. Instructors and friends referred a significant number of respondents, showing that word-of-mouth also plays an important role. Nearly all those surveyed reported that they recommend the LAC to fellow students.
- ◆ Student perception of the quality of LAC services remains high. The students are nearly unanimous in their confidence of the tutors' subject-area knowledge and tutoring skills.
- ◆ Students are confident that LAC services will assist them in being successful since they generally expect that tutoring will increase the results in the tutored subject by one grade level. Most of all, students with failing grades expect that the LAC tutoring will be instrumental in their passing their courses.
- ◆ Finally, over half of all students polled use the LAC services more than 10 hours per semester.

See **Appendix I** for a sample survey and detailed survey results.

### *Learning Assistance Center "Faculty and Staff" Listening Session Results*

- ◆ During Fall 02 the Learning Assistance Center faculty and staff engaged in a thorough review of the Learning Assistance Department using SWOT Analysis\* -- an effective way of identifying Strengths and Weaknesses of the LAC, and of examining the Opportunities and Threats the LAC may face.
- ◆ During three separate feedback sessions, LAC faculty and staff explored our programs and services and added their comments and suggestions. The SWOT framework enabled us to discover ways focusing our activities into areas where we are strong, and where the greatest opportunities lie. It also assisted us in identifying areas of weaknesses.
- ◆ Results of that analysis are reflected throughout this document, especially in Part 4, Objectives and Action Plans for the next six years.

See **Appendix II** for detailed listening session results.

---

\* SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is the examination of an organization's internal strengths and weaknesses, and its environments, opportunities, and threats. It was originally intended for use in business applications in the preliminary stages of decision-making and strategic planning.

## *Needs Assessment Results*

- ◆ *Ocean Campus Faculty* were surveyed in Fall 02 in an effort to measure interest in a number of LAC initiatives. More than 2000 questionnaires were distributed by campus mail. The response (N=61) figured strongly in the construction of Action Plans (see 4.02 and 04). Briefly, Learning Strategies Workshops, Supplemental Instruction Groups and Curriculum Support by College Success Faculty received the most support from respondents. Conversely, On-line Tutoring using proprietary software and Faculty Office Hours in the LAC were least popular with faculty.

See **Appendix III** for a copy of the survey and a tally of the results.

- ◆ *Ocean Campus Students* responded to a slightly different version of the survey distributed to Faculty. Respondents (N=64) were randomly selected to fill in the questionnaire upon entering or leaving the LAC. The students were very supportive of Learning Strategies Workshops and in favor of Study Groups, Study Skills Programs accessed on-line, Adjunct Study Skills Courses and On-line tutoring. They were slightly less enthusiastic about On-line Study Skills Courses.

A copy of the survey and a tally of results are in **Appendix IV**.

## *"CCSF Employee Survey" Results*

*Spring 01 Employee Survey.* The Office of Research, Planning and Grants designed, distributed and tabulated a campus wide survey revealing that the Learning Assistance Department ranks 15th out of 64 departments in terms of satisfaction of services. Specifically, out of a possible 4.0, the Learning Assistance Department received a mean of 3.2 among 332 respondents. The average CCSF mean was 2.9. We are quite pleased with the outcome of this survey.

# **PART 3**

## **CURRENT STATUS**

### **LINK TO STRATEGIC PLAN**

#### *3.1 Improvement of Student Learning Outcomes and Delivery of Services*

##### *3.1.1 Learning Assistance Department activities toward improving student learning outcomes, including professional development activities*

- ◆ *Professional Development Activities.* Learning Assistance Department faculty and staff engage in a large number and variety of professional development activities. These activities are listed in **Appendix V**.
- ◆ *CRLA Tutor Certification.* We applied for and received the authorization to award our tutors with the nationally recognized tutor-training certificate from the College Reading and Learning Association upon their completion of LERN 10.
- ◆ *Learning Assistance Center Website.* We continue to develop our departmental web site. It now includes a comprehensive listing of both Study Skills web sites and Career websites chosen and evaluated by students in our college success courses.
- ◆ *Study Behavior Inventory.* Students may now come into the Learning Assistance Center and complete an inventory of their study abilities. See **Appendix VI** for a sample.
- ◆ *Study Groups.* We continue to construct new and original ways to develop small study groups for our students.
- ◆ *LERN 52.* We continue to seek new ways to give students 1/2 unit course credit to develop their study strategies.
- ◆ *On-line College Success Course.* We refine and teach a successful on-line version of our college success course.

