

The Learning Labs at ACC: A Comprehensive Picture

History

The Learning Labs were created in 1976, a short three years after the college opened in 1973 as part of the Parallel Studies division. Parallel Studies focused on developmental students and offered credit courses, lab components to various college-level courses and full-tutoring services at ACC's main campuses. Since then the Learning Labs have experienced tremendous growth and wide support as a key element of student retention and success. The Learning Labs now include state-of the art facilities at Austin Community College District seven campuses.

Key dates in the history of the Learning Labs

- 1988: the Learning Labs design a computerized sign-in program to track student visits.
- 1989: Riverside Campus opens
- 1995: Under a new organization The Learning Labs report to the Campus they serve
- 1998: Creation of Instructional Associates positions
- 2001: Dr. Kinslow creates supplemental equity funding to be shared amongst all the learning labs to meet increased demand for services and implement support for new programs
- 2007: The Learning Labs are now part of Student Support and Success Systems

Purpose

The purpose of the ACC Learning Labs is to help the college retain students and improve their academic success. Furthermore, the Learning Labs help students become independent and active learners. Students are the central focus of the labs, and all programs and services are designed to address their individual needs. As such, the Learning Labs are critical retention tools for the College.

Because of ACC's open door policy, levels of preparedness vary greatly among students. Additionally, students face pressures outside school such as financial needs and family obligations that may interfere with academic achievement and success. The Learning Labs play a major role in engaging and retaining these students by providing a "high-touch," supportive learning environment with a focus on individual attention and early intervention strategies.

The Learning Labs work in partnership with the faculty, staff, and administration in upholding the mission, standards, and requirements of the college. The Learning Labs collaborate with other departments on student access, retention, and success initiatives. The Learning Labs periodically evaluate their function and operation to support current priorities and initiatives at the College

Description of Activity

The Learning Labs provide tutorial services and tailored individual instruction to a diverse student population in an open-access lab setting. Tutorial services are available for many ACC courses. The labs provide subject area tutors for all mathematics courses, English, developmental writing, reading, accounting, foreign language, and ESL. Most labs supply content tutoring support for chemistry, physics, biology, and statistics. Learning labs may also support programs specific to

their campus, such as offering pharmacology tutoring at the EVC Learning Lab. Tutoring support is available for many courses that include writing and research components.

Modes of delivery include traditional one-on-one tutoring and small group tutoring, skills review workshops, guided study groups, self-paced independent study, and computer-based tutorials.

Promotion of Services

To advertise lab services and programs, at the beginning of each semester, the lab managers send a letter to each faculty member at their campus informing them of the services the labs provide and asking them to tell their students about tutoring services. In addition, tutors visit classes to establish rapport and encourage students to make the labs an integral part of their study habits.

To access services, students need only drop in. They may self refer to any learning lab. Schedules showing tutor availability by content area are widely available. Each lab posts its own schedule as well as those of the other labs, so students can be aware of college-wide tutoring services and hours of operation. These schedules are also posted on the Learning Lab website www.austincc.edu/tutor in printer-friendly formats.

A wealth of information about lab operations and services is available on the learning lab website. Designed to offer up-to-date and relevant information to all college constituencies, the learning lab website includes information about all the labs as well as information specific to each lab. Of special note is the *Handbook for Faculty*, an invaluable tool for learning about lab services. www.austincc.edu/tutor

Early Intervention Strategies

The Learning Labs consider early intervention strategies critical to student retention and success. Students who are at-risk academically need to seek tutorial services early and overcome identified academic weaknesses. During the 4th or 5th week of the semester, the learning lab managers send letters asking faculty, including counselors, to identify students who potentially are at-risk and to refer these students to the labs with specific assignments or with identified areas for improvement.

Referral Process

Once faculty get to know their students and can determine who is at risk, they have several means of referral. They can walk in and meet with an instructional associate (IA) or the lab manager to consult about options. They can give written instructions to the tutor; they can request feedback in a variety of forms – from a tutor signature and date of session to a detailed report documenting the tutoring session(s). Finally, faculty can use the tutoring referral form, which is available on line and sent to them at least once a semester by the lab managers.

