Annual Unit Plan Template
2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

A philosophical/pedagogical change was submitted to Basic Skill Committee spring 2011 renaming Learning Assistance Center to Learning Support Success Center. The change reflects a desired change from a deficit model to a model sharply focused on supporting learning and promoting success for all learners across our college's campuses. The Learning Support Success Center model provides faculty not only with a means to innovate, consider best practices, collaborate on issues and seek training but also a place for providing a variety of learning interactions between students and faculty to promote student success.

Arguably many names could be chosen from the over 160+ names listed in the LSCHE (Learning Support Centers in Higher Education)list-serve; however, the name chosen reflects the campus goal of student success. It invites growth opportunities for all campus members. Adult learning research consistently reflects increased student success when there is faculty- student, student-student, and faculty-faculty collaboration.

a. Mission and Vision

Mission- Our mission is to collaboratively provide learning support services to promote learner success on all our campuses. The Learning Support Success Center (LSSC) in its' mission acknowledges student and college goals, levels of learning, current research, and campus data for success, retention and completion. Further it provides for learning skills and knowledge to be assessed and demonstrated or applied.

For faculty, the LSSC provides a means to consider research or best practices, innovate, interact with students, collaborate with other faculty, and to participate in workshops. Students are provided with various forms of supplemental instruction- faculty and peer tutoring, mentoring, SI (Supplemental Instruction from the UM Kansas City model),skills workshops, computer assistance in open or success labs, a variety of assessments and through our web page self-help links. Other services such as proctoring of exams are provided.

Vision- The vision of the Learning Support Success Center is to promote and provide learning services inside and outside classrooms so the learner may demonstrate mastery of skills necessary for academic and life success. Learning opportunities must evolve in response to demonstrated student need, to faculty input, and to technological changes. Learning Center data combined with standards from the field provide a measure of efforts and rationale for changes. All efforts must be delivered by trained peers, staff and faculty with ample

opportunities for collaboration and additional training. Each campus LSSC will have flexibility in providing learning success support services appropriate to their student population, oversight by trained faculty and regular data collection and evaluation.

b. Program Applicability

All-General Goal: The overarching goal is to ensure that services promoting learning are provided at all sites in a consistent, sustainable manner. Activities point toward increased student success, retention and completion in support of efforts in basic skills, transfer and CTE curricula.

c. Partnerships

We partner with other campus efforts and statewide pilot projects such as partnering with Basic Skills to build soft skills particularly basic skill courses, with Special Services to emphasize on universal design for learning in our purchases. We will participants in a state wide grant-funded pilot project placing math class notes on a web or course Moodle page.

d. Distance Education

Enrolled students may receive synchronous tutoring online. We use with Adobe Connect Professional on tutoring stations available at our Ridgecrest, Lake Isabella and Bishop campuses. When subject tutors are not available at a specific campus, students may also receive tutoring through an online tutor who is located at another Cerro Coso campus.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

[List the goals/action plans included in your plan for the previous year and describe progress made towards accomplishing them.]

Previous Goals

Staffing and Hours

- In addition to permanent staff- additional faculty involvement will be documented. For instance, faculty tutoring, workshops, and assistance in success labs and workshops. It was suggested faculty use office hours to man success labs.

  Current Status: Documentation is improved but needs further implementation. October 2011- success labs are receiving installation of software. Some faculty use office hours to support lab work/ tutoring. In addition to workshops at our IWV campus, full time and adjunct faculty provide workshops at Bishop, Mammoth and Kern River campuses.

- A minimum of 19 hours service at our campuses.

  Current Status: Our other campuses use adjunct faculty to provide services and supervision of tutors. Kern River provides a maximum of 14 hours/week for an adjunct faculty and our ESCC campuses provide 3-4 hours /day for four days per week with adjunct faculty who serve both LAC and LRC functions. IWV has a full time classified LAC person and a temporary full time LAC technician for proctoring in addition to part-time faculty coordination.

- Tutoring by trained tutors and tutor /lab aides.

  Current Status: Tutoring Training is on campus by iTVs, or online. Only iTV training is eligible for CRLA Level1 International Tutor Certification.

- Increase the number of lab aides during the beginning of each semester for computer log-in assistance, and during times when success labs are operation.

