

Los Angeles City College
Comprehensive Program Review 2008

Learning Skills Department

I. Department Mission

Describe the mission of the Department

The Learning Skills Center's mission is twofold—to provide remedial and developmental instruction to students at myriad levels in the basic skills areas of language arts, mathematics, linguistics, and computer literacy by using a variety of instructional methods, strategies, and learning modalities and to provide individualized tutorial assistance to students enrolled in general education and career technical education classes.

II. Department Overview

a. Response To Demand

Describe the trends in Enrollment, FTES, and Average Class Size.

Given the data, what are the implications for your department? If relevant, discuss each discipline separately

II. Department Overview

The Learning Skills Center plays a vital role on campus in the delivery of basic skills instruction by providing (1) individualized diagnostic assessment of students needing basic skills remediation or developmental basic skills instruction, (2) designing skill-specific basic skills individualized instructional programs, (3) evaluating the appropriateness of specific instructional delivery methods based on student need and performance, (4) providing individualized tutorial assistance to students enrolled in various academic and/or career technical education courses, and (5) creating a student-centered learning environment incorporating new technologies and instructional software for effective instructional delivery.

In evaluating the department's effectiveness and success in accomplishing these 5 objectives, an analysis and discussion of its enrollment trends, course offerings, FTES generation, and success rate is especially relevant in directing the department's planning goals for the next six years.

GENERAL DESCRIPTION

The Learning Skills Center provides individualized instruction in twenty courses—13 language arts, 4 math, and 3 learning disabilities. Each class is designated as 1-unit/3 hours credit/non-credit and offered on an open entry/open exit basis. Students undertake a complete diagnostic assessment of their strengths and weaknesses in reading comprehension, mathematic computational skills, English grammar, writing fundamentals, and study skills. The results of these assessment tools assist faculty in recommending enrollment in specific courses, and a subsequent individualized program addressing these skills is created. Students, then, engage in weekly student-teacher conferences, individualized peer tutoring, and computer-assisted instruction. Generally, students enroll in these courses in combinations with other classes on campus.

ENROLLMENT TRENDS

Over the last six years, the Center has experienced a decline in its enrollment similar to the college as a whole. The Center's enrollment decline, however, has occurred disproportionately in its tutorial component (Supervised Learning Assistance 1T) while its actual enrollment in Learning Skills courses has fluctuated. Overall, the Center's departmental enrollment and supervised tutorial assistance enrollment rose during a three-year period—01-02 (10,020), 02-03(11,077), 03-04(10,890). Over the next three year period, its enrollment declined—04-05(9,324), 05-06(8,790), 06-07(7,965). These figures represent all terms—Fall, Winter, Spring, Summer—with Fall enrollment typically higher than Spring enrollment and Summer enrollment slightly higher than Winter. A variety of factors, namely departmental labs, state/federal funding guidelines, non-credit ESL course development, tuition fee increases, and salary increases, have contributed to these changes.

COURSE ENROLLMENT

All Learning Skills courses are identified as non-degree applicable, and there are no degrees or certificates awarded by the department. Overall, all Learning Skills classes are designated as basic skills instruction. The Center's course enrollment has slightly fluctuated over the last six years—01-02(3773), 02-03(5748), 03-04(5586), 04-05(4812), 05-06(4161), 06-07(4101)—based on the compilation of Fall, Winter, Spring, and Summer enrollment reports. The greatest increase in enrollment occurred from the 01-02 an 02-03 (3773 to 5748), and the greatest decrease occurred from 03-04 and 04-05 (5586 to 4812). Courses generating the highest enrollment include Learning Skills 1—Reading Comprehension, Learning Skills 3—Vocabulary Development, Learning Skills 10—Math Fundamentals, and Learning Skills 11—Elementary Algebra. Courses with average enrollments include Learning Skills 2—English Fundamentals, Learning Skills 6—Study Skills, Learning Skills 7—Writing Fundamentals, and Learning Skills 24—Theory and Practice of Tutoring. The lowest enrollments occur in courses designed for special populations, namely Learning Skills 40, 41, and 43, which are specifically designed for learning disabled students and Learning Skills 52, 53, 54, 55, and 56, which are designated for students preparing for the GED examination.

b. Student Achievements

Given the data, describe the trends in Success Rates, Retention Rates, and Degrees and Certificates awarded. What are the implications for your program(s)?

Since the last biennial review, the Center's overall success rate has improved slightly; however, student success rates continue to hover at approximately 45%, with Fall completion rates on average slightly higher than Spring completion rates—01-02(46), 02-03(50%), 03-04(53%), 04-05(52%), 05-06(45%), 06-07(45%). There are a variety of reasons for the Center's low student success rates.

First, students enrolling in open-entry/open-exit classes face a variety of challenges unlike those students enrolled in classes taught in a traditional format. An individualized program requires students to attend the lab at least 3 hours each week, with one weekly session with a faculty member, one tutoring appointment, and two hours of computer-assisted instruction.

Also, because the Center's faculty must design student programs tailored to address specific needs, course instructional requirements may vary, and many students must be highly motivated to complete the course requirements. Considering that students may enroll in Learning Skills classes through the 12th week of a semester, completing all the course requirements demands more time and commitment—a commitment often too time-consuming for many students.

The Center's staff continues to address this issue by re-evaluating its course curriculum, creating more on-line opportunities for instruction, and providing alternative instructional delivery methods. Additionally, many of the efforts made by the Departmental Student Success and Retention Team are gradually having an impact on student attendance and subsequent course completion.

c. FTEF

Discuss how the FTEF trends will impact your program. Include any need for increasing or reducing your program faculty. (Develop Resource if necessary.) Given the data, describe the trend in FTEF/FTES ratio . What are the implications for your program(s)?

FTES GENERATION/FTEF RATIO

The Center's enrollment in its departmental courses has risen and fallen throughout the duration of the 6-year review period; its section count, however, has consistently been decreased, which suggests that the Center's faculty, who provide individualized instruction, have served more students per class and increased efficiency. However, due to the major decline in tutoring enrollment, which generates positive attendance, its FTES generation has also declined—01-02(1952), 02-03(2176), 03-04(2062), 04-05(1537), 05-06(1168), and 06-07 (941). In 01-02, the Center generated 12% of the total college FTES; in 06-07, the Center generated only 7%. It should be noted, however, that new attendance reporting measures and positive attendance calculations were implemented in 04-05, and this has resulted in lower positive attendance figures for Supervised Learning Assistance I.

The Center's Full-time Equivalent Faculty (FTEF) has not changed significantly during the last six years—01-02 (11.42), 02-03(11.15), 03-04 (11.64), 04-05(11.11), 05-06(10.59), and 06-07 (11.95) based on Fall semester data figures; yet, its FTES/FTEF declined dramatically—01-02(90.2), 02-03(83.2), 03-04(100.5), 04-05(71.6), 05-06(66.7), 06-07(37.7). Spring semester data reflect similar patterns, but there are significant reductions in FTEF compared to Fall—01-02(10.89), 02-03(8.24), 03-04(5.65), 04-05(12.34), 05-06(9.91) 06-07(11.38). FTES/FTEF for Spring semesters indicate dramatic fluctuations—01-02(77.4), 02-03(141.4), 03-04 (141.0), 04-05(49.0), 05-06(35.1), 06-07 (36.5). This is most likely due to the sharp reduction in FTEF for Spring 02-03 and 03-04.