Supporting Developmental Education Programs

The Learning Labs provide a comprehensive support network (professional staff, material resources, space, and equipment) to facilitate implementation of instructional activities. Developmental faculty collaborate with learning lab managers, instructional associates, and learning lab computer support staff to select software that supplements classroom instruction and that can be used for independent study and tutorials. They also collaborate to provide computer classroom instruction and various types of lab activities. The Learning Lab provides support staff, materials, and space to allow for a variety of instructional strategies that include the following:

- ❑ *Lab component.* Many developmental courses include a lab component, which consists of an additional hour of assigned activities. Learning Lab staff members assist students in completing their assigned modules. Instructors may include additional activities or lab components that utilize lab resources as part of their curriculum. Faculty can send individual students or have their whole class assigned software as supplemental practice outside the classroom or as an in-class activity.
- ❑ *Computer-mediated Developmental Mathematics classes.* All the Learning Labs house the PLATO Learning Interactive Mathematics software used in teaching these computer-mediated developmental math classes. Students enrolled in these courses are able to work on assignments in the tutoring labs where content area assistance is available.

- ❑ *Teaching assistance for learning communities (e.g., Triangle Program) and combined classes, (e.g., Reading Skills I & II).* Because of the widely varying skills of students, an Instructional Associate or master tutor may be assigned to a developmental classroom to assist the instructor by either working one-on-one with students or in small groups.
- ❑ *Faculty-assigned prescriptive instruction.* Students may be assigned print or computer-based self-paced learning activities and work outside the classroom under the guidance of a tutor.
- ❑ *Skill-building practice activities.* When an instructor realizes a student has serious skill deficiencies, she/he may assign specific learning modules for that student in addition to regular class assignments. Individual students also may self-refer to work on software tutorials at their own pace.
- ❑ *Support for CCE/CCA (Course Credit Exchange / Course Credit Alternative).* The Learning Labs provide tutors and space for independent learning activities for developmental students in CCE/CCA. All learning activities are tailored to the individual student and take place in the learning labs. Activities are prescribed by the instructor and overseen by Instructional Associates who keep in communication with instructor to report on student progress.
- ❑ *Diagnostic testing.* Diagnostic testing is primarily performed at the request of instructors by Learning Lab Reading IAs for appropriate placement of students. The Learning Labs also provide self-assessment tools for learning styles and study skills.
- ❑ **Computer Support**
 - ◆ Computer Support Technicians provide computer support for individual students and whole classes. This support includes management of student data, such as setting up individual students as well as entire classes on software. Upon faculty request, computer support technicians make changes to individual student's assigned level or content within an assigned tutorial. Additionally computer support technicians create and generate reports on student progress, which faculty may request throughout the semester.
 - ◆ Computer Support Technicians also provide training to students. They conduct lab orientations for individual students and whole classes on computer basics and lab procedures. These lab orientations and in-class workshops assist students in using tutorial software, Microsoft Office, the Internet, and email. These orientations to software and lab procedures conducted by learning lab computer staff members make students feel more comfortable about using the software and lab resources, or asking for assistance.
 - ◆ Computer Support Technicians assist lab managers with the presentation of software demonstrations and pilots and serve as technical resources for other college departments when investigating new software purchases and renewals. They facilitate software presentations and workshops designed to familiarize faculty and lab staff with the latest instructional software recommended by task forces. They may also provide training in use of software.

Additional Learning Lab Services for Students at the various campuses

All Labs

- ❑ *Content-based and how-to handouts.* These handouts, written by lab staff, are designed to address common questions and troublesome topics that frequently surface in tutoring sessions. How-to handouts on topics such as writing effective paragraphs or analyzing the various elements of a short story are also available.
- ❑ *Online Study Skills Instructional Modules.* Instructors may require their students to complete these modules, which include note-taking, time-management, textbook reading and test-taking. Developmental instructors incorporate the use of these modules into their curriculum, and tutors are encouraged to recommend these modules to students who need to improve their study skills.
- ❑ *Review Sessions for mid-terms and finals.* These sessions are advertised and led by Learning Lab Instructional Associates (IAs) in coordination with other instructors. Students review the material, work problems, and anticipate test questions.
- ❑ *Computer support for students using assistive technology/equipment.* In collaboration with the Office for Students with Disabilities (OSD), and the Accommodations Assistant, the learning labs maintain an inventory of assistive technology and equipment. Computer support technicians along with the Accommodations Assistant install and upgrade the software and assist students needing this equipment and technology. Assistive technology available in the labs includes JAWS, ZoomText, large monitors, trackball mice, scanners, and a Braille printer.
- ❑ *Assessment Preparation.* The Learning Labs provide various means of assistance to students wanting to review for the ACC assessment or Texas Higher Education Assessment (THEA). This assistance is provided on a limited basis.
 - ◆ The PLATO software supplies a comprehensive array of instructional modules including a THEA alignment for review in many subjects. This program can be tailored to meet individual needs.
 - ◆ Print resources, such as THEA guidebooks, outdated texts and workbooks can be loaned for review outside the labs. Assessment packets with answer keys for reading, writing, and math preparation are available at the learning labs and may be copied by students.
 - ◆ Tutoring assistance for assessment review is available on a limited basis. Students must come prepared with specific questions.

