Learning Center Department
AUP for Academic Year 2021-2022
October 2020

Describe Department/Unit

Connection to College Mission

The Learning Assistance Center (LAC) aims to collaboratively provide a variety of learning support services toCerro 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

The Learning Center continues to expand its programs to increase access to all students. Over the past year, the LAC has grown its embedded tutoring that proved to increase connection to a wider variety of students within a classroom in hopes of closing equity gaps.

Following up on last years gaps:

African American students continue to be under-represented in the LAC services- 6% below the general population proportionally. The number of African American students using LAC programs is too small to make a determination on success. A total of nine students utilized the department's services. Of those nine students 4 were successful, 1 failed, and 4 emergency withdrew. This will continue to be an area of focus into the next year.

Male students continue to represent only 34% of the patrons in the LAC services though males make up 45% of the student population that does not. Although the population is under-represented, they do not perform worse than their counterparts (~4% under their counterparts). This population will no longer be monitored in the next year.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

Under-represented in LAC services (-6%)

Under-performing (-22.87%) | Very small numbers, 44% of the students using the services emergency withdrew from courses (COVID-19). This year was likely an anomaly, but it's worth monitoring over the next year.

Ethnicity: American Indian

Gap Identified:

Under-performing compared to the general student population (-26.92%) | 9 Pass, 6 Fail, 2 Emergency Withdrawal, 2 Withdrawal

Ethnicity: Hispanic

Gap Identified:

Well-represented in proportion to college population, but under-performing compared to the general population (-7.36%).

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Last year, the LAC Annual Unit Plan claimed the Student Experience Survey(SES) would be conducted in the Spring 2020 semester; however, this was incorrect. The SES is set to be conducted during the Spring 2021 semester. Last Year's AUP did express some issues with the questions that had been asked in the SES that led to unclear interpretation of the information retrieved from the survey, particularly in understanding how the results related to the Administrative Unit Outcomes of the LAC and the Library. In the next iteration of the SES questions, these issues will be cleared up and provide clearer information for analysis and future developments.

Assessments completed in the prior academic year

AUOs were not assessed in the 2019-2020 academic year.

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:

Goal 2 [Six-year Goal | Complete] Over the past five years, the LAC has developed equitable programs that are accessible at all sites. While the department has offered services that were comparable, it has not been able to sustain a peer tutoring program at all sites, on-ground. Some of the smaller sites have struggled to produce tutors, leaving the tutoring at the sites to be done either online or by a faculty tutor. In the Fall 2018, the LAC implemented it's embedded tutoring program that increased the probability that we would maintain peer tutors at our sites (due to more hours, a deeper connection to faculty, and engagement with peers), allowing for peer tutoring to exist on-ground at our sites. Between online tutoring and online math and writing labs and the increase of embedded tutoring sections across the sites and online, the LAC now offers truly equitable services. The work of the LAC is not finished as these programs require refining, streamlining, and development of their training programs.

Strategies Still to be Addressed:

Goal 4 [Three Year Goal | in progress] Assess EDUC C005 Preparation for the GED Exam - Rework SLOs so that they are measurable and appropriate for the nature of the course.

Annual Planning: Actions Taken

Implement embedded tutoring in transfer-level English and math

Over the past year, the embedded tutoring program has grown substantially. From it's modest 2 course section start in the Fall 2019

to 5-8 sections per term in the 2019-20 academic year, the program has not only grown in its availability, but it has developed in terms of structure.

Embedded tutors now attend a 2-hour embedded tutor training in addition to 8 hours of tutoring training (still needs improvements) and a method for placing students into courses has been developed with the help of Distance Education. Now, all embedded tutors are embedded in online sections (COVID-19) and even prior to the pandemic we ran sections of ENGL C101 with embedded tutors.

Like all good programs, this one will continue to evolve, but for the time being, it is declared complete since it has been implemented in transfer-level English and math (though we have much room for growth in math).

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

Online tutoring continues to grow (substantially during the pandemic) and all tutors are now trained to tutor online. This alone, however, does not address the development of online tutoring stations at each site. This will continue to be an area for development in the coming years; however, current circumstances direct the department's attention toward developing online tutoring from remote locations, not physical campuses.

This is deemed complete as a solid structure has emerged for online tutoring and math and writing labs as the college was forced to work remotely.

Define equitable services for the Learning Resource Center

The Learning Resource Center (Library and Learning Assistance Center) established departmental rules which included a statement of equitable services:

Equitable LRC services are defined as: access to a librarian and access to learning support for a variety of courses. When peer tutoring availability cannot meet the needs of the student population, equitable services are defined as access to a librarian and access to subject matter faculty, or a professional tutor in a lab setting.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Streamline Tutoring/Proctoring Appointment Request Process

Improve probability that students connect with the LAC in their first year

Further Develop Embedded Tutoring Program (continued from previous year)

Evaluate the Learning Assistance Center's primary services

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Develop vLAC | Virtual Learning Assistance Center

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Establish a strong connection between online services and on-ground
- Develop same appointment request mechanism
- Establish a virtual front desk

Lead Measure of Success:

- protocols are put into place
- appointment mechanism is built and ready to be implemented
- marketing is consistent for LAC services, online and on-ground.

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:

- New processes are implemented
- The Implementation is complete
- Students can make online and on-ground appointments via Navigate without a webform.
- Students have access to a virtual front desk employee who can assist

Person Responsible:

Tyson Huffman, LAC Coordinator

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 3: Ensure Student Access

Further Develop Embedded Tutoring

Is this part of a multiyear initiative?

Specific Action Steps to be Taken:

- Develop a process for recommending embedded tutors that is separate from general tutors
- Expand training to include:
  - A first-week checklist for the tutor and the professor
  - Pronto training for embedded tutors
- Development of informational materials and tools
  - Handout for students in embedded tutoring section
  - Statement for syllabi
  - Standardized surveys and process for dissemination
    - Student availability for workshop sessions
    - Student experience

Lead Measure of Success:

Package for faculty developed

- standardized syllabus blurb
- suggested activities in an online environment with an embedded tutor

Package for embedded tutors developed

- first-week checklist
- how-to guide for Pronto (engaging students)

surveys developed for classes (student availability for workshop sessions and student experience survey)

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 connection with students in the classroom and workshop sessions

greater overall performance in a course section

Person Responsible:

Tyson Huffman, LAC Coordinator

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access

Evaluate Resource Needs

Facilities

With the move of the KRV campus into a new space, the LAC would like to request a set of two rolling whiteboards (extra wide) to be used for tutoring services and as partitions to create a sense of privacy (approximately $300 each/$600 total)

Information Technology

Marketing

Professional Development

Research and Data

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

Tutoring Services Team Leader

Location:

Ridgecrest/IWV

Salary Grade:

Classified/Range 40.0

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

Justification:

This is a replacement for the current LAC Office Manager who has submitted a notice of retirement. This position is crucial for the LAC's ability to serve students.