III. Vocational Programs

a. Labor Market Demand

1. How does your program meet labor market demand? Cite specific examples and sources.

The Center has provided tutorial support for basic skills and career-technical educational classes annually, and over the last six years, VTEA tutorial funding has been allocated to the department in an effort to support these services. Over 2,400 VTEA students are served annually in the Center, and accurate records have been maintained in an effort to identify vocational students and the services provided to them.

Also, the Center's faculty and staff work closely with a variety of VTEA departments--Dietetics, Dental Technology, Human Services--to develop additional instructional support services that will provide students with the skills needed to meet the curricular demands of these programs.

The Learning Skills Center is not, as such, considered a vocational program, but over the last 25 years, it has played an integral role in assisting students mature through various vocational programs.

b. Advisory Board

Advisory Board Member Name	Company / Affiliation	Title	Voc. Program
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Advisory Committee Meetings

Dates	No. of members attending	Voc. Program
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What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?

c. Comparable Programs

Outline your plans to investigate other programs that offer comparable training. If known, compare and contrast your program to these other programs in your service area.

d. Program Accreditation

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?

No

i. Accreditation Status and Recommendations

What is the program's accreditation status?

N/A

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.

N/A

ii. Student performance on licensure or board exams on first attempt.

Provide a brief analysis of student performance on licensure or board exams on first attempt.

iii. Employer Satisfaction Survey attempt.

Provide brief analysis of employer satisfaction with regard to completed survey results.

IV. Curriculum

a. Program Delivery and Effectiveness: Current Courses

Analysis of over-all course offerings and effectiveness

PROGRAM DEVELOPMENT AND EFFECTIVENESS

The Center's course enrollment has slightly fluctuated over the last six years--01-02(3773), 02-03(5748), 03-04(5586), 05-06(4161), 06-07(4101)--based on Fall, Winter, Spring, and Summer enrollment reports. Several factors have contributed to the rise and fall of Learning Skills enrollment.

First, the increase in statewide community college tuition fees directly influences student enrollment in Learning Skills classes, given that they are less likely to enroll in classes that are non-degree applicable than classes leading to a certificate, degree, or transfer-readiness program.

Another factor affecting enrollment relates to the state and federal regulations which limit the number of basic skills units a student may take while continuing to receive financial assistance and the special services provided by various restricted programs--EOPS, TRIO, CALWORKS, etc., Again, with financial aid and services possibly being eliminated, students are advised to limit their Learning Skills course enrollment.

Also, the infusion of non-credit ESL courses and programs has had an impact on Learning Skills enrollment, given that these students are enrolled in programs similar in content to programs offered in the Center. Lastly, there has been a systematic reduction in the course section offerings--a reduction of 32 course section offerings from 01-02 through 06-07.

With Learning Skills enrollment relying heavily on the "individualized" student/teacher conference, typically Learning Skills enrollments are slightly lower than the campus average of 27/section with departmental averages closer to 17-20/section number. Courses generating the highest enrollments include the following: Learning Skills 1-Reading Comprehension--01-02(666), 02-03(1083), 03-04(1042), 04-05(736), 05-06(591), 06-07(731) with an average class size of 25.9/section over the 6-year period; Learning Skills 3-Vocabulary Development--01-02(725), 02-03(967), 03-04(872), 04-05(700), 05-06(586), 06-07(499) with an average class size of 31.2/section over the 6-year period; Learning Skills 10-Math Fundamentals--01-02(739), 02-03(1316), 03-04(1133), 04-05(1105), 05-06(924), 06-07(978) with an average class size of 40.2/section over the 6-year period; Learning Skills 11--Elementary Algebra--01-02(681), 02-03(918), 03-04(1049), 04-05(912), 05-06(924), 06-07(647) with an average class size of 22.5/section over the 6-year period.

Courses with average enrollments include Learning Skills 2-English Fundamentals, Learning Skills 6-Study Skills, Learning Skills 7-Writing Fundamentals, and Learning Skills 24-Theory and Practice of Tutoring, with average class sizes approximately 17/section over the 6 year review period.

Learning Skills 9-The Metric System and Learning 4-Mechanics of Spelling have very low enrollments, and the Center's departmental curriculum team is currently evaluating these courses in the curriculum content, course requirements, and instructional materials used in these individualized programs.

Learning Skills 40, 41, and 43, which traditionally restrict enrollments, are specifically designed for learning disabled students, and consequently high enrollment is unexpected. These courses are taught by the Center's two Learning Disabilities Specialists, Susan Matranga and Andrea Smith, and enrollment is based on the designated disability identified through their diagnostic exam.

Learning Skills 52, 53, 54, 55, and 56 are designed for students preparing for the GED examination, and as such, each course represents a special component of the GED exam--language arts/reading, language arts/writing, social studies, math computations, and science. Students are placed in the component of the actual GED test area needed for an acceptable passing score; consequently, lower enrollments in these courses are expected.

In its tutorial component, Supervised Learning Assistance 1T has steadily declined--01-02(5300), 02-03(4917), 03-04(4960), 04-05(3798), 05-06(3946), 06-07(3253). Two significant factors have contributed to this decrease;

namely, several departments and campus services have created or expanded their own labs making tutorial assistance available to those students enrolled in their courses--the Math Pi Shop, the English Writing Center, the Child Development Lab, the Psychology Lab, the CALWORKS Computer Lab, the All-Campus Computer Lab, TRIO, Upward Bound, First-year College Experience, etc, Consequently, many students no longer seek assistance in the Center.

A second factor is the 75% increase in tutor salaries, implemented by the Board of Trustees; yet, the Center's tutorial budget was not augmented to absorb the additional expense, which devastated its operational budget. Fewer tutors have been hired, and subsequently, fewer students have received tutoring and been enrolled in learning assistance.

The decentralization of tutorial assistance and higher tutorial salaries have resulted in a major decline in learning assistance enrollment and positive attendance generation.

Course-by-course analysis of offerings and effectiveness (optional)

Please note the discussion of various courses in the discussion section above

b. Title 5 Updates and Student Learning Outcome Assessment

Analysis of Title 5 Update Status

The Learning Skills Departmental Curriculum Team--Joyce Allen, Chair, Robert Vangor, Oni Adunni, Carmen Ilano, and Ronald Glass--successfully completed all Title V Updates for all twenty Learning Skills courses during the 2006-2007 academic year. This task--a particularly time-intensive endeavor--required that all Learning Skills parent courses and modularized courses have individual Title V updates; consequently, the team completed over 53 Title V updates. Our department highly commends the team's effort and commitment to completing this task.

Please update requested information below:

Note: Course list includes all courses ever approved for the department, including archived courses. Courses must be updated through the Curriculum Committee every 6 years. Courses that are out of compliance with this requirement are highlighted. Please update and save information on all pages.

If the Title 5 Update Date seems to be incorrect, contact the Chair of the Curriculum Committee.