Current Status: *Completed and continuing.*

Labs, Equipment and Software

- In faculty supported success labs- Continue to add appropriate software, assessments, class assignments, syllabi, manuals for student use and method to document student participation and progress. Add A+dvancer Diagnostics, A+dvancer as needed, Read/Write Gold, Inspiration and Accuplacer.

  Current Status: In progress-

- Future plans should make success labs available in a room.

  Current Status : *Needs further discussion*

- Consider needs of students with disabilities in selection of software.

  Current Status: Read/Write Gold our new software is accessible.

Materials

- Evaluate regularly for ongoing supplies and materials and keep a materials/supplies list.

  Current Status : *Completed at IWV campus. Other campuses notify us of needs.*

- Track expenditures and budget from which they were provided. Keep an ongoing inventory of books, software and other materials used.

  Current Status : *Completed at IWV campus. Other campuses ESCC tracks its own,-KRV Lost track of materials when the new LRC person cleaned . Books purchased by Basic Skills did not arrive in LAC at KRV.*

- Update MLA and APA manuals regularly.

  Current Status : *Completed and ongoing*

Additional Learning Support

- Provide a semester long workshop schedule and publicize it to instructors and students

  Current Status : *Completed at IWV campus. Other campuses selected specific times throughout the semester.*

- Expand formal and informal communication about all services through on campus means such as posters, flyers and class visits.

  Ensure greater campus (faculty/student) awareness of online success builders.

  Current Status : *Completed. Needs expansion*.

Data Collection, Assessment, and Analysis

- Document and collect data on all sessions with agreed upon means of data collection and analysis . Success, retention and continuation data will be evaluated by Institutional Researcher.

  Current Status : *Completed at IWV campus. Other campuses- Continue to evaluate and implement*.

  Documentation
- Regularly update the LSSC handbook with policies and procedures-
  Current Status : *Started*

b. Review of Overall Department/Unit

1. The last program review revealed a need for additional staff and better data collection. Progress has been made but lacks sustainability for all campuses. Data collection lacks consistency. Plans are underway for using SARS for demographic data collection. SARS will allow easier comparisons for success and retention. However, Student Learning Outcomes will require continued monitoring.
Action items:
a. The addition of a full time classified person for test proctoring and evening student worker supervision will be evaluated. Additional classified staff can provide similar supervision for success lab aide/tutors at other campuses.
b. For sustainability and FTE collection on "Supervised Tutoring", each campus must maintain a level of full time or adjunct faculty supervision

efforts by faculty in a basic skill discipline or certified in adult learning.

c. Our other campuses have received basic skill funding to support tutoring. The long term goal will be lesser reliance on categorical (Basic Skill) funding and Increased support from campus general funds as well as classified and faculty support. We cannot and do not claim FTES for categorical funded efforts. However, moving to campus funding enhances long term sustainability by reducing reliance on categorical funds..

2. Tutoring contributes to student success. Based on our recent evaluation, students who enrolled in tutoring and consistently used tutoring showed above a 75% success rate with a grade of " C" or better or a passing grade. Those who enrolled and were not successful "D ,F or W" used an average of 6.9 hours of tutoring. These with passing or above a "C" used an average of 19 hours of tutoring.
Action items:
a. Needed is a consistent method for presenting our success data. Work with the Institutional Researcher is planned.
b. New fall 2011 semester was instituting a referral process to meet the state requirement for "Supervised Tutoring" and enrollment in "Supervised Tutoring" facilitates data collection efforts. However, there has been a reduction in the number of students using tutoring at IWV. This may be due to course reductions or to the need for a referral. This will be tracked. Efforts with faculty and staff to encourage or require students to participate in success activities will continue.

3. Our SLO evaluation indicated a need for improvement at all campuses for SLO#1-" Identify specific skill needs for each tutoring session."
It was clear that closer monitoring of all campuses was needed to ensure SLO's were met.
Actions items: Each campus will submit tutoring sheets on a monthly basis and specific tutors were counseled about emphasizing early identification of skills sets needed each session.

