

# Learning Center Program Review 2012-2013

## 1. Program Description

### 1A. Description

The 367-station Learning Center computer lab (called the "BEACH") functions both as an open-access computer lab which students can use on a drop-in basis for their college-related work and as a lab for classroom instruction for disciplines such as English, reading, foreign language, learning skills, paramedic studies, and nursing. Computers are available with software for Internet access, word processing, textbook related materials, and specialized reading and writing programs. "BEACH" is an acronym for Best Educational Access to Computers and Help. The Beach also serves as a place for students to work on their classroom assignments or simply check their email; it also serves as a classroom for classes scheduled in the "Beach" for instruction, testing, or supplemental study.

The VC Santa Paula site also has a branch Library and Learning Resource Center. The Santa Paula LRC supports instruction and is open to students for drop-in use to complete assignments or make use of various software programs for supplemental study. The various software programs include Internet access, word processing, language acquisition, reading and writing programs, and GED preparation.

The Learning Centers at both the main campus and the Santa Paula site are open only to currently enrolled Ventura College students.

### 1B. Services Provided by the Program

The main campus Learning Center is a 367-station computer lab where up to six classes of 30 or more students are at times in simultaneous session, while the center continuously provides room for 72 drop-in students. There are also two "smart" pull-out classrooms available to faculty members who have classes scheduled in the Beach. The Learning Center provides instructional support through technology to several academic and vocational disciplines including but not limited to English, Foreign Language, ESL, Geography, Learning Skills, Reading, Math, Nursing, Emergency Medicine, and Study Skills. The Center staff collaborates with faculty in selecting appropriate software to support instruction and to enhance student learning. The technology incorporates, online resources, and subject specific laboratory software such as *English Interactive*, *Side by Side*, *Reading Plus* for English composition, Math media, Business statistics, *Inspiration*, and *Read and Write Gold* for study skills; and several others too numerous to mention. The Center also supports distance learning by availing the facility and its services for the hosting of distance education class orientations, mid-term and final exams. The center has two Instructional Lab Technicians available to assist and train faculty and students on the use of technology in the Center. Lab Technicians provide orientations to classes at the beginning of each semester, support them in the use of software, and also troubleshoot when there are technical issues. The Learning Center is open to all students of Ventura College for academic and recreational use. Although academic use is our primary focus, students also use the center for recreational Internet use and to check their email or to converse with family out of state or out of the country. The Learning Center acts as a drop-in laboratory that supports student retention and student personal growth.

The Santa Paula branch Library and Learning Resource Center serves students and faculty through its 35-station computer lab providing access to technology for ESL, Math, English, Accounting and Medical Office Assisting. We no longer have a lab-technician in Santa Paula, as it was replaced with a Library

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Assistant who is scheduled at the site 24 hours per week. The Center also provides drop-in service to students working on papers, doing research and for recreational access. The EC LRC is multi-purpose as it serves not only as a computer lab but also the Library and Tutoring Center. Students have access to a very small Library collection, the library databases, and book check-out. The lab technician also works with the faculty to arrange tutorial services utilizing group and in-class tutors and also supports technology needs for the campus at large.

### **1C. College Vision**

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

### **1D. College Mission**

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

### **1E. Core Commitments**

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

## **Learning Center Program Review 2012-2013**

### **1F. Program Significant Events (Strengths and Successes)**

As a service entity, the strength of the Learning Center lies in its staff. We have lost a full-time position and it was replaced with a 40% ILT-II position. The Center now relies on its one full-time Instructional Lab Technicians and two part-time ILT-I to cover evenings and Saturdays, along with student aides to staff the sixty-eight hours of operation weekly. Cynthia Hulce, Marcel Koressa, and Marco Ruiz work diligently to keep the center running smoothly troubleshooting any minor technical issues and working closely with faculty to assure the lab provides the service they need for their classes. IT has now taken over the overall technical computer issues of the lab.

The learning center lab technicians also collaborate closely with faculty in acquiring new software and working to assure the lab is set up for any orientations and testing scheduled in the lab. They also work closely with other departments such as counseling and financial aid to provide time and space for orientations and outreach for large groups.

The technicians also work closely with students providing technical assistance, software support troubleshooting any issues arising as they complete their work. Student usage has increased each semester and the technicians pride themselves in providing the best service both for students and faculty.

