

2019-2020 Program Review



CAN Program Review (Instructional) - Learning Center (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

Lead Contact Person: Diva Ward

Writing Team: Diva Ward, Jonathan MacSwain, Julian Taylor

Executive Summary

0. Executive Summary: Summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

The Canada College Learning Center is home to a variety of academic support programs including tutoring, supplemental instruction, computer labs, study rooms and a community of staff dedicated to support student learning, completion, graduation and transfer. At the center of the work that we do is the belief that the programs and services that we offer in the Learning Center are an essential part of student learning and student success.

Some of the resources that are available to students who come to the Learning Center includes: computer labs, study rooms, digital whiteboards, print stations, photo copy station, veterans center, peer mentoring, and tutoring, supplemental instruction, test proctoring, university visits, retention support and academic resource check-outs.

Some of the programs housed in the Learning Center includes:

DREAM Center for AB 540 and undocumented students, Stem Center, STEM Explorers, MESA (Math Engineering Science Achievement), Writing Center TRIO (Student Support Services), ESL Conversation Circle, ESO:SparkPoint, BTO Peer Mentor Program (Bridge to Opportunities), EPIC (Embedded Peer Instruction Cohort), Math Jam, Word Jam, Physics Jam, Colts-Con, V-ROC (Veteran's and Military Affiliated)

The Learning Center Community is continuing to find ways to improve the impact of our tutoring services including an evaluation of embedded tutoring, supplemental instruction and faculty office-hours located in the Learning Center. Along with the evaluation of those academic support strategies, we are exploring ways of determining ways to increase utilization of workshops and information sessions.

Program Context

1. Mission: The Learning Center offers 11 Learning Center course options. As our courses are not directly related to high school curriculum; changes in the high schools would not impact our course selection. However, changes to the 4-year curriculum might have some impact in that we do offer 3 transferable courses.

As a part of our Program Review process, one of our goals is to re-evaluate the Learning Center mission statement collectively to ensure that it remains current and aligns to the work that we in support of our students.

2. Articulation: No Known Changes

3. Community & Labor Needs: The Learning Center is open to and offers limited services to the Redwood City community and surrounding areas. As an HSI (Hispanic Serving Institution), the Learning Center has expanded the availability of multi-lingual tutors and other staff members that can offer services to accommodate many of our growing populations. The Learning Center also offers basic and advanced level technology support to students and community members who are in need of help navigating the college application process and website.

The Learning Center consistently opens its doors to community members and has available services for Canada College community members and the general public.

California Community Colleges have been tremendously impacted by the statewide initiative AB 705 which requires community colleges to reduce or eliminate the number of below transfer courses that are available to students. This has created a need for the Learning Center to respond to the need for increased academic support for new to college and continuing students both inside and outside of the classroom.

Another change that the Learning Center has experienced recently is increases in the number of students in need of technology support. This has been documented in the area of general support and also in our retention services. The Learning Center staff have noted that there has been higher incidences of students asking questions about how to complete their assignments and projects using required programs and online platforms. As a community, we have responded to this need (in the short term) by designing workshops and information sessions aimed at improving student knowledge and understanding but our long term plans include discussing the possibility of offering a “technology” study skills course or designing an online platform for preparing students by sharing technology basics.

Looking Back

4. Curricular Changes: The major change to the Learning Center courses is the return of LCTR 698 to the list of available Learning Center courses after being banked for the last two years. This change came to be primarily as a result of the addition Accudemia as one of the data collection systems in the Learning Center. LCTR 698 is a supervised tutor course that is the gateway for the college to collect tutor usage data and report that usage information to the state of California as a part of our apportionment reporting. Students who want to receive tutoring support now have to be enrolled in the zero credit LCTR 698 course which is accessible through Websmart.