Courses Last Updated Before 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments

Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
LRNSKIL	1	Reading Comprehension	4/2/2006	No	No	
LRNSKIL	10	Mathematics Fundamentals	2/16/2007	No	No	
LRNSKIL	10A	Math Fundamentals A	2/17/2007	No	No	
LRNSKIL	10B	Math Fundamentals B	2/18/2007	No	No	

Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
LRNSKIL	10C	Math Fundamentals C	2/19/2007	No	No	
LRNSKIL	11	Elementary Algebra	2/20/2007	No	No	
LRNSKIL	11A	Elementary Algebra A	2/21/2007	No	No	
LRNSKIL	11B	Elementary Algebra B	2/22/2007	No	No	
LRNSKIL	11C	Elementary Algebra C	2/23/2007	No	No	
LRNSKIL	11D	Elementary Algebra D	2/24/2007	No	No	
LRNSKIL	11E	Elementary Algebra E	2/25/2007	No	No	
LRNSKIL	15	Overcoming Math Anxiety	2/26/2007	No	No	
LRNSKIL	15A	Overcoming Math Anxiety A	2/27/2007	No	No	
LRNSKIL	15B	Overcoming Math Anxiety B	2/28/2007	No	No	
LRNSKIL	15C	Overcoming Math Anxiety C	2/1/2007	No	No	
LRNSKIL	185	Directed Study-Learning Skills	2/7/2007	No	No	
LRNSKIL	1A	Reading	4/3/2006	No	No	
LRNSKIL	1B	Reading	4/4/2006	No	No	
LRNSKIL	1C	Reading	4/5/2006	No	No	
LRNSKIL	2	English Fundamentals	4/6/2006	No	No	
LRNSKIL	20	Effective Note Taking	3/13/2007	No	No	
LRNSKIL	24	Theory and Practice of Tutoring	2/2/2007	No	No	
LRNSKIL	24A	Theory and Practice of Tutoring A	2/3/2007	No	No	
LRNSKIL	24B	Theory and Practice of Tutoring B	2/4/2007	No	No	
LRNSKIL	24C	Theory and Practice of Tutoring C	2/5/2007	No	No	
LRNSKIL	285	Directed Study-Learning Skills	2/7/2007	No	No	
LRNSKIL	2A	English Fundamentals	4/7/2006	No	No	
LRNSKIL	2B	English Fundamentals	4/8/2006	No	No	
LRNSKIL	2C	English Fundamentals	4/9/2006	No	No	
LRNSKIL	3	Vocabulary Development	5/31/2007	No	No	
LRNSKIL	385	Directed Study-Learning Skills	2/7/2007	No	No	
LRNSKIL	3A	Vocabulary Development A	2/5/2007	No	No	
LRNSKIL	3B	Vocabulary Development B	6/1/2007	No	No	
LRNSKIL	3C	Vocabulary Development C	3/11/2007	No	No	
LRNSKIL	3D	Vocabulary Development D	2/6/2007	No	No	
LRNSKIL	3E	Vocabulary Development E	3/12/2007	No	No	
LRNSKIL	4	The Mechanics of Spelling	2/7/2007	No	No	
LRNSKIL	40	Introduction to Learning Disabilities	5/2/2006	No	No	

Courses Last Updated After 2002

Course		Title	Title 5 Update Date	SLO Assess. Complete	Change(s) made	Comments
LRNSKIL	41	Study Strategies for the Learning Disabilities	5/3/2006	No	No	
LRNSKIL	41A	Study Strategies for the Learning Disabled	5/4/2006	No	No	
LRNSKIL	41B	Study Strategies for the Learning Disabled	5/5/2006	No	No	
LRNSKIL	41C	Study Strategies for the Learning Disabled	5/6/2006	No	No	
LRNSKIL	43	Adaptive Word Processing Operations	5/7/2006	No	No	
LRNSKIL	485	Internet Research	2/7/2007	No	No	
LRNSKIL	49	Introduction to Computer Assisted Instruction Application	2/6/2007	No	No	
LRNSKIL	50	Introduction to CAI Applications Language Arts	2/7/2007	No	No	
LRNSKIL	52	Test Preparation for the GED: Language Arts, Reading	2/7/2007	No	No	
LRNSKIL	53	Test Preparation for the GED: Language Arts, Writing	2/7/2007	No	No	
LRNSKIL	54	Test Preparation for the GED: Science	2/7/2007	No	No	
LRNSKIL	55	Test Preparation for the GED: Mathematics	3/14/2007	No	No	
LRNSKIL	56	Test Preparation for the GED: Social Studies	6/2/2007	No	No	
LRNSKIL	6	Academic Study Skills	2/8/2007	No	No	
LRNSKIL	6A	Academic Study Skills	2/9/2007	No	No	
LRNSKIL	6B	Academic Study Skills	2/10/2007	No	No	
LRNSKIL	6C	Academic Study Skills	2/11/2007	No	No	
LRNSKIL	7	Basic Composition	4/10/2006	No	No	
LRNSKIL	7A	Basic Composition	4/11/2006	No	No	
LRNSKIL	7B	Basic Composition	4/12/2006	No	No	
LRNSKIL	7C	Basic Composition	4/13/2006	No	No	
LRNSKIL	8	Resume Prep & Job Search Skills	2/12/2007	No	No	
LRNSKIL	9	The Metric System	2/13/2007	No	No	
LRNSKIL	900	Supervised Learning Assistance	6/3/2007	No	No	
LRNSKIL	9A	The Metric System A	2/14/2007	No	No	
LRNSKIL	9B	The Metric System B	2/15/2007	No	No	
LIB SCI	101	Library Research Methods	4/5/2005	No	No	
LIB SCI	102	Internet Research Methods	9/7/2007	No	No	

Archived & Deleted Courses

Course		Title	Archive / Delete	Comments
LRNSKIL	26	"Orientation to Vocational	Archive	
LRNSKIL	27	"Beginning Vocational	Archive	
LRNSKIL	28	Career ways: Vocational English As a Second Language (VESL): The World of Work	Archive	
LRNSKIL	42A& B	"Critical Thinking & Reasoning Skills for	Delete	

c. Student Learning Outcomes and Assessment

1.a Course-level SLOs - Describe what the faculty in the department have done in developing and conducting assessment of course-level student learning outcomes. Include description/discussion of trainings and workshops attended and department meetings.

Under the direct leadership of the Departmental Curriculum Team-Joyce Allen, Chair, Robert Vangor, Carmen Ilano, Oni Adunni, and Ronald Glass--student learning outcomes have been identified, completed, submitted, and approved by the campus Curriculum Committee for all 53 parent and modular Learning Skills courses.

Various members of this team, particularly Joyce Allen, Robert Vangor, and Ronald Glass, have attended numerous on-campus SLO workshops and worked directly with the Teaching/Learning Center and Technical Review Committee to ensure SLO appropriateness for the course content.

Assessment of student learning outcomes for any Learning Skills course has not yet occurred; however, Learning Skills 40 participated in the assessment pilot project conducted during the 2007-2008 academic year. Results of this pilot are not yet available.

1.b Course-level SLOs – Describe any changes implemented as a result of the findings from the assessment of course-level student learning outcomes.

Because no assessment has been completed on any of the Center's courses, no changes or revisions have been implemented; however, the Departmental Curriculum Team is currently planning a timeline for conducting a pilot assessment on Learning Skills 1 - Reading Comprehension and Learning Skills 10 - Math Fundamentals during the 2008-2009 academic year.

2. Program-level SLOs – Has the department developed SLOs for its program(s)?

Award Type	Program	Program SLO Developed?	Program Outcome

3. Core Competencies Alignment – How do the department's course and program SLOs address City's Core Competencies?

All 20 of the Learning Skills Center's courses directly support the college's core competency Area I: Essential Academic Skills.