Collaboration also occurs with the campus and district IT departments and recently California State University Long Beach. The lab technicians and the LRC Supervisor work closely with the IT departments in an effort to assure deployment of new hardware, system updates, and technology updates are completed seamlessly without interruption in service to students and faculty. The Center supports the CSULB Masters of Social Work program which uses our facility on Saturdays to connect 25 county enrolled students to the classrooms held in Long Beach and Sonoma. This has proved advantageous for Ventura College students as this program funds our Saturday hours.

The LRC Supervisor and Santa Paula Instructional Lab Technician last year work closely with the site faculty and staff to provide services and a proper learning environment for the students enrolled in courses at the Santa Paula site. There have been great strides during the past few years in expanding our library and learning resource services. A textbook lending program has been developed to support students, the library's collection has grown, and additional software resources have been added. In addition the overall study environment has been improved with the purchase of additional study tables and chairs; the bright colors of paint, and the inclusion of local artwork. PC Reservation software was also added as a resource to track usage and as a control mechanism to assure the computers are always available to students when needed. The area is now available to instructors who wish to bring classes into the center to teach students how to work on instructional resources. IT replaced the computers with thin clients and although it was a rocky start, the thin clients seem to be working better these past couple of months.

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### **1G. Organizational Structure**

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Kathy Scott

Supervisor: Sandy Hajas

<b>Name</b>	Cindy Hulce
Classification	Instructional Lab Technician I/Learning Resources (100%)
Year Hired	7/11/07
Years of Industry Experience	
Degrees/Credentials	

<b>Name</b>	Marcel Koressa
Classification	Instructional Lab Technician II/Learning Resources (40%)
Year Hired	10/12/12
Year of Industry Experience	
Degrees/Credentials	

<b>Name</b>	Marco Ruiz
Classification	Instructional Lab Technician I/Learning Resources (20%)
Year Hired	01/24/09
Years of Industry Experience	
Degrees/Credentials	

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## 2. Performance Expectations

### 2A. Student Learning Outcomes

#### 2A1. **2012-2013** - ***Institutional*** Student Learning Outcomes

1. Information literacy

#### 2A2. **2012-2013** - ***Program*** Service Unit Outcomes

1. Students will be able to identify the Learning Center as a place for utilizing computers with specialized software as a resource for supplemental study.
2. Students will find the Learning Center equipment, software, and facility adequately to meet their educational needs.
3. Faculty will find the Learning Center equipment, software, and facility satisfactory to meet their instructional needs.

#### 2A3. **2012-2013** - ***Program Operating*** Outcomes

1. The hours of operation are adequate to allow access for students each semester.
2. The instructional computing hardware and software is functional, current, or otherwise adequate to ensure a quality learning environment.
3. The inventory of instructional equipment is functional, current, or otherwise adequate to ensure a quality learning environment.
4. The Learning Center will optimize the use of its facilities and equipment.

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## 3. Operating Information

### **3A. Budget Summary Tables, Trends, and Detail**

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available on the Program Review webpage (link will be provided).

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

**2012 - 2013** Please provide program interpretation for the following:

#### **Interpretation of the Program Budget Information**

The budget information shows that the staffing level has been significantly reduced this fiscal year due to last year's layoff and reorganization efforts. This has impacted the Learning Center in two ways: reducing evening hours for students and the reduction in IT support for the Learning Center. We have had to cut evening hours to 8:00 because there are not enough staff hours to maintain the 9:00 closing hours, 12 hours vs. 13 hours. The lab technician that was laid off last year supported our lab with the assistance of IT and that position was transferred to the IT department.

Also, the Learning Center does not have equipment repair funds. This has made it very complicated in trying to obtain funds for something that was routine in the past. As a result it takes much longer to get something repaired. We are a lab that serves hundreds of students a day and this impacts service to faculty and students tremendously by not being able to routinely replace or repair items as easily or routinely as in the past.

#### **Interpretation of the Program Inventory Table**

The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory is currently in process to provide an accurate equipment list. A quick survey of existing equipment shows that the Learning Center has nearly \$900,000 worth of equipment with 80% purchased out of state construction funds and 10% from Measure S Bond funds. The Campus has within the last two years refreshed 150 computers using state IELM funds.

