



## Annual Unit Plan Template 2013-2014 Academic Year Learning Support Success Centers

### STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

**From 2012-2013 plan:** *A philosophical/pedagogical change was submitted to Basic Skill Committee spring 2011 renaming Learning Assistance Center to Learning Support Success Center. This unit plan reflects all areas and locations for Learning Assistance Centers, open labs and student success labs at Cerro Coso. The change reflects a desired move 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. The name 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.*

**For 2013-2014- The Learning Support Success Centers Model includes** Open Computer Labs, Learning Assistance Center and Student Success centers with each retaining individual names as appropriate to each campus of the college. Innovations, changes and other opportunities for promoting student success may be student, staff, faculty, grant or administratively initiated with ample collaborative communication and consideration for effectiveness, funding and sustainability.

#### a. Mission and Vision

**Mission-( revised) Cerro Coso's LSSC** mission is to collaboratively provide learning support services in a variety of campus locations that promote and demonstrate learner success on all our campuses by teaching learning skills applicable to college environments and future employment.

*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.*

**Vision-** The vision of the Learning Support Success Center is to promote and provide learning services inside and outside classrooms in various locations so the learner may demonstrate mastery of skills necessary for academic and life success. Learning opportunities must evolve in response to demonstrated student need and demographic differences, to faculty input, and to technological changes. LSSC data combined with standards from the field



provide a measure of efforts and rationale for other changes. All efforts must be delivered by trained peers, experienced staff and trained faculty with increased opportunities for collaboration, communication and evaluation. Each campus will have the flexibility in providing learning support success services appropriate to their population, oversight by trained faculty, regular campus-standardized data collection and ongoing evaluation.

Students are provided with various forms of supplemental instruction- faculty and peer tutoring in a learning center and imbedded tutoring in classrooms, online tutoring, SI (Supplemental Instruction from the UM Kansas City Model), skills workshops, computer assistance in open and success labs, a variety of assessments on campus and through our web page self-help links. We support Universal Design for Learning with assistive software, adaptive technology and online class notes for a high level of accessibility. Exam proctoring services are provided to on campus and online students.

For faculty, the LSSC Model provides a means to consider data, research and best practices, to innovate, to interact with students or collaborate with other faculty, and to participate in workshops.

#### **b. Program Applicability**

**All-General Goal:** The overarching goal is to ensure that services and designated locations promoting learning are provided at all college sites in a consistent, sustainable manner. Goals consider integration of services for best use of funding with general, grant, categorical and community funding. Activities point toward increased student success, retention and completion in support of efforts in basic skills, transfer and CTE curricula.

#### **c. Partnerships**

**Partnerships are a result of the combined efforts of many individuals across our campus, communities and state.**

- a. We partner with other campus efforts and statewide pilot projects such as partnering with Basic Skills efforts to build soft skills particularly basic skill courses, with Access Programs (formerly Special Services) to emphasize on universal design for learning in our purchases.
- b. We participate in a state-wide grant-funded pilot project using Smartpens to place math class notes on a web or course Moodle page. Basic skills also provides additional support for this project and tutoring at our KRV campus comes through Basic Skills funding..
- c. At our ESCC Mammoth campus a consortium (with the Mammoth Lakes Foundation, Cerro Coso, Mono County Office of Ed. And Inyo County Superintendent of Schools) under SB 70 fund Student Success Labs for English. Additional support from another foundation will expand efforts to another campus and add additional coverage.



- d. The C-6 grant will add support for our Student Success lab and for imbedded tutoring.
- e. Efforts to making proctoring available to all students- those within a 30 mile radius of the college and students online has resulted in an extensive network of approved proctors state and nationwide.