Individual labs

- ❑ *Workshops targeting Health Science programs.* The Learning Labs coordinate tutoring services for various health sciences courses, such as anatomy and physiology, pharmacology, medical terminology and ALHS faculty-led pharmacology workshops. In addition, the EVC and RVS Learning Lab house students' graded dosage calculation exams, so that tutors can give pharmacology students immediate feedback on errors. Some of these services are available on a limited basis at other campuses.

- ❑ *ABE/GED/ESL tutoring.* The Eastview Learning Lab makes its facility available ten extra hours weekly for this program to provide students with access to tutoring, instructional software, and other lab resources. All other labs see these students on a drop-in or referral basis.
- ❑ *Tutoring for Deaf and Hard-of-Hearing students.* The Riverside Learning Lab provides tutors with content expertise who are fluent in American Sign Language (ASL) to tutor students who are Deaf or Hard-of-Hearing. In some cases these tutors work in the classroom to provide individual or small group assistance. ACC's program for students who are Deaf has expanded to include ten sections of ESL taught in ASL, and all three levels of Developmental Mathematics taught in ASL.
- ❑ *Supplemental Instruction.* At the request of chemistry, mathematics and history instructors at Pinnacle and Cypress Creek campuses, supplemental instruction sessions are set up to improve student retention. Student leaders selected by the instructor attend the lectures, take notes and lead study sessions under the purview of the instructor. Guided study groups, led by students and supervised by tutors, are offered at all campuses.
- ❑ *Additional hours of operation.* At the end of the semester, some Learning Labs may extend their hours to accommodate increased demand for services.
- ❑ *In-lab lending library.* Depending on space availability and funds, learning labs may provide current texts for students to use in the lab. These texts are only available for certain courses.
- ❑ *Graphing calculator workshops.* Students needing to learn how to better use their graphing calculators are invited to sign up for a hands-on workshop at a time that is convenient to their schedule.
- ❑ *Community outreach.* The learning labs provide facilities and computer access for outreach programs such as the Summer Bridge Program and the Summer Youth Academy.

Staff and Faculty Support

Collaboration with departments is paramount in addressing the retention needs of students. The Learning Labs promote an active relationship with faculty. Faculty are encouraged to contact the labs about any concerns with or ideas for tutoring support for their students. They can also refer their individual students for targeted assistance by completing the learning lab tutoring referral form. Additionally, faculty can use the writing referral form to pinpoint the exact areas tutors need to address with a particular student. Faculty are welcome, whenever feasible, to spend one of their office hours in the labs in order to familiarize themselves and their students with Learning Lab services.

- ❑ *Consultation on student progress.* If instructors request feedback on student progress, the learning labs have various procedures in place to provide this feedback.
- ❑ *Specialized, professional library for faculty and staff.* Current journals and relevant publications are made available as limited resources allow.

❑ *Participation on college committees.*

- ◆ Learning Lab managers and staff have been active on numerous committees, raising awareness of the critical function of the labs as a retention and success tool.
- ◆ Computer technicians also play a valuable role by serving on committees such as instructional software selection committees, where they bring to bear their technical expertise and knowledge of lab operations.
- ◆ Additionally, Instructional Associates serve on task-forces and other college-wide committees, acting as liaisons between the labs and the academic departments.

Staffing

The Learning Lab Managers operate from the premise that the labs can offer services only as good as the people who deliver these services. They actively seek to provide a diverse tutoring force to reflect the student body.

The Learning Lab staff includes the following:

- ❑ *Instructional Associates.* IAs are exclusively recruited from long-term adjunct faculty. In their half-time positions, they serve as subject specialists and lead tutors as well as liaisons between their respective departments and the Learning Labs.
- ❑ *Professional and peer tutors.* The primary duty of all tutors is to aid students in mastering the subject matter and improving their study behaviors with the overall goal to become independent learners. Tutors are expected to be familiar with all software and materials in their respective disciplines. Due to limited resources combined with an ever increasing demand for services, the Learning Lab managers give priority to hiring tutors with content expertise in multiple subjects.
- ❑ *Senior Computer Support Technicians.* These technical staff ensure that all networks and equipment run optimally and are responsible for maintaining and upgrading all hardware and software. In addition to providing direct computer support to students, staff, and faculty, they also act as consultants, collaborators and facilitators for on-line projects (web pages, interactive teaching activities.) Other responsibilities include developing solutions to anticipate and better meet faculty and student needs.
- ❑ *Accommodations Assistant.* Housed at the Riverside Learning Lab, the Accommodations Assistant serves as liaison with faculty, OSD, and other College offices to provide tutoring accommodations for students with special needs. In addition to tutoring and maintaining assistive equipment and software, the Accommodations Assistant trains learning lab and OSD personnel on the use of assistive equipment and software. For more effective college-wide communication, the Accommodations Assistant posts the schedule of tutors who work with students with special needs.
www.austincc.edu/rvstutor/about/accommodations.php