Each campus has unique strengths and weaknesses.
IWV
Campus staff and faculty workshops have increased in attendance. A Learning Assistance Technician was hired at IWV to provide proctoring in lieu of faculty proctoring. There is a need for quiet area for test proctoring at IWV. IWV uses trained tutors as lab aides. More tutor/lab aides will be added for supporting student success labs in spring 2012 with expansion planned for other campuses the following academic year.

KRV
There is greater usage of tutors at KRV and a concerted effort by faculty to provide skill workshops. The facility is crowded; more space is needed. The LAC staff are currently sharing a desk with the LRC staff. The LAC shares space with a small computer Lab, adaptive equipment and the LRC. Tutoring has little designated space, making tutoring sessions more difficult.   SI following the Kansas model was started this semester at KRV.

Action Planned:
a. Continued monitoring of tutors is essential to meeting our SLO goals.
b. Discussion is needed about the affect of crowded quarters, our ability to provide services effectively, to monitor and to expand.
c. Expansion with lab aide/tutors in success labs

ESCC campuses still have difficulty recruiting tutors and getting students to attend tutoring. Tutor Training via iTV was problematic for campus scheduling and will be discontinued until there is an increase in tutors and demand for tutors. Mammoth campus provides tutoring in the Mammoth library not on the Mammoth campus. Extra effort by LAC/LRC helps to provide a personal connection to the off-campus tutoring. ESCC campuses provide for GED support while none of our other campuses provide this service. If a separate funding source is used to support GED efforts, this needs to be clearly separated from state general or categorical funding.
Action Planned:
    a. Continued monitoring of tutors is essential to meeting our SLO goals.
    b. Expansion with lab aide/tutors in success labs

General Actions Planned: Future efforts will center on
a. providing additional tutor/lab aides for success labs at all campuses,
b. student mentors who will provide additional soft skill and technical support,
c. close work with counselors for more referrals,
d. greater emphasis on online tutoring with greater presence on the Cerro Coso portal including availability of referral forms and
e.fine tuning of collection/reporting of data.

Student success efforts will require expansion of our tutoring program at all sites and especially online. Further expansion of all forms of supplemental instruction   (learning assistance and tutoring) are needed.

c. Goals for Upcoming Year (next academic year 2012-2013).
Overarching Goal-CC Strategic Plan #2 Improve service to under-prepared students and increase their success rates.
Planning focused on equal services, expansion of supplemental instructions forms, data collection and assessment.

> ### Goal 1 Goal1: Maintain equal services and flexible expansion of supplemental instruction forms

Connection to College Strategic Goals:
1. Improve our response to community (campus) needs through customized educational opportunities…
3. Seek opportunities to enhance the acquisition and use of resources

Specific internal* or external** condition(s) the goal is a response to:1. Large numbers of under-prepared students determined by placement exams, tutoring data and basic skill assessments.2 campus student success efforts requiring student participation is labs, tutoring or workshops.

Action Plan:
a. Tutoring Expansion- Recruit tutors earlier, evaluate all tutors, provide additional training for online tutors,
b. Expand student success lab with trained lab aide/funded by basic skills as new effort. Provide support for success labs with tutor/lab aides, copies of faculty assignments, syllabus and tracking of participation.
c. Expand Supplemental Instruction (SI) and targeted tutoring (to be replaced with student mentors for technical assistance)
d. Increase number and types of assessments available to students in the LAC, success labs and online
e. Expand formal and informal communication about all services through on campus means such as posters, flyers and class visits. Ensure greater campus (faculty/student) awareness of online success builders.
f. Evaluate and expand critical skills workshops based on demonstrated need.
g. Evaluate the addition of a full time classified person for test proctoring and evening student worker supervision and determine if similar would provide enhanced services at other campuses.

Measure of Success:
Completion of each action or demonstrated ongoing progress. For example-
> *Goal 1a.Increase the number of tutors at sites where there are minimal number of tutors and overall increase the number of tutors for all campuses including online*
> *Goal 1c.More instructors and students are using forms of supplemental instruction*

Goal 2: Continue to Improve Data Collection, Assessment, and Analysis

Connection to College Strategic Goals: # 4. Build a culture of accountability…

Specific internal* or external** condition(s) the goal is a response to: Difficulties collecting consistently accurate and valid data.