##### *3.1.2 Current status of collaboration with other student services departments and administrative units, and efforts towards collaboration.*

- ◆ *CDPC.* Developed curriculum, in collaboration with CDPC, for revamped Career Guidance courses into the Learning Assistance Department: LERN 40, 41, 42, and 60
- ◆ *Counseling.* Worked with counselors and student development administrators during the counseling reorganization to brainstorm new and exciting initiative
- ◆ *LERN courses.* Offered LERN T and LERN 52 to Matriculation, Counseling, CDPC, Financial Aid, AAAP, Math E, Math EX, Math, and Puente Project for collection of positive student attendance for services rendered
- ◆ *Matriculation.* Collaborated with Matriculation on coordination of our English and ESL tutoring programs
- ◆ *EOPS.* Collaborated closely with the EOPS Tutorial Program to insure that EOPS students receive quality-tutoring services within the Learning Assistance Center
- ◆ *Mentoring Program.* Collaborated closely with the Mentoring Program to develop a consistent strategy regarding mentors and tutors

- ◆ *Latino Services Network.* Collaborated with the LSN to develop accountability for their computer lab. Offered LERN courses for academic support of their students
- ◆ *Athletic Program.* Collaborated with the coach of the football team to create academic support services for athletes on the team
- ◆ *Student Activities.* Translated student government campaign information into various languages
- ◆ *Dean of Students.* Developed new student misconduct policy in collaboration with Dean of Students office
- ◆ *DCC ESRU Committee.* Served as a member of the ESRU committee and worked towards the equitable distribution of units for work accomplished by department chairs.

### ***3.1.3 Increasing communication and collaboration between the Learning Assistance Department and Instructional units***

- ◆ *English Department.* Collaborate closely with the English Department to develop our jointly administered Writing Lab and promote more English faculty involvement in the Lab -- faculty currently participating in the design and delivery of the very successful grammar and composition workshops in collaboration with our classified Writing Lab manager -- Spring 02 workshops logged in approximately 400 student hours. -- English Department faculty assist with tutor training of our composition tutors – supported Reading Lab in reading tutoring and help with their statistical record keeping.
- ◆ *ESL Department.* Assisted ESL Department in finding a home for their new ESL computer-assisted learning lab – collaborate closely to administer jointly-run ESL support services program involving two FTE ESL faculty who lead ESL workshops, and tutor students in the Writing Lab -- (the program has more than tripled in students receiving individual tutoring and/or workshops from 1235 to 4692 ESL students in Spring 99 and Fall 02 respectively) – ESL faculty assist with tutor training of LAC composition tutors
- ◆ *Math Department.* Collaborated closely with the Math Department to jointly develop our one FTE math faculty position description in the Learning Assistance Center -- offer algebra study group -- math faculty member assists us with tutor training of math tutors -- Math 840 and 860 tutored by Math Bridge in the Learning Assistance Center
- ◆ *Transitional Studies.* Offered services on two hiring committees and served as mentor to a new tenure track Transitional Studies faculty member
- ◆ *ITS.* Collaborated closely with members of the ITS Department so that our three computer labs are in compliance with ITS standards -- upgraded three of four computer lab managers from 3598's to 1021's and a 1022 -- the fourth remains to be accomplished
- ◆ *Title III.* Collaborated closely with English, ESL, and Math departments to write the new Title III grant
- ◆ *Academic Departments.* Collaborated with business, foreign languages, chemistry, physics, biology, social and behavioral sciences, nursing, and dental assisting to insure quality academic support services to their students

- ◆ *Computer Learning Lab.* Collaborated with faculty from numerous departments to insure that faculty may easily reserve and use the LAC Computer Learning Lab to demonstrate their programs and websites to students in their classes  
(See **3.4.2 Numbers of faculty and student users** for details.)

