Learning Center Department
Annual Unit Plan for Academic Year 2018-2019
October 2017

Describe Department/Unit

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: Actions Taken

Over the past year the Learning Assistance Center (LAC) was a department that identified no equity gaps. Equity groups were both proportional in access (proportional to college-wide population) and earned success that was proportional to the college averages. The Learning Assistance Center is a department that serves academic departments on campus in their mission to close gaps in success through learning support programs. Last year, the LAC collaborated with athletics to implement athletic study halls which are housed in the LAC and are supported by LAC tutors and math and writing labs on an as needed basis. This is an effort to support not only athletes, but a sizable equity population as well.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

Success of African American students who use the LAC's programs succeed at a rate that is 16.47% less than the general population. Because the African American population in the LAC is so small (23 students across Cerro Coso sites), a few students can sway the average one way or the other. That said, this is still a population to recognize as it is a population that has performed below the college average and is a population addressed in the equity plan.

Age: 30 to 39 years

Gap Identified:

In all age groups, students who visit the LAC are more successful than the general population, on average. One age group, 30-39, is under represented in the LAC population. One can only assume that this is a population who is attending online and not available to be on campus during traditional hours. To address this, the LAC will need to find a solution to academic support during nights and weekends.

Outcomes Assessment: Actions Taken

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

Learning Assistance Center

Year of Last Program Review:

2016

Actions Taken in the Prior Year to Address Strategies:

Three-Year Goals

1. Improve the LACs website and presentation of learning supports - simplify and improve aesthetically - improve accessibility

   In the last year the Learning Assistance Center has only modified the website where it was necessary for everyday use (i.e. updating proctoring information to include Proctorio and new proctoring processes, update tutoring page to include online tutoring, and removing webpages that seem to be irrelevant to students.

   With the implementation of Canvas, the LAC has duplicated all learning support information. The faculty and student Canvas pages provide the appropriate information and connect to LAC services in a more user friendly way than the Cerro Coso webpage.

2. Develop mechanisms to evaluate AUOs

   Last year, the LAC and Library decided on AUOs that are broad enough yet provide enough information for each department. These new AUOs will be added to the student satisfaction survey for the spring 2018 semester.

3. Identify data sets to be used semester over semester to create a consistent method of assessment of effectiveness.

   The development of an Institutional Research department in the Fall of 2017 will assist in accomplishing this goal and with a better result. Consistent data collection is occurring in the LAC (across sites) but the expertise in data analysis has not been present until the hiring of IR.

4. Assess EDUC C005 (Preparation for the GED Exam) - rework SLOs so they are measurable and appropriate for the nature of the course.

   A solution for this assessment has not been developed. GED Preparation is a fully online course with all work being conducted through a third-party website (GED Academy). Students in this course choose the subject area they wish to study for and proceed to work within that subject. Given that an SLO assessment ought to be universal between students, this program custom tailors modules for each student and does not provide responses to individual questions to the instructor. Some students may never attempt several SLOs as they do not study the same subjects. Extraction of SLO data from this system is virtually impossible and any assumptions made regarding SLO data is conclusively insignificant and not representative of student learning or ability.

Six-Year Goals

1. Increase usage statistics of academic supports and AUO results year after year.

 [See appendix - *Student Contacts, 2016-17*]

   Since this goal was generated, the LAC has increased usage of math and writing labs, but noticed a reduction in peer tutoring. This is likely due to the convenience factor. In addition, implementation of drop-in peer tutoring in the Spring 2017 semester has also reduced popularity of one-to-one peer tutoring.

Students who receive some sort of tutoring through the LAC succeed at a similar rates to the general college population. The ever present question is, "would they be as successful without tutoring?"

IWV

These numbers (shown above, "LAC Student Contacts"), though not bad, do not wholly represent the number of students who utilized the math and writing labs. We do suspect students fail to check into SARS when visiting the labs. Much of this can be attributed to the open environment in the LAC. For this and other reasons, the LAC recommends a division of space on the second floor of the LRC to create learning spaces that not only create a clear entrance, but also blocks some sound, and distinguishes the

math lab from the writing lab and the open lab.