#### **Service Data:**

*a) What populations are served by the program?*

The Learning Center is open to all students enrolled at Ventura College from every discipline including transfer, vocational, basic skills, and English language learners. The center also serves special populations such as students with disabilities. The Assistive Technology Center (ATTC) is housed in the Learning Center and holds its classes in a section of the 363-station lab. Much has been done through collaboration with the Educational Assistance Center (EAC) to assure that disabled students are provided

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access through assistive technology such as Jaws, Dragon Naturally Speaking and special keyboards, headsets and furniture. The Lab Technicians provide the ATTC with support as required throughout the day. The Center provides automatic accessible stations throughout the center for all students with disabilities. The Learning Center also serves distance education students enrolled at Ventura College and those enrolled in CSULB Master's Social Work program. The distance education programs utilize the facility to connect to other campuses, to provide orientations and to administer exams.

The EC LRC serves a 1,127 student population that is 85% Hispanic and 68% female who are primarily part-time and over 29 years of age. A large percentage of the students are non-native English language speakers and many are among the 1.5 generation. Consequently, many students are in need of basic skills instruction and resource support.

b) *How many students, classes, etc. have been served by the program over the last two years (per semester)?*

LEARNING CENTER—Main Campus	Fall 2010	S 2011	Fall 2011	Spring 2012
Students –Drop-in	5,531	5,396	5,496	5,552
Students—Overall (*estimated)	9,599	8881*		

During the past four years the following non-credit hours were earned through IDS 100 instruction in the Learning Center:

	S2009	F2009	S2010	F 2010	S2011	Spring 2012
Learning Center Non-credit Hours	113,470	106,070	75,685	122,506	107,137	75,686

The non-credit hours are lower for spring 2012 because the IDS faculty hours were cut and non-existent for the fall 2011 because we did not have IDS.

c) *What other operational data is pertinent to your program? Please provide.*

*Times of Operation (per semester/summer):*

**Fall and Spring Semesters:**

Monday through Thursday: 7:30 a.m. to 9:00 p.m.

Friday: 7:30 a.m. to 3:30 p.m.

Saturday: 8:30 a.m. to 4:30 p.m.

Sunday, Holidays, and Breaks: Closed

**Summer:**

Monday and Thursday: 7:30 a.m. to 5:30 p.m.

Tuesday and Wednesday: 7:30 a.m. to 8:00 p.m.

Saturday: 8:30 a.m. to 4:30 p.m.

Sunday, Holidays, and Flex Week: Closed

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**4. Performance Assessment**

**4A1: 2012-2013 Institutional Level Student Learning Outcomes**

Institutional Level Student Learning Outcome 5	Performance Indicators
Information Literacy	This ISLO will be assessed according to the rotational calendar.
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	



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### 4A2: 2012-2013 Service Unit Outcomes

Service Unit Outcome-1	Performance Indicators
Students will be able to identify the Learning Center as a place for utilizing computers with specialized software as a resource for supplemental study.	Performance Indicator: 80% or higher will have found the use of the learning center computers as a resource for supplemental study.
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	

Service Unit Outcome-2	Performance Indicators
Students will be able to identify and work with Instructional Lab Techs to be able to assist them with their technology needs in the Learning Center.	Performance Indicator: 50% or higher will know that Instructional Lab Techs are in the learning center and available to assist them.
<b>Operating Information</b>	
<b>Analysis - Assessment</b>	

Service Unit Outcome-3	Performance Indicators
Students will find the Learning Center equipment, software, and facility satisfactory to meet their educational needs.	Performance Indicator: 75% or higher will find the equipment, software, and facility to be satisfactory to meet their educational needs.
<b>Operating Information</b>	
This outcome was assessed in the Spring of 2012 and the analysis was taken from the Learning Center student user's survey.	
<b>Analysis – Assessment</b>	
95.7.% of the students surveyed found the computers in good working order.	
65% of the students surveyed use the lab to complete work assignments.	