### **3.1.4 Improvement and expansion of delivery of Learning Assistance Center programs**

#### ***Tutorial Center***

- ◆ *ESL Faculty.* Added 2 FTE ESL faculty to lead ESL workshops and tutor in the Writing Lab
- ◆ *Math Faculty.* Added 1 FTE Math faculty to lead algebra workshops and tutor in the Math Area
- ◆ *Full Time Classified Math Tutor.* Added a new full-time position for a classified math tutor
- ◆ *Expanded Hours.* Expanded Learning Assistance Center hours to include evenings to 10PM and Saturdays -- hours coincide with those of the Library
- ◆ *Increased Classified Calendars.* Increased the calendars of eight out of ten classified staff from STO to full time, full year
- ◆ *Large Study Group Room.* Created new, large group study room from vacated Title III offices -- Math faculty uses this room for math workshops -- holds 18 students.
- ◆ *Improved Database.* Upgraded our database program to accommodate newer versions of Microsoft Access

#### ***LERN Courses***

- ◆ Expanded the number of sections of LERN 50, College Success, from 5 to 9 per semester
- ◆ Developed LERN 50 On-line Section of our College Success course
- ◆ Developed LERN 40, 41, 42 and 60, our Career Success courses
- ◆ Received CSU Area E certification for LERN 50, College Success, and LERN 60, Career Success
- ◆ Added LERN 52, our new 1/2 unit Specific Study Strategies course
- ◆ Developed our Learning Assistance Center web site to include links to study skills and career skills websites chosen by students in our college success courses who evaluated the linked content

#### ***Computer Labs***

- ◆ Opened new Computer Classroom in R209 named the *Computer Learning Lab*
- ◆ Opened new Faculty-Staff Training Classroom. Incorporated the new Faculty-Staff Training Lab in R210 into the Learning Assistance Center -- programmed the lab's hours in coordination with the Computer Learning Lab in R209
- ◆ Upgraded three of four Computer Lab managers from 3598's to 1021's and 1022

## 3.2 Supportive Working Environment

### 3.2.1 General morale of faculty and staff in the Learning Assistance Department, including results of employee surveys

The Learning Assistance Center faculty and staff completed an on-line morale survey early in the Spring 2003 semester. The survey was distributed and tabulated by the Department of Research, Planning and Grants. See **Appendix VII** for a copy of the survey and detailed results. The survey revealed that:

- ◆ The LAC workplace morale is very good. Moreover, it was unanimous that the Department is excellent at meeting the needs of the students who use the LAC.
- ◆ There is a strong cooperative working relationship between co-workers, and faculty and staff feel comfortable in bringing concerns to supervisors. There is a firm awareness of job performance expectations.
- ◆ The faculty and staff are very satisfied with their work environment and they feel strongly supported with regard to training and professional growth. Above all, they are confident in their perception of the role of the LAC in relation to the college at large.
- ◆ LAC employees generally feel that their work and their opinions are positively valued. They are accustomed to and comfortable with making decisions that affect their work. On the other hand, some employees felt that job responsibilities are not always communicated clearly; faculty and staff are concerned that the workload may not be distributed fairly. Workshops on communications strategies, vertical and horizontal, will address these perceptions, as well as a thorough review of job descriptions and responsibilities with staff. (See **Action Plan 01-3.**)

### 3.2.2 Involvement/inclusion of part-time faculty in Learning Assistance Department activities

- ◆ Part-time faculty members are included in departmental meetings.
- ◆ Some part-time faculty are hired on instructionally related assignments. Each is responsible for a distinct program, such as an on-line college success course, the ESL writing program, or math tutoring. The department chair regularly meets with each faculty regarding his/her program. Other part time faculty teach LERN courses and are regularly contacted by the department chair to discuss relevant issues.
- ◆ Furthermore, the results of the recent morale survey show that LAC faculty, most of whom are part time, overwhelmingly feel that they play a participatory role in LAC decision-making.