The text books that are used by students enrolled in any of the Learning Center vocabulary courses finally have new editions. Townsend Press which publishes all four of the vocabulary text books announced that the vocabulary series all have new editions. The LCTR vocabulary course series will be adopting the new curriculum starting in summer of 2020 to allow the bookstore time to get the new text books in stock.

LCTR 100 was offered for the first time as a summer course in order to support early preparation for students who would like to work as a tutor in the following fall semester. LCTR 810 was also offered as a STEM study skills course over the past year which has served to support STEM interested students.

5A. Progress Report - IPC Feedback: There were two primary recommendations that the Learning Center received during the last Program Review cycle.

1. LCTR 100 as a late start class. – LCTR is already a late start course which typically starts 2 weeks after school start. There are 3 in person class meetings with the remainder of the course online. This class was also offered during the semester for the first time in the summer of 2019.

2. Establish short term objectives- One of the short-term goals that has recently been established within the Learning Center is to improve our capacity to serve students in need of academic technology support. We are currently having discussions to find ways to improve our available supports to students impacted by the “digital divide” including a technology study skills course, the hiring of technology focused peer mentors/tutors and also the design of a workshop series.

5B. Progress Report - Prior Action Plans: The Learning Center last submitted prior action plans in 2016 before the last Program Review cycle. The plans that were included the establishing of a Dream Center and a Writing Center as well as updating the Learning Center Website and improving the data collection systems in the Learning Center.

The Learning Center now houses both a Dream Center and a Writing Center. The Writing Center started delivering writing support to students starting this fall of 2019. An Instructional Aide II was hired to coordinate Writing Center activities and scheduling and now there are 3 additional Writing Center para-professional level tutors support writing focused tutoring in the Tutoring and Writing Center.

The Dream Center opened its doors more than two years ago and has served undocumented and AB 540 students since that time. The Dream Center offers free Legal Clinics, information to students, hosts the Dreamer’s Club and is an open and centralized space to support our undocumented and AB 540 students. The Dream Center has a part-time PSC to support Dreamer activities, programs and services as well as serve as a point person to support Dreamer students.

Another major area that was identified as an area of focus for the Learning Center in our prior strategic action plans was how we store, collect and access data. There was also some focus on building a better relationship with our college PRIE office. Since our last Program Review cycle, the Learning Center has centralized data collection, data storage and we have improved our

communication with the PRIE Office. Currently, the Learning Center is suing SARS and Accudemia to collect Learning Center usage data. SARS is used to collect data around test proctoring, non-tutoring usage such as peer mentoring, veterans and Dream Center usage. Accudemia is now being used (since Fall 2019) to collect tutor usage and hours. All of the programs and services are using wither SARS or Accudemia to collect their data (accept for TRIO which requires a specialized collection method) and all data is now stored and accessible in SharePoint.

6A. Impact of Resource Applications: Not Applicable

6B. Impact of Staffing Changes: Addition: Veterans PSC, Dream Center PSC, Writing Center Coordinator and 4 IA II positions.

The following positions have been added to the Learning Center staff since the last Program Review cycle: part-time Veterans PSC, part-time Dream Center PSC, Writing Center Coordinator, 3 IA IIs to support writing focused tutoring in the Tutor and Writing Center and 1 IA II to support Statistics in the STEM Center.

Each of these position has elevated the level of support that we are able to offer our students in the Learning Center. The Veterans PSC is an important part of coordinating programs and services with both on campus and off campus resources for Veteran and military affiliated students.

The Dream Center PSC has centralized Dreamer activities and provided a presence in the Learning Center to answer student questions and also serve as a Dreamer point of contact.

The Writing Center Coordinator has provided the Learning Center with much needed leadership and programmatic focus on the creation of a physical Writing Center. The Learning Center has delivered writing focused services to students for many years. The presence of a Writing Center Coordinator has supported improved communication with writing focused faculty. The Writing Center Coordinator works closely with the Tutor Coordinator to deliver seamless and comprehensive writing focused services as well. There is also the added benefit of increased writing workshops and dialogue around how to better support student learning and success.