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<b>Service Unit Outcome-4</b>	<b>Performance Indicators</b>
Faculty will find the Learning Center equipment, software, and facility satisfactory to meet their instructional needs.	Performance Indicator: 75% or higher will find the equipment, software, and facility to be satisfactory to meet their instructional needs.
<b>Operating Information</b>	
The data was gathered through keeping track of comments and complaints about equipment.	
<b>Analysis – Assessment</b>	
Finding #3 –Staff and have reported that the presentation equipment is not in great working order, the laptops, LCDs and microphones are outdated (2005). The orientations are conducted on LCD with purple screen	

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### 4C. 2012-2013 Program Operating Outcomes

Operating Goal-1	Performance Indicators
The hours of operation are adequate to allow access for students each semester.	Performance Indicator: The Learning Center staff will survey the students to determine if operational hours are adequate to meet their needs.
<b>Operating Information</b>	
The Learning Center has been open 69.5 hours weekly since opening in January 2005. Beginning January 2013 the hours will be reduced to 65.5 hours weekly due to staffing cuts.	
<b>Analysis – Assessment</b>	
This has impacted evening classes held in the Learning Center as they will have to move to a classroom each evening at 8:00. We will not know how it affects students until we survey again near the end of the Spring term. During the last survey 76% of those surveyed stated that they were satisfied with the hours.	

Operating Goal-2	Performance Indicators
Adequate access to students in instructional programs and drop-in areas is sufficient in number and functionality to meet student need.	When surveyed, 80% of students will find the access for instructional and drop-in access to be acceptable.
<b>Operating Information</b>	
<b>Analysis – Assessment</b>	
95.7% of the students surveyed found the computers in good working order. 65% of the students surveyed use the lab to complete work assignments.	
Faculty and staff have reported that the presentation equipment is not in great working order, the laptops, LCDs and microphones are outdated (2005). The orientations are conducted on LCD with purple screen	

Operating Goal-3	Performance Indicators
The inventory of instructional equipment is functional, current, or otherwise adequate to ensure a quality learning environment.	Performance Indicator: An inventory of all instructional equipment (with a value of at least \$100) will be maintained to include purchase dates, expected life, annual maintenance cost, and a replacement or upgrade schedule (total cost of ownership).
<b>Operating Information</b>	

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<b>Analysis – Assessment</b>
<p>The inventory process is currently underway this Fall 2012 term. However, we do know that our printers in the Learning Center are six years old and are heavily used and we are finding that we need to replace the fusers. However, it needs to be determined if this is a routine item after a number of prints or if they printers need to be replaced.</p>

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## 5. Findings

### **2012-2013** - FINDINGS

**Finding 1:** Major use equipment, such as printers and presentation LCDs and laptops are over six years old and are in need of replacement. Faculty and students have expressed dissatisfaction with all of these resources. (POO#3)

**Finding 2:** There are not enough whiteboards available in the Beach for each class scheduled in the Beach. (SUO#3)

**Finding 3:** Staff cutbacks have resulted in the reduction of hours and a cut in service to evening classes using the lab. (POO#1)

**Finding 4:** Usage data gathering needs to be better documented and become a routine for everyone on staff.

**Finding 5:** The system for calendaring faculty requests for use of the Beach needs to be modified to increase efficiency (SUO #4)

**Finding 6:** The air conditioning system in the LRC continues to be problematic and impacts the entire building, the classes scheduled in the beach, and the meeting held in LRC-114. (SUO#4, OG #3)

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### 6. Initiatives

#### 6A: 2011-2012 - FINAL Program Initiative Priority Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	

Maureen—past last year's initiatives chart here

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### 6B: 2012-2013 Initiatives

**Initiative ID should be consistent. For example:**  
**2011-2012 identified initiatives - LC1201, LC1202, etc.**  
**2012-2013 identified initiatives – LC1301, LC1302, etc.**

**Initiative:** Equipment Upgrade  
**Initiative ID:** LRC 1301

**Link to Finding #1:** The preliminary inventory of equipment shows that major use equipment, such as printers and LCD presentation systems for lab are over six years old. Printers provide bad copies and our LCDs have blue screens. Faculty and students have expressed dissatisfaction with all of these resources.  
**Benefits:** Students and faculty will have access to resources that have been upgraded and provide a more satisfactory product output in this high use computer lab.