KRV

KRV continues to experience a large volume of student visits in the math lab; however, the writing lab struggles to engage students. Peer tutoring has continued to be popular on campus (IWV and KRV) as visits have been steady, even in light of an increasingly popular math lab.

ESCC

Math and writing labs at ESCC continue to be rather underused (124 visits over the 2016-17 year, both campuses combined). On the other hand, LAC faculty were quite busy last year (751 visits in Mammoth and 848 visits in Bishop – 200 unduplicated students). Further, 80% of students who worked with LAC faculty found success in the course they received tutoring for. These large numbers of LAC visits encompass those students who worked with one of the two LAC faculty.

Last year, the LAC had outside funding that allowed it to hire a second LAC faculty and increase the total amount of accessibility to LAC services by double (52 hours compared to 26). This increase in hours made the LAC available every day at Bishop and Mammoth.

Since the loss of those funds, the LAC has been reduced to 26 hours per week which will restrict the days the LAC can remain open to 2 days at Mammoth and 2 days at bishop. We do expect a dramatically lower number of visits in the coming year.

The mission of Cerro Coso's Learning Assistance Center Unit is "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." The ESCC LAC provides a variety of learning support services delivered primarily through the LAC faculty for both traditional and distance students in the ESCC service area. Last year, approximately 41% of ESCC's unduplicated students used the LAC. In addition, the LAC faculty supports the approximately 100 concurrently enrolled online students in ESCC's service area. The ESCC LAC faculty demonstrates learner success by providing workshops and presentations in the LAC and during classes on various learning skills applicable to college environments. Further the LAC faculty collaborates with local employers and Cerro Coso's Career Center to connect students with local employment and career opportunities. ESCC's LAC relies exclusively on LAC faculty to provide learning support services at ESCC. In order for students to have sufficient access to LAC services, ESCC recommends a minimum of 6.5 hours/day—Mondays through Thursdays during Fall and Spring semesters—(26 hours/week) at each site, for a total of 52 hours/week at ESCC. The LAC faculty are paid $30/hour. ESCC is requesting that the LAC fund 34% ($18,840) of ESCC LAC faculty hours for 2018-19.

Tehachapi

2016-17 is the first year Tehachapi offered peer tutoring. Tehachapi has not successfully hired more than one English tutor in the past year. That tutor is progressively getting more appointments; however the demand has not grown enough to warrant more than one tutor, if for anything other than increased availability. The LAC will make an effort to recruit new tutors in a wider variety of subjects.

The math lab seems to be increasing in visits; however, data collection in the first semester was not in place, thus numbers shown in the chart above only represent the Spring 2017 semester. There is not a current need to increase math lab hours. Also, we have been unable to secure a writing lab faculty to work in Tehachapi.

Strategies Still to be Addressed:

Program Review, six-year goal

Implement equitable programs across all Cerro Coso sites and online

Equitable services are offered across sites with the exception of online. Online continues to be a challenge especially in creating an online math and writing lab. The LAC is currently allocating funds and efforts to the on-ground labs and are skeptical to reduce the number of hours on-ground and redirect them online. While redirecting efforts online is certainly a worthwhile endeavor, it has yet to be attempted. Data regarding popular times that students are studying online would be quite helpful as we could align lab times to coincide with our students' hours of availability.

Annual Planning: Actions Taken

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

Tutor Training

Cost/time barrier has been removed by making the course a workshop format. The course has been shifted to 40% online, 60% workshop format. This however, has still been challenging to facilitate as students are not typically available at the same times throughout the semester, necessitating multiple seminars to ensure all new tutors have received the training. Moving forward this might become a single Saturday workshop that each tutor must attend before they begin tutoring.

Marketing

Marketing has improved over the past year at IWV. A large monitor has been placed in the foyer of the LRC that informs students of math and writing lab availability as well as events occurring in the LRC. Also, signs were made to help distinguish the math labs from the open lab area. Although these signs are not quite creating the separation needed, they are much better than we have had in the past.

The sites have not necessarily had a marketing issue as the LRCs are considered a hub for students. Students often make their way in to the LRCs to do homework, use computers, or talk to a staff member. IWV was unique in that marketing is required to direct students to services.