#### **d. Distance Education**

**Exam proctoring provides exam support for our distance learners an ever-growing resource list of approved exam proctors. Office staff provide proctoring at our Kern River and Eastern Sierra campuses. Our learning assistance web page provides an extensive list of online study and self-help resources, pre –tutoring inventory and application form for obtaining tutoring. We are exploring integrative software whereby skill building software will be available to students online for greater accessibility.**



## STEP 2: EXPLAIN YOUR PLANNING

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

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

- a. Tutoring Expansion- Recruit tutors earlier, evaluate all tutors and provide additional training for online tutors. (Continue)
- 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. ( Keep and expand for Basic Skills & C-6 grant)
- \*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. (Completed)
- 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. (Continue)
- f. Evaluate and expand critical skills workshops based on demonstrated need. (Completed)
- 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. (Completed)

#### *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(Still needs work)*

*Goal 1c. More instructors and students are using forms of supplemental instruction Yes*

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

##### *Action Plan:*

- \*a. Document and collect data on all sessions. Use agreed upon means of data collection and analysis with all parties.( Some campuses did not have staff in place to facilitate this process. Data collection began later in the semester. Work with Institutional Researcher on presentation of success, retention and continuation data. (Delete)
- \*b. Track Demographics-Student Numbers, Begin using SARS Still waiting for SARS



c. Regularly assess tutoring sheets for consistency at all campuses with early identification of skill sets. Started

*\*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? (Still needs work)*

**Goal 3: Expand opportunities for participation and communication**

*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) *(Still needs work)*

d, e Increased discussion about sustainability and effectiveness.

**b. Review of Overall Department/Unit**



The LSSC continues to have a presence on all campus locations and online except South Kern. Each entity LAC, Student Success Lab, and Open Lab has maintained their own functionality and name.

Open labs: At IWV campus the open lab aides are staffed with trained tutors; this model is planned for other campuses. We added additional lab/aide times at the beginning of the semester and tapered it back as needs decreased to save on funds. ESCC reorganized area to include greater seating, space for laptops and reading, space for adjuncts to work and close proximity to full-time faculty. *KRV has one open lab shared with classes and a small LAC lab. Other campuses still need assistance providing additional student and classified support for students who need assistance. It is unknown if and when the move of the KRV campus will affect these areas; therefore a minimum facilities list will be included herein.*

Tutoring: All SLO's for INST C004 were met at the IWV campus; *work is still needed to get valid data from our other campuses.* All tutors continue to be trained and if trained on campus eligible for College Reading and Learning International Certification. We just completed a five year renewal of that certification process. We have pending status and are awaiting review of all materials submitted for renewal. A pre-semester tutor meeting was initiated for all previous and incoming tutors at IWV resulting in better collection of SLO sheets. Tutors were encouraged to initiate contact with instructors of classes for which they tutor. *This has opened the door for greater communication between tutors, faculty and LAC faculty.* A second all tutor meeting focused on problem solving, successes, computer software and online tutoring. The evaluation of all tutors was completed spring 2012 and has begun for fall 2012.

Tutor Training. Online tutor training has been suspended due to too few first day sign-ins, too few completers and it was observed tutors trained online help students too much undermining independence. Training of tutors at ESCC has been difficult; *we are exploring using an adjunct to train tutors pre-semester on the ESCC campuses.* SLO's for EDUC 170- fall 2012- all potential tutors meet the SLO's above the 80% level.

Success data for tutoring: IWV campus SLO's rates were high and varied with hours of tutoring. The cutoff point between success and non-success is in the 9-13 hour range. Some students- -identified DSPS students and ESL students consistently used more than this average. There is no additional funding for any demographic population. We are funded based on positive attendance at IWV and have basic skill funding on tutors at KRV. *We have to explore other funding in the event that basic skills or other grant funding is no longer available. Faculty must refer students to tutoring for us to collect state funding. Faculty can support the State Academic Senate resolution to eliminate this requirement as it does not promote self- efficacy in students. Currently these forms are collected and we report back to faculty who request feedback. WE need a better system for reporting and better communication to tutors of specifics.*

Previously classified temporary hires and adjunct hires resulted in inconsistent results and collection of SLO data and success data from our other campuses; therefore, we recently hired at KRV an adjunct instructor for both library/LAC duties and at ESCC two separate LAC/LRC positions with time split between Bishop and Mammoth. *We are working to standardize SLO collection and enrollment at all campuses.*

Our online focus has expanded with the addition of an LAC Tech for proctoring and quiet room for testing with day and evening hours Monday through



Thursday and four hours on Friday. An extensive list of approved proctors is now available. We serve as a proctoring center for students within a 30 mile radius of the IWV campus, thus providing for make- up exams and proctoring in a quiet room with adaptive equipment for DSPS students.

