

Learning Center Department
AUP for Academic Year 2019-2020
November 2018

Describe Department/Unit

Connection to College Mission

The Learning Assistance Center (LAC) aims to collaboratively provide a variety of learning support services to Cerro Coso Community College 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

Last year, the LAC determined two equity gaps: success in the African American population who use LAC services and students aged 30-39 years.

African American students: The LAC began offering more drop-hours to serve students on campus without an appointment. This population, according to LAC data, has not widely embraced the services offered in the LAC over the past year.

| | |
|---------------------|-------------|
| 1-to-1 tutoring | 61 sessions |
| Drop-in tutoring | 25 visits |
| Online tutoring | 21 visits |
| Math or Writing Lab | 12 visits |
| LAC Faculty (ESCC) | 5 visits |

Students who use these services did out perform their counterparts with success rates that were 1.33% higher (not a significant improvement).

Students aged 30-39 years: this data will need to be added to data sets as the information was somehow corrupt - information was not available at the time of analysis.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

For the second year, African American students who have used LAC services have succeeded at a rate that is lower than the college-wide average for the last academic year(-7%); however, African American students who used LAC services, when compared to their counterparts who did not, succeeded at a slightly higher rate (+1.33%).

In addition to last year's success gap, the African American population was underrepresented in LAC service usage data. While African American students make up approximately 6.63% of the enrollments at Cerro Coso, their usage of LAC services has made up only 3.7% of total usage (-2.92%).

Gender: Male

Gap Identified:

According to LAC usage data, While male students make up approximately 43% of enrollments at Cerro Coso, male students represent only 34% of LAC services.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

The LAC, for the first time, assessed AUOs after adopting them. The LAC has adopted AUOs that are shared with the Library, making them LRC AUOs. No actions were taken in the past year to address outcomes as there were not outcomes until Spring 2018.

Outcomes Assessment: Gaps to be Addressed

LRC AUOs

Type:

AUO

Target Missed/Gap Detected:

No gap detected

Type of Gap:

Other (explain in Analysis).

Analysis and Plan for Improvement:

AUOs for the LAC have been developed to be represented of the entire department, the LRC (this includes LAC and Library). The assessment tool seems to get at only two of the three AUOs, numbers 2 and 3.

1. Provide materials and services that support the college's programs and the interests of students, staff, and faculty
2. Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
3. Optimize technology to provide resources and academic support services across multiple modalities

Question 1:

is not addressed in the assessment tool (Student Experience Survey)

Question 2:

Generally, students seem satisfied with the LRC and it's services. On two separate questions, student satisfaction of tutoring services rated at a 4.33 out of 5; the second question rates the LRC/Library at a 4.5 of 5. The second questions seems as though it could be confusing to students as students might interpret the questions as rating the entire LRC or the library alone. Despite this potential confusion, ratings are relatively high. This might need to be addressed in the future Student Experience Surveys to ensure the questions clearly address each department.

Question 3:

The final question is addressed by a multi-level question that rates the LRC in multiple aspects. The question is, "Please indicate your level of agreement with the following statements on Cerro Coso's Learning Resource Center." The results that pertain to the LAC are as follow:

The LRC is a good place to study and do work - 4.4 of 5

The LRC hours of operation are suitable for my academic needs - 4.15 of 5

The number of operational days for the LRC are suitable for my academic needs - 4.12 of 5

Having the LRC open on weekends would be helpful to myself and other students - 4.3 of 5

Anticipated Semester for Implementing Planned Improvements:

Spring 2019

Anticipated Semester of Next Assessment:

Spring 2019

Program Review: Actions Taken

The Learning Assistance Center

Year of Last Program Review:

2016

Actions Taken in the Prior Year to Address Strategies:

In the 2017-18 academic year, the Learning Assistance Center has continued to make progress on becoming more easily accessible to all students, traditional and online.

Three Year Goals:

COMPLETE

GOAL 1 - Improve the LAC's website and presentation of learning supports - simplify and improve aesthetically - improve accessibility.

- Web pages have been added to both CANVAS and cerrocoso.edu that better reflect the programs offered in the LAC. Though these pages exist and are helpful, we can do better. This will be an ongoing project.

GOAL 2 - Develop mechanisms to evaluate Administrative Unit Outcomes (AUO).

- The Learning Resource Center (Library and Learning Assistance Center) now have shared AUOs that are assessed via the Student Experience Survey
 1. Provide materials and services that support the college's programs and the interests of students, staff, and faculty
 2. Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
 3. Optimize technology to provide resources and academic support services across multiple modalities

IN PROGRESS

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

- Each year, the Learning Assistance Center analyzes student outcomes for courses which they have received services. Over the past 2 years, the following data sets have emerged as most telling of the department's efficacy.