Information Competency:

- Learning Skills 1 - Reading Comprehension
- Learning Skills 3 - Vocabulary Development
- Learning Skills 24 - Theory & Practice of Tutoring
- Learning Skills 40, 41, and 42 - Basic Skills for the Learning Disabled
- Learning Skills 52, 53, 54, 55, 56, - GED Preparation

Written and Oral Communication:

- Learning Skills 2 - English Fundamentals
- Learning Skill 4 - Spelling
- Learning Skills 7 - Writing Fundamentals
- Learning Skills 6 - Study Skills
- Learning Skills 8 - Resume Preparation & Job Search Skills

Mathematical Competency:

- Learning Skills 9 - The Metric System
- Learning Skills 10 - Math Fundamentals
- Learning Skills 11 - Elementary Algebra
- Learning Skills 15 - Math Anxiety

d. Proposed New Course and Course Changes

1. Enter new courses and course changes planned (Note: All course changes, additions and archives require Curriculum Committee approval).

Course Name	Advisory Committee Recommendation	New technology developments	Similar CSU/UC lower division requirements	Course needed for sequence	Integrating current trends and new information	Other (please detail)
Intermediate Math Fundamentals	No	Yes	No	Yes	Yes	
Beginning Math Fundamentals	No	Yes	No	No	Yes	
Advanced Math Fundamentals	No	Yes	No	Yes	Yes	
Directed Study in Learning Skills	No	No	No	No	Yes	
Beginning Reading Comprehension	No	No	No	No	Yes	
Intermediate Reading Comprehension	No	No	No	Yes	Yes	
Advanced Reading Comprehension	No	No	No	Yes	Yes	
Directed Study in Learning Skills	No	No	No	Yes	Yes	
Beginning English Fundamentals	No	No	No	No	Yes	
Intermediate English Fundamentals	No	No	No	Yes	Yes	
Advanced English Fundamentals	No	No	No	Yes	Yes	

Course Name	Advisory Committee Recommendation	New technology developments	Similar CSU/UC lower division requirements	Course needed for sequence	Integrating current trends and new information	Other (please detail)
ILinguistics and Vocabulary Development	No	No	No	Yes	Yes	
Directed Study in Learning Skills	No	No	No	Yes	Yes	
Articulation and Pronunciation	No	Yes	No	No	Yes	
Beginning Conversational Skills	No	No	No	No	Yes	
Intermediate Conversational Skills	No	No	No	Yes	Yes	
Internet Research	No	Yes	No	No	Yes	
Introduction to Computer-Assisted-Instruction Applications	No	Yes	No	No	Yes	
Introduction to Computer-Assisted Instruction Applications-Language Arts	No	Yes	No	No	Yes	
Beginning Study Skills	No	Yes	No	No	Yes	
Intermediate Study Skills	No	Yes	No	Yes	Yes	
Advanced Study Skills	No	Yes	No	Yes	Yes	
Beginning Writing Fundamentals	No	Yes	No	No	Yes	
Intermediate Writing Fundamentals	No	Yes	No	Yes	Yes	
Advanced Writing Fundamentals	No	Yes	No	Yes	Yes	

e. Course Scheduling

Use this link to ClassTracks to access information about historical course scheduling. Review data over the last 5 years with special attention to scheduling in the afternoon and evening, on Fridays, on Weekends, and on-line. Comment on the enrollment in these sections, and on the feasibility of offering classes at non-standard times. Web site available on LACCD intra-net: <http://classtrack.laccd.edu/lacity/>
Password: lac4681

Generally, Learning Skills is an on-site instructional facility with a language arts lab, mathematics lab, two small group classrooms, four individual-study rooms, and 45 computer stations. The Center is open from 10:00 a.m. to 7:00 p.m. Monday through Thursday, and students are provided with instructor-student conferencing, peer tutoring, and computer-assisted instruction during its hours of operation in any of the 20 classes offered through the Center.

Typically, attendance in the Center is higher from 10:00 a.m. until 2:00 p.m.; then, its attendance peaks between 5:00 p.m. and 7:00 p.m. Between 2:00 p.m. and 4:00 p.m., the Center suffers its lowest attendance; however, because course section numbers and student attendance hours are not directly linked, course scheduling is not applicable.

Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length? If yes, describe the rationale upon which the sequence is based. If no, what is the plan for alleviating these problems? Explain.

Learning Skills classes are offered using non-traditional scheduling; that is, all twenty courses are offered each semester with the exception of Winter and Summer, and each is offered using the "to-be-arranged" time scheduling format. Thus, students may enroll in any of the courses in any semester, and completing the appropriate course sequence is always possible.

What outreach and hybrid classes has your department offered? What are the benefits and problems associated with outreach and hybrid classes? How can the outreach and hybrid classes be improved?

Over the last six years, the Center has collaborated with various agencies--LA County Office of Education, Asian -American Drug Prevention Program, and Outreach--by providing on-site classes at various locations.

Because Learning Skills classes are traditionally individualized with a variety of instructional materials, teaching classes off campus often presents logistical problems. For example, various instructional equipment--computers, CD players, TV monitors, VCRs--are unavailable at these locations, and as a result faculty are unable to truly design individualized instructional programs.

Therefore, when the department engages in providing this service, typically only those courses that can be offered in a group setting are recommended. In the past, these have included Learning Skills 7 - Writing Fundamentals, Learning Skills 6 - Study Skills, Learning Skills 8 - Resume Preparation, and Learning Skills 15 - Math Anxiety.

f. Course Consistency

How does the department determine that classes are taught consistently with the course outline? You may consider such approaches as:

Class syllabi are collected and reviewed for a majority of faculty, mentoring of part-time faculty to ensure integrity of course outline, evaluation of full-time program faculty, evaluation of part-time program faculty, program-wide or course-wide exams, distribution of appropriate course outline to faculty, department chair's review of individual instructor's finals or other exams

Team-teaching is a fundamental principle upon which all Learning Skills instruction is provided. Therefore, the Center has taken a number of measures to ensure that all faculty members are teaching the course content similarly.

These measures include continuity in instructional content and teaching strategies, standardization of course syllabi, departmental in-service workshops, and annual faculty evaluations.

INSTRUCTIONAL CONTINUITY

Each week, Learning Skills instructors participate in in-service workshops, focusing on one of the 20 classes taught in the Center. In these workshops, faculty review student placement guidelines, student completion requirements, course content, instructional materials, entry and exit level testing and exams, student program progress, and student retention rates.

COURSE SYLLABI

All Learning Skills course syllabi are reviewed and re-evaluated annually to determine the appropriateness of the course content, course objectives, course completion requirements, and student learning outcomes.

FACULTY EVALUATIONS

In accordance with the AFT contract, comprehensive and basic evaluations are conducted for all Learning Skills full-time faculty, probationary faculty, and adjunct faculty at the designated intervals outlined in the contract. These evaluations are conducted by the Departmental Hiring and Evaluation Team--MaryAnne DesVignes, Adeniyi Adeleye, Joyce Allen, Susan Matranga

V. Departmental Engagement

a. What standing committees does your department maintain? What are their charges and membership?

The Center maintains 3 standing committees: the Departmental Curriculum Team, the Departmental Student Success and Retention Team, and the Departmental Hiring and Evaluation Team. Each committee meets on a monthly basis to address its given areas of responsibility and reports to the monthly Learning Skills faculty meeting.