We participated in grant funded Livescribe Smartpen grant project where one student mentor placed notes from statistics class online for later access. This semester we have five grant funded pens at our IWV and KRV campuses and three basic skill funded pens . *The plan is to use one student as a mentor to provide on-campus assistance with the pens.* The grant funds training for the three faculty participants and the student mentors. As of last week the grant will plan to pay student mentor note takers after one semester of note taking.

The Student Success Labs all have Read Write Gold but not all have Inspiration software. ESCC is lacking Inspiration in its labs. *We need to get these standardized across the campuses as upgrades occur.* The Success labs need qualified classified who can assist students and supervise student lab aide/tutors. *Of concern is district policy requiring line of site supervision of student employees (lab aides/tutors) when state standards require any assistance be through a learning center and therefore proximity of staff would be sufficient for supervision.*

We updated LAC handbook and booklist, published new flyers, bulletin boards, workshop posters and faculty handouts, copied math VHS tapes to DVDS and analyzed daily data sheets by hand. Daily collection of SLO data was needed to demonstrate students met the SLO's by a specific threshold and maintained SLO throughout tutoring.

We need to address:

1. Staffing success labs with part- time classified –through repurposed basic skills funding, C-6 grant, reutilizing TA's and other staff with degrees.
2. Greater need for tutor/lab aides a.to keep centers open longer at each campus b. more tutors for imbedded tutoring with C-6 grant c. staffing success lab.
3. Tutor training on site at ESCC
4. Possible conflict between testing and success lab use.
5. Ongoing training- SARS, computer software and training tutors for online tutoring
6. Standardize minimum facilities for LAC, open lab and success lab areas for all campuses.
7. Ongoing list of supplies and equipment/ yearly projections to maintain quality- Update supplies & equipment list yearly and combine with booklist into one document. Include date of purchase/ source
8. SARS data collection will work for subject area tutoring, workshops, SI and Success labs demographics not for SLO collection.
9. Continue to fine tune data collection of SLO's for all sites.
10. Continue to remind faculty of need for referring students be tutors, to refer students to tutoring and availability of referral forms online and WWW useful links.
11. Better method for feedback to tutors and faculty on student specific skill needs.



12. Ongoing supply lists and one time needs such as DVD to DVD copier

**c. Goals for Upcoming Year (next academic year). *If more goals needed, copy and paste additional boxes.***

***Goal 1: Serve the entire college by ensuring equitable services and expanding forms of supplemental instruction.***





1. *Connection to College Strategic Goals: equitable services, program support,*
2. *Specific internal or external condition(s) the goal is a response to: basic skill success lab implementation, C-6 grant for CTE implementation, online teaching/learning efforts.*

3. *Action Plan:*

A. *Serve entire college-basic skill, CTE and transfer students*

- Continue to recruit tutors earlier, evaluate all tutors, provide additional training for online tutors.
- Continue to train staff on software, accessible equipment, learning tools, policies and procedures and data collection software.
- Integrate & Expand for Basic Skills & C-6 grant student success lab with trained tutor/lab aide/funded by basic skills as new effort.
- Provide support for success labs with tutor/lab aides
- Add demographic tracking of participation for various service locations
- Expand Supplemental Instruction (SI) and imbedded tutoring
- Evaluate the addition of a part time classified person expansion of student success lab coverage and indirect student worker supervision and determine if similar would provide enhanced services at other campuses. Funded by reallocation of basic skills funds,C-6 grant

B. *Ensure basic level facilities and services to all campuses including any South Kern development such as California City or movement into the high school at Lake Isabella.*

- List of facilities-such as provide a place where faculty can interface with students and each other, two computer lab spaces, study/reading areas, books and resources, student have a designated place to meet with adjunct faculty
- List of services- such as tutoring, proctoring, lab aide/ tutor assistance, practice software
- List of staffing- such as adjunct faculty, classified tutors, student tutors and lab aide tutors
- List of equipment & supplies such as movable white boards, FAX/copy machine, printers, headsets, smartpens

4. *Measure of Success:*

A. *Was the entire college served with equal services such as tutoring, proctoring success labs, lab aide/tutors, and staffing for success labs?*

