

Learning Center Department
Annual Unit Plan for Academic Year 2016-2017
October 2015

Describe Department/Unit

Mission/Connection to College Mission

The Learning Assistance Center (LAC) aims to collaboratively provide a variety of learning support services for our students, traditional and distance, to promote and demonstrate learner success by teaching learning skills applicable to college environments and to future employment.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Retention and Success of students 40 years of age and older

Population:

Age: 40 or older

Analysis and Plan:

Given the current data:

The equity data shows that the student access to Learning Assistance Center programs is consistent with college wide demographics; there are no gaps in access. The Learning Assistance Center, a department that exists to serve students in various programs has the ability to affect student success in their chosen field of study. Equity, in terms of the Learning Assistance Center is the building of systems to support students of varying programs and assisting those programs in improving equity gaps. Therefore, programmatic gaps are the Learning Assistance Center's targets.

Identified gaps are found in retention and success of students aged 30 and older in math, English, and social sciences. To improve on gaps found in these areas the Learning Assistance Center will improve communication with students and faculty to promote one-to-one/group tutoring and math and writing labs. These programs are designed to encourage strong study habits and critical thinking skills in students. To service our significant online population the Learning Assistance Center will begin promoting online tutoring in online classrooms, something that, to my knowledge, has not been done widely.

Further, Basic Skills English is implementing the use of the writing lab as a component of key assignments at the beginning of the semester to encourage use of the labs throughout the semester.

Future data collection:

Past data for Supervised Tutoring does not provide data concerning student achievement in courses students receive tutoring for. Going forward mechanisms for data collection have been put into place to better understand student achievement in classes they are being tutored for.

Outcomes Assessment: Overall Report

Due to unreliable and or lack of data from the Spring 2015 semester, assessment of outcomes is not possible during this planning year. Mechanisms have been put into place to collect accurate student learning outcomes going forward.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Progress Made on Program Review

Learning Assistance Center

Year of Last Program Review:

2010

Progress in the last year on two-year strategies:

Last year's Annual Unit Plan states one overarching goal for the 2015-2016 year, "to ensure that minimal services are provided at all sites in a consistent and sustainable manner. Since the last review movement has been made on all fronts.

Data Collection

- Consistent data collection methods have been implemented across campuses. SARS Grid and SARS Trak have been installed at IWV and KRV and processes have been put into place for use. Though we are still learning how to best utilize the tools, we have made great strides in gaining quantifiable data from this department. Both ESCC Bishop and Mammoth have received computers and are getting SARS Grid and Trak and will have the same methods of data collection as IWV and KRV.

Math and Writing Labs

- Math and writing labs have been implemented at the IWV campus. 17 hours (7 writing and 10 math) have been scheduled throughout the week to be monitored by subject matter faculty.
- KRV has one hour per week of writing lab being facilitated by one English faculty
- ESCC does not yet have a lab model in place.

Learning Assistance Center Staffing at sites

- IWV
 - The LAC at IWV is now staffed with a full time Learning Assistance Center Coordinator, Learning Assistance Center Office Supervisor, and Learning Assistance Center Technician. This site is adequately staffed.
- KRV
 - the LRC at KRV is now staffed with a 30 hr/week LAC Technician to manage the office and facilitate proctoring. Also, the LRC has 16 hours of coverage from both a librarian and the Learning Assistance Center Coordinator (one day per week each)
- ESCC
 - The LRC at ESCC (Bishop and Mammoth) each share one faculty for total of 16 hours (8 hours at each campus). This faculty member is the only tutor for two campuses. A need to begin a tutor base and a drop in tutoring model is apparent.

Progress in the last year on five-year strategies:

- The Learning Assistance Center has employed a full time faculty for the design of programs, training of tutors, and the tracking of data.
- The Learning Assistance Center has employed student workers for a maximum of 19/hrs per week as Lab Aides and Tutors.
- The Learning Resource Center is now home to 75 computers and two printers for student use.
- The lab aid station has been made capable of hosting online tutoring sessions. This station now has a web cam and a drawing pad to be used in CCCConfer sessions. Online tutoring is still a focus for future growth.
- GED Preparation is now offered at all of Cerro Coso campuses through an online program (GED Academy) Currently the course has 52 students enrolled in it.

