Support Services Review 2011: Student Learning Services

I. Summary of Student Learning Services Review

Function of Student Learning Services (SLS) Program:

The Learning Labs serve all ACC students, placing emphasis on developmental and at-risk students. The Learning Labs provide tutorial services and tailored individual instruction to a diverse student population in an open-access lab setting available seven days a week. Modes of delivery include traditional and/or computerized one-on-one and small group instruction, skills review workshops, guided study groups, self-paced independent study, and online tutoring. The Learning Lab staff includes highly educated, highly experienced, well trained and certified professional tutors, peer tutors, faculty, computer technicians, managers and support staff. All are dedicated to providing quality services in a welcoming learning environment in support of ACC's mission and our students' academic success.

The Learning Labs collaborate with all areas of the college to create opportunities for student success.

How the SLS program review was conducted:

A SWOT was conducted on February 8, 2011. Key stakeholders in and outside of Student Learning Services identified and prioritized the strengths, weaknesses, opportunities and threats to the program. Participants included faculty, advisors, counselors, students, and lab managers.

In attendance were Ignacio Parra, Terrence H. Wharton, Laura Ore, Kim Martinez, Michelle Marler, Bill Cheek, Jim Nelson, Susan Jones, Terri Kelly, Kathy Dowdy, Theresa Mooney, Marie-Line McGhee, Allen Mueller, Myra Bradley and several others.

Over the month of May 2011, a self-study review was conducted by the Interim Director of Student Learning Services and the Learning Lab Managers through regular meetings and emails. Using the results of the SWOT and a review of the program, the self-study panel developed a quality improvement plan for Student Learning Services.

Findings for Student Learning Services (SLS) Review:

SLS program strengths:

- Our dedicated and professional staff that continually collaborates with faculty, staff, administration, and students to develop and deliver effective and high quality student success services.

SLS key improvement and planning issues:

- Developing valid measurement tools to use in our decisions to provide effective services and to use limited resources more efficiently;
- Developing a scalable organizational structure that provides consistency across Learning Labs, but allows for individual campus needs; and
- Distributing our resources to reflect the increase in demand for student success services.

Major Conclusions for Student Learning Services:

The Learning Labs are one of the most used and most effective success and retention program outside of the classroom.

In the next five years our challenge will be to address growth while maintaining our effective and high quality success services for students.

Recommendations for Student Learning Services:

- Increase collaboration efforts with existing and new partners;
- Implement and fund a staffing model that is consistent and scalable across all labs; and
- Use data driven decisions to allocate limited resources and increase efficiency and effectiveness of student success services.

II. Student Learning Services Program Review
Program Review Question #1:

What are the primary services or outcomes provided by the support service area and what is the impact of those services and outcomes on students and other key stakeholders?

Mission and goals of Student Learning Services:
"The mission of the ACC Learning Labs is to help students become independent and active learners and to achieve academic success. Students are the central focus of the labs, and we are responsive to their individual needs."

We strive to achieve the following common goals...

- To help students develop positive attitudes towards learning and confidence in their ability to learn;
- To foster students' personal responsibility and accountability for their own learning;
- To provide instruction and services that address the cognitive and affective dimensions of learning;
- To provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the students we serve;

- To introduce students to the culture of higher education and to assist them in transferring skills and strategies they have learned previously;
- To provide services and resources to faculty and staff that enhance, and support classroom instruction and professional development; and
- To support the academic standards and requirements of the college, including the Student Success Initiative.

Scope of Services and General Function of Student Learning Services:

The Learning Labs serve all ACC students, placing emphasis on developmental and at-risk students. The Learning Labs provide tutorial services and tailored individual instruction to a diverse student population in an open-access lab setting available seven days a week. Modes of delivery include traditional and/or computerized one-on-one and small group instruction, skills review workshops, guided study groups, self-paced independent study, and online tutoring. The Learning Lab staff includes highly educated, experienced, trained and certified professional tutors, peer tutors, faculty, computer technicians, managers and support staff. All are dedicated to providing meaningful and effective services in a friendly learning environment in support of ACC's mission and our students' academic success.

We provide...

- Individual and group tutoring by highly trained and certified peer and professional tutors;
- Specialized workshops, review sessions, and orientations;
- Computer-based tutoring services in more than 17 subject areas;
- Materials and resources like textbooks, calculators, hands-on models, and handouts in print and online;
- Adaptive computers and software, and tutors with specialized training to assist students with disabilities;
- Technical assistance for Computer/Online services including Blackboard, ACCeID, Gmail, computer application software, and Tutorials;
- Specialized study groups for Veterans, Men of Distinction, Developmental Math, and gateway courses; and
- Assistance to non-native speakers of English who have difficulty with academic assignments.