The arrival of statewide initiative AB 705 has created a need for the Learning Center staff and community to find creative and innovative ways to support student learning and success. One of the ways that the Learning Center has responded to that need is to hire para-professional tutoring support. 3 Instructional Aide 2 position have been added to the Writing Center and one IA 2 has been added to the STEM area to support statistics. The number of transfer level courses in math and writing has created a sense of urgency around instructional support. The addition of these new staff members has provided much needed academic support in the Learning Center as our peer tutor support is limited.

Current State of the Program

7. Enrollment Trends: There are 11 Learning Center courses offered in the fall and spring semesters and 8 during the summer semester. There are 6 lab courses, three online courses and 2 hybrid courses. All of them (except for LCTR 100) are open access courses, which means that students can enroll in the course up to the drop deadline.

Over the last few years, there are several trends that have impacted the Learning Center courses. Since LCTR 698 was banked two years ago, our fill rates have decreased. The LCTR 698 course was unbanked in the summer of 2019 which should help to increase fill rates.

Fill rates are down. Learning Center usage is up and the amount of time that students are spending in the Learning Center is also increasing.

In 2017, the LCTR 698 course was banked. As a result of this, the LCTR fill rates decreased. Fall 2019, the LCTR supervised tutor course 698 was unbanked and should lead to an increase in the Learning Center course fill rates.

The overall LCTR course success and retention rates for the Learning Center courses have improved since our last program review. While the Learning Center course success goals have steadily improved since 2014, we are still short of our overall goal. Our course success rates have improved from 43% in 2014 to 54% in 2018. Our retention rates have also improved from 59% in 2014 to 87.9% in 2018. We have surpassed our retention goal by 3.9%.

The number of students utilizing Learning Center services has remained pretty consistent with more than 25,000 visits by student per semester, per year. The amount of time that students spend in the Learning Center has steadily increased from 37, 279 hours in fall 2018 to 41,251 in fall 2019.

Our tutoring visits have also increased over the past year. One trend that data reflects is an increase in the amount of time that students spend receiving tutoring in the spring semester versus the amount of tutor time in the fall semester.

In the spring of 2018, the tutoring center experienced 1,100 tutor visits and received over 725 hours of tutor services. In spring 2019, there were 1,314 tutor visits with a total of 1094 tutor's hours. That equals more than 200 additional visits and 369 more tutor hours.

8-A. Access & Completion: The Learning Center has and will continue to provide access and equitable services to all of our students.

8-B. Completion - Success Online: The Learning Center offers 12 total courses, including LCTR 698, the zero-unit supervised tutor course. There are 6 lab courses which require students to complete a workbook in order to complete the course. These courses focus on vocabulary and grammar.

There are three online courses which includes our study skills, research paper writing course and professional writing. There are two hybrid courses which makes up our tutor training course and our health science vocabulary course.

The group of students that are most disproportionately impacted in the LCTR courses is our Black (African-American) students. The success rates since the last program review have remained around 30% but the retention rates have continued to increase from 68% in 2016 to 80.6% in 2018.

Since the LCTR courses are mostly self-paced (accept for LCTR 698 and LCTR 100) then the immediate goal is to increase the amount of communication that students receive in the course of the semester and to be intentional about on-boarding students into the courses. The long-term goals will be to house all of the LCTR courses (lab and online courses) in CANVAS for easier access and information for students enrolled in the course and to require a more comprehensive orientation process.

9A. SLO Assessment - Compliance: All 11 of the LCTR courses are being assessed within the 3 year cycle and are up to date with course assessment.

9B. SLO Assessment - Impact: As a result of our course assessment process, some of the dialogue around the LCTR course assessment includes how to onboard students so that they are better informed about how to successfully complete the course. There is also some dialogue around how to add more information in Canvas for the students who are enrolled in the supervised tutor course. There has been communication about how to prepare students for online courses and also how to get the most out of tutoring by using the LCTR 698 zero-unit course as a platform for information sharing.