GOAL 4 - Assess EDUC COO5 *Preparation for the GED Exam* - Rework SLOs so that they are measurable and appropriate for the nature of the course

- Discussion have occurred surrounding a potential rewriting of the student learning outcomes for EDUC C005. The current

SLOs are unable to accurately assess student learning in this course due to its tailored nature.

Six-Year Goals

COMPLETE

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

IN PROGRESS

GOAL 2 - Implement equitable programs across all Cerro Coso sites and online

Strategies Still to be Addressed:

Three Year Goals:

IN PROGRESS

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

Goal 4 - Assess EDUC COO5 *Preparation for the GED Exam* - Rework SLOs so that they are measurable and appropriate for the nature of the course

Six-Year Goals

IN PROGRESS

GOAL 2 - Implement equitable programs across all Cerro Coso sites and online

Annual Planning: Actions Taken

Streamline online services and expand online learner academic support

Improved participation in online student services

Despite efforts to make virtual office connections, students have not utilized this feature in Canvas. This will continue to be an initiative for the Learning Assistance Center.

Increased online tutoring

Online tutoring has grown during the past year: 36 appointments in the Fall 2017 and 128 appointments in the Spring 2018.

Math and Writing Labs implemented online

This portion of the action plan has not been addressed

Increased page visits as measured by Canvas analytics

site visits have increased significantly over the prior academic year:

Academic year 2016-17 - 2883 total views

- Fall 2016 - 1308 views
- Spring 2017 - 1575 views

Academic Year 2017-18 - 4508 total views

- Fall 2017 - 3,580 views
- Spring 2018 - 928

Refine management and organization of the Learning Assistance Center

Scale up athletics study hall to support student athlete population

Provide math and writing lab hours during study hall times

Despite scheduling lab hours and drop-in tutoring hours during athletics study hall, usage of LAC services has not improved. A total of 14 student contacts have been made over the past year.

Improve data collection methods

This will certainly be an area to improve upon in the coming year. SARS has been implemented as a tool for collecting student usage of LAC services; however, due to the limited abilities of SARS, students who login to LAC services during study hall are logged out of study hall. This issue is likely a factor in the small number of students checking in for drop-in tutoring and math and writing labs. While student athletes may use the services, their visit is not represented in LAC data. This, too, will be an area to improve on in the near future.

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

This initiative has not been attempted due to physical space and personnel constraints. Tehachapi and KRV simply do not have enough staffing to staff a PearsonVue testing center, even one that operates one day per week.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

The Accessible Learning Assistance Center: An online student support improvement

1-day Tutor Training Format

No assistance or resources are necessary.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Implement embedded tutoring in transfer-level English and math

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Establish a process for identification of embedded tutors that is separate from general tutoring
- Develop a faculty/peer tutor training program
- Develop a method for embedding tutors into online course sections

Lead Measure of Success:

- faculty have recommended embedded tutors for their English and math sections
- peer tutors have completed hiring paperwork prior to the end of the Spring 2019 semester
- discussion with faculty has occurred to collaborate on a design for embedded tutoring online

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:

- increased success rates in courses with an embedded tutor
- increased LAC usage for courses that have implemented an embedded tutors

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator

Other

Supports AB 705 efforts through providing support for students who have been historically defined as "under-prepared."

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Increase usage of online tutoring / Make online tutoring from sites possible

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Develop physical space for online tutoring to occur (including all sites).
- Develop marketing materials (online and physical)

Lead Measure of Success:

- Marketing materials developed
- Funds allocated for purchase of technology
- Facilities request approved for furniture to create spaces

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:

- Increase in online tutoring requests
- Increase in online tutoring appointments serviced
- Spaces available for online tutoring use at all sites

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator

Other

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Define equitable services for the Learning Resource Center

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

- collaborate with the library and Learning Assistance Center faculty and staff to define what equitable services are
- Utilize the definition to inform planning for staffing and programming

Lead Measure of Success:

- Data is compiled to inform the defining of equitable services (usage, success, course outcomes, etc.)
- Discussions begin with stakeholders

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:

the new definition informs staffing requests and programming of various tutoring and learning support services.

Person Responsible:

Learning Resource Center Department Chair and Learning Assistance Center Coordinator

Other

Completion of this objective will drive future staffing and provide reference for future programming.