Staff Training and Professional Development

Each campus has an orientation and tutor training plan to include information on standard operating procedures, tutoring strategies, software and other resources in their subject. New tutors are paired with a mentor, usually an instructional associate or master tutor. Instructional associates and tutors, lab managers or college faculty may offer seminars or workshops for in-house training. Academic departments may invite tutors and instructional associates to participate in lectures and intensive workshops. When funds are available, tutors, instructional associates and lab managers are encouraged to attend or present at national conferences.

Annual Tutor Training Conference

Every year since 1993 in an effort to recognize and celebrate the valuable work that learning lab tutors do for the College, lab managers plan and host a college-wide training conference for 150 staff members. ACC faculty and administrators are recruited to present relevant workshops on various topics. In addition to providing 6 hours of professional development, these conferences offer the Learning Lab tutors and computer support technicians the opportunity to network with their peers.

Computerized Sign-in and Tracking Program

As early as 1988, the Learning Labs designed in-house computerized intake programs to facilitate and automate the tracking of student activity in the labs. These early intake programs were replaced by college-wide centralized systems. Developed in collaboration with ACC programmers, these intake programs became more and more sophisticated over the years. The current system, created in Datatel, allows for extensive data generation. Twelve standard traffic reports can be generated instantly and customized data on specific subjects or classes can be queried for reports. As the labs grow and evolve, the program is updated and modified to meet reporting needs of the labs.

Data

Tables 1-3

The first section provides a breakdown of Spring 2005 staffing at each learning lab (tutoring and computer support staff) together with the hours of operation per week. Because the labs rely heavily on hourly staff, the number of hourly staff and thus the hours of coverage vary from semester to semester.

The second section shows student visits for Spring 2005. Tutoring visits are divided between developmental and college-level visits to show the percentage of each area per campus. Computer visits are presented by the type of service accessed.

The third section is provided for information and comparison of computer facilities. It can be used as a frame of reference for computer visits logged at each lab.

Learning Labs Staff & Support (Spring 2005)

	CYP		EVC		NRG		PIN		RGC		RVS		TOTAL	
	# of staff	hrs worked per week	# of staff	hrs worked per week	# of staff	hrs worked per week	# of staff	hrs worked per week	# of staff	hrs worked per week	# of staff	hrs worked per week	# of staff	hrs worked per week
Tutoring Staff														
Hourly	8	112	12	157	24	250	11	131	20	178	27	235	102	1063
Classified	1	30	0		0		2	60	0		0	0	3	90
Accommodations Asst.											1	20	1	20
Instructional Associates	5	100	3	60	10	200	3	60	10	200	10	200	41	820
Hours of Operation	50		50		52		52		51		52		307	
Total Tutoring Staff	14	242	15	217	34	450	16	251	30	378	38	455	147	1993
Computer Sppt Staff														
Hourly	0	0	0				0	0	0		0	0	0	0
Classified	1	40	1	40	1	40	1	40	2	80	2.5	100	8.5	340
Hours of Operation	50		50		52		52		52		60		316	
Total Comp Sppt Staff	1	40	1	40	1	40	1	40	2	80	2.5	100	8.5	340
Total Hourly	8	112	12	157	24	250	11	131	20	178	27	235	102	1063
Total Classified	2	70	1	40	1	40	3	100	2	80	3.5	120	12.5	450
Total Instructional Associates	5	100	3	60	10	200	3	60	10	200	10	200	41	820
Total Staff	15	282	16	257	35	490	17	291	32	458	40.5	555	155.5	2333

Learning Lab Student Visits (Spring '05)

