Learning Support Success Centers
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College Mission

Mission-(Revised 2013)The Learning Support Success Center's (LSSC) mission is to collaboratively provide a variety of learning support services at our college's locations to promote and demonstrate learner success on all our campuses by teaching learning skills applicable to college environments and to future employment.

The Learning Support Success Center (LSSC) in its' mission acknowledges student and college goals, levels of learning, current research, and college's data for success, retention and completion. Further, it provides for learning skills and knowledge to be assessed and either demonstrated or applied.

b. Partnerships

[Describe new and continuing educational and community/industry partnerships your unit or department participates in]

New Educational Partnerships Begun Last Year:2012-2013
Student Government helped sponsor study jam *Coyote Slam* for two nights prior to final's week. We arranged for tutors to be available to work with students.

Continuing Educational Partnerships: 2013-2014
1. Completed the extensive renewal process with College Reading and Learning Association to become certified as a institution qualified to certify Tutors with CRLA's International Tutor Certification- Level1. Re-certified for 5 years.
2.The Learning Support Success Centers partner with Basic Skills to provide tutoring

- at campus locations that are not currently self-supporting,
- embedded within courses that use the Student Success Lab,
- with additional support in math courses with purchase of the Livescribe Smart Pens to make notes accessible online after a class session,
- with additional training for SI support in Basic Skills courses.

3. We partner with Student Government to provide Pre- finals study jam sessions- *Coyote Slam* for two nights prior to finals week.

4. We partner with Access Programs to
- emphasize Universal Design with scan and read software,
- provide additional or individual tutoring support to students with specific needs such as a visual impairment
- provide specific testing and class accommodations for students with disabilities

New Industry/Community Partnerships Begun Last Year: N/A

Continuing Industry/Community Partnerships: N/A

c. Special Initiatives for Student Engagement

[Describe any new and continuing projects designed specifically to increase student engagement (outreach, recruitment, classroom management, campus beautification, etc.]

New Last Year: 2012-2013
- The Learning Support Success Centers provided financial support for Learning Center Co-ordination at our Eastern Sierra sites. *Student Engagement and Success, Outreach*
- Several tutors did classroom presentations at the instructor's invitation-*Outreach to campus*
- Coyote Slam- pre finals study jam.- *Student Engagement and Success*
- Twice a semester- all tutor meetings with results of previous semester's success rates and SLO's. In addition sessions included either problem solving or demonstration of online tutoring or computer software etc. -*Student Engagement and Success*
- Evaluations on all tutors.- *Student Engagement and Success*
- Placed all referral forms online for referring potential tutors and students who need tutoring –*Outreach and Recruitment*
- Proctor referral forms placed online, policies refined.- *Classroom Management*
- Tutors were asked to contact all instructors of subjects they were tutoring and focus on time management during early sessions and greater focus on students' questions related to the students outside preparation(SLO#1) *Outreach and Recruitment/ Student Engagement and Success*

- ESCC reports they have 16 hrs a week for math faculty tutoring split between Bishop and Mammoth, 26 hours a week for English and 12 hours a week for science. Total hours for each ESCC campus exceeds faculty hours for any other Cerro Campus

Continuing:
- Information provided to instructors who requested feedback on tutoring referrals- *Student Engagement and Success*
- Tutor Certification - *Student Engagement and Success*
- Tutor Evaluation- *Student Engagement and Success*
- Proving faculty with a list of names of tutors- *Student Engagement and Success*
- Referral and proctoring forms online and tracked- *Outreach and Recruitment/ Student Engagement and Success*
- Coyote Slam- *Student Engagement and Success, Outreach*
- 2x semester tutor meetings- *Student Engagement and Success*
- All instructors provided with a current list of tutors- *Student Engagement and Success, Classroom Management*
- Information provided to instructors who requested feedback on tutoring referrals- *Student Engagement and Success, Classroom Management*
- Tutor Appreciation Luncheon *Student Engagement and Success*, *Recruitment*
- Additional Training for online tutors- *Student Engagement and Success*
- Continued but different emphasis on SLO's (#'s 3 &4) related to study skills and skills for completing outside work independently- *Student Engagement and Success*
- Proctoring has grown and ongoing needs have been evaluated

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review 2010

[Describe progress made on the most recent 3- and 6-year strategies for each program review your department has primary responsibility for.]