Progress Made on Prior Year Initiatives

Serve the entire college with equitable services, staffing and forms of Supplemental Instruction.

The Learning Assistance Center continues its pursuit of equitable services and staffing across campuses and for distance education.

IWV

- Tutoring continues to be a solid program in both one-to-one and group environments
- Implementation of the math and writing labs occurred in the Fall 2015 and is gaining traction as Basic Skills introduces strategies to build participation from students. Math and writing labs are facilitated by subject matter faculty.

KRV

- KRV still needs an equitable form of a drop in tutoring concept. IWV has adopted the math and writing lab model. KRV will struggle with accomplishing this in the LAC as its lab has a total of 8 computers. A need for a computer lab with a great capacity is evident to accommodate
- KRV now has a 30 hr.perweekLAC Tech who facilitates proctoring on-site
 - a need for increased hours is apparent as proctoring does not occur on Fridays due to the hour limit
- Access to one-to-one tutoring and group tutoring is improved due to more tutors and access to tutor training

ESCC

- One-to-one and group tutoring services are currently provided by a 16 hr/week faculty, 8 hours at Bishop and 8 hours at Mammoth per week. Peer tutors have not yet been implemented.
- A drop in solution, such as a math and writing lab, has not yet been addressed at these campuses
- On campus proctoring is currently being facilitated outside of the LAC by Admissions and Records

Distance Education

- Online does not yet have a fully functioning solution to proctoring - One of the goals mentioned in this unit plan is to implement an online solution for proctoring in distance education.
- Currently tutoring is available, but is poorly advertised and thus underutilized. This issue is to be rectified in the coming semesters.
 - There has also been discussion of implementation of a third-party tutoring service to be used in lieu of in-house tutoring programs.
- A math and writing lab (drop in) solution has not been addressed for distance education. In the coming semester this will be a focus.

Serve entire college with greater access to Universal Design software and learning tools and base services on data, generalizable research and national standards.

As a new faculty in this functional department I have not been informed of a universal design software. Further research will need to be done to better understand this initiative.

Increase communication of standard data expectations and ongoing assessment and evaluation for all campuses. Continued staffing of select positions should depend upon maintaining standards of data collection.

SARS Trak and Grid have been implemented as a method of data collection for IWV, KRV, and ESCC. Going forward the LAC will be capable of providing data for more informed decision making in regards to staffing and student success program planning.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Grow the Learning Assistance Center/Improve quality and quantity of services offered [SG 1]

Action Plan:***Improve feasibility of the Tutor Training course***

- Remove cost/time barrier – historically Tutor Training was a .5 unit course that occurred on Friday mornings
 - By removing the unit load students can participate in the CRLA certified training for free
 - By rewriting the course as an asynchronous-hybrid course in Moodle students will be able to attend at their leisure and meet with course faculty as it best fits the students' schedule
 - In addition, students will be able to begin the course at any point in the semester

Improve student satisfaction

- Train tutors in the affective domain – Incorporate in Tutor Training
- Improve availability of subject specific tutors by reducing barriers to becoming a tutor
- Increase hours that the math and writing lab is open
 - Incorporate peer tutors in open lab environments to increase lab assistance

Improve marketing and exposure to students and faculty

- Increase visibility through new banners and marketing materials (posters, banners, handouts)
- Introduce a large monitor (80") to display upcoming events and current events OR 2 60" displays (to be placed outside the LAC or in the LRC lobby (IWV). This could be used during community events in the LRC as well as flex day events.
 - This addition would serve the Library, Learning Assistance Center, as well as student events and campus initiatives.
- Grow online presence with Facebook and Twitter

Improve LAC environment at ESCC

The Learning Resource Center at ESCC-Bishop functions as a community hub, a place students visit for nearly all campus services: tutoring, library services, counseling, and educational advising. This space ought to be a comfortable, welcoming environment.