ESCC LRC Environment

The LRC at ESCC-Bishop campus layout has been repurposed over the years to maximize efficiency and to optimize student and community interactions. The old "computer lab" adjacent to the LRC has turned into a highly-used community and student room to house events. The computers are now inside the adjacent LRC, allowing LRC faculty to work one-on-one with students in a smaller, more intimate venue. With the old defunct metal gate, sound carries from the community room (orchestra, community events, etc) into the LRC, which impedes student concentration and disrupts LRC learning interactions. A glass wall is needed to fully separate these two adjacent spaces that serve two distinct purposes on the campus.

Measures of Success

Improved Basic Skills course outcomes as shown by the scorecard - Basic Skills Course outcomes have remained stagnant over the past year. Both math and English departments are moving toward implementation of corequisite remediation. English is on track to implement its first corequisite course in the fall of 2018. Math is slightly behind, but making progress toward a blueprint for its developmental sequence.

Increased number of students served by one-to-one tutoring and group tutoring - the number of one-to-one appointments has not increased in the past year. This is likely due to the increase in services offered and the *sharing* of students. The split between the services seems to fairly even with Peer-tutoring serving 38% of the students who visit the LAC. We expect to see drop-in peer tutoring to increase during the current year (2017-2018) as it has been noticeably busier than in the Spring 2017, when it began.

[See Appendix - *Tutoring Usage - by mode*]

Higher volume of students frequenting the math and writing labs - The labs have remained fairly steady in the past year, only slight growth is seen from the spring 2016 semester (second semester of service) to the 2016-17 year.

Improved student satisfaction of services offered - Since there has only been one student satisfaction survey the LAC in the past two years, there is nothing to compare at this time. With the addition of IR to Cerro Coso, we are hoping the LAC's student satisfaction survey will capture a greater number of responses regarding student feelings toward the LAC and its services.

Implement an online proctoring service [SG1]

An online proctoring service has been selected and has been in service for just over a year now. A process for utilizing the tool as well as multiple opportunities for professional development have been provided.

Proctorio was selected as it is the preferred online proctoring service for the Online Education initiative(OEI). The service integrates wonderfully with Canvas and seems to the job of a proctor in a classroom.

Offer equitable services across Cerro Coso Campuses and distance education

equitable services have been developed across Cerro Coso sites; however, every campus is different and results vary from site to site. there are still efforts to be made to develop a peer tutoring program at ESCC as well as grow the one at Tehachapi.

Online seems to be the challenge for Cerro Coso. While online tutoring does occur more frequently than ever before, a solution for drop-in tutoring has yet to unveil itself and the tools we are currently attempting to use are not ready for full implementation. There is a similar issue with online math and writing labs. to create more faculty hours in the labs online, we would have to reduce the number of on-ground hours, or persuade faculty to learn Cranium Cafe (or Zoom) and be willing to occupy the virtual space as well as the physical.

[See Appendix - *LAC Student Contacts, 2016-17*]

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Streamline online services and expand online learner academic support

Refine management and organization of the Learning Assistance Center

Scale up athletics study hall to support student athlete population

Explore options for providing GED Exams to the Kern River Valley and Tehachapi

Plan Initiatives for Next Year

Initiatives for Next Academic Year

The Accessible Learning Assistance Center: An online student support improvement

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- train staff members to use Cranium Cafe or Zoom
- Create access points in Canvas and on Cerrocoso.edu for students to contact staff and faculty through face-to-face chat (Cranium Cafe or Zoom)
- begin conceptualizing an asynchronous writing lab, collaborate with English faculty and distance education to develop a plan
- explore options for an in-house, on-demand, video tutorial series that accompanies a course

Lead Measure of Success:

- LAC staff are logged into Cranium Cafe or Zoom a specified number of hours per day
- Canvas webpages and the Cerro Coso webpage have clearly marked access points and directions for student student use
- potential options for an asynchronous writing lab has been discussed with distance education and or faculty

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Person Responsible:

Tyson Huffman

It addresses a program review strategy

[Six Year Goal] Implement equitable services across sites and online

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

1-day Tutor Training Format

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

- Condense tutor training into a single-day workshop to be offered at 2 points in the semester
  - week prior to semester start
  - week 5 of the semester

Lead Measure of Success:

- Format for workshop developed
- Activities for workshop developed
- Need for early recommendation of potential tutors communicated to faculty

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Tutor training has been offered twice over the semester

New tutors feel adequately prepared to work with their peers

Person Responsible:

Tyson Huffman

Other

An issue in the LAC has been arranging a good time for tutor training that coincides with each tutor's schedule, especially as the semester progresses into mid-terms. Further, students who are recommended late in the semester must meet with the LAC Coordinator on a one-to-one basis to complete the in-person training, this is a challenge for the coordinator to accommodate multiple varying schedules. Either the training will need to be condensed into a single day with an asynchronous online component or the training will need to be moved to a lecture/activity series that is all online and asynchronous.

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

Evaluate Resource Needs

Facilities

The LAC is requesting the following:

Proctoring services (Tehachapi)

- Tehachapi is in need of a solution for proctoring. Typically, campuses would have a room that is dedicated to this; however, sites like KRV have a small room that is used for tutoring when proctoring is not occurring. This would require desks and chairs for students.

Signage on 2nd floor LRC (IWV)

- The current wording on the wall leading up to the open lab says, "eLearning;" however, the second floor is more accurately "Open Lab" and "The Learning Assistance Center."
    - The cost of this change is uncertain

Distinguished space for math and writing labs (IWV)

- TheLAC's math and writing labs operate within an open lab which causes a few issues
    - The labs are not identifiable from a distance – there is not a beginning or end to the labs, students do not know where they need to go to utilize services
    - Students tend not to sign in to the kiosks which generate all of our data regarding usage. This is the only way we have to assess student success and utilization of services.
    - The math and writing lab occur at the same location – there is not clear separation between math and writing labs
- Suggesting a separation – one lab on the east side; one on the west
    - Glass or Plexiglas walls to separate the labs from open lab space
    - These walls double as a surface to write on for tutoring purposes

Replace defunct and broken "rolling gate" between LRC/Library room and adjacent Community Room with a glass wall ($18,000)

- Justification--The Bishop campus layout has been repurposed over the years to maximize efficiency and to optimize student and community interactions. The old "computer lab" adjacent to the LRC has turned into a highly-used community and student room to house events. The computers are now inside the adjacent LRC, allowing LRC faculty to work one-on-one with students in a smaller, more intimate venue. With the old defunct metal gate, sound carries from the community room (orchestra, community events, etc) into the LRC, which impedes student concentration and disrupts LRC learning interactions. A glass wall is needed to fully separate these two adjacent spaces that serve two distinct purposes on the campus.

Information Technology

SARS Kiosks

- One SARS kiosk at Bishop for proctoring services
- One SARS kiosk at Mammoth for proctoring services