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Evaluate Resource Needs

Facilities

IWV

Lockers for Proctoring Room

- Lockers are recommended for PearsonVue testing. Currently, testers place personal items into bins at the entrance. Lockers would provide security of items

- <https://www.globalindustrial.com/p/storage/lockers/cell-phone-lockers/cell-phone-storage-locker-surface-mounted-3-door-high-8d-keyed-locks-8a-2b-doorsaluminum>

Online tutoring stations x 3

- Space has become challenging as the current online tutoring station is located at the 2nd floor LRC front desk where the sound can affect tutoring sessions
- Proposing 3 cubical rooms to house technology for online tutoring sessions

Signage

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

ESCC

Bishop

Solid glass wall between LRC and Community Room (\$10,000)

- The community room has many events and can disrupt studying in the LRC. A solid glass wall would eliminate the noise

Mammoth

Online tutoring station x2

- This would house technology used for online tutoring sessions

EK Tehachapi

Online tutoring stations x 1

- Cubical walled office to house technology for online tutoring sessions

Whiteboards in LRC/faculty office space

- This space is used as both faculty offices and learning resource center space. Students receiving tutoring and attending math and writing labs would benefit from whiteboards.

Large table

- A large rectangular table to be used for tutoring and general study (much like tables in IWV's LRC 2nd floor).

Proctoring stations (study spaces for testing computers)

- 4 Desks with walls between to be used for test taking

KRV

Study cubicles x 2

- A study cubicle with 4 spaces that would allow for private study for students. In a small space, such as the LRC at KRV, space is limited for private study.

Information Technology

ESCC

Bishop

Headsets – 4 sets (\$100)

- There are often videos and other multimedia students need to listen to in the LRC. Headsets allow this to happen without disturbing other students.

Online tutoring Technology

- Desktop computer x1
- Headphones with Microphone x1
- Digital Drawing Pad x1
- Webcam x1

Mammoth

Headsets – 6 sets (\$140.00)

- There are often videos and other multimedia students need to listen to in the LRC. Headsets allow this to happen without disturbing other students.

Electronic Stapler (\$142.99)

Online tutoring Technology

- Desktop computer x1
- Headphones with Microphone x1
- Digital Drawing Pad x1
- Webcam x1

EK Tehachapi

Headsets – 4 sets (\$100)

- There are often videos and other multimedia students need to listen to in the LRC. Headsets allow this to happen without disturbing other students.

4 desktop computers and 4 laptops for proctoring

- Proctoring current occurs in the LRC space and takes up all computers available
- The office DA currently proctors exams, which would remove the DA from the front desk and place her in the LRC during testing
- Proctoring currently fills the room, leaving no space for math and writing labs, tutoring, or even conversation – proctoring requires a noise controlled space, Tehachapi does not have this

Online tutoring Technology

- Desktop computer x1
- Headphones with Microphone x1
- Digital Drawing Pad x1
- Webcam x1

KRV

Headsets with microphones 4 sets (\$100)

- There are often videos and other multimedia students need to listen to in the LRC. Headsets allow this to happen without disturbing other students.

TI84x Calculator

- This calculator is used in pre-stats as well as stats - This would be used for tutoring

2 iPads or 2 laptops

- The LRC does not always have space and tutors are forced to utilize classroom spaces that do not typically have computer access.
- The computer lab/classroom is utilized for proctoring as well as classes. This space is not always available for tutoring.

Marketing

Professional Development

Research and Data

Staffing Requests

1000 Category - Certificated Positions

Learning Assistance Center

Location:

ESCC Bishop, ESCC Mammoth Lakes

Justification:

The Learning Assistance Center does not offer courses for FTE; rather, it supports students in their FTE earning coursework.

Department Productivity, previous year:

Over the past year, the LAC at Bishop and Mammoth accumulated 698 contacts with students. These visits supported student learning in 330 individual enrollments (170 unique students). Of these 330 enrollments, 274 resulted in success (83.03%). This was accomplished with 26 hours of staffing spread over 2 sites, Bishop and Mammoth (6.5 hours per day, 2 days at each site).

Currently, the only position in the LAC in Bishop and Mammoth is one adjunct faculty. This is currently funded at \$12,000 per year which covers approximately 12.5 hours per week. The remaining 13.5 hours have been covered by the Sunset Foundation.

The LAC is requesting funding of the ESCC LAC Faculty member at approximately the same dollar amount as KRV (\$20,000), which would cover 19 hours per week (approximately 73% of the current 26 hours per week of staffing).

Further Rationale:

- KRV has a Learning Center Technician 30 hours/week for 11 months in the LRC
 - The Learning Center Tech is not a tutoring/instructional support position, but rather oversees student tutors. ESCC has tried to build a tutor team, but currently only has two tutors on the Bishop campus. We cannot hire a LC Tech until we have a steady and strong student tutor team. In the meantime, ESCC has Adjunct Faculty staffed regular hours in the Learning Center to provide steady coverage and instructional support.
 - The LC Tech is a 38.0 range position which starts at \$17.92/hour and goes up to \$25.32/hour. Assuming that the KRV LRC Tech is at Grade 6 (\$20/hour), KRV receives approximately \$20,000 in funding (\$20/hour x 30 hours/week x 32 weeks + benefits) to staff the LRC at one site which has FTES of approximately 45 Fall 2018. In comparison, ESCC receives approximately \$12,000 to staff the LRC at two sites which each have approximate FTES of 68. Thus, general funds allocated for KRV LRC is about \$222/FTES (\$20,000/year divided by 2 semesters, divided by 45 FTES/semester) and for ESCC LRC is about \$44/FTES (\$12,000/2 semesters/136 FTES).
- Increasing ESCC's LRC funding from \$12,000/year to \$20,000/year would still only be \$74/FTES versus KRV's LRC funding of \$222/FTES.
- ESCC would like to maintain a minimum coverage of 6.5 hours per day (Mondays-Thursdays) at each site for 8 months per year (Total cost w/benefits approximately \$56,000). Currently, we are staffing the LRC at only 6.5 hours/day, 2 days/week per site (which is half of the target minimum coverage) at a cost of approximately \$28,000 – the Sunset Foundation is covering the cost above the \$12,000 from general funds.
- ESCC has received funding from the Sunset Foundation to cover the cost above \$20,000 (requested from general fund to fund the minimum coverage level).

2000 Category - Classified Staff

LRC Technician

Location:

EKC Tehachapi

Salary Grade:

38.0 range

Number of Months:

11

Number of Hours per Week:

30

Salary Amount:

~\$20,000

Justification:

1. The Learning Resource Center does not have staff at the Tehachapi campus.
2. Since the front desk DA, ed advisor, counselor, and site director have moved into the front office space, the LRC space is unsupervised when faculty are not in their offices or working in the math and writing lab. without the position, the LRC will be frequently unstaffed. Further, with growth in prison library services there is need for someone to perform basic copying and to prepare materials for incarcerated students. Lastly, there is a variety of learning support services that require support from an office assistant - including recruiting tutors, scheduling tutoring appointments, building relationships with faculty, and disseminating information regarding tutoring services.
3. The Learning Assistance Center struggles to gain traction for a tutoring program in Tehachapi due to the lack of an employee to complete day to day tasks such as building relationships with faculty, recruiting tutors, scheduling tutors once they have been hired, and ensuring the services are being marketed to students appropriately.
4. In many cases, it is not. the weight of the work that does get done often falls on the front desk department assistant. The LRC is no longer supervised when faculty are not in their offices, students fail to check in for learning support services, students are not directed to the proper resources. The campus requires a position that is similar to KRV's LAC Tech to develop services alike those offered at KRV. Like KRV's LAC Tech, the position would be shared between the library and Learning Assistance Center.

LAC Technician

Location:

Kern River Valley

Salary Grade:

38.0

Number of Months:

Extension of existing 11 month position to 12 months

Number of Hours per Week:

40

Salary Amount:

Justification:

Explain why the work of this position cannot be assigned to current staff:

Currently the Learning Assistance Center (LAC) Technician is an 11-month employee.

There are no other staff throughout CCCC performing the Learning Assistance Center (LAC) Technician functions (in person) within Cerro Coso Community College's (CCCC) Incarcerated Student Education Program (ISEP); therefore, we are requesting that the current LAC Tech's position/duties extend one month to assist our growing and thriving incarcerated student population.

Describe the impact on the college if the position is not filled:

This request does not require or request an additional position, which is extremely cost effective, thus greatly assisting the college fiscally. The representative duties of a LAC Technician, specifically including implementation (i.e. creation, recruitment, scheduling, and evaluation) of tutorial programs inside CCCC's service area prisons, has not begun. There is currently very limited access (via only students working together), and no CCCC represented access to essential academic student support services (i.e. tutoring) inside the CCCC service area prisons. The need for this academic support is visibly present, especially with the continued growth of ISEP's student population.

ISEP Growth Data: Fall 2019 data reveals that CCCC's incarcerated students represents 34% of the total enrollment at CCCC. During the fall 2018 semester, there was a total of 881 students, and it is projected that this number will grow to a minimum of 1181 students in the spring 2019 semester. In regards to the fiscal ability to pay for the extended one month of this position, the fall 2019 FTES for ISEP students was a total of 200 FTES, and with the new funding formula, there will be no change (i.e. 100% received for enrollment) regarding the fiscal amount for ISEP FTES. All ISEP students are taking courses on the transfer IGTEC pathway.

How is the temporary employee currently performing the work of this position? No

How is the work assigned to this position presently accomplished?

Duties needed are not being currently assigned to CCCC staff. Student tutoring is completed only on an informal basis between students. Because these students are incarcerated, there are many institutional barriers for them to meet for tutoring. Also, students that are receiving informal tutoring are only self-identifying to each other.

The increase of this position to 12-months will provide the time and ability for the LAC Technician to focus, initially create, and implement official a voluntary student tutoring program inside the prison, so that barriers do not continue to get in the way of our incarcerated student's success.