Year of Last Program Review: 2010

Progress in the last year on Three-Year Strategies (if applicable):
General Goal- The overarching goal is to ensure that minimal services are provided at all sites in a consistent and sustainable manner:

The greatest difficulty has been the inability to keep all the LAC staffed from year to year whereby students receive the minimum of 19 hours of service. Consequently, the number of peer tutors has waxed and waned at our other campuses, especially KRV. ESCC provides faculty tutoring for a total of 54 hours The lack of consistency has been severely affected. Sustainability is in question with some campuses having little foot traffic as compared to campuses with a lot of foot traffic but few hours. (See addendum about ESCC.). By contrast at the IWV campus we have an ever growing cadre of tutors, consistent tutor training and reliable data collection albeit that data analysis is still done by a time consuming process. Each campus deserves equal consideration for staffing and peer tutors
*The use of temporary adjunct faculty needs to be re-evaluated, equalized and other solutions sought.
* Begin transition at each campus for tutoring sustainability
Second to that has been the inability to consistently collect similar data from all campuses.

Two campuses have computers staffed with peer tutor/lab aides. Overall this is a less expensive way provide quality services than having faculty tutors. Computer labs are similarly equipped with software.
*Of concern is the use of faculty to provide tutoring services at one site but with no substantiating data for efficacy of these services. Should this prove effective then similar services need to be provided at each campus. Notes on the services from one faculty member emphasized the faculty tutor spent much time on study skills as opposed to course concepts.

Previously listed concern for new campus sites provision of LAC services must be addressed by initiation of appropriate non credit courses-(GED Prep, Academic Skills Review Lab now changing to EDUC C004, the addition of trained personnel, computer software in the designated lab and minimal operational hours for the LAC. *This will be a focus as East Kern moves off Edwards Air Force base.

Learning Assistance Center Institutional Benchmarks with *evaluative statements
1. Increase the amount of information provided to the campus … and online services. Increase web-based resources and means of communicating effectively between campuses.
   *Ongoing information is provided to faculty through email and inserts into mailboxes. KRV contact and information dissemination is ongoing when there is staffing. However, ESCC still needs regular contact with other campuses. There is a huge number of online resources but LAC needs greater presence online as faculty ask for information available but not readily apparent on the home page. Some ESCC faculty tutors when unable to serve students did not provide the option for online tutoring to the students.
2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations on the campus and online.
    Provide up-to date manual and materials.
    *Trainings have been provided to current certificated employees. Tutor evaluations take place on a regular basis at the IWV and KRV campuses. ESCC needs a cadre of tutors. LAC Handbook and Tutoring Handbook have been updated.
3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction (discontinued fall

2009).

The number of embedded tutors and SI's has waxed and waned. We began using SI's again in 2011 on a limited basis. These efforts need to be expanded to other campuses once s a stable number of tutors is available.

4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offerings such as Level 2 and Technology for Tutors.

    Completed. We do not have the staff to offer Level 2 CRLA certification but are providing some additional training for tutors on computer learning software.

5. Coordinate purchases and monitor needs of other campuses.

    Varies with other campus response and staffing.

6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations.

    Reevaluate- lack of attendance.

7. Develop & provide mentoring for ESL students. .

    Reevaluate, if this is feasible with current staffing and lack of ESL courses at IWV.

7. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses.

    Reevaluate. This has had little effect on tutoring numbers.

8. Expand Academic Skills Review Lab INST C004 (Now EDUC C004 Supervised Tutoring) as a non-credit course to all campuses.

    Completed but needs to be reevaluated. Some campuses do not have peer tutors, nor do they monitor SLO's or success rates.

9. Proctoring services *for online and make-up exams have been evaluated and show an increased need.*

Student Learning Outcomes for Tutors 2008/2010 (Revised/ few were maintained.)