We create...

- A special and welcoming environment for students who need extra resources; and
- A setting in which students find positive role models and mentors.

We help students...

- Become competent and comfortable in their content areas;
- Develop the requisite problem-solving and study skills to do college-level work independently; and
- Feel connected to ACC.

We collaborate with faculty, staff, and administration...

- To address the learning needs and retention of students;
- To provide mutual consultation, as needed, on student progress;

- To provide training and professional development opportunities for faculty, staff and tutors;
- To provide a specialized, professional library for faculty and staff;
- To facilitate on-going academic discourse in and across the disciplines;
- To provide overflow computer services for student services during peak times;
- To expand our understanding of and to provide guidance on SS & SS and college-wide initiatives; and
- To provide services to meet all seven goals of the Student Success Initiative.

➢ We invite all ACC faculty members to access our resources and to collaborate with us in support of students; by working together, we improve student retention, promote student success, and foster collaboration across disciplines or areas.

➢ In cooperation with the Developmental Education Programs, faculty can conduct the following activities in collaboration with the Learning Labs

- Diagnostic testing;
- Prescriptive alternative instruction;
- Required lab components;
- Integral and/or complementary classroom activities;
- Teaching assistance for combined classes;
- Support for fast-track and paired courses;
- Flex-entry/Flex-exit courses;
- CCA/CCE instruction delivery;
- Skills deficiency remediation; and
- Individual and whole class computerized instruction.

➢ In cooperation with Assessments and Adult Education, students may prepare for Assessment testing as the Learning Labs

- Provide copies for use in lab of The Official THEA Test Study Guide which contains skills review, sample exercises, practice tests, and tips on test-taking strategies;
- Provide individualized tutoring on a drop-in basis for this THEA Test Study Guide and for the THEA and Compass test;
- Enroll students in PLATO Pathways computer tutorial, which includes THEA and Compass alignments for reading, writing, and math;
- Refer students to other software packages, such as Skills Tutor, which target topics covered on the THEA and Compass test;
- Provide workshops for the Compass test; and
- Promote the A+dvancer college readiness online course.

➢ Additionally, the Learning Labs work with the Faculty Coaches to ensure our mutual mission of student success.

We provide tutoring services and software resources for the following disciplines...

- In support of Advanced Technology:
  Computer Information Technology & Computer Science, and Electronics.

- In support of <u>Applied Technology, Multimedia, and Public Services</u>:
  American Sign Language, and Music Appreciation.

- In support of <u>Arts & Humanities</u>:
  Chinese, ESOL, French, German, Humanities, Japanese, Philosophy, and Spanish.

- In support of <u>Business Studies</u>:
  Accounting, Technical Communication, Management, and Computer Applications.

- In support of <u>Communications</u>:
  English/Writing, Developmental Writing, Developmental Reading, Speech, and Study Skills.

- In support of <u>Health Sciences</u>:
  Anatomy & Physiology, Pharmacology & Dosage Calculations, Nursing, and Medical Terminology.

- In support of <u>Math & Science</u>:
  Astronomy, Biology, Chemistry, Developmental Math, Geology, Math, Physics, and Statistics.

- In support of <u>Social and Behavioral Sciences</u>:
  Economics, Government, History, Human Development, Psychology, and Sociology.

We provide study rooms and work space...

➤ In cooperation with the Developmental Math department, the Supplemental Instruction and Bridge program, the Veterans group, the Men of Distinction program, and individual students, each Learning Lab provides meeting and tutoring space for the Math Department Instructional Associates, Supplemental Instruction peer tutors, Men of Distinction tutors and mentors, Veteran study groups and individual student study groups.

Impact and Outcomes on Students & Key Stakeholders of Student Learning Services:

Through the Community College Survey of Student Engagement (CCSSE) and other indicators, ACC students consistently report how important tutoring is to their academic success. It is documented that ACC students who work with tutors have higher grades. In addition to tutoring, the Learning Labs provide computer support services that help students to access their EIDs, their ACC Gmail, Blackboard, computer-based tutorials, and introductory information on how to use a computer. The Learning Labs help students feel connected to ACC.

In FY 2010, the Learning Labs recorded 307,738 separate visits by ACC students for personalized assistance with academic tutoring and computer services. In FY 2011, as of only May 2011, with 3 months still remaining in this fiscal year, the Learning Labs have recorded 303,540 separate student visits.

Student visits for assistance with non-developmental courses is increasing faster than visits for developmental courses.

Program Review Question #2:

What are the strengths, weaknesses, opportunities, and threats present that enhance or hinder the unit's ability to provide those services and meet expected outcomes during the next five years?