Proctoring Services

- Tehachapi is in need of a solution for proctoring. Typically, campuses would have a room that is dedicated to this; however, sites like KRV have a small room that is used for tutoring when proctoring is not occurring. This would require computers and webcams for students, as well as a monitoring software for the staff to view student computer screens.
- Noise Cancelling Headphones (x2 for Tehachapi) – noise controlled environment for proctoring
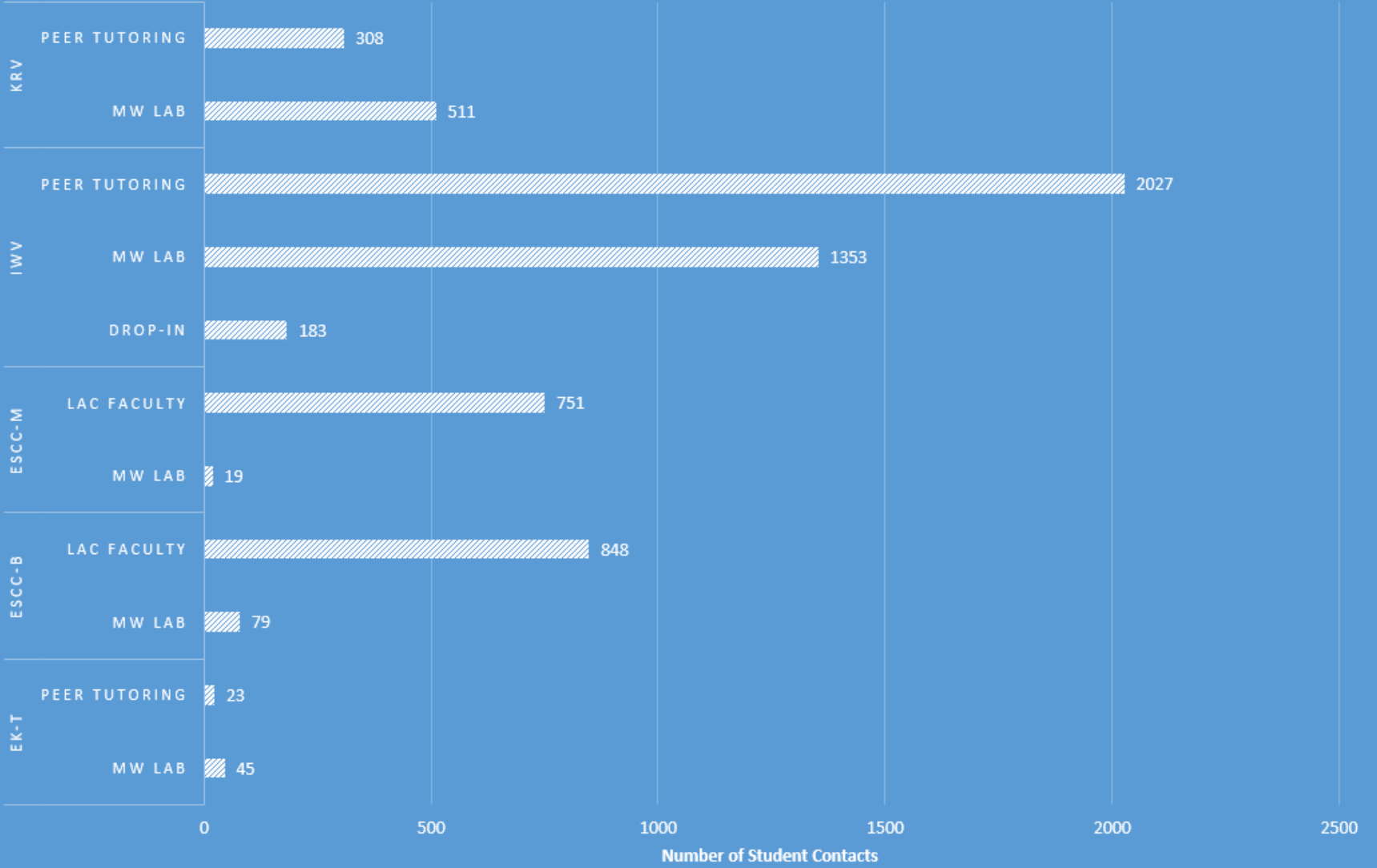
Marketing

Professional Development

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

**LAC STUDENT CONTACTS
2016-2017**

		Number of Student Contacts
KRV	PEER TUTORING	308
	MW LAB	511
IWV	PEER TUTORING	2027
	MW LAB	1353
	DROP-IN	183
ESCC-M	LAC FACULTY	751
	MW LAB	19
ESCC-B	LAC FACULTY	848
	MW LAB	79
EK-T	PEER TUTORING	23
	MW LAB	45

	Success	Fail	W			Success	Fail	W
Online	75%	19%	6%		Online	142	35	12
Tehachapi	85%	8%	8%		Tehachapi	11	1	1
Bishop	78%	19%	3%		Bishop	199	48	7
Mammoth	80%	14%	6%		Mammoth	184	33	14
KRV	71%	18%	11%		KRV	58	15	9
IWV	72%	20%	7%		IWV	261	73	27

TUTORING USAGE - BY MODE

Drop-in, 183, 3%

LAC Faculty, 1599, 26%

Peer Tutoring, 2358, 38%

MW Lab, 2007, 33%