The end of the fall 2019 semester bring the assessment of the Learning Center lab courses which have not historically been in Canvas. Changing access to the course information so that it is available in Canvas is one thing that is being considered for fall 2019 so that Canvas course information for the vocabulary and grammar courses is available for spring 2020.

There are also conversations about the orientation for students enrolled in LCTR courses and how to improve the orientation process so that students who are enrolled in online only courses don't have to come to physically come to the Learning Center to complete an orientation.

10. PLO Assessment: Learning Center PLO 1: Tutor Effectiveness. Students who receive tutoring will demonstrate a probability of success and retention that is equal to or greater than that of non-tutored students. This PLO was assessed in 2017 with a tutor assessment conducted by PRIE which demonstrated that students who receive tutoring services were significantly more successful than students who did not receive tutoring services.

Learning Center PLO 2: Tutor Evaluation New tutors will demonstrate competence in addressing students' academic needs and sensitivity to their psychological needs. Tutors working in the Learning Center must enroll in a semester long tutor evaluation course which requires them to demonstrate competence and be able to support student needs, including psychological needs. As a part of tutor training, tutors also receive training from our Wellness Center about how to refer and support students with concerns outside of the academic subject areas.

Through the Program Review process, the Learning Center is able to ascertain that more focus should be placed on services outside of tutoring as it pertains to Program Review. For instance, all of the active PLOs are related to tutoring when so many other programs and services are available and utilized by students and those non-instructional, non-tutoring activities should also be captured and assessed in the review process.

Before the next review process, the Learning Center will re-visit our current PLOs to ensure that they accurately reflect the programs and services that are represented in the Learning Center and make them a part of our Learning Center review process.

11A. Other Instruction & Services: The Learning Center is a large community of academic support programs, each with their own objectives and outcomes and all of them aimed at improving student success, retention, transfer and completion. Our programs are historically broken down into five program areas that includes the Learning Center (tutoring), Jam programs, STEM

Programs, TRIO Programs and ESO Programs. STEM, TRIO and ESO are grant programs funded through the US Department of Education (or some closely aligned federal grant funding).

The tutoring program at Canada College is open and available to all students. Our tutor program is diverse in that we offer one-on-one services on a drop-in basis that is "first-come, first-served" but we also offer modified supplemental instruction to a select number of STEM and non-STEM courses as well as embedded tutoring. Our program is very diverse in the subject areas that are served. Tutors also support group study.

With the coming of AB705, it is believed that the need and demand for tutoring will increase, both in depth and scale. We have addressed that by creating a Writing Center that is working in conjunction with our peer tutoring model. The Writing Center is has a part-time IA that is there for the coordination of workshops and direct tutoring of students. Along with the IA, English and other faculty are working directly in the tutoring center through coordination of the Writing Center to provide additional support.

Looking back to Fall 2017, the height of our tutoring staff size, the program served 469 individual students with 1884 visits and 1260 hours tutored. Spring 2019, we saw an increase in tutoring number to 1314 visits with 1094 hours tutored, both huge increases from the past semester.

The grant programs are responsible for some of our most successful academic preparation programs including Jams (now institutionalized), MESA (state funded grant program), EPIC, Colts-Con, BTO, STEM Explorers and STEM Peer Mentors, etc. The goal of the grant funded programs is to improve our service to students by testing high-impact practices to determine what works best for our students and then institutionalize practices and programs related to improved successes.

Since the last review process, data generated from the Learning Center interventions that has had the most impact on student success and completion includes academic preparation (Jam Programs, Colts-Con), bridge programs (Colts-Con, Stem Explorers), and our academic support programs (tutoring, supplemental instruction, workshops, orientations, retention support, writing center services, peer mentoring).

The Learning Center offered more than 30 workshops between fall 2018 and spring 2019 and served more than 250 students who spent more than 112 hours in one or more of the Learning Center information sessions/workshops.

The improvements that we have made and continue to focus on is to find ways to expand and institutionalize programs that have had dramatic impact on student success. An example of this is the Jam Programs which started off as a grant program and is now institutionalized and managed through the Learning Center. As a community, the Learning Center is always striving to find ways to expand and scale up programs and core services that are necessary to improve our student completion and success.

11B. Resource & Facility Use: In fall 2018 the Learning Center launched the Learning Lab in the heart of the Learning Center. The Learning Center provides students with a front facing lab space that allows for more efficient orientations, workshops, presentations and general lab use.

The tutor center and Writing Center currently occupy the front computer lab which works perfectly to support writing support and writing focused tutoring. Faculty also has a space in the front lab to have their office hours while also being present while tutoring is going on.

In general, the Learning Center is a welcoming space where all forms of student study is welcome. On any given day there is small group study sessions, tutoring sessions, faculty group study. There are white boards, digital white boards, computers and tables with power outlets for students.

One area that could be more efficient is our proctor test area. The proctor testing area is a group of tables and chairs that is separated from the general Learning Center space by a group of mini room dividers. The Learning Center proctors about 700 exams per semester and having a more exclusive space to allow for better noise management would be ideal

Looking Ahead

12. Program Planning: The Learning Center objectives and plans for program improvement includes:

- 1, Institutionalize Tutoring Services
2. Expand and enhance programs and services that have the most impact on student success (Jams, Colts-Con, BTO, Retention Support) by institutionalizing and sustaining successful practices in the absence of adequate funding
3. Continue to be creative and purposeful in our delivery of academic support services by utilizing available resources and being inclusive of faculty as a part of the planning process and in a consulting role
4. Focus on student success and innovative information delivery for students enrolled in the Learning Center courses by designing a Canvas course shell for every learning Center course

Objective: Expand and Enhance Programs and Services

1. Expand and enhance programs and services that have the most impact on student success (Jams, Colts-Con, BTO, Retention Support) by institutionalizing and sustaining successful practices in the absence of adequate funding

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Estimated Start Date: 01/02/2020

Estimated Completion Date: 09/30/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Resource Requests

New Signage, Proctoring Half-Wall, Smart TV's/Digital Whiteboard in the Learning Center - • New Signage: The Learning Center requests new interior signage for its space. The current signage is outdated and no longer reflects current programming or locations. (A2B, Beating the Odds, SSS, etc. need to be removed). Identification of Dream Center, Learning Lab, Writing Center, General Tutoring and new print station location must be posted.

- Proctoring area half-wall enclosure: The Learning Center proctors between 400 and 600 exams per semester as a service for Cañada instructors and students. We proctor both paper and web-based exams. Currently, the proctoring area is located adjacent to the front counter and is separated from the LC main lab by a 54" tall temporary partition wall. We request to have a taller 8'+ half wall (similar to the one in the BTO space) installed along the proctoring area to help mediate noise levels and keep the area more separated and secured.

- Smart TVs/Digital Whiteboards w/ CRESTRON Boxes for Study Rooms: The Learning Center recently acquired two large digital whiteboards for its open space labs. This new technology has been a huge improvement to student learning. They allow students to create digital copies of notes, connect personal devices to displays and are WiFi connected. The Learning Center has four student study rooms (9-251B, 252, 253, 254), and two larger conference rooms 9-257A and 9-251C, which we would like outfitted with this technology.

Status: New Request - Active

Type of Resource: Equipment (Items Over \$5000)

Cost: 10000

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Projectors, Laptops and Charging Stations - • New Staff and SA Administration Laptops; the Learning Center has two Staff administration laptops which are grossly out of date and no longer supported by ITS. They are currently still working and are utilized for a variety of different uses (mobile presenting, mobile sign in stations, workshops, etc.), but should be replaced with newer more functional models.

- Pico Projectors: The Learning Center would like to purchase two pico-projectors at a cost of around \$350 each. This would be used as mobile projectors for workshops and meetings, utilized during COLTS-CON and the Jams and would be available for student checkout and use.

- PA System: The Learning Center requests the addition of a PA system for its floor. We serve a large number of students in a huge space that is split into several areas. We need a way to address the entire population quickly and effectively across the entire floor. This could prove critical in cases of emergency, but would also be utilized for all major Learning Center events (JAMS, COLTS, etc.) and general announcements (Campus events, LC Workshop advertising, closing, etc.).

- Table Charging Stations: The Learning Center requests desktop charging solutions for changing student needs. Today students carry a variety of multiply electronic devices which require electricity to power and charge. We would like to have several universal charging points installed at strategic locations and tables throughout the LC to support students' electronic needs.

Status: New Request - Active

Type of Resource: Equipment (Items Over \$5000)

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Cost: 5500

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority

Study pods/booths and High-top desks: The Learning Center would like to support student health and wellness by offering an alternative to traditional sitting desks by installing several High-top desks and chairs which would allow for standing studying. We would also like the addition of study pods/booth seating to promote quiet study and/or group work.

Status: New Request - Active

Type of Resource: Supplies (Items less than \$5000)

Cost: 5000

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: Low Priority

Objective: Be Purposeful in Our Delivery of Academic Support Services

Continue to be creative and purposeful in our delivery of academic support services by utilizing available resources and being inclusive of faculty as a part of the planning process and in a consulting role

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 01/02/2020

Estimated Completion Date: 05/29/2020

Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Objective: Focus on Information Delivery for LCTR Courses

3. Focus on student success and innovative information delivery for students enrolled in the Learning Center courses

4. Design a Canvas course shell for every Learning Center course

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 11/03/2019

Estimated Completion Date: 05/29/2020

Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Objective: Institutionalize Tutoring and Peer Mentoring Services

The tutoring and peer mentoring academic support services are currently financially supported in large part by grant funds.

Academic supports for drop-in tutoring, embedded tutoring and graduate level tutoring needs to be institutionalized and support through college funding.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

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Estimated Start Date: 10/01/2020

Estimated Completion Date: 06/01/2024

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Develop cost analysis of tutoring services (and peer mentoring) to determine how much funding is needed to support students. Conduct a needs assessment and a cost estimate. (Active)

Who's Responsible for Completing this Action Plan?: Diva Ward, Julian Taylor, Josue Alcaraz, Georganne Morin

Estimated Completion Date: February 2020

Resource Requests

.48 Instructional Aide II to support evening Writing Center Coordination

Status: New Request - Active

Type of Resource: Other

Cost: 26640

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

2.0 FTE Instructional Aide II short-term/temporary position(s) to support Writing Center, Basic Skills, STEM and Non-STEM - This one-and-a-half IAll positions will allow us to hire several graduate-level instructional aides who will serve as writing tutors and divide 56-70 hours of para-professional level tutoring support (3-5 Positions)

Status: New Request - Active

Type of Resource: Other

Cost: 48000

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Learning Center Peer Tutoring Support to include all levels of academic support including STEM, Below Transfer, ESL, Non-STEM - Tutoring services are a core component to academic support for students and vital to support student success and completion in an AB 705 environment

Status: New Request - Active

Type of Resource: Other

Cost: 120000

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Writing Center Peer Tutoring Support - A. Two tutors each hour Monday through Thursday, 9:00 am – 3:00 pm, 5:00 – 8:00 pm.
B. One tutor each hour Monday through Thursday, 3:00 – 5:00 pm
C. Two tutors each hour on Friday, 9:00 – 2:00 pm

Status: New Request - Active

Type of Resource: Other

Cost: 40000

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