	CYP		EVC		NRG		PIN		RGC		RVS		TOTAL	
	# of Visits	% of total	# of Visits	% of total	# of Visits	% of total	# of Visits	% of total	# of Visits	% of total	# of Visits	% of total	# of Visits	% of total
Tutoring Visits														
Developmental	1721	29%	2173	42%	2153	21%	1877	33%	1477	13%	3076	26%	12477	25%
College Level	4141	71%	2992	58%	8298	79%	3821	67%	9854	87%	8590	74%	37696	75%
Total Tutoring Visits	5862	12%	5165	10%	10451	21%	5698	11%	11331	23%	11666	23%	50173	51%
Computer Visits														
Computer-Based Instruction	766	18%	1029	32%	2284	41%	344	5%	1251	10%	1176	7%	6850	14%
Internet	2058	48%	1546	48%	357	6%	1381	20%	6579	54%	5432	35%	17353	36%
Word Processing	744	17%	616	19%	110	2%	414	6%	2633	22%	1234	8%	5751	12%
Computer Classrooms	757	18%	0	0%	2765	50%	4660	69%	1762	14%	7851	50%	17795	37%
Total Computer Visits	4325	9%	3191	7%	5516	12%	6799	14%	12225	26%	15693	33%	47749	49%
Total Visits/% of Visits	10187	10%	8356	9%	15967	16%	12497	13%	23556	24%	27359	28%	97922	100%

Computer Lab Operations (Spring '05)

	CYP	EVC	NRG	PIN	RGC	RVS	TOTAL
# Stations in Open Lab	25	30	27	6	21	45	154
# Stations in Classrooms/Labs	0	35	0	24	31	61	151
# Computer Classrooms	0	1	0	0	2	3	6
Total # of Computers	25	65	27	30	52	106	305

Table 4

This table presents the overall distribution of student visits in all developmental courses for fall 2003 and spring 2004. Here the enrollment in respective classes is compared with learning lab visits.

ACC Learning Labs
Student Visits for Developmental Courses v. Developmental Course Enrollments
 Fall 2003 & Spring 2004

Course	Developmental Enrollment ²				Developmental Visits ¹				Summary		
	Fall	Spring	Total	% Total Dev Enroll	Fall	Spring	Total	% Total Dev Visits	Individual Students ¹	Enrollment v. Visits	Visits/Student
DESL - 0613	26	20	46	0.3%	107	60	167	0.4%	40	87%	4.2
DESL - 0623	7	12	19	0.1%	122	156	278	0.6%	17	89%	16.4
DESL - 0643	9	14	23	0.1%	82	337	419	0.9%	20	87%	21.0
DESL - 0663	56	36	92	0.6%	315	167	482	1.0%	60	65%	8.0
DESL - 0683	17	18	35	0.2%	19	82	101	0.2%	21	60%	4.8
DESL - 1373	55	36	91	0.6%	260	169	429	0.9%	49	54%	8.8
DESL - 1383	54	56	110	0.7%	146	89	235	0.5%	49	45%	4.8
DESL - 1393	60	46	106	0.7%	133	103	236	0.5%	75	71%	3.1
DESL - 1473	76	73	149	1.0%	361	231	592	1.3%	81	54%	7.3
DESL - 1483	110	70	180	1.2%	378	282	660	1.4%	100	56%	6.6
DESL - 1493	69	78	147	1.0%	217	476	693	1.5%	95	65%	7.3
DESL - 1773	30	44	74	0.5%	23	38	61	0.1%	22	30%	2.8
DESL - 1783	29	28	57	0.4%	32	48	80	0.2%	23	40%	3.5
DESL - 1793	13	19	32	0.2%	118	15	133	0.3%	11	34%	12.1
DESL Totals	611	550	1161	7.6%	2313	2253	4566	9.7%	663	57%	6.9
DEVR - 0303	73	39	112	0.7%	765	409	1174	2.5%	102	91%	11.5
DEVR - 1303	293	187	480	3.1%	2682	1966	4648	9.9%	427	89%	10.9
DEVR - 1313	619	487	1106	7.2%	1810	1820	3630	7.7%	540	49%	6.7
DEVR - 1333	11	13	24	0.2%	7	30	37	0.1%	12	50%	3.1
DEVR - 1343	15	3	18	0.1%	28	1	29	0.1%	10	56%	2.9
DEVR - 1353	1	1	2	0.0%	0	0	0	0.0%	0	0%	0.0
DEVR Totals	1012	730	1742	11.3%	5292	4226	9518	20.2%	1091	63%	8.7
DEVW - 0403	125	61	186	1.2%	480	529	1009	2.1%	137	74%	7.4
DEVW - 1403	306	256	562	3.7%	1993	2143	4136	8.8%	428	76%	9.7
DEVW - 1413	339	231	570	3.7%	1501	1377	2878	6.1%	418	73%	6.9
DEVW Totals	770	548	1318	8.6%	3974	4049	8023	17.1%	983	75%	8.2
DSSK - 0013	51	39	90	0.6%	268	55	323	0.7%	54	60%	6.0
DSSK Totals	51	39	90	0.6%	268	55	323	0.7%	54	60%	6.0
MATD - 0162	123	0	123	0.8%	157	1	158	0.3%	54	44%	2.9
MATD - 0290	23	24	47	0.3%	7	7	14	0.0%	6	13%	2.3
MATD - 0330	1897	1405	3302	21.5%	3430	2931	6361	13.5%	1081	33%	5.9
MATD - 0360	34	11	45	0.3%	70	40	110	0.2%	22	49%	5.0
MATD - 0370	2239	2187	4426	28.8%	4559	4488	9047	19.2%	1503	34%	6.0
MATD - 0390	1497	1617	3114	20.3%	3589	5334	8923	19.0%	1218	39%	7.3
MATD Totals	5813	5244	11057	71.9%	11812	12801	24613	52.3%	3884	35%	6.3
DEV Totals	8257	7111	15368	100.0%	23659	23384	47043	100.0%	6675	43%	7.0