### 3.2.3 Involvement/inclusion of departmental classified staff in departmental activities

- ◆ Classified staff are included in departmental meetings.
- ◆ Ten classified staff, under the supervision of the department chair, manage the day-to-day operations of the Learning Assistance Center. Departmental activities revolve around the staff: the issues they resolve and the upkeep of the facility.
- ◆ One classified staff performs secretarial and office managerial duties. Four classified staff

manage a total of 120-135 tutors and computer lab aids each semester. Four classified staff manage the three computer labs; one classified staff manages the evening tutorial counter; and one classified staff tutors math subjects.

- ◆ We develop new policies as needed; for example, we have recently developed a new LAC Student Misconduct Policy and an Absentee Policy.

### *3.2.4 Facilitation of collaborative and collegial relationships among faculty and between faculty and staff In the LAC*

- ◆ We conscientiously try to take care of problems as they arise, rather than allowing them to ferment over time.
- ◆ Both faculty and staff regularly rely on each other to work out issues that inevitably arise between them and our students, and occasionally among themselves, regarding our programs and services.
- ◆ Both faculty and staff regularly rely on the department chair to solve particular issues as they arise.

### *3.2.5 Promotion of respect for diversity and tolerance of differences among faculty, staff and students*

- ◆ Each semester we offer a two-hour workshop on cultural diversity as part of our LERN 10 Introduction to Tutoring course. The department chair and two or three of the department's faculty and staff lead this workshop.

## *3.3 Facilities Renewal*

### *3.3.1 Adequacy of Learning Assistance Department facilities with respect to size, layout and location*

- ◆ We are most fortunate to operate a state-of-the-art learning assistance facility at City College. With the addition of our two computer classrooms, we have reached our capacity. Our facility is adequate with respect to size, layout and location.

### *3.3.2 Current condition of Learning Assistance Department facilities*

- ◆ Our facility is seven years old. We have kept it in good condition by requesting services from the custodial staff as soon as need arises.
- ◆ Our carpets are beginning to show wear.
- ◆ Our blinds were poorly constructed and continue to fall apart.
- ◆ The computers in our student-use labs are 4 years old.

### *3.3.3 recent significant facility changes*

- ◆ In Fall 99, we constructed a new computer classroom, the Computer Learning Lab, in R209. We have recently (Fall 01) installed another computer classroom, the Technology Learning Center, in R210.

### *3.3.4 Proposed changes to facilities and rationale for those changes.*

- ◆ We plan to combine two small offices in the Learning Assistance Center into one larger group study room for student and faculty use, especially by those in the English Department.

## *3.4 Technology*

### *3.4.1 Learning Assistance Department utilization of technology in the delivery of student services and the promotion of student learning*

- ◆ Learning Assistance Center Database. We rely on our database to collect statistics for positive attendance in the Learning Assistance Center.
- ◆ Our Academic Computer Lab and Write Place Computer Lab provide computer support services for our students. We support 71 student-access computers in the open access computer labs. Students have the opportunity to access a printer and a scanner.
- ◆ Each member of our faculty and staff uses a desktop computer. We often communicate through our own listserv and regular email.
- ◆ The Learning Assistance Department website is a comprehensive website where many resources are provided for College Success students and faculty.
- ◆ Our Computer Learning Lab provides a computer classroom for faculty use. We support 24 student-use computers in this classroom-lab. We assist ITS in the support of the its student lab, the Teaching/Learning Classroom.

### *Results of CCSF Instructional Faculty Information Technology Surveys*

- ◆ Campus wide, faculty feel that computers and information technology are a benefit to their teaching, according to the most recent survey (2001).
- ◆ Almost one-third of the faculty respondents (N=405) are currently using computer lab assignments and one-fifth would like to use them. If we generalize this need to the entire faculty, it greatly impacts faculty use of LAC labs for faculty training.
- ◆ At least two-thirds of the faculty report that students have not encountered any problems in accessing the student computer labs.
- ◆ In another instance where faculty training and use of LAC computer labs would be affected, the survey revealed that while only 15 % of the respondents currently use presentation software in their courses, one-third would like to use it.