**Request for Resources:** \$7,000.00

- 1) 3 printers: \$4100;
- 2) 2 LCDs \$1588;
- 3) 2 Laptops \$1252

**Funding Sources:**

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

**Initiative:** Instructional Whiteboards  
**Initiative ID:** LRC 1302

**Link to Finding #1:** Faculty have requested that we increase the number of rolling whiteboards in the Beach—one per pod.

**Benefits:** Faculty would not have to borrow whiteboards from other areas or forego utilizing one if none are available.

**Request for Resources:** \$2800

- 1) 7 @ \$400 mobile whiteboards

**Funding Sources:**

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	x
Requires college facilities funds	
Requires other resources (grants, etc.)	

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**Initiative:** Staffing Level Reinstatement

**Initiative ID:** LRC 1303

**Link to Finding #1:** The reduction in hours have led to a reduction in service to evening classes.

**Benefits:** Faculty and students would benefit by the beach remaining open until 9:00 so that classes would not have to move to another classroom during their class time.

**Request for Resources:** Increase the 40% ILT position to 100%)

**Funding Sources:**

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

**Initiative:** Beach Scheduling Calendar

**Initiative ID:** LRC 1304

**Link to Finding #5:** The system for calendaring faculty requests for use of the Beach needs to be modified to increase efficiency.

**Request for Resources:** N/A

**Funding Sources:** N/A

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	



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**Initiative:** HVAC Maintenance and Repair

**Initiative ID:** LRC 1305

**Link to Finding #6:** The HVAC in the LRC needs to become a priority to be repaired and maintained. The HVAC continues to be problematic and impacts all areas of the LRC, classes, and meetings held in LRC-114

**Request for Resources:** N/A

**Funding Sources:** N/A

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

**Initiative:** Drop-in computer space

**Initiative ID:** LRC 1203

**Link to Finding #4:** 65% of students surveyed indicated that the number of computers in the drop-in area were not sufficient to meet student demand.

**Benefits:** Staff will look at space utilization in an effort to open up more computers for student use when classes are not in session.

**Request for Resources:** N/A

**Funding Sources:** N/A

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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### 6C: 2012-2013 Program Initiative Priority Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel	FT OR PT
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LRC	Tech.	H				LRC1301	Equipment Upgrade	Printers, LCD, Laptops	6,940.00				
LRC	Equip	M				LRC1302	Mobile Whiteboards	Instructor whiteboard use in Beach	2,800.00				
LRC	Personnel	L				LRC1303	Staffing Level Reinstatement	Increase the 40% ILT to 100%	50,000.00			Classified	FT
LRC	No Funding Required	M				LRC1304	Beach Scheduling Calendar	To improve tracking of faculty requests	\$0	\$0			
LRC	Facilities	H				LRC-1305	HVAC in LRC	Repair and properly maintain system	unknown				

## **Learning Center Program Review 2012-2013**

### **6D: Program/Department Level Initiative Prioritization**

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

### **Division Level Initiative Prioritization**

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

### **Committee Level Initiative Prioritization**

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

### **College Level Initiative Prioritization**

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

**R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

**H:** High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

**M:** Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

**L:** Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

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## 7. Process Assessment and Appeal

### 7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

### 7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

*Yes, program initiatives were developed and two were funded. One unfunded initiative remains on the list for this year.*

2a. Were the identified initiatives implemented?

LRC 1201	Thin Clients and other equipment	Thin clients funded but not other equipment. The thin clients have not been installed. Waiting for thin client systems improvement and software compatibility testing before implementation.
LRC 1202	VCSP Furniture	This was achieved through obtaining furniture from other areas in the LRC.
LRC 1203	Drop-in Computer Space	We will keep this initiative on for this next coming year.

2b. Did they make a difference?

*The new furniture in at VC Santa Paula looks wonderful. The thin clients still need to be tested with the Learning Center products before full implementation.*

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

*No appeals or minority opinions were put forth.*

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4. How have the changes in the program review process worked for your area?

*We worked as a team more this year in writing the program review and participating in the assessment and initiative development process. The process is a little easier the second time around, but still very comprehensive.*

5. How would you improve the program review process based on this experience?

*The time element is problematic. The beginning of the school year is so busy that it is difficult to accomplish within the time allotted. It would be good to distribute the program review forms or process during the spring term so that everyone can begin working on it piece by piece. Also having it due around November 1 –December 1 would be helpful.*

### **7C. Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.