- to improve aesthetics and create a campus hub at ESCC Bishop, the move to hang local and student art created a demand for art lighting.
- Create areas for displaying information to students and faculty (Purchase of 4 wall-mounted metal pegboards)

Measure of Success:**2. Measure(s) of Success:**

- Improved Basic Skills course outcomes as shown by the scorecard
- Increased number of students served by one-to-one tutoring and group tutoring
- Higher volume of students frequenting the math and writing labs
- Improved student satisfaction of services offered

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator

It directly addresses a college Strategic Goal or Objective

Strategic Goal 1 - Student Success

Implement an online proctoring service [SG1]**Action Plan:**

With a greater demand for online proctoring it is apparent that we must invest in a solution to our issue. Currently Cerro Coso students may take a proctored test for free, on campus. This, however, does not help our students who live outside of our region. Students outside of the region must pay to have a test proctored by an outside company. Implementation of a universal proctoring

company to facilitate all tests outside of our testing region would create a cohesive process for our online faculty and students studying with Cerro Coso.

A main difficulty in settling on this issue lands in how it will be funded. The cost of exams for an online student can easily cost as much as the course itself if funded by the student. The institution must consider funding a portion of exam fees to make online courses accessible for all students.

The Cost Factor

The number of proctored exams is trending up over the last 3 years. In 2014, 2,432 tests were proctored at the IWV campus (up from 1,947 in 2013). This year Cerro Coso has 33 courses that require proctoring (up from 25 in 2014). The average number of proctored tests per student was 2.43 in the Spring 2015 semester.

With this information we can estimate the potential cost of a third-party proctoring service, such as Kryterion.

<u>Exam Duration</u>	<u>Per Exam Pricing</u>	<u>Exam Threshold</u>	<u>Payment</u>
Up to 120 minutes	\$17.95	1000 exams or 2000 hours	\$17,950.00
120 to 240 minutes	\$32.95		
> 240 minutes	\$49.95		

According to our LAC Tech at IWV, 1000 exams is a good estimate for a year of test proctoring.

Kryterion – If College Pays

Client will be invoiced in advance of exam delivery for the selected Transaction Level. This amount will be the exam minimum times the per exam pricing fee for “Up to 120 minutes”; e.g. 250 exams times \$19.95 or \$4,987.50. Client will not be invoiced for the exams/hours delivered up to the exam threshold. Once the exam threshold is met, exams will be invoiced monthly per the Transaction Level selected.

Kryterion - If Student Pays

The Client will be refunded for the advanced payment as fees are collected. Students will be individually invoiced through the ecommerce transaction services within Konnect at the time of scheduling an exam. We will remit back to Client funds received on a monthly basis up to the amount paid by Client.

Measure of Success:

- Online proctoring service selected
- Procedure for online faculty, training for faculty, and language for catalog and syllabi developed

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator

It directly addresses a college Strategic Goal or Objective

Strategic Goal 1 - Increase Student Success

Offer equitable services across Cerro Coso Campuses and distance education

Action Plan:

Currently the four campuses (IWV, KRV, ESCC-B, and ESCC-M) and distance education offer different services to our students, despite all being Cerro Coso students. Our goal is to provide a reasonably equal experience for all of our students. This means:

- Quality tutoring (group and one-to-one) for online students and Cerro Coso sites

- Drop in tutoring during specified hours at all sites and distance education, presented as open math and writing labs or drop in tutor availability
- Proctoring services for distance education

Resources Needed to improve current program:

- Oversized monitor and keyboard for students with visual impairments.
 - Monitor - http://www.newegg.com/Product/Product.aspx?Item=N82E16824001966&cm_re=large_monitor_-_24-001-966_-_Product
 - Keyboard - http://www.newegg.com/Product/Product.aspx?Item=9SIA25V3AY1993&cm_re=oversized_keyboards_-_23-817-001_-_Product
- Laptop for use by math and writing lab faculty while in the labs

Measure of Success:

All campuses and online will provide the following:

- One-to-one and group tutoring
- Proctoring services
- Drop in tutoring opportunities for math and writing

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator

It addresses a program review strategy

General Goal - 2010 Program Review

Ensure that minimal services are provided at all sites in a consistent and sustainable manner.