### *3.4.2 Numbers of faculty and student users*

- ◆ On average, more than 4500 students log in more than 80,000 lab hours in our open-access computer labs in any one semester.
- ◆ Since the opening of the Computer Learning Lab in Fall 99, lab managers have provided approximately 350 Basic Computer Skills workshops for CCSF students.
- ◆ In the most recent semester, Fall 02, the Computer Learning Lab hosted 246 workshops (470.5 workshop-hours) led by 59 instructors from 30 different departments, programs, and offices. This represented an average of over three workshops, or six workshop-hours, per day.
- ◆ In addition, the Lab was available for open access for students for a total of 138 hours during midterm and finals periods.

### *3.4.3 Types of technology used*

- ◆ Computer servers
- ◆ PC Computers
- ◆ MAC Computers
- ◆ Software programs as requested by departments
- ◆ Internet, email
- ◆ WebCT for our on-line college success course.
- ◆ Comweb Presentational technology

### *3.4.4 Status of staff training in technology application*

- ◆ Our four computer lab managers are connected up with ITS technical staff and are trained in applications with that group.
- ◆ Learning Assistance Center faculty and staff have engaged in numerous computer-related trainings. See **Appendix V** for details.

### *3.4.5 Appropriateness of technology to the Learning Assistance Department's mission and function*

- ◆ Technology is included in the Learning Assistance Department Mission Statement and Function Statements 03: Provide computer-assisted tutoring in the Write Place Computer Lab, Academic Computer Lab and Computer Learning Lab.

### *3.4.6 Proposed technology-based instructional delivery requiring significant employee training or upgrade of current CCSF resources or facilities.*

- ◆ Every three-four years the Learning Assistance Department is in need of 100 student computers and 20 faculty/staff computers.
- ◆ Our computer lab managers require significant training. The rest of us require basic training in new applications. It is of utmost importance that members of the Learning Assistance Department are technologically savvy.

### 3.5 *Equipment and Supplies*

#### 3.5.1 *Current status of the Learning Assistance Department's major equipment*

- ◆ As of Fall 02, most Learning Assistance Department student computers and printers were 4.5 years old.
- ◆ Learning Assistance Department faculty/staff computers were replaced in Fall 02 as part of the CCSF computer rollout.

#### 3.5.2 *Need and rationale for any major equipment*

- ◆ Student-use computers. 100 computers @ \$1600 each = \$180,000.
- ◆ Printers. 2 printers \$2300 each = \$4600.
- ◆ Miscellaneous computer-related software = \$5,000
- ◆ Disabled Students Access workstation = \$7,250

#### 3.5.3 *Adequacy of the Learning Assistance Department's supply budget, and rationale for proposed augmentation*

- ◆ The Learning Assistance Department supply budget is \$2850/year. This amount is quite small for as large an operation as ours. We do purchase many of our supplies through our departmental budget. However, we need a stronger budget from the college as well. An additional \$15,000 would help us.

## ***PART 4***

### ***PLANS FOR NEXT SIX YEARS***

#### ***4.1 Ways in which the Learning Assistance Department will continue to address the college strategic priorities***

College Strategic Priorities addressed in Learning Assistance Department plan:

- 1.1.a We develop effective retention practices that increase the intensity of coursework and accelerate work in basic skills through our work with the Title III grant and the very nature of our department.
- 1.5.a We increase access to college success courses by developing new courses and new formats of existing courses.
- 2.4 The Learning Assistance Center continually seeks to expand out-of-class learning activities.
- 2.5.a We promote and expand student success skills through our college success courses.
- 5.2 We offer on-campus student employment to over 100-125 students per semester.
- 7.1.a We offer on-line college success courses and are developing new ones.
- 7.1.h We seek to improve the quality of our three student open-computer labs.

#### ***4.2 Major Learning Assistance Department goals for the next six years (based on Parts 3 and 4 -- listed in detail on the following Action Plan charts)***