1) Visit totals are for tutoring only and DO NOT include visits for computer classroom usage.

2) Enrollment totals include ONLY enrollments in courses offered at CYP, EVC, NRG, PIN, RGC, RVS, and through Open Campus.

(Table prepared by Derek Thomas, Sr. Computer Support Technician)

Table 5

The following two tables illustrate the increase in visits as well as the increase of individual students served across the labs. Because the Northridge lab facilities are at maximum capacity, this lab has not shown an increase in traffic comparable to other labs.

**ACC Learning Labs Student Visits Increase
FY 2001 - 2004**

Total Student Visits

Campus	2001		2002		2003		2004		Student Visits FY01-FY04	
	Visits	Increase	Visits	Increase	Visits	Increase	Visits	Increase	Additional Visits	Total %Increase
CYP	8,522	-	12,607	32.4%	15,647	19.4%	21,788	28.2%	13,266	60.9%
EVC	13,341	-	14,159	5.8%	22,759	37.8%	21,708	-4.8%	8,367	38.5%
NRG	31,725	-	31,609	-0.4%	30,213	-4.6%	32,960	8.3%	1,235	3.7%
PIN	15,959	-	18,450	13.5%	23,620	21.9%	23,139	-2.1%	7,180	31.0%
RGC	40,707	-	58,371	30.3%	64,503	9.5%	64,000	-0.8%	23,293	36.4%
RVS	45,424	-	61,290	25.9%	64,061	4.3%	75,696	15.4%	30,272	40.0%
Total	155,678	-	196,486	20.8%	220,803	11.0%	239,291	7.7%	83,613	34.9%

Total Visits by Unique Student Headcount

Campus	2001		2002		2003		2004		Unique Students FY01-FY04	
	Headcount	Increase	Headcount	Increase	Headcount	Increase	Headcount	Increase	Additional Unique Students	Total %Increase
CYP	1,150	-	1,683	31.7%	1,904	11.6%	1,853	-2.8%	703	37.9%
EVC	1,423	-	1,603	11.2%	1,658	3.3%	2,657	37.6%	1,234	46.4%
NRG	3,721	-	3,648	-2.0%	3,803	4.1%	4,014	5.3%	293	7.3%
PIN	1,810	-	1,960	7.7%	2,290	14.4%	2,294	0.2%	484	21.1%
RGC	3,540	-	4,998	29.2%	5,754	13.1%	5,565	-3.4%	2,025	36.4%
RVS	4,353	-	5,157	15.6%	5,659	8.9%	6,148	8.0%	1,795	29.2%
Total	15,997	-	19,049	16.0%	21,068	9.6%	22,531	6.5%	6,534	29.0%

Table 6

This table presents a snapshot of learning lab usage by ACC students who are Deaf or Hard-of Hearing. The Deaf ESL program is housed at the Riverside Campus. While students who are Deaf visit other labs, at this time, only RVS learning lab provides tutoring in American Sign Language (ASL).

**ACC Learning Lab Visits
by Students who are Deaf or Hard of Hearing
4-Year Summary Spring 2001-Fall 2004**

SPRING 2001		SPRING 2002		SPRING 2003		SPRING 2004		SPRING	Average Change per Year**	
DEAF	HEARING	DEAF	HEARING	DEAF	HEARING	DEAF	HEARING		DEAF	HEARING
517	18,802	1282	27,852	1595	25,220	3033	30,294	TOTAL VISITS	87.5%	19.6%
20	2,153	29	2,684	46	2,771	66	3,069	Total Visiting Students	49.0%	12.9%
24	8,109	42	8,287	56	9,004	69	8,559	TOTAL RVS STUDENTS	43.8%	2.0%
25.85	8.73	44.21	10.38	34.67	9.10	45.95	9.87	Ave. Visits per Student	27.3%	5.0%
83.3%	26.6%	69.0%	32.4%	82.1%	30.8%	95.7%	35.9%	% of Students Visiting	6.1%	11.2%

SUMMER 2001		SUMMER 2002		SUMMER 2003		SUMMER 2004		SUMMER	Average Change per Year**	
DEAF	HEARING	DEAF	HEARING	DEAF	HEARING	DEAF	HEARING		DEAF	HEARING
69	6,796	282	9,363	231	11,666	457	11,354	TOTAL VISITS	129.5%	19.9%
14	1,267	13	1,604	20	1,738	35	1,824	Total Visiting Students	40.6%	13.3%
11	5,348	15	5,716	15	5,907	29	5,485	TOTAL RVS STUDENTS	43.2%	1.0%
4.93	5.36	21.69	5.84	11.55	6.71	13.06	6.22	Ave. Visits per Student	102.1%	5.5%
127.3%	23.7%	86.7%	28.1%	133.3%	29.4%	120.7%	33.3%	% of Students Visiting	4.2%	12.1%

FALL 2001		FALL 2002		FALL 2003		FALL 2004		FALL	Average Change per Year**	
DEAF	HEARING	DEAF	HEARING	DEAF	HEARING	DEAF	HEARING		DEAF	HEARING
459	22,770	1353	24,461	2593	28,758	2326	27,128	TOTAL VISITS	283.0%	23.1%
25	2,616	32	2,810	53	3,126	71	3,009	Total Visiting Students	104.9%	17.4%
29	8,630	48	9,221	63	8,904	80	8,869	TOTAL RVS STUDENTS	105.8%	3.3%
18.36	8.70	42.28	8.70	48.92	9.20	33	9.02	Ave. Visits per Student	135.0%	5.0%
86.2%	30.3%	66.7%	30.5%	84.1%	35.1%	89%	33.9%	% of Students Visiting	5.4%	14.6%

(Table prepared by Sean Loraas, Accommodations Assistant)

TOTAL VISITS – Duplicated grand total of visits from RVS LLAB sign-in data

Total Visiting Students – Unduplicated total of students from RVS LLAB sign-in data

TOTAL RVS STUDENTS – Total number of students with Riverside designated as their home campus. Used to approximate Visits per Student.

Ave. Visits per Student (Approximate) = [TOTAL VISITS] ÷ [TOTAL RVS STUDENTS]

% of Students Visiting (Approximate) = [TOTAL RVS STUDENTS] ÷ [Total Visiting Students]

Percentages over 100% are present in the data for Deaf students because Riverside is the only campus offering tutoring services for students who are Deaf. This results in students with a home campus designation other than Riverside traveling to Riverside for tutoring services.

****Average Change per Year** – The average of the yearly percent change from 2001-2004 . Formula:

$$[(\% \text{ Change } 2001-2002) + (\% \text{ Change } 2002-2003) + (\% \text{ Change } 2003-2004)] \div 3$$

Deaf- In Datatel, students with a “D” designation in the Disability field.

Table 7

This table presents a summary of the total learning lab visits from Spring 2001 to Fall 2004 by students with disabilities (ACC students who are registered with ACC's Offices of Students with Disabilities). It shows the continued increase in the utilization of tutoring services for corresponding semesters.

Learning Lab Visits by Students with Disabilities
Grand Total All ACC Learning Labs

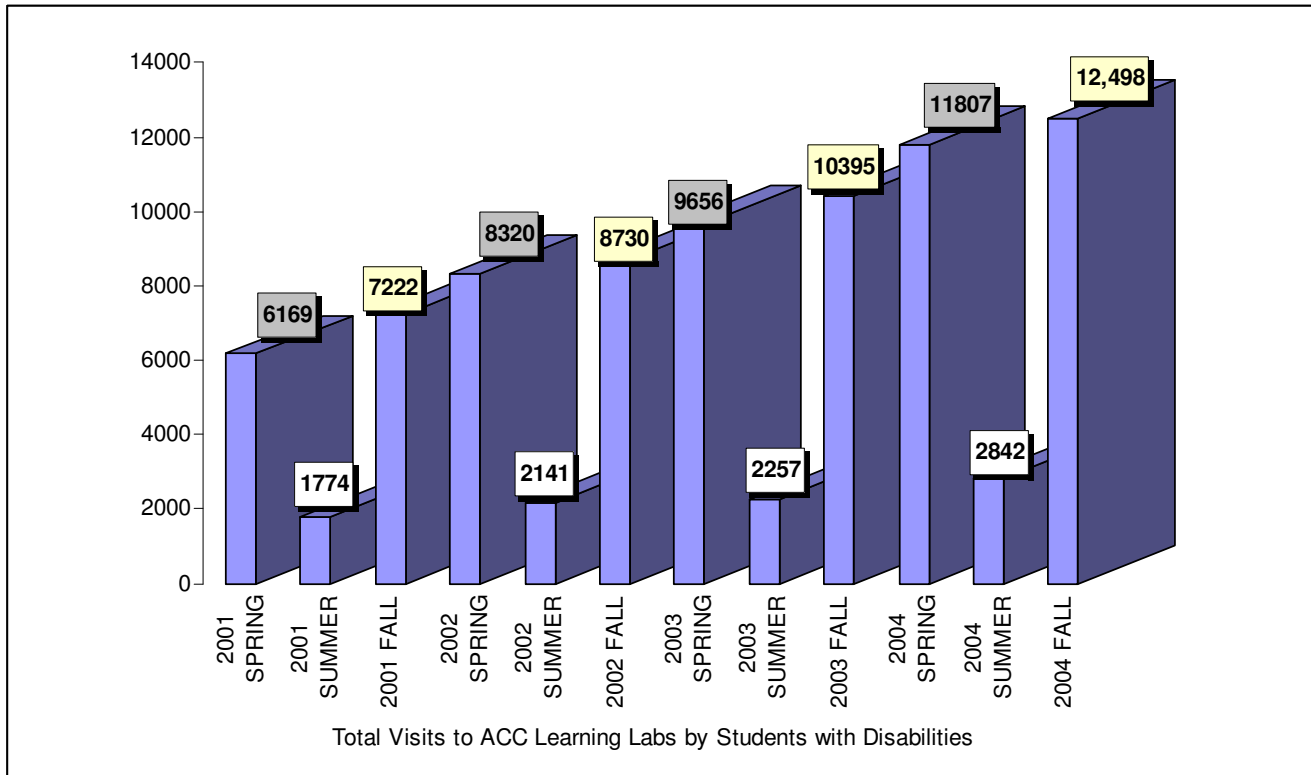


Table prepared by Sean Loraas, Accommodations Assistant

Table 8

This table presents results from the yearly student satisfaction survey conducted at all labs. The questionnaire addresses both tutor effectiveness and lab operations and facilities.

College-Wide Student Satisfaction Survey						
TOTAL SURVEYS COLLEGE-WIDE: FALL 2004 ALL LABS	1419.7	TOTALS ANSWERS			14197.00	
4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree						
Student Satisfaction Survey (Lab)					weighted average	NR*
<u>Tutor Effectiveness</u>	4's	3's	2's	1's		
1. The tutor's knowledge of the subject was comprehensive.	1328	115	3	2	3.91	13
2. The tutor was able to explain the material effectively.	1319	119	6	6	3.90	11
3. The tutor was prompt, patient, and courteous.	1340	101	4	3	3.92	13
4. I have improved my study skills as a result of tutoring sessions.	1224	198	12	7	3.83	19
5. The tutoring session provided the help I needed.	1330	102	9	5	3.91	15
6. I will return to this tutor in the future	1350	84	6	8	3.92	13
<i>Tutor Effectiveness Totals ></i>	7891	719	40	31	3.90	7
<u>Lab Operation/Facilities</u>	4's	3's	2's	1's	weighted average	NR*
7. The lab staff is friendly and helpful.	1167	161	7	4	3.86	45
8. Visiting the learning lab helps me succeed in my classes.	1161	150	14	8	3.85	95
9. There are enough tutors on duty in my subject area(s).	913	272	91	16	3.61	99
10. The hours of operation work well with my schedule.	984	246	83	21	3.64	105
<i>Lab Operation/Facilities Totals ></i>	4225	829	178	44	3.75	233
Total Number of Responses (each survey had ten questions).	12116	1548	218	75	3.84	240
	Response Weight	4	3	2	1	0
Tutor Effectiveness Weighted Average		3.90				
Lab Operation/Facilities Weighted Average		3.75				
Overall Weighted Average		3.84				

* Items with no response were not included in calculating the weighted average.