Action Plan:
a. Document and collect data on all sessions. Use agreed upon means of data collection and analysis with all parties. Work with Institutional Researcher on presentation of success, retention and continuation data.
b. Track Demographics-Student Numbers, Begin using SARS
c. Regularly assess tutoring sheets for consistency at all campuses with early identification of skill sets.

Measure of Success: Degree to which we were able to collect valid reliable data from all campuses for SLO evaluation and, implement a new system for demographic tracking. Are reports consistent with other types of campus reports?

Goal 3: Expand opportunities for participation and communication

Connection to College Strategic Goals:
5.Identify and implement principles of effective communications in support of our mission
4.Build a culture of accountability, responsibility and collegiality amongst all stakeholders

Specific internal* or external** condition(s) the goal is a response to: Success efforts require large scale input, buy-in and participation.

Action Plan:
Student success efforts will require expansion of our tutoring program at all sites and especially online. Further expansion of all forms of supplemental instruction require greater communication and participation across campuses to

a. Collegially evaluate and pilot pedagogically sound initiatives for improving student success and retention with forms of supplemental instruction. (See attached sheet)
b. Continue efforts with faculty and staff to encourage or require students to participate in activities that promote student success
b. Support Previously delineated goals For example see goals 1 a,b,c,d,e
c. Continue to consider universal design for learning to support multiple populations with future software purchases and forms of supplemental instruction.
d. Maintain a level of full time or adjunct faculty supervision of "Supervised Tutoring" efforts by faculty in a basic skill discipline or certified in adult learning.
e. Continue discussions about delivering services effectively.

Measure of Success: Increased participation and evaluation of initiatives and/or participation in success oriented initiatives related to forms of supplemental instruction across our campuses. In short was there increased communication and participation such as
a. Increased opportunities for faculty input with focus groups, trainings provided apart from flex activities.

a ,b, c. Increased participation in program evaluation based on best practices, internal and external research or national standards and

piloted initiative(s)

d, e Increased discussion about sustainability and effectiveness.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Student Success Lab Technician	ESCCB with ESCCM	1	Goals 1,2&3	Classified 15.17/Hr	10 ESCC With ESCCM	10 ESCCB with 9ESCCM	11,529.20	G/R
Student Success Lab Technician	KRV	1	Goals 1,2&3	Classified 15.17/Hr	10 KRV	19 KRV	11,529.20	G/R
LAC Technician	IWV	1	1,2,3	Classified 15.17/Hr	10 month	40 hrs wk/	With benefits 29,475.91	G

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

Student Success Lab technician1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
1.The position supports all goals, supports basic skills success labs, helps provide expanded coverage, and supervision of labaide/tutors, Facilitates consistent SLO and demographic data collection.

2. Explain why the work of this position cannot be assigned to current staff.
There is no current staffing for success labs

3. Describe the impact on the college if the position is not filled.
Basic Skill Success Labs would not go forward at other campuses unless full time and adjunct faculty are used.

LAC Technician. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
1.The position supports all goals, supports basic skills success labs, helps provide expanded coverage, proctoring and supervision of labaide/tutors, facilitates consistent SLO and demographic data collection.

2. Explain why the work of this position cannot be assigned to current staff.
Moving from a temporary position to permanent position

3. Describe the impact on the college if the position is not filled.
See #3 under Student Success Lab Technician.

b. New Full-Time Faculty Staffing- Alternative to ESCC classified staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
Communication	ESL, Reading Writing and LAC	ESCC	2	All listed above	G Split load between communication and LAC/Success lab duties.

Full-Time Faculty Staffing Justification:

An alternative to providing classified staffing at ESCC is to assign either a full time person to oversee success labs as part of load. The other option would be to continue to develop ESL/Reading/English at ESCC with a full time position with LAC, Success Lab duties as part of load.

c. Supplies (per unit cost less than $1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested And campus	Location (supplier)	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