SWOT Results for Student Learning Services:

A SWOT was conducted on February 8, 2011. Key stakeholders in and outside of Student Learning Services identified and prioritized the strengths, weaknesses, opportunities and threats to the program. Below are the top five issues for each SWOT category, with one being the most critical and five the least critical. Other issues were raised during the SWOT, but are not presented in this report.

- ➢ The strengths of Student Learning Services in priority order are
  1. high quality of staff,
  2. high quality of services,
  3. high quality of learning environment,
  4. operational flexibility, and
  5. high quality of computer support services.
- ➢ The weaknesses of Student Learning Services in priority order are
  1. insufficient funding to support increase in demand for services at the current high level of quality,
  2. staffing challenges,
  3. space limitations,
  4. organizational position of student learning services within student services, and
  5. measurement of student success.
- ➢ The opportunities of Student Learning Services in priority order are
  1. expand current partnerships and develop new areas in which to collaborate,
  2. improve the marketing of the Learning Labs to students, faculty and the community,
  3. develop priorities for services, staff and space, and then better communicate funding requirements for those priorities,
  4. enhance our communication with faculty and students, and
  5. develop and assess services based on measurement of student success.
- ➢ The threats of Student Learning Services in priority order are
  1. increased demands for services,
  2. outdated and/or expanded staff responsibilities that are not reflected in current job descriptions,
  3. inconsistent staffing model across the Learning Labs,
  4. insufficient space for Learning Lab operations, and
  5. increasing numbers of underprepared students.

Results of Self-Study Panel for Student Learning Services:

Over the month of April 2011, the Interim Director of Student Learning Services and the Learning Lab Managers through regular meetings and emails identified and prioritized the strengths, weaknesses, opportunities and threats to the desired goals and outcomes for the Student Learning Services program. The self-study panel's top two issues for each SWOT category are listed below.

- ➢ Our <u>strengths</u> are
  1. the effective success initiative services that we provide through the endeavors of our dedicated, highly educated, skilled and experienced staff, and
  2. our willingness to work as a team with faculty, students, administration, and staff to create student success.
- ➢ Our <u>weaknesses</u> are
  1. staffing challenges: overworking current staff due to increases in demand for services; in a continual hiring mode with our current staffing model creating high expenditures in time and budget on turnover issues such as vetting, training and service continuity; staff is very diverse, but could better reflect communities served; and
  2. space to provide services for the increasing number of programs that are housed in the Learning Labs and the increasing number of students that use the LELA services.
- ➢ Our <u>opportunities</u> are
  1. to increase our collaboration with faculty and student services, and
  2. to provide more metric proven services to support the Student Success Initiative.
- ➢ Our <u>threats</u> are
  1. insufficient space, staff, and funding to meet the ever increasing demand for services, and
  2. inconsistencies in our staffing model from lab to lab including position types, job descriptions, number of staffing table tutors, number of staffing table support staff, and number of hourly employees.

SWOT and Self-Study Panel Analysis:

Strengths: In what does your program excel?

The students of ACC consider the Learning Labs to be one of the most valuable programs that ACC provides to help them achieve academic success. Our services are free, convenient, comprehensive, personalized and available seven days a week for 68 hours per week at most campuses. We provide a welcoming place for our students to come and work on homework, academic skill gaps, and study skills or just to have someone cheer them on when it looks too difficult to get through a day. It is the quality of our staff and services that has more and more students going to and coming back to the Learning Labs each year.

Collaboration, accommodation, professionalism and dedication are the cornerstones of the Learning Labs. Our staff is diverse like our students. We follow best practices; we are knowledgeable and share that knowledge with respect and ample patience. The Learning Labs have a stable, highly educated and experienced management team that focuses on hiring the best tutors, delivering the most effective services and setting high expectations for our interactions with our students, faculty, and staff. We provide relevant training to reinforce the standards and skills that produces tutors and services of the highest quality. We work as a team with our students, faculty, staff, and administration to achieve the goals of the Student Success Initiative and to meet the mission of ACC.

Weaknesses: What are the aspects of the program that, if not addressed, will negatively affect the program's future?

The weakness of any effective program, such as the Learning Labs, is how to maintain that high level of competence once more and more demands are placed upon the services provided. Space is limited by increasing numbers of students coming to the Learning Labs. Space is also limited due to additional student services and collaborative programs housed in the Learning Labs. Our greatest strength is our staff, but to maintain our high quality of services the Learning Labs face several staffing challenges. We are experiencing burnout, turnover issues, and service continuity challenges.

Opportunities: What factors does your program need to take advantage of to enhance the quality of this program?

As the Student Success Initiative is embedded into all areas of ACC and students are availing themselves of these enhanced services, the Learning Labs have additional opportunities for collaboration to provide success services. We need to reinitiate collaboration with our long-time partners and develop new collaborative services with all areas of ACC.

We need to review the resources of each LELA, standardize core functions and insure that our practices are scalable as we grow. To determine where we will go in the next five years, we need to develop better metrics to assist us in our decisions. We need to find the efficiencies in our processes and focus our resources on effective success services.

Threats: What are the factors that could negatively impact your program's future?

The demand for Learning Lab services is averaging about a 25% increase each year, but our funding has essentially remained flat for many years. Our growth is based upon existing students recognizing the benefits of our success services either through required attendance or through advising, counseling, marketing, faculty collaboration or students sharing their stories with one another. Our growth is independent of enrollment; students are increasingly seeking our services even when enrollments are not increasing. While the Learning Labs are currently absorbing the increases for demand, we are being stressed to maintain our level of high quality success services for which the Learning Labs are known.

In tandem with any growth concerns comes a need to properly staff. Over the years, several staffing models for the Learning Labs have been introduced as new labs are opened, but these new staffing models have not been applied to the older labs. There are inconsistencies in our staffing model from lab to lab that must be reviewed and addressed to make certain that each lab can adequately meet new challenges and increasing demands for services.

Program Review Question #3:

Using the answers to the first two questions, what improvements to primary services and/or intended outcomes will occur during the next five years?

Quality Improvement Plan for Student Learning Services:

The Self-Study Panel reviewed the SLS program and developed the following plan for quality improvement over the next five years.

- To Address <u>Weaknesses</u>:
    - ➤ Staffing Challenges:
        1. Continue to expand on diversity of LELA staff;
        2. Hold a SWOT and an analysis session to review LELA staff concerns and solutions; invite tutors, technicians and support staff;
        3. Expand on faculty collaboration of providing in-service training to tutors to be a regular training process; and
        4. Continue to engage in professional development and training to provide CRLA certification of all tutors.
        5. Develop our own training curriculum and have it certified by CRLA.
    - ➤ Space Challenges:
        1. Work with Campus Managers to create tutoring space in hallways and alcoves, if possible;
        2. Diversify tutoring formats to serve larger numbers of students; promote group tutoring and tutor-led study groups;
        3. Continue involvement in the Campus Advisory Committee; investigate alternative space options for use by study groups, review sessions, and seminars; recommend more computer classrooms be created to support faculty needs and to free up tutoring space;
        6. Engage in discussions and work as a team with faculty and student services to develop plans to best use limited resources to meet the increasing demands for services;
        7. Work through appropriate channels/committees to recommend the creation of more computer classrooms so tutoring areas can expand;
        8. Recommend tutoring hours expand to 8:00am – 9:00pm Monday-Thursday and expand Friday hours to 8:00am – 3:00pm;
        9. Work with OSD to transition from Learning Labs providing reading and writing services for students to OSD providing readers, note takers and books on tape, thus freeing tutors to provide higher skilled services to students; and
        10. Through appropriate committees, recommend that the ACC Foundation support additional funding for OSD to provide reading and writing services.

- To Address <u>Opportunities</u>:
    - ➤ Collaboration Efforts
        1. Work with ACC Marketing to help labs develop overall strategy for better visibility of LELAs within ACC and the community;
        2. Redo/Update the Learning Lab brochure; create more marketing materials;
        3. Create an electronic news letter about LELA services, retention efforts and new initiatives; include retention data, employee profiles, and collaboration efforts;
        4. Form academic advisory board for the Learning Labs;

5. Update website; make forms, applications, schedules, and other documents more uniform across all Learning Labs;
6. Collaborate with departments on department specific referral forms, as requested;
7. Develop process holder approach to streamline communication between departments and LELAs; assign either a Lab Manager, IA or TS to attend/report on departmental meetings for all disciplines tutored;
8. Collaborate with academic departments to develop improvement plans to tailor LELA initiatives for support of each department's students;
9. Coordinate with faculty to offer Friday/Weekend tutor-led workshops targeting difficult topics and/or study skills applied to specific disciplines;
10. Continue involvement in the Student Success Initiative Committees; all Lab Managers will participate on SSI committees;
11. Schedule cross-walk activities with counseling and advising;
12. Continue tutor conference to include faculty and staff collaborators as presenters;
13. Expand tutor conference to invite select non-tutors to attend as part of increased collaboration efforts; develop guidelines for invitation to conference;
14. Offer a professional development session on what Learning Labs do at Faculty Development Day;
15. Collaborate with Adult Basic Ed Department to establish procedures for providing services in the Learning Labs and develop services to support ABE students;
16. Provide tutoring appointments on Fridays based upon recommendations by faculty and/or counselors as an intervention for at risk students;
17. Collaborate with faculty and departments to enhance offerings on skill specific workshops;
18. Provide seminars on college study skills the week before each semester begins and the first week of each semester; and
19. Collaborate with faculty to develop and market course-specific study groups with dedicated tutor.

➢ Effectiveness Metrics
1. Request/develop data on effectiveness of services;
2. Hold meeting once a semester to evaluate data and set directions for LELAs; and
3. Review resources of each LELA and continue to standardize core policies/guidelines and processes/procedures.

- To Address Threats:
  ➢ Funding Options
  1. Develop priorities for services, staff, and space supported by effectiveness metrics and needs analysis.

> Staffing Model
>> 1. Address staffing inequities across the Learning Labs; create metric for general staffing requirements for each LELA, but allow for individual campus focus and needs;
>> 2. Rewrite/update job descriptions for all positions in LELAs to better reflect actual work efforts and duties needed to be done by a position and determine if any new positions are required; and
>> 3. Develop organizational structure that has opportunities for career growth within the LELA service area.

Program Review Question #4:

How will the unit measure the extent to which planned improvements have resulted in better service or intended outcomes for students or other key stakeholders?

- Student Learning Services will continue reviewing and analyzing current measurement indicators: student visit reports, point of service surveys for students, point of service surveys for faculty, attendee evaluations of workshops, conferences and other training, student evaluations of workshops, employee evaluations, college-wide employee surveys, and college-wide student surveys.
- The Self-Study Panel will meet once a semester to review progress on improvement recommendations and to refine/add new recommendations.
- Student Learning Services will continue to develop metrics for better understanding the effectiveness of the services provided by the Learning Labs. Through analysis of the metrics and the mission of the Learning Labs, resources will be focused on the services that provide the greatest student success.
- The portal project will provide a means to better evaluate effectiveness of services based upon time in the Learning Labs to student grades and progress in programs; it is anticipated to have this operational in FY2012.

Program Review Question #5:

How will the planned improvements align with and contribute to the Mission and Intended Outcomes of Austin Community College?

Function in Support of the College Mission by Student Learning Services:

The Learning Lab program supports the academic standards and course offerings of the college. The Learning Labs work in partnership with the faculty, staff, and administration in upholding the mission, standards, and requirements of the college. We accomplish this function by

- Collaborating on student access, retention and success initiatives and programs; and

- Reviewing the mission of the labs periodically, to reflect changes at the college level.

III.   Related Materials/Data

See provided reports:

Fall 2010 Student Survey Results for Combined Learning Labs

Student Visit Report FY 2010 and FY 2011

Learning Lab Increased Tutor Workload Semester to Semester

Learning Lab Staff Snap Shot as of 3/11/11

What is Offered Where – ACC Learning Lab Tutoring by Subject

October 2010 Snap Shot of Student Usage of Learning Lab Services

For More on Student Success Initiative:

The ACC Student Success Initiative (SSI) is an institutional commitment to enhance learning and success for all students, regardless of age, gender, ethnicity, race, or socio-economic status. The seven core goals of the Student Success Initiative are:

1. Reduce attrition
2. Complete developmental and adult education course progression to credit courses
3. Complete gateway courses (high enrollment areas)
4. Increase persistence (term to term / year to year)
5. Enhance student learning/completion of attempted courses with a "C" or better
6. Increase degree/certificate graduates/transfer rates
7. Increase success equity across all racial/ethnic/gender/income groups

Combined Learning Lab Results Learning Lab Survey Results

	Start Date	mm/dd/yy	End Date
	25-Oct-10	Through	7-Nov-10

Fall 2010 TOTAL SURVEYS 3470

3.85 *Combined average total per survey

4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

Student Satisfaction Survey (Lab) **Tutor Effectiveness**	Strongly Agree	Agree	Disagree	Strongly Disagree	Total without No Response	*Weighted Avg.	*No Responses	Number of Surveys per Question
1. The tutor's knowledge of the subject is comprehensive.	3208	224	6	6	3444	3.93	26	3470
2. The tutor was able to explain the material effectively.	3165	264	7	8	3444	3.91	26	3470
3. The tutor was prompt, patient, and courteous.	3243	188	7	7	3445	3.94	25	3470
4. The tutoring session provided the help I needed.	3198	218	13	12	3441	3.92	29	3470
5. I will return to this tutor in the future	3216	200	14	8	3438	3.93	32	3470

Lab Operations

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total without No Response	Weighted Avg.	No Responses	Surveys per Question
6. The lab staff is friendly and helpful.	2904	366	9	8	3287	3.88	183	3470
7. Visiting the learning lab helps me succeed in my classes.	2962	292	11	10	3275	3.89	195	3470
8. There are enough tutors on duty in my subject area(s).	2148	692	319	113	3272	3.49	198	3470
9. The hours of operation work well with my schedule.	2549	536	146	41	3272	3.71	198	3470
Total Number of Responses (each survey had nine questions).	26593	2980	532	213	30318	3.85	912	31230
Response Weight	4	3	2	1				

Total Number of Responses: 30318

Total Number with No Responses: 31230

Please input information

Only in COLORED boxes.

*No Response answers are not included in the weighted averages of each of the questions.

*Total Tutor Effectiveness Weighted Average 3.93

*Lab Operations Weighted Average 3.74
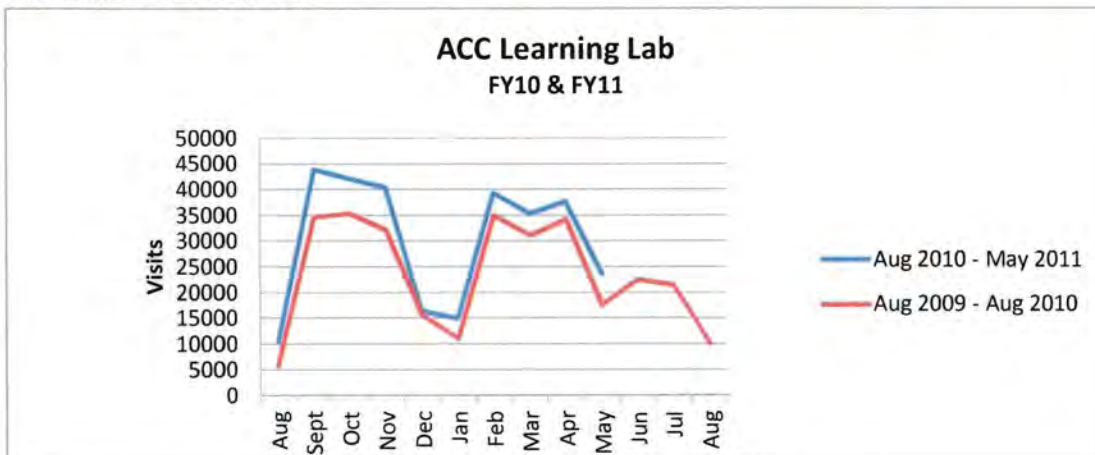
ACC Learning Labs

Learning Lab Visits

Academic Year 2011

	Aug 10 8/23-8/31	Sept 10	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	June 11	July 11	Aug 11	Totals	Percentages
CYP	1475	6560	6908	6808	2764	2150	6420	5673	6189	3799				48746	16%
EVC	726	3042	2965	2727	981	1103	2545	2354	2459	1453				20355	7%
NRG	1446	6702	6521	5968	2476	2244	6548	5807	6479	3821				48012	16%
PIN	957	4043	4058	3874	1601	1217	3442	3185	3385	2009				27771	9%
RGC	1721	6993	6344	6311	2602	2332	6003	5793	5996	3951				48046	16%
RRC	804	3766	3848	3849	1504	1556	3760	3440	3682	2476				28685	9%
RVS	2120	8042	7064	6944	2721	2777	6576	5755	5895	3816				51710	17%
SAC	1061	4709	4329	3931	1678	1501	3923	3268	3504	2311				30215	10%
Total	10310	43857	42037	40412	16327	14880	39217	35275	37589	23636	0	0	0	303540	100.0%
Percentage Change	71%	26%	18%	25%	4%	33%	12%	13%	10%	34%					

Academic Year 2010

	Aug 09 8/24-8/31	Sept 09	Oct 09 *	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	June 10	July 10	Aug 10 8/1-8/16	Totals	Percentages
CYP	840	5155	6140	5482	2882	1816	6035	5564	6566	3294	3821	3693	1790	53078	17%
EVC	412	2467	2468	2336	1051	848	2390	2083	2196	1100	1638	1807	774	21570	7%
NRG	953	6185	6532	5414	2582	1770	5915	5048	5709	2868	4214	4021	1959	53170	17%
PIN	420	2980	2336	3135	1551	914	3497	3448	3606	1742	1999	1930	987	28545	9%
RGC	1169	5823	5657	5356	2845	1960	5674	5200	5613	3059	4142	3566	1621	51685	17%
RRHEC	32	187	223	202	128	38	192	252	280	146	136	160	94	2070	0.7%
RVS	1435	7444	7367	6488	2936	2422	7313	6264	6656	3480	3902	3801	1840	61348	20%
SAC	778	4534	4790	3921	1795	1398	3948	3261	3578	1927	2701	2498	1143	36272	12%
Total	6039	34775	35513	32334	15770	11166	34964	31120	34204	17616	22553	21476	10208	307738	100%

* PIN Campus closed Oct 14 - 21

ACC Learning Lab FY10 & FY11

— Aug 2010 - May 2011
— Aug 2009 - Aug 2010

Note: **RRHEC - Round Rock Higher Education Center**
RRC - Round Rock Campus

**RGC closed at 1pm on Feb. 2, 2011**
College closed on Feb. 4, 2011

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Learning Lab Increased Tutor Workload Semester to Semester

		Summer 2009			Fall 2009			Spring 2010		
	Lab	Student Visits	Tutor Hours by Semester	Workload	Student Visits	Tutor Hours by Semester	Workload	Student Visits	Tutor Hours by Semester	Workload
1	RVS	8640	4605	1.88	25671	8525	3.01	26135	6945	3.76
2	CYP	7524	5394	1.39	20499	6592	3.11	23270	6152	3.78
3	RGC	9,939	4,641	2.14	20,850	6,437	3.24	21,506	7,301	2.95
4	NRG	8417	5508	1.53	21666	8715	2.49	21310	8306	2.57
5	SAC	5996	3111	1.93	15830	5054	3.13	14259	5051	2.82
6	RRC	*	*	*	*	*	*	*	*	*
7	PIN	*	*	*	8135	5520	1.47	13207	6080	2.17
8	EVC	3712	3020	1.23	8734	4323	2.02	8617	3923	2.20
9	ALL	44228	26279	1.68	121385	45166	2.69	128304	43758	2.93

		Summer 2010			Fall 2010			Spring 2011 as of April 13		
	Lab	Student Visits	Tutor Hours by Semester	Workload	Student Visits	Tutor Hours by Semester	Workload	Student Visits	Tutor Hours by Semester	Workload
1	RVS	9543	4767	2.00	26891	8566	3.14	17770	5290	3.36
2	CYP	9303	2952	3.15	24515	4613	5.31	16891	3531	4.78
3	RGC	9,329	5,230	1.78	23,971	6,432	3.73	16,658	5,794	2.88
4	NRG	10194	5764	1.77	23113	6737	3.43	17384	8431	2.06
5	SAC	6342	4346	1.46	15708	5316	2.95	10231	3681	2.78
6	RRC	*	*	*	13771	3512	3.92	10342	2912	3.55
7	PIN	3754	3924	0.96	14533	6176	2.35	9746	4428	2.20
8	EVC	4955	2400	2.06	10441	3367.5	3.10	7516	2563	2.93
9	ALL	53420	29383	1.82	152943	44719.5	3.42	106538	36630	2.91

Increased Tutor Workload Semester to Semester
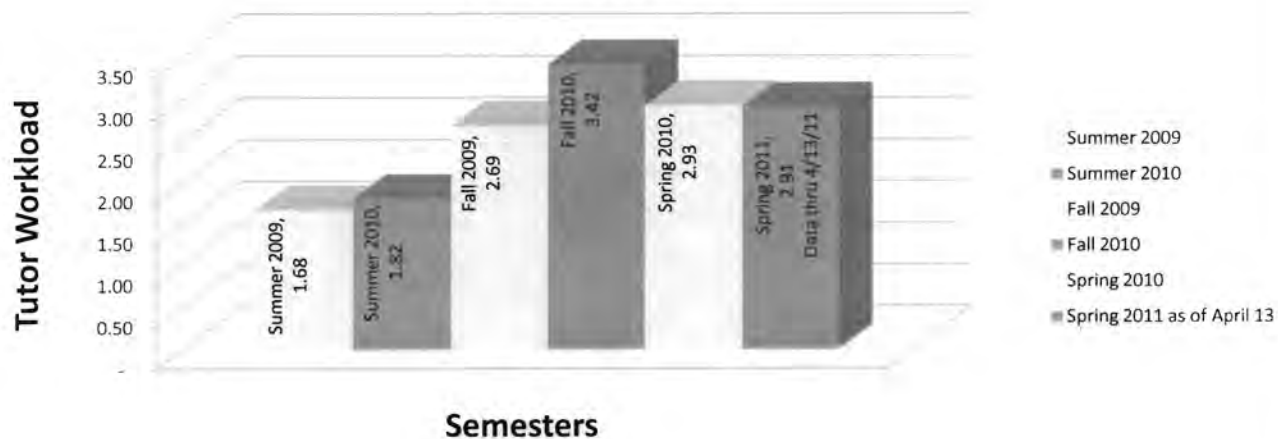
LeLa Staff Snap Shot as of 3/11/11

Student Visits:	41999	38758	38099	37712	24400	22527	22377	16443
Staff Type	**RVS**	**CYP**	**RGC**	**NRG**	**SAC**	**RRC**	**PIN**	**EVC**
IA	6	3*	12	12	1	0	2	3
Vacant IA	5	4	3	6	0	0	3	3
Tutor Specialist	4@50%	0	0	0	2@50%	2@100%	2@ 100% + 1@50%	0
Vacant TS	0	1@75%	0	0	0	2@100%***	0	0
Hourly	38	31	25	42	28**	31	14	20
Techs	2.5	2	2	2	2	2	1.5	2
Work Study	2	1@ 15 hrs/wk	3@ 7-10 hrs/wk	0	2 @ 12-15 hrs/wk	1 @ 15 hrs/wk	0	2@ 10-15 hrs/wk
Lab Attendant	0	3@ 12-15 hrs/wk	0	0	0	0	0	0
Clerk	0	1@ 10 hrs/wk	0	0	1@ 5 hrs/wk	1@ 9hrs/wk	0	0
Admin	1@100%	0	0	0	0	1@ 100%-Admin I	0	0
Accomodation	1@100%	0	0	0	0	1@100%***	0	0
Volunteer	1	1 @ 10 hrs/wk	0	0	0	0	0	0

Comments: *CYP-plus 1 IA working for SI

** SAC -1 hourly paid by Acct. Dept.

***RRC-positions in committee

What is Offered Where - ACC Learning Labs Spring 2011

Subjects	CYP	EVC	NRG	PIN	RGC	RVS	RRC	SAC
Accounting	✓		✓	✓		✓	✓	✓
Anatomy & Physiology	✓		✓	✓		✓	✓	✓
Astronomy	✓*		✓		✓	✓	✓	
Astronomy Math	✓				✓	✓	✓	
Biology	✓	✓	✓	✓	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓	✓	✓	✓	✓
Chinese					✓			
Computer Information Tech/CS			✓‡	✓†				
Dosage Calculations	✓		✓	✓		✓	✓	✓
Economics	✓		✓			✓	✓	✓
Electronics			✓	✓			✓	
English/Writing	✓	✓	✓	✓	✓	✓	✓	✓
ESOL	✓	✓	✓	✓	✓	✓	✓	✓
French			✓	✓	✓	✓	✓	
Geology					✓	✓		
German			✓					
Government			✓			✓	✓	✓
History	✓		✓			✓	✓	✓
Humanities			✓	✓		✓		
Japanese	✓		✓			✓		
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓
Music Appreciation/Theory			✓	✓				
Pharmacology	✓	✓		✓			✓	✓
Philosophy	✓		✓	✓		✓	✓	
Physics	✓		✓	✓	✓	✓	✓	✓
Psychology				✓		✓	✓	
Reading/Study Skills	✓	✓	✓		✓	✓	✓	✓
Spanish	✓	✓	✓	✓	✓	✓	✓	✓
Statistics	✓		✓	✓	✓	✓	✓	✓

* Solar Astronomy Only.

† C++ Only.

‡ C++, Java, VB, MS Office in NRG CIT Lab rm 4232.

Last Updated: 4/20/2011

October 2010 Snap Shot of Student Usage of Learning Lab Services

ACC Learning Labs

Date of Report   11/4/2010

Location   Learning Labs (Rooms 1, 2, 3)
Reporting Dates 10/1/2010 through 10/31/2010

Campus	Unique Visits	Total Visits	Tutor	Computer Usage	Both	Developmental (College Credit)	Non-dev (College Credit)	CE	Tutor Use w/o Course	Comp Use w/o Course
CYP	1791	6908	3760	2458	690	1478	5238	65	75	52
EVC	894	2965	1045	1407	513	1136	1694	17	67	51
NRG	1939	6521	3551	2326	644	1812	4273	120	205	111
PIN	1008	4058	2038	1463	557	953	3038	1	38	28
RGC	1933	6344	2727	3027	590	1092	4910	131	121	90
RRC	1093	3848	1265	1975	608	608	3117	15	58	50
RVS	2010	7064	3261	2582	1221	2269	4546	16	121	112
SAC	1380	4329	2135	1609	585	1069	3002	93	96	69
Total	10231	42037	19782	16847	5408	10417	29818	458	781	563

* The total for Unique Headcount is NOT a total of campuses. This number is a unique and unduplicated headcount for all campuses.