*Did the forms of supplemental instruction increase?*

*Were LAC/LRC's or Success labs staffed with sufficient numbers lab/aide tutors and or classified tutors for hours for students and are the hours roughly equivalent to the campus open hours.?*

B. *Was a specific standard of basic facilities and services adopted for all campuses? To what degree is the standard met and where is improvement needed?*



**Goal 2: Serve the entire college by creating greater access to UDL (universal design for learning) with specific software and learning tools.**

1. *Connection to College Strategic Goals: greater access for success for under-prepared, CTE and transfer students*

2. *Specific internal or external condition(s) the goal is a response to: on campus and online access to basic skills or C-6 practice modules and or software tools, student difficulties in taking notes for math and science courses in particular and lack of note takers for DSPS students, students who pose particular risks due to athletic participation, to disabilities or language challenges.*

3. *Action Plan:*

Create greater access for students through universal design and focus on specific at risk groups

- Explore ways to provide greater access to online practice modules with new accessibility products such as Kurzweil web version and Firefly.
- Expand training on Read Write Gold to lab aide/tutors and classified tutors.
- Continue and expand the Live Scribe Pen project through the grant and basic skills
- Ensure upgraded computers have access to similar products at all campuses
- Explore additional efforts in specific at- risk populations such as athletes, DSPS and ESL with possibilities such as individual assessments and feedback, introduction to specific software/equipment and language practice groups

4. *Measure of Success:*

*Did the level of access to services online or to universal design for learning tools or software increase?*

*To what level were student and classified staff trained such that students were adequately trained to use the learning tools independently?*

*Do all campuses have equal access to similar products on computers?*

*Was there expanded effort to reach specific identified at-risk groups?*

**Goal 3 Use data collection, research and national standards for self-evaluation of services and locations.**

1. *Connection to College Strategic Goals: Sustainable Continuous Quality Improvement*

2. *Specific internal or external condition(s) the goal is a response to: Data collection at all campuses has been inconsistent, there was no automated demographic data collection. We met most of the principles of good practice and need to raise the bar with the addition of national standards where appropriate and feasible.*

3. *Action Plan:*

*A. meet with all LSSC student, classified and faculty employees to ensure data collection. Monitor regularly.*



B. Evaluate automated demographic data collection.  
 C. Select several goals for next time based on Council for Advancement of Standards in Higher Education(CAS)learning Assistance programs Standards and Guidelines.

4. Measure of Success:  
 A. Did data collected reflect all campuses so it could be used for program assessment and improvement?  
 B. Is the automated system capturing usable data for student assessment and planning purposes?  
 C. Has the program specified which CAS standards are most needed and those most able to be accomplished and base goals on those?

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

a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. 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 (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other
							G    O



**Full-Time Faculty Staffing Justification:**

<ol style="list-style-type: none"><li>1. Are there too few or too many students enrolling for particular classes or majors?</li><li>2. Are there too many courses or programs that are under capacity?</li><li>3. Are courses “core mission”?</li><li>4. Are courses overscheduled?</li><li>5. Is there capacity to offer courses or programs at different times and/or locations?</li><li>6. Is there a workforce shortage in the service area or region?</li><li>7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?</li><li>8. In support of your proposal, provide the following data:<ol style="list-style-type: none"><li>a. Size of wait lists in the discipline</li><li>b. Department productivity</li><li>c. Number of faculty currently in the department</li><li>d. Number of adjunct faculty</li><li>e. Number of certificates awarded</li><li>f. Number of degrees awarded</li><li>g. Core curriculum classes</li><li>h. CTE classes with workforce data (wage/high demand)</li><li>i. Number of students at first day and census</li></ol></li></ol>
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**b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].***



Position Title Continuing temporary positions are listed in the budget	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	Are alternate funding sources available? G = grant (specify) V = VTEA
Lab aide /tutors/success labs-NEW	CB CM	2	Program support for basic skills and C-6 grant,  Better pathways to success , students	\$8/hr	8 mo	12	\$2304x2	G=C-6 & BSI
Lab aide /tutors/success lab-NEW	CK	2	Program support for basic skills and C-6 grant,  Better pathways to success , students	\$8/hr	8mo	12	\$2304	G=C-6 & BSI
Lab aide /tutors-NEW	CI	2	Program support for	\$8/hr	8mo	12	\$2304	G=C-6 & BSI