Describe resource requested And campus	Location (supplier)	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Movable White Board-IWV	School Outfitters	1	1&3	Continue to provide tutoring	$700.00	Replacement. Ongoing as needed.	G
10' round clock-ESCCM	Staples	1	1&3	No clock available in Mammoth library LRC/LAC	15.99	One time	G
Other-Food-IWV	Subway Little Ceasars	1	3	Award Presentations	Total $150/yr	Ongoing 2x	R
2 drawer locking file cabinet-ESCCM	Staples	1	1&3	Confidential tutoring information	$149.99	One time	G
4pack Livescribe notebooks-IWV	Amazon	1	1&3	Notetaking- student mentors pilot project back up	17.95	Ongoing	G
Assorted supplies KRV-pen, pencils folders etc.	Staples	1	1&3	Support for tutoring	$339.00	Ongoing	G/submitted to Erie Johnson
4 pkg.Plastic binding combs 3/8'	Staples	2	1&3	Tutoring handbooks	4.99x 4=19.96	ongoing	G

Describe resource requested And campus	Location (supplier)	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than $1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Livescribe Echo Smart Pen-IWV	Amazon.com	1	3a&c 1c&f	State pilot project and expansion Minimal costs, student mentor/instructor collaboration Expand form of supplemental instruction especially form that will benefit both online and on campus student.	5x 150.00= $750.	Start up-pilot project zero expand across college.	G
Microphone headsets for success labs ESCC	Softmart	1	1&3	Needed to work with Read/Write Gold	25x 30=$750	One time	R
Microphone headsets for success labs -KRV	Softmart	1	1&3	Needed to work with Read/Write Gold	25x30-$750	One time	R
Data tracking computers Equipped with SARS	ALL	1	2	2-IWV, 1 each KRV, ESCCM, ESCCB	$750 x 5= $3750	One time	G

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
A designated room or share with student center or success lab at KRV or downstairs	KRV	1	1&3	Space is currently too crowded to be wholly effective.	Cost to move ?	One time	G
Quiet testing area	IWV	1	1	Negative Affects of Noise and Distraction			G

g. Travel (inter-campus, intra-district, conferences, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Travel to assist other campuses	All other campuses	1	1,2,&3	coordination	$500.	ongoing	G
conferences	?	2	1&3	Currency on viable initiatives	$1000	ongoing	R

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
CRLA College Reading and Learning Certification	IWV/KRC	3	1,3	Provides Certification for Tutors	$100	1x/3yrs.	R

Other –Student employment.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Tutoring & Student LAC assistant Includes summer	IWV	1	1,2,3	Minimal expansion Transfer of categorical funds to general funding -$3,300	28,300	ongoing	G-25,800 R-2,500 BSI *Total tutoring expenditures from BSI match BSI

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
							unit plan.
Tutoring ESCC B, ESCCM&KRV	ESCC/KRV	1	1,2,3	Expansion of tutoring Less emphasis on categorical funding	3K each Bishop and Mammoth 7,500 KRV	ongoing	R(BSI) BA4
Tutoring	any	1	1,2,3	Use of all funding sources	1200	ongoing	Fin Aid
Student Tutor/lab aides	IWV (only)	1	1,2,3	Coverage during lab open times 52 hrs /wk Regular semester 40 hr wk summer.	13,500 3,500 summer	ongoing	IT/LAC split
Student tutor/lab aide success labs	All	1	1,2,3	High demand times Success labs 20 hrs week IWV/KRV/ESCC x 15 wks.	$7200x2=$14,400	ongoing	R(BSI) BA 6 New effort

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

1.Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire.

SLO--70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor.
Results 69.85% of tutees who completed four sessions were able to articulate goals as evidenced by written goals in the form of questions for the tutoring session
Conclusion: This is our weak point. Some tutors clearly show evidence of tutees articulating goals.
Action: Increase training on this point. This needs to be a tutee responsibility but encouraging this is done by early query during tutoring sessions. Need further training where this is modeled for tutors.

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire.

SLO--70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.
Results: 88.2% of students were able to do this.
Action: Keep this SLO's it is stated.

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire.

SLO--70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.
Results: 93 % were able to plan study time and set it as a priority. Most tutors mark time management as a priority for tutee.
Action: We need to consider degree of follow up study as a consideration for future SLO.

4. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire.

SLO-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.

Results: 83.8% of tutees were able to do this; however students sometimes do not distinguish between the study skill and the concept. In other words they know what is needed but not necessarily which skills are essential to complete the task. By rewording for spring semester we can ask students to identify which study skill they will use to accomplish a set task or learn a concept.