A. Students' tutees will know how to….as measured by:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist…. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.

Deleted- Tutors had no trouble doing this and it did not meet the purpose of early identification of students lacking skills for success in a course.

2. Accurately identify specific metacognitve behaviors with written responses to case studies graded on a rubric…

This is done with a final exam (See B3)in tutor training.

3.Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self-evaluation.75% of observation collected at random will score a score of 4/5 on a rubric. Scheduled after fall 2009

This was too labor intensive to effectively implement at this time.

4. Accurately identify specific study skills for tutee improvement with written or oral responses
to case studies graded on a rubric….

This is done with a final exam (See B3) in tutor training.

 5.Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees'
study skill needs. Scheduled after fall 2009

This was started and rescheduled for greater implementation fall 2013

B. (Revision)Student Tutors will on an exam graded with a rubric- All potential tutors must articulate these criteria on the final or
during class at the 80% level or above to pass the course.

1. articulate the major components of the tutoring cycle and demonstrate their use on tutoring sheets.

2. recognize specific learning styles and address those in tutoring by using active learning techniques.

3. respond appropriately to students who experience several types of difficulty- for example, (metacognitive) study skills –(procrastination, un-preparedness) or disability.

4. monitor self and others, for example-by staying on track during the session, by being a good listener to students rather than a lecturer and by noting progress, encourage students to persist.

5. select and use appropriate resources for tutoring as indicated on the final

Progress in the last year on Six-Year Strategies:

Progress indicators

- There is now day time make-up and online test proctoring as well as evening.
- We are seeing an Increase in online tutoring.
- Continuing efforts to provide services to all campuses, despite definite challenges.
- There is additional part-time staff or faculty load assignment for developing services at all campuses.
- A means has been provided for more contact time with tutees and tutors by faculty and staff
- We began tutee study on computer skill assessments for increasing student self- awareness and self-efficacy. Develop workshops in response to student assessments. These were completed but now need reassessment for efficacy.
- Tutor and tutoring sheets have been revised to include new approved SLO's for EDUC C004

Specific Recommendations for Improvement

- Automated data collection system
- Better data collection and analysis from all campuses- SLO's cannot be tracked with an automated system
- Full-time institutional researcher

- Other campus efforts to become self-sustainable by generating FTE's for services.
- Increase campus communication and responses. This still has not been happened with all other campuses

Need to Reassess
- ESL mentoring-continue implementation.
- Greater reliance on Cerro Coso faculty, staff and academic/student service input into decisions by district

Part 6- Executive Summary Program Review 2010
The up and down history of the LAC points, I believe, to a lack of emphasis and institutionalization on all our campuses. Institutionalization would provide a committed under-girding to the success of under-prepared students. Contrariwise, cut backs at other campuses will impact our ability to provide equal access to services. Dedicated staff and faculty can only be stretched so far, especially at ESCC and KRV We need similar services day and night, on campus and online, at one campus and another and for all students regardless of their first language. We need more dedicated institutional research time to accomplish tasks and faster means to collect data from all campuses. Working smarter with data collection will provide greater efficiency.
Greater effectiveness cannot always be provided through increased technology, therefore we propose greater communication and contact time with students through faculty efforts, assigned time, assessments, mentoring, workshops and other visible means to reach students, raise their awareness and equip them to be better students. Even in these difficult times, we propose adequate staffing at each campus dedicated to the mission and vision of the LAC.

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*
Background Reference
SLO Fall 2012-Spring 2013-Tutees will be able to:
1. Identify specific needs for each tutoring session
2. Identify metacognitive skill(s) necessary for effectively completing work
3. Articulate skills and concepts learned during a tutoring session
4. Articulate skills needed and work planned for independent study time.