DEPARTMENTAL CURRICULUM TEAM

(Joyce Allen, Chair, Oni Adunni, Carmen Ilano, Robert Vangor, Ronald Glass)

The specific responsibilities of this committee include the following:

1. Title V Updates
2. New Course Proposals/Course Changes
3. Course Content Evaluation and Instructional Materials
4. Student Learning Outcomes' Development, Assessment, and Evaluation

DEPARTMENTAL STUDENT SUCCESS AND RETENTION TEAM

(Oni Adunni, Chair, Miryam Jannol, Adeniyi Adeleye, Huong Dao)

The identified charges of this committee include the list as follows:

1. Student Attendance and Course Progress Accounting
2. Student Contact Hours and Positive Attendance Recording
3. Tutor Contacts
4. Interdepartmental Collaborations (testing, workshops, presentations, etc.,)

DEPARTMENTAL HIRING AND EVALUATION TEAM

(MaryAnne DesVignes, Chair, Adeniyi Adeleye, Miryam Jannol, Susan Matranga, Andrea Smith)

The responsibilities of this committee include the following:

1. Student Tutor Hiring and Evaluations
2. Faculty Evaluations

b. What interdepartmental collaboration has your department been involved in during the past six years?

The Center engages in a variety of interdepartmental activities, particularly those that directly support students in need of basic skills remediation or development. These activities include in-class presentations, skills development workshops, in-class diagnostic basic skills testing, and departmental basic skills collaborative projects. Each semester, the Center schedules in-class presentations describing the various programs and services available in the Center for various disciplines, namely Child Development, Nutrition, Political Science, Math, English/ESL, Photography, Dental Technology, Psychology, Nursing, Business Administration, Law/AJ and Health.

The Center has also established interdepartmental liaisons in the development of identification of students with basic skills needs, and faculty meet regularly to discuss program improvements and retention efforts. These collaborations include Nursing, Dental Technology, Dietetics, and Child Development.

c. What has your department done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

The Center has played an active role in establishing a relationship with the Los Angeles County Office of Education HeadStart division by providing a variety of instructional seminars, workshops, and classes over the last six years. The Center, in fact, hosted the first graduating cohort of HeadStart teachers, who, through the assistance of Learning Skills instruction, completed their AA degrees and graduated from City College in the 2003 graduating class, where over 25 HeadStart teachers received their degrees in child development or liberal studies.

Additionally, the Center is a primary referral source for participants/clients in the Asian-American Drug Prevention Program (AADAP), where clients receive special training workshops--Resume Preparation and Job Search Skills, Math Anxiety, and Writing Fundamentals--in an effort to develop more effective basic skills in preparation for general education or career/technical training majors. Over the last 6 years, Learning Skills has served over 200 AADAP clients.

VI. Professional Development

Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.

Overall, most Learning Skills faculty participate in a wide variety of professional development activities, both on-campus and off-campus. Although the department is small, with only 6 faculty members, all participate and are actively involved in several campuswide shared governance, Academic Senate, and AFT subcommittees and have demonstrated true commitment and dedication to the charges of these committees.

With basic skills instructional delivery, technological advances, and learning theory strategies changing so rapidly, it has become increasingly obvious how important it is for faculty members in our discipline to stay abreast of the more current pedagogical trends. Attending more conferences and workshops is important if our department wants to provide a truly beneficial learning experience for our students.

It is the department's collective goal for all faculty members to actively participate in at least 2 conferences or workshops annually that directly focus on their area of expertise.

List all professional development activities engaged in by each faculty member in your program in the last 2 years. Activities may include:

- *Conference attendance*
- *Conference presentations*
- *Other off-campus presentations*
- *Publications*
- *Grants*
- *On-Campus presentations*
- *Leadership/ Membership in professional organizations (specify)*
- *Leadership/ Membership in campus-wide or District-wide committees (specify)*

Faculty Name	Professional Development Activities
ADELEYE ADENIYI, Full-Time	AFT Departmental Representative, Learning Skills Fundraising Committee Participant, LA Valley College "Winning at Math" Workshop Attendee
ADUNNI ONI, Part-Time	Campus Recruitment Committee Departmental Representative, Departmental Liaison for EOPS, LACC College Day Escort, Job Corps CAHSEE Workshop Presenter, Upward Bound Departmental Liaison, In-class Basic Skills Presenter, National Council of Teachers of English Member, College Reading and Learning Association Member,

ALLEN JOYCE, Full-Time	Departmental Curriculum Committee Representative, Technical Review Committee Member, Learning Skills Departmental Fundraiser Participant, Learning Skills Departmental Curriculum Team Chair, Tech Ed Conference Attendee, CSUN Disabilities Expo Attendee, Disabilities Expo Participant, Early Childhood Education Conference Participant, LA Southwest College Curriculum Conference Attendee, LA Valley College "Winning at Math" Conference Participant, LA Trade-Technical College SLO Workshop, Black College Expo Participant, California Association for Health, Physical Education, Recreation, and Dance Conference Attendee, Literacy Network of Greater Los Angeles Presentor, Pearson Longman-Writing/ESL Program Representative, Statewide Innovative Universal Learning Pilot Program Participant, International Reading Association Member, Association for Supervision and Curriculum Development Member, National Council of Teachers of English Member, Two-Year College English Association Member, Mathematical Association of America Member, National College Learning Center Association Member, National Tutoring Association Member, College Reading and Learning Association Member, National Council for Learning Resources Member
BRADY REGINALD, Part-Time	International Students Program Director, National Council for Learning Resources Member, National Council of Teachers of English Member
DAO HUONG, Part-Time	LA Valley College "Winning at Math" Conference Attendee, Mathematical Association of America Member
DESIGNES, MARYANNE, Full-Time	District Academic Senate Summit Program Review Presenter, LA Mission College Program Review Retreat Presenter, Educational Planning Committee Chair (2000-2005), Chair of Chairs (2005-2006), Shared Governance Planning Subcommittee CoChair, Shared Governance Secretary, Basic Skills Self-Assessment Study Co-Chair, Learning Skills Directors' District Discipline Committee Representative, LA County Office of Education HeadStart Division Study Skills Workshop Series Presenter, National Council of Teachers of English Member, American Speech and Hearing Association Member, Two-Year College English Association Member, College Reading and Learning Association Member, National Council for Learning Resources
ILANO CARMEN, Full-Time	Matriculation Committee Departmental Representative, Campus Staff Diversity Departmental Representative, Accreditation Standard 8 Committee Member, Learning Skills Fundraiser Participant, "Building Your Syllabus" Workshop Attendee, "Learning Theories--Approaches to Teaching" Workshop Attendee, "Technology in the Classroom" Workshop Attendee, "Increasing Effective Communicatio & Student Resiliency" Workshop Attendee, "How People Learn" Workshop Attendee, "Focusing Diverse Needs" Workshop Attendee, National Council of Teachers of English Member, Mathematical Association of America Member, College Reading and Learning Association Member
JANNOL MIRYAM, Part-Time	LACC Foundation Past Vice President, Job Corps LA CAHSEE Workshop Series Presenter, GEAR-UP Grant Writer, Child Development Literacy Workshop Series Attendee, Learning Skills Fundraiser Chair, National Council of Teachers of English Member, National College Learning Center Association Member, College Reading and Learning Association Member, CATESOL Member, Literacy Network of Greater Los Angeles Member
KIJEWSKI EDWARD, Part-Time	National College Learning Center Association Member, College Reading and Learning Association Member, College Reading and Learning Association Member
MATRANGA SUSAN, Full-Time	Academic Senate Academic Accommodations Subcommittee representative, LSC Academic Senate representative, CSUN Disabilities Expo participant, California Association of Postsecondary Education and Disability (CAPED) member, Association on Higher Education and Disability member, International Dyslexia Association member, Region VII representative to the Learning Disabilities Advisory Group with the Chancellors's Office- 1998-2006, Chancellor's Office sponsored training for administering the updated versions of the assessment instruments used in our program.
SMITH ANDREA, Full-Time	Academic Accommodations committee representative, Instructional Technology Committee representative, "Dining in the Dark" participant, Student Services retreat participant, Braille Institute workshop participant, Panel Presenter for disabilities awareness, LD Advisory regional representative, Office of Special Services Advisory representative, California Association for Post Secondary Education and
VANGOR ROBERT, Full-Time	On-campus SLO Workshop Participant, District Curriculum Committee Retreat Learning Skills Representative, LA Valley College "Winning at Math" Conference Participant, National Tutoring Association Member, National Council fo Learning Resources Member, Mathematical Association of America Member

VII. Support and Activities

a. Instructional Support Services

Item	Yes / No
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Is there adequate secretarial/Instructional Assistant support for this program?	No
Are the necessary media services to support this program readily available?	Yes
Are the library references provided by the college sufficient to support up-to-date program instruction?	Yes
Are library resources integrated into the program curriculum and coursework?	Yes
Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes
Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	No

If "no" was answered to any of the above, please explain.

Learning Skills courses and tutorial support services provide individualized instruction and peer tutoring to over 8,000 students annually. Unlike traditional instructional departments, the Center functions as a small teaching/learning laboratory where a variety of activities are taking place--instructor/student conferencing, small group tutoring, peer tutoring sessions, computer-assisted instruction, individualized instruction, and small group classes. Because of its non-traditional instructional delivery, attendance accounting measures, equipment maintenance, instructional support, and tutoring services require flawless monitoring, a task most difficult to accomplish with inadequate staffing.

The Center has no secretarial support and a .5 Language Skills Instructional Assistant position to assist in providing instructional support services, such as equipment operation, materials preparation, and small group tutorial support.

In an effort to provide a well-equipped, well-maintained, well-staffed student-centered learning environment, it is essential that the Center stabilize its operational responsibilities with permanent classified personnel, specifically office personnel and laboratory assistants.

By doing so, the Center would be better able to provide optimum instructional services to the number of students using its facilities daily.

Lastly, as mentioned earlier, one of the Center's purposes is to provide tutorial support for all campus departments and disciplines. In the current economic climate, although providing tutors in all areas would be unlikely, allocating some additional funding to this objective demonstrates a true commitment to providing sufficient instructional support services to students.

b. Student Services, Academic Support, and Marketing

Describe the availability and adequacy of academic counseling and advising for students enrolled in the program. Who performs these services?

In the past, the Learning Skills Center served as a primary entry department for students who demonstrated underpreparedness for college-level courses, and the Counseling department and counselors from various special programs frequently referred students to the department. In recent years, 2002 - 2007, very few students are referred by counselors, and, in fact, counselors in many of the special programs--EOPS, CALWORKS, TRIO--have dissuaded students from enrolling in Learning Skills courses. Despite the Center's effort to strengthen departmental liaisons with various programs whose personnel provide academic counseling and advisement, counseling referrals to Learning Skills continue to be very limited.

Academic Support Services

Identify the academic support services which are used most often by the students and faculty of this program.

Service	Frequently	Sometimes	Not at all
Specialized testing (OSS)	X		
Tutorial services: writing center		X	

Service	Frequently	Sometimes	Not at all
Tutorial services: Pi Shoppe		X	
Tutorial services: Learning Skills	X		
Accommodations for disabilities	X		
Use of All-College Computer Lab		X	
Use of specialized departmental lab		X	
Consultation for teaching/learning problems	X		

Marketing

What impact do you feel the college catalog, class schedule and college web site have on marketing your program? Describe your program's plan for working with the institutional marketing personnel in developing new promotional materials to enhance the marketing of your program.

An accurate course catalog and class schedule are critical in marketing all classes at the college, and with Learning Skills class offerings, it is particularly important because students must be made aware of the basic skills offerings available.

During the last 6 years, brief course descriptions have been provided for a limited number of Learning Skills courses, and departmental faculty have suggested that a more accurate description of each course would be an effective recruitment tool. In an effort to clarify Learning Skills offerings, the department has added course catalog descriptions for each course in the Fall, 2008 schedule.

During the Spring, 2008 semester, the Department Chair has provided updated Learning Skills website information to the Director of Marketing for updating the college's website so this, too, may be used as an effective marketing tool.

The Center's faculty would also like to encourage marketing to create a brochure and/or marketing publication focusing on the unique basic skills offerings and instructional delivery methods used in Learning Skills classes.

c. Programs, clubs, organizations, and special activities for students

List the clubs which are designed specifically for students in this program. Describe their significant accomplishments.

Presently, there are no specific or discipline-related clubs or organizations affiliated with Learning Skills instruction.

List any awards, honors, scholarships or other notable accomplishments of students in the program.

Many of the student tutors employed by the Center have been the recipients of several awards and scholarships over the years, but the specific details of their scholarships are unavailable, and they are no longer employed at the Center. Nonetheless, two of our student tutors, currently employed, have received two such honors.

1. Odetta Anderson
African-American Heritage Scholarship (2006)
2. Alex Maldonado
USC Minority Scholarship for Doctoral Program (2006)

VIII. Resources: Personnel, Equipment and Facilities

a. Classified Staff, Student Workers, and Faculty

Classified Staff

<u>Staff Name</u>	<u>Job Title</u>	<u>Projected for Retirement</u>
Glass, Ronald	Language Skills Instructional Assistant	No

Student Workers

<u>Student Name</u>	<u>Type</u>	<u>End of Employment</u>
Adhavan, Karine	Student Tutor II	Ongoing
Adzhemyan, Aida	Student Tutor IV	Ongoing
Ali, Soma	Student Tutor II	Ongoing
Anderson, Odetta	Student Tutor IV	Ongoing
Arutyunyan, Andranik	Student Tutor III	Ongoing
Avetisiyan, Misha	Student Tutor IV	Ongoing
Azaryan, Margarit	Student Tutor II	Ongoing
Aznavuryan, Asmik	Student Tutor III	Ongoing
Barseghyan, Varham	Student Tutor I	Ongoing
Braxton, Keyla	Student Tutor III	Ongoing
Brown, Tanessa	Student Tutor II	Ongoing
Emeya, John	Student Tutor II	Ongoing
Emirzyan, Marine	Student Tutor IV	Ongoing
Emirzyan, Virginia	Student Tutor IV	Ongoing
Fonseca, David	Student Tutor IV	Ongoing
Garanyan, Vergine	Student Tutor II	Ongoing
Garcia, Samantha	Student Tutor IV	Ongoing
Gazarian, Svetlana	Student Tutor II	Ongoing
Gee, Steven	Student Tutor III	Ongoing
Gevorkyan, Lilya	Student Tutor IV	Ongoing
Grossbard, Jessica	Student Tutor III	Ongoing
Hong, JiEun	Student Tutor II	Ongoing
Huynh, Dianna	Student Tutor IV	Ongoing
Ilano, Rene-Cris	Student Tutor III	Ongoing
Jenkins, Emetrius	Student Tutor III	Ongoing
Kharikyan, Gayane	Student Tutor III	Ongoing

Lee, Juree	Student Tutor II	Ongoing
Maldonado, Alex	Student IV	Ongoing
Marin, Claudia	Student Tutor III	Ongoing
Marquez, Sonia	Student Tutor IV	Ongoing
Maslakyan, Stepan	Student Tutor III	Ongoing
Mendez-Gonzalez, Rosanna	Student Tutor III	Ongoing
Montenegro, Jose	Student Tutor IV	Ongoing
Moon, Kwon	Student Tutor II	Ongoing
Mushehyan, Ozheni	Student Tutor IV	Ongoing
Na, Sohee	Student Tutor I	Ongoing
Perez, Debbie	Student Tutor IV	Ongoing
Ramsey, Phillipa	Student Tutor III	Ongoing
Romero, Maria	Student Tutor IV	Ongoing
Sagarsyan, Robert	Student Tutor III	Ongoing
Shakir, Zarif	Student Tutor IV	Ongoing
Soto-Garcia, Joana	Student Tutor III	Ongoing
Waite, Rhys	Student Tutor I	Ongoing
Williams, Gail	Student Tutor II	Ongoing
Williams, Victoria	Student Tutor I	Ongoing
Yelshina, Tatyana	Student Tutor I	Ongoing

Faculty

Projected faculty retirements

There are no anticipated faculty retirements from 2008 - 2014.

Are available faculty and clerical staff adequate to support the program?

Serving approximately 8000 students each year through individualized instruction and tutoring and generating 1000 FTES annually, the Center is severely understaffed by faculty, clerical, student workers, and student tutors. The Center has no secretarial support and .5 Language Skills Instructional Assistant to assist its 4 full-time faculty members, 1 Department Chair, and 6 adjunct faculty in accomplishing these responsibilities. The Center, then, relies heavily on student workers and student tutors to assist with the operation, maintenance, and delivery of services. Unfortunately, with scheduling conflicts, class assignment demands, and personal responsibilities, often student workers/tutors are frequently unreliable, which has drastic implications for the stability and efficiency of the Center's operation.

b. Equipment inventory, including technology and software

Does your department maintain an equipment inventory?

Yes

Discuss the department equipment needs. Include both equipment/technology upgrades and expansion.

Given that the Learning Skills Center is an instructional laboratory, maintaining its equipment, small classrooms, peer tutoring cubicles, computer stations, instructor-student conference areas, and testing rooms are essential in providing a student-centered technologically-updated learning environment.

COMPUTER PURCHASE/REPLACEMENT

Over the last 6 years, the Center has embarked on upgrading all of its instructional equipment in an effort to keep pace with the constantly changing instructional software which has become standard in delivering individualized instruction. By doing so, faculty are better equipped to develop more specialized programs of study for students with basic skills needs. Also, as society becomes more computer-dependent, computer literacy skills are emerging as a new basic skill--almost as necessary as critical thinking, writing proficiency, and math computational skills. Therefore, the Center has created a smart classroom, outfitted specifically for the purpose of teaching computer literacy skills.

With the assistance of State Instructional Equipment Funding (SIEF), the Center has purchased 20 new computers over the last two years; however, with emergence of new technology and software, additional computers and computer stations have become necessary. The Center's computer replacement schedule, similar to other departments, should take place every 3 years as indicated in the College's Instructional Technology Plan; nevertheless, our faculty and students are using many computers purchased over 5 years ago, which cannot operate the new instructional software programs.

Computer replacement on a more realistic schedule must occur if the Center is to maintain an optimal learning environment.

STUDENT INSTRUCTIONAL EQUIPMENT

As a learning laboratory, which primarily focuses on individualized instruction, student desks, chairs, and tables need constant replacement. Unfortunately, funds have not been available, and the Center's general appearance is shabby, at best, despite the efforts of faculty and staff in maintaining its overall appearance. New student desks, computer stations, study tables, and chairs are also essential in creating an optimal learning environment.

VIDEO EQUIPMENT

With its new computer literacy course and new smart classroom, the Center will need additional instructional equipment, namely a laptop computer, LCD projector, and white boards for each of its two small classrooms. These will be essential tools to adequately teach basic computer skills.

FACULTY DESKS

Student-teacher conferencing is the foundation for individualized basic skills instruction, and Learning Skills faculty must have desks, ergonomic chairs, file cabinets and bookcases in order to meet best practice principles for individualized instruction. Presently, many faculty, usually adjunct, do not have adequate spaces to privately conference with students or to effectively review a particular concept with a student. New faculty teaching equipment--desks, chairs, file cabinets, and bookcases--are needed to improve the individualized instructional delivery method used in the Center.

c. Facilities

Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.

GENERAL DESCRIPTION

The Center's general facility comprises 2 laboratories, 1 small group classroom, 1 computer laboratory, 4 peer tutoring cubicles, 1 testing room, and 40 computer stations. Our laboratories--one Language Arts lab and one Mathematics lab--are frequently overcrowded, and students are often unable to engage in peer tutoring sessions or individualized instruction due to lack of space.

From 2002 - 2007, the Center has lost 3 classrooms, two small group classrooms, and a computer laboratory. This has occurred, in part, because of the diminishing available spaces on campus; therefore, CALWORKS, WorkForce Education, and the International Students Program now occupy spaces that were originally used by the Learning Skills Center, and these areas are no longer available during the Center's operational hours.

Additional space is crucial in order for the Center to operate as an acceptable basic skills instructional laboratory.

STUDENT INSTRUCTIONAL WORK SPACE

Students working on instructional equipment such as TV monitors, DVDs, or VCRs need private study rooms in an open laboratory area. With most programs requiring a variety of these instructional tools, additional private work areas are needed to meet the increasing demand.

FACULTY/OFFICE WORK SPACE

Although the AFT contract dictates appropriate office space for all full-time and adjunct faculty, due to lack of available space, many fulltime faculty members share office space with adjunct faculty, whose work hours do not conflict with full-time faculty hours. The department has an adjunct faculty desk, but this, too, is problematic when two or even three teachers are working similar teaching schedules.

SMALL GROUP CLASSROOMS

In addition to individualized instruction, 5 Learning Skills classes--Articulation & Pronunciation, Math Anxiety, Math Fundamentals, Beginning Conversation, and Study Skills-- are taught in a classroom setting with over 25 students enrolled in each section each semester. Scheduling one classroom has created conflicts in class scheduling and teacher availability. An additional classroom which can accommodate 30 students will ease the existing conflicts.

IX. Planning and Budgeting

(Past / New Planning Goals & Activities are in separate report.)

a. Budget and Expenditures

Describe the trends in budget and expenditures in your department.

In general, the Learning Skills budget and actual expenditures have remained stable over the 6-year period in review in the areas of unclassified instruction, supplies, equipment repairs, and instructional/library media materials. Faculty salaries and benefits, on the other hand, have increased significantly, but this expense, also, was anticipated with the contract renewal, etc.,

Upon careful examination of the data provided, however, there are two sizable unexplained expenses, particularly building expenses and equipment purchases, of which the department is unaware. The department questions the building expenses that are identified as Learning Skills actual expenditures for 2005 (\$769,833), 2007 (\$2,695,427), and 2008 (\$2,695,427). The Center is requesting that Academic Affairs investigate this expenditure, considering that no new facilities' renovations, repair, etc, took place in the Center during this time period.

In analyzing the actual expenditures report, as mentioned earlier, tutorial salaries have actually fluctuated over the 6-year period, but they have never been increased to balance the increase in tutor salaries which occurred in 2006. The actual tutorial budget for the period indicates 2003 (\$221,828), 2005 (\$300,949), 2007 (\$276,237), and 2008 (\$217,948) The Center's budget has gradually decreased each year with the exception of 2005.

With the increased emphasis on basic skills proficiency and the effectiveness of computer-assisted instruction, peer-tutoring, and supplemental instruction, the Center's operational budget in the areas of classified and unclassified instruction should reflect the increased demands placed upon the department to meet student basic skills challenges.

c. New Departmental Planning Assumptions

In the space below, please list the planning assumptions that will guide your department during the next 6 year period. Include assumptions for at least the following areas:

- *Expected demand*
- *Anticipated curricular trends*
- *Anticipated pedagogical trends*
- *Anticipated technological trends*
- *Anticipated trends in student preparation and/or demographics*
- *Relevant Advisory Group recommendations*

There are a variety of existing departmental planning assumptions that help direct how the Learning Skills Center will deliver its unique instructional design. These include student preparedness and demographics, expected student demand, state initiatives, pedagogical and curricular trends, and technological changes.

1. Student Preparedness and Demographics

It is well-documented that students attending City College will continue to demonstrate the need for basic skills remediation and development. This trend will most certainly continue in the areas of language arts, math computations, and computer literacy.

2. State Basic Skills Initiative

At the state level, new measures are being implemented to ensure that all students demonstrate proficiency in reading, writing, mathematics, and computer literacy with particular emphasis on innovation and technology-driven instructional methods of delivery.

3. Pedagogical Trends and Curricular Trends

At all levels of education, emphasis and responsibility for learning--whether basic skills concepts or discipline related course content-- have now shifted to teaching strategies and a more learner-centered concept. Also, with increased emphasis on student learning outcomes, faculty in a variety of disciplines will be more willing to integrate basic skills into their curricula.

4. Technological Changes

The increasing demands on students to become more proficient with using all forms of new technology are evident. Education, particularly basic skills education, must meet this challenge by integrating technology-based instruction while remediating basic skills.

d. Self-Assessment of Challenges Facing Department

Please present the Department's analysis of the challenges it will face over the next 6 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

The Learning Skill Center faces several challenges in three distinct areas--fiscal implications, increased FTES generation, and interdepartmental integration.

Fiscal Implications/Budget

The Center, as a basic skills department, is expected to address the needs of students with myriad levels of basic skills proficiency, yet its operational budget does not reflect the resources needed to address these issues.

Instructional equipment, assessment tools, instructional materials and software, classroom faculty, and peer tutors are essential in providing these services, yet they are costly. Despite the lack of adequate funding, the department is expected to continue to perform its most fundamental service--addressing the basic skills needs of City College students through individualized instruction, peer tutoring, and computer assisted instruction that prepare them for matriculation through the college's academic and technical-education courses.

Increased FTES Generation

There is increasing pressure on all departments to improve FTES generation. The Center, without any additional resources, is expected to produce at a higher level of efficiency--a most challenging task. Instructional programs cannot be compromised due to lack of funding; instead, our department must develop more creative means of instructional delivery, which are presented as new planning goals for the 2008 - 2014 program review period.

Interdepartmental Collaboration

The Center's faculty and staff must strengthen interdepartmental relationships with academic, career-technical, and special programs and services in an effort to encourage full participation by all campus constituencies in addressing student success and retention. Developing more effective curricular bridges between basic skills and academic/career-technical education courses will ensure student success.

The Center's past planning goals have been successful in addressing some of these issues; however, its new planning goals are more ambitious, innovative, and technologically-advanced.

X. Final Summary by Discipline

a. Based on your program review, summarize:

1. *Department Strengths - What is your program doing well?*

Throughout this document, the Center has attempted to clearly, accurately, and objectively discuss the department's strengths and weaknesses, but in summary, the Center's greatest strengths include the following:

1. Providing basic skills instruction, new instructional methodologies, and instructional delivery
2. Hiring student tutors with expertise in their subject matter and effective tutoring practices
3. Offering a variety of basic skills classes with a wide array of instructional equipment and materials
4. Accurately assessing individual basic skills strengths and areas of need
5. Developing individualized instructional programs that directly address student skill area needs
6. Demonstrating a willingness to develop collaborative projects with academic and career/technical education departments
7. Actively participating on myriad campus committees

2. Department Weaknesses – What areas can your program improve?

The department's weaknesses, as uncovered in this document, also include a variety of areas for improvement:

1. Create new opportunities for students to gain access to Learning Skills courses and instructional support services
2. Gain full faculty participation in departmental and campuswide committees
3. Maintain the physical environment of the Center's classrooms, laboratories, and study areas to create a more learner-centered environment
4. Expand instructional methods to incorporate new means of instructional delivery

3. Discuss anything else you would like to share about your program that has not been addressed

The Learning Skills Center was established in 1974, and as the first "basic skills" center in the Los Angeles Community College District, we set the standard for what a comprehensive, non-traditional instructional setting would provide.

Our department--its faculty, staff, and student tutors--have continued in this tradition by attempting to be creative, innovative, and student-friendly, and the Center's programs and services have attempted to keep pace with the tremendous changes that have taken place in our society over the last 34 years.

It is the department's vision that all students with compromised basic skills may find assistance, support, and encouragement in the Learning Skills Center, and upon leaving our programs of study, they will be equipped with the skills they need to truly be successful in all their academic and professional endeavors.

b. Seven Principles for Good Practice in Undergraduate Education:

- *Good Practice Encourages Student – Faculty Contact*
- *Good Practice Encourages Cooperation Among Students*
- *Good Practice Encourages Active Learning*
- *Good Practice Gives Prompt Feedback*
- *Good Practice Emphasizes Time on Task*
- *Good Practice Communicates High Expectations*
- *Good Practice Respects Diverse Talents and Ways of Learning*

Additional information about the seven principles for good practice can be found at the following web sites:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

<http://www.tltgroup.org/seven/home.htm>

Please identify and discuss one principle that you feel your program does well and one principle that you feel your program could improve upon as a good practice in serving your students.

The Center, as its basic philosophy, engages in several of the seven principles for good practice in undergraduate education--encouraging student/faculty contact, encouraging active learning, giving prompt feedback, and respecting diverse talents and ways of learning.

These principles are, in essence, the fundamentals upon which the Center's programs and courses are presented to our students, and with each student contact, one of these principles emerges.

The two principles that the Center must address involve emphasizing time on task and communicating high expectations. So many of our students have experienced such tremendous frustration and failure, we often attempt to lessen their anxiety and not emphasize these two important principles. Our faculty will explore how we can begin to incorporate these practices in our program without diminishing our current practices of creating a non-threatening environment for learning.

Evaluate each aspect of the program by indicating the appropriate status

LEARNING SKILLS					
	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Enrollment		X			
FTES			X		
FTES / FTEF			X		
Retention Rate		X			
Success Rate		X			
Degrees and Certificates					X
FTEF			X		
Course Offerings	X				
Course Outline Consistency	X				
Vocational Program					X
Student Learning Outcomes	X				
Departmental Engagement	X				
Professional Development	X				
Support & Activities					X
Equipment			X		
Physical Facilities				X	
Budget & Expenditure		X			
Objectives	X				
Resources		X			

Evaluate each aspect of the program by indicating the appropriate status

SUPERVISED LEARNING ASSISTANCE					
	Very Strong	Satisfactory	Needs Improvement	Major Concern	N/A
Enrollment				X	
FTES				X	
FTES / FTEF	X				
Retention Rate					X
Success Rate					X
Degrees and Certificates					X
FTEF	X				
Course Offerings					X
Course Outline Consistency					X
Vocational Program					X
Student Learning Outcomes	X				
Departmental Engagement	X				
Professional Development	X				
Support & Activities	X				
Equipment			X		
Physical Facilities			X		
Budget & Expenditure			X		
Objectives	X				
Resources				X	