Other Campus notations

ESCC needs to report results consistently and we need to consider whether to include their GED students in the data set.

KRV- Results
SLO 1=57.2%
SLO 2=66.7%
SLO 3=85.7%
SLO $-57.2%
Analysis/Conclusion: Normally results are distributed so no pattern emerges; however, with KRV results indicate one tutor in particular was not focused on the SLO's and two were mediocre in their focus.

Action items : Work with the adjunct faculty at the campus for closer monitoring. This was discussed with faculty supervisor. Check if these tutors will return this semester and expand their training. Continued lack of compliance =lack of interest in the student's long term progress and therefore they should be dropped as tutors. Work with institutional Researcher to make data analysis clearer.
All campuses -collect sheets monthly for closer monitoring

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

(*Submitted for Basic Skills Report –limit 200 words***)**

     Spring 2011, Cerro Coso focused on analyzing tutoring data from our campuses. We sought to describe how tutoring usage impacted student performance. Infrastructure is being developed to allow more robust tracking of tutoring effectiveness on class performance and outcomes.

     Spring 2011, 251 students enrolled in our open entry/open exit Supervised Tutoring* course over four campuses. Two criteria, (reliable data collection and a threshold of 4 hours or more of tutoring) reduced usable data to 61% or 154 students. Unusable data (39%) was attributed to tutoring of 0-3 hours or invalid data.

     Results:

Class performance when compared to hours tutoring showed 74.7% of students with 4 or more hours received grades above a "C' and the remaining 25.3 percent were below a "C".

We broke tutoring into four hour increments. The number and % of students with below "C' performance decreased steadily such that 20% used only 4-13 hours while 3.9% students used 14-18 hours. By comparison 45 % of students with 'C' or better used 4-13 hours while 26.5 % used 14-23 hours. **The average hours tutoring for below "C' students was 6.5 as compared to 19 for the above "C' group.**

In total 95% of tutoring hours were within the range of 4-23 hours and 81.3 % were in the range of 4-18 hours.

Considerations:
1. Infrastructure for accurate data tracking is needed.
2. Actual numbers fall to fall need to determine the impact of "Supervised Tutoring" on student enrollment.
3. The impact of tutoring on subsequent semesters GPA
4. Do students in tutoring do better than class counterparts?
5. Would a tutoring limit of 18 sessions be a reasonable consideration?
6. What are the reasons for students who use less than for hours
7. Why do some not follow through with needed tutoring?
8. What is the impact of requiring referrals?

* The course name was changed during the semester to Supervised Tutoring from a lab due to state requirements covering supplemental instruction therefore all students Spring 2011 were self-referrals.

Other Information Referenced

Learning Support Success Center- Unit Plan

Seven Principles of Good Practice.

1. Encourages Contact Between Students and Faculty
Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.
2. Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. *They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.*

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need *frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.*

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. *Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.*

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts. *Communicating High Expectations- principle #6, as an underlying assumption needs to be actively communicated.*

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. *People bring different talents and styles of learning to college.* Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- *A strong sense of shared purposes.*
- *Concrete support from administrators and faculty leaders for those purposes.*
- *Adequate funding appropriate for the purposes.*
- *Policies and procedures consistent with the purposes.*
- *Continuing examination of how well the purposes are being achieved.*

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

Sources consulted
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm
Implied is the ongoing nature of evaluation, multiple opportunities for all to communicate and access information about teaching with the clear emphasis on educators as learners

Principles lead to practice. Boylan (2002) provided research based best practices much of which can be adopted in a Learning Support Success Center using principles to counterbalance practices. Goals and objectives are reflected in overarching principles (# 7)- bringing diverse talents and learning styles together and #1&2 increased contact.

Boylan's list of effective practices:

Principles 1, 2, 7 accommodation of diversity through varied instructional methods; use of Supplemental Instruction;
Principle 4 provide frequent testing opportunities;
Principle 3 & 5 use of technology in moderation;
Principle 4 provide frequent and timely feedback;
Principle 6 use of mastery learning;
Principle 7 share instructional strategies; teach critical thinking; teach learning strategies;
Principle 3 use active learning techniques;

Also in Boylan's list but not directly related to LSSC objectives.

use classroom assessment techniques, learning communities; and
linking the developmental course content to college level requirements;