- ◆ Move faculty and classified now on Matriculation budget into our budget -- \$25,000/yr.-- Action Plan 01-1
- ◆ Hire a new full time, instructionally related faculty position in the Learning Assistance Department to assist with coordination of the Learning Assistance Center -- \$65,000/yr.-- Action Plan 01-2
- ◆ Increase accountability by registering 90% of students who use the Learning Assistance Center into LERN T -- \$3,000 -- Action Plan 01-3
- ◆ Hire the fourth 1021 computer lab manager – Funds in the budget -- \$5,000 -- Action Plan 03-1
- ◆ Replace 100 student-use computers, related HW and SW -- \$180,000 -- Action Plan 03-3
- ◆ Purchase a computer and mobile cart for computer-related small group work -- \$3,000 -- Action Plan 03-4
- ◆ Purchase wireless laptops and/or wireless network cards to be checked out at ACL for student use in the Learning Assistance Center -- \$6,000 -- Action Plans 03-5
- ◆ Offer Learning Strategies Workshops in the Learning Assistance Center, coordinated with Title III -- \$0 -- Action Plan 02-2.
- ◆ Develop Learning Assistance Center study group and study partner programs -- \$0 -- Action Plan 02-5
- ◆ Develop a series of new LERN courses and workshop series for college success and learning strategies -- Action Plans 04-1,2,3,4, and 5
- ◆ Collaborate with a variety of departments to ensure academic success of our students -- Action Plans 05-1,3,4,5,7,8,9,10, and 11

**Learning Assistance Department Action Plan Fall 2002 – Spring 2008**

**Objective 01 – LAC Management**

01 Maintain an efficient, organized and accountable Learning Assistance Center for the delivery of learning assistance activities.

#	Action Plan	Timeline						Budget
		02-03	03-04	04-05	05-06	06-07	07-08	
1	Move faculty and classified now on Matriculation budget into our budget.	X	X					Rosenthal \$25,000/yr
2	Hire a new full time instructionally related position in the Learning Assistance Department to assist with coordination of the Learning Assistance Center.				X	X	X	Rosenthal \$65,000/yr
3	Review communication strategies, job descriptions, and responsibilities with LAC faculty and staff.		X	X				Rosenthal
4	Increase accountability by registering 90% of students who use the Learning Assistance Center into LERN T.	X	X					Rosenthal \$3,000
5	Develop system to send emails to registering students interested in information on tutoring.	X						Brandon
6	Develop a Learning Assistance Center outreach plan.		X	X				PT Faculty
7	Develop a Learning Assistance Center “Resource Library” of resources, textbooks and used exams donated by academic faculty for tutor use.			X	X	X		PT faculty
8	Write a “Procedures Handbook” for use by students using the Learning Assistance Center.					X	X	PT faculty
9	Write an article on our Learning Assistance Center for publication in an appropriate journal.						X	Rosenthal

**Learning Assistance Department Action Plan Fall 2002 – Spring 2008**

**Objective 02 - Tutorial Services**

02 Provide individual and small group tutoring for students who need assistance to succeed in their academic classes, especially underprepared and at-risk students.

#	Action Plan	Timeline						Budget
		02-03	03-04	04-05	05-06	06-07	07-08	
1	Post tutoring schedules and LERN courses on the Learning Assistance Center website.	X	X					Malamud
2	Offer Learning Strategies Workshops in the Learning Assistance Center in coordination with Title III.		X	X	X	X	X	Rosenthal, PT faculty
3	Research possibility of On-line Tutoring				X	X		Rosenthal
4	Develop Learning Assistance Center study group and study partner programs.	X	X	X				Ruiz, Young Vayngortin
5	Develop subject-specific tutor trainings using faculty from appropriate academic departments.		X	X	X			Ruiz, Young Vayngortin
6	Develop a “Tutor Tips” guidebook				X	X	X	Ruiz, Young Vayngortin
7	Recruit more underrepresented minorities as tutors.		X	X	X	X	X	Ruiz, Young Vayngortin

**Learning Assistance Department Action Plan Fall 2002 – Spring 2008**

**Objective 03 - Computer Services**

03 Provide computer-assisted tutoring in our open-access computer labs, the Write Place and Academic Computer Lab; coordinate services in both our computer demonstration classroom, the Computer Learning Lab, and the Teaching Learning Center, also located in the Learning Assistance Center.

#	Action Plan	Timeline						Budget
		02-03	03-04	04-05	05-06	06-07	07-08	
1	Hire the fourth 1021 computer lab manager. (Funds are in the budget, but position is frozen.)			X				Rosenthal \$5,000
2	Replace faculty and staff computers for the Learning Assistance Center. (CCSF Roll out)	X						Malamud, Rosenthal \$0
3	Replace 100+ student-use computers and related hardware and software.		X	X				Malamud, Rosenthal \$180,000
4	Purchase a computer and mobile cart for computer-related small group work.		X	X	X			Malamud, Rosenthal \$3,000
5	Purchase wireless laptops and/or wireless network cards to be checked out at ACL for student use in the Learning Assistance Center.			X	X	X		Malamud, Rosenthal \$6,000
6	Provide technical assistance to English Department computer labs as needed.	X	X	X	X	X	X	Malamud \$0
7	Complete basic computer training of two of our Learning Assistance Center staff.	X	X					Curtis, Foroutan \$0

**Learning Assistance Department Action Plan Fall 2002 – Spring 2008**

**Objective 04 – LERN Courses**

04 Provide quality LERN courses and workshops for students in need of developing their study techniques and learning skills, and promote a high standard of teaching excellence in those courses.

#	Action Plan	Timeline						Budget
		02-03	03-04	04-05	05-06	06-07	07-08	
1	Develop a new noncredit course, LERN 1000, Supervised Tutoring, to replace LERN T.	X						Rosenthal \$0
2	Develop a telecourse version of LERN 50 to compliment our lecture and on-line offerings	X	X					Stewart, Rosenthal \$0
3	Develop a new one-unit course, LERN 51, College Success Basics: lecture, on-line, and telecourse versions.	X	X					Stewart, Rosenthal \$0
4	Develop a learning strategies workshop series for English, ESL and Math students in coordination with the Title III Grant.	X	X	X	X	X	X	Harrison, Rosenthal \$0
5	Increase sections of LERN courses as need arises at Ocean and other campuses			X	X	X	X	Rosenthal \$0

Learning Assistance Department Action Plan Fall 2002 – Spring 2008								
Objective 05 - Interdepartmental Coordination								
05 Integrate learning assistance programs and services into all segments of the campus community.								
#	Action Plan	Timeline						Budget
		02-03	03-04	04-05	05-06	06-07	07-08	
1	Coordinate efforts with the ESL English and Math Departments to improve support for their programs in the Learning Assistance Center. (Title III)	X	X	X	X	X		Rosenthal \$0
2	Assist other campuses in developing “satellite” Learning Assistance Centers as requested. (Title III)				X	X		Rosenthal \$0
3	Assist Matriculation and other Student Service Depts. Through development of orientation courses		X	X	X			Rosenthal \$0
4	Assist Student Service Departments in developing early alert and retention programs. (Title III)		X	X				Rosenthal \$0
5	Collaborate with Matriculation and Student Service Departments to increase collection of positive attendance for accountability purposes.	X	X					Rosenthal \$0
6	Design and disseminate new Learning Assistance Center brochure, leaflets and bookmarks as part of new Student Development initiatives.			X	X	X		Harrison, Rosenthal \$0
7	Coordinate efforts with CDPC for development of career courses, workshops and career website.	X	X					Malamud, Rosenthal \$0
8	Collaborate with Latino Services Network and AASP on academic success courses specific to their needs.	X	X	X	X	X	X	Rosenthal \$0
9	Work with DSPS to ensure adequate delivery of services for disabled students.	X	X	X	X	X	X	All \$0
10	Collaborate closely with the Mentoring program for better delivery of services.	X	X	X	X	X	X	Rosenthal \$0
11	Develop a course for prospective teachers in collaboration with the Childcare Department so students may more easily pass the CBEST Exam	X						Rosenthal \$0

Learning Assistance Department Action Plan Fall 2002 – Spring 2008								
Objective 06 - Writing Success Project								
06 Maintain funding for the Writing Success Project, our federally funded project to assist qualified students in their writing skills.								
#	Action Plan	Timeline						Budget
		02-03	03-04	04-05	05-06	06-07	07-08	
1	Increase awareness of WSP and its services among CCSF faculty and students.	X	X	X	X	X	X	No impact- Federal funds
2	Link WSP database with Banner for accurate reporting of student information and project evaluation.		X	X				“
3	Secure refunding for TRIO Student Support Services grant			X				“