Position Title Continuing temporary positions are listed in the budget	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	Are alternate funding sources available? G = grant (specify) V = VTEA
			basic skills and C-6 grant,  Better pathways to success , students					I
classified tutors/success lab-New	CM And CB	1	Equitable services, SCQI, Program support, Better pathways to success , students	? 10.50/hr	10 months flexible  Limited benefits,	12hr/wk	\$5040 x 2	G=C-6 & BSI
classified tutors-NEW	CK	1	Equitable services, SCQI,	? 10.50/hr	10 months flexible	12hr/wk	\$5040  If extended	G=C-6 & BSI



Position Title Continuing temporary positions are listed in the budget	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	Are alternate funding sources available? G = grant (specify) V = VTEA
			Program support, Better pathways to success ,		Limited benefits,		to California City x 2	
classified tutors-NEW	CI	1	Equitable services, SCQI, Program support, Better pathways to success , support for online students	? 10.50/hr	10 mo  Flexible  Limited benefits,	19 hr/wk.	\$7980	G=C-6 & BSI



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

1. 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. LSSC facilities need to be open during campus’ hours at all sites to serve all students. This can be accomplished by adding temporary classified tutors in the success labs for our outreach campuses and adding lab aide/tutors for additional assistance. Classified staff can fill the hours not filled by adjunct faculty and they can supervise lab aide/ tutors. This coverage extends as needed to open labs, LAC, and student success labs.

2. New effort for basic skills, C-6 grant student success labs, supervision of lab-aide/tutors for hours not covered by current faculty. Lab-aide/ tutors to assist students in lab.

3. I faculty member part-time in lab will not meet the need of the grant nor of the students.

**c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. If more lines are needed, place cursor in the bottom right box and press [Tab].**

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 (check <u>one</u> ): G = General Fund, O = Other	
							G	O
Mpvable white board	CK	2	Equitabl e services	Tutoring supplies	\$700	One time	x	





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 (check <u>one</u> ): G = General Fund, O = Other	
Certificate folders	CI	2	Program support	Used for Tutor Appreciation and recognition	\$20.	On going	x	

**d. 5000 Category.** Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

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 (check <u>one</u> ): G = General Fund, O = Other	
Travel to other campuses for training or support	any	1	Sustainable continuous quality improve	Ongoing training of staff	\$100.00	ongoing	x	



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 (check <u>one</u> ): G = General Fund, O = Other  G      O	
			ment					

**e. 6000 Category.** Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

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 (check <u>one</u> ): G = General Fund, O = Other  G      O	

**STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS**

Once online Tutor Training was dropped SLO's for EDUC 170 soared. All students enrolled after census not only finished the class but showed mastery level of the SLO's above 90%.

INST C004 only data for IWV was available for analysis due to the late date starting at KRV. No data was available for ESCC .

SLO Results are presented for IWV campus.



#1 82%, #2 81 % 3 3 82% and #4 82 %. This is a significant improvement in SLO's.

Analysis was done on students- those with less than four hours, those with 4 -9 hours of tutoring, a third group with 9-13 hours and a fourth with more than 13 hours. The dividing line between success and non –success fell in the 9-13 hour range.

Considering all students who received at least one hour of tutoring 59% were successful with 41 % receiving a 'W', "D" or "F" .

A large number of students ( 25) received less than 9 hours of tutoring. Fewer students were unsuccessful with 9-13 hours and some were still unsuccessful with more than 13 hours of tutoring. These students were mainly DSPS students and ESL students.

Unsuccessful students lacked mastery of SLO #4 or demonstrating the ability to plan study time after a tutoring session.

**STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)**

**STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)**

**Seven Principles of Good Practice. We used this as one means to evaluate tutoring other than SLO's and success rates.**

**1. Encourages Contact Between Students and Faculty -Added to tutors this year/ add to tutees?**

*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- Group Tutoring**

*Learning is enhanced when it is more like a team effort than 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.*

Revised: 10/16/12



### **3. Encourages Active Learning -Yes**

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged 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-Yes**

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- Weakest point for all students who were not successful was planning study time.**

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\_ Pre-semester tutor meeting**

*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