Evaluate Resource Needs

Facilities

<u>ESCC</u>	<u>Cost</u>
Computer stands (x2 @ \$150 ea.) for SARS Grid kiosks	\$300
Lighting for art in LAC	\$1000
<u>IWV</u>	
2 Drawer file cabinet (x2 @ \$150 ea.)	\$300

Information Technology

<u>IWV</u>	<u>Cost</u>
60"-80" Monitor to display LAC and Library events - market workshops, advertise campus events, promote tutoring and math and writing labs (\$1200 for screen + up to \$3000 for wall hang)	\$4200
Oversized monitor (30" or greater) for students who have a vision impairment in the proctoring room	\$1000
Large print keyboard for visually impaired students in proctoring room	\$50
<u>ESCC</u>	<u>Cost</u>

Statistical calculator (x2 @ 25 ea.)	\$50
iPad or tablet at each site for faculty to work with students and complete feedback form with (x2 @ 600 ea.)	\$1200

Marketing

Learning Assistance Centers	Cost
6 Stand up banner signs (x6 @ 150 ea.)	\$900
Banners/Posters	\$200

Professional Development

IWW	Cost
SARS training for use with proctoring services (3 hours @ \$125/hr.)	\$375

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

LAC Technician

Location:

Kern River Valley

Salary Grade:

Range 38, step 1

Number of Months:

10

Number of Hours per Week:

40

Salary Amount:

38677.50

Justification:

This is not a request for a new position; it is a request to increase the current Learning Assistance Center Technician's position from 30 hrs/wk to 40 hrs/wk.

Rationale:

Increasing the Learning Assistance Center (LAC) Technician hours to 10 months/40hrs./wk. will provide the higher level of service required for student support at the Kern River Valley's site, including test proctoring, tutoring, GED access, computer access, and engagement throughout the academic year. Increasing the hours of this position will also offer students more access, thus supporting Cerro Coso Community College's (CCCC) mission of providing ". . . tailored programs and equitable services to the

students in the communities and rural areas we serve.”

Equity:

ODS data reveals that during the spring 2015 semester, 85% of students at Kern River Valley campus were classified as economically disadvantaged based on their financial aid eligibility. Economically disadvantaged students have been identified as an “underrepresented group” in Cerro Coso Community College’s 2014-2015 Student Equity Plan. The plan states that, “Economically disadvantaged students consistently have success rates of around 10% lower than non-economically disadvantaged students” (<https://www.cerrocoso.edu/sites/cerrocoso.edu/files/CCCC%20Student%20Equity-2014.pdf>).

The action of increasing the Learning Assistance Center Technician hours will assist in narrowing this identified gap by offering additional student supportive hours. This action also supports Cerro Coso Community College’s Strategic Goal #2: Advance Student Equity Measures, and Kern Community College District’s (KCCD) Strategic Goal #2: Advance Student Equity Measures.

Data:

Based on the current student contact and usage data in SARS Trak, approving this increase should increase student contacts by a minimum of 25%. Kern River Valley’s Learning Resource Center (LRC)/Learning Assistance Center (LAC) is averaging approximately 612 contacts per month (when totaling proctoring, tutoring, and computer access contact data). Increasing the Learning Assistance Center Technician to 10 hours per week is projected to increase that number to 765 student contacts per month. Data shows that students who use the Learning Assistance Center programs and facility typically have higher success rates and student engagement and lower withdrawal rates than students in the same courses who do not use these services.

Conclusion:

Opening the Learning Resource Center (LRC)/Learning Assistance Center (LAC) doors full time will ultimately allow students greater access in the LRC/LAC; therefore, narrowing equity gaps, and promoting student engagement, student learning, and student success and completion.