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Fall 2012	**Success rate 79 % for students receiving at least 4 hours of tutoring at IWV. Up from 73% last spring.**	**SLO #1 Was the weakest overall indicating lack of focus on outside work and students coming prepared to each tutoring session.**	**All tutor meeting with focus on teamwork with tutee and on noting intersession study time and specific questions remaining about the attempted work.**	**Spring 2013 SLO raised to over 90%// SLO #4 correlated with greatest # of "W", "D" and "F" grades (Action taken-see below)**
Spring 2013	**Success rate 77 % for students receiving at least 4 hours of tutoring at IWV.** **KRV success rates were significantly lower at 54.7% KRV rates approximate the campus average for basic skill students.**	**Frequently athletes did not have books, tried to share books, had not completed reading.** **KRV lags behind on the success rates, tutor sheets show rushed responses rather than using the documentation sheets as a tool to guide**	**1.Share success rates with Dept chair, VPAA, counseling and new athletic Director,-** **Provide tutoring assistance to new athletic study hall with sign in sheets and identify any needs for regular tutoring.** **2.All tutor meeting to emphasized SLO's 3&4 and to understand needed study skills for completing course assignments.** **3.Additional monitoring of tutoring sheets and continued evaluation of tutors.** **3. Once an LAC person is hired for KRV, closer monitoring of the sheets, and tutor evaluations each semester need to be implemented. Refocus on foundational learning and metacognitive skills to build independence. Build #2&3 above at KRV.**	**1.End fall 2013 and assessment of need for materials and specific area tutoring.** **2. Ongoing through fall 2013 and end of semester.**

Of Note: Data on every tutoring session is tallied. IWV logged2, 195 hours for fall 2012 2329 hours of tutoring for spring. KRV has 402 hours for fall and 354 hours for spring. No data was supplied by ESCC and no peer tutoring occurred.
Correlation between SLO mastery and non-mastery is not consistent with student success rates.
Tutoring success rates at IWV are relatively stable from 73% low to 79% high over three semesters. This is higher than the campus success rates in the 60% range and basic skill success rates which are stable in the 50% range.
The SLO's are relatively stable as well with SLO #1 reaching into the 90% range and going into the 80% range for SLO#2 and slightly lower for SLO's 3 &4. There is a similar pattern for SLO's at KRV as seen below.
Of greater concern are the success rates and why the success rate for tutoring tends to be stable at IWV and not KRV along with why IWV success rates never break past the 80% mark? We have no data for ESCC.

Fall 2012 KRV SLO's	Spring 2013
1-94%	85%
2-76%	91%
3-88%	85%
4-88%	79.5%

Success rates including early drops   KRV 54.7% x   IWV 79%   ESCC No Success Data

Further analysis of SLO data at IWV was completed by scrutiny of the SLO's for students receiving "W", "D". "F", or "NP".
It was found that most students in this category lacked mastery of SLO #4 where planning independent study time was required along with noting specific study skills to use.

Hypothesis:
1. KRV has had numerous staffing changes and less overall supervision than the IWV campus, fewer tutors and less direct supervision of the tutors.
2. Tutors paid less attention to the study strategies and planning interim work with tutees

Action Plan:
1. Increase the Supervision at KRV and provide both Library and LAC duties with separate positions.
2. All tutor meeting describing this phenomenon and requiring more frequent check of tutor's completion of tutoring SLO sheets and attention to study skills.

Other Data

- About 19 % of students received "F's" but 66% of students with "F's" received less than 9 hours of tutoring.
- 9% of students stopped attending before the drop date
- Courses with the highest number of "F's" were Biology 101/105, Math 20 and Math 50
- Late registrants did significantly worse than early registrants
- At KRV 40% of the students receiving tutoring passed math and 80% passed English.
- Successful students needed between 9-13 hours of tutoring

c. Progress Made on Department/Unit Strategies for 2012-2013

Goal 1 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. planned campus student success efforts requiring student participation in labs, tutoring or workshops.

Action Plan:
a. Tutoring Expansion- Recruit tutors earlier, evaluate all tutors, provide additional training for online tutors, The first two of the list have been completed and the last is
underway and will be ongoing, ESCC beginning fall 2013 will provide Tutor training,
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.
We provide a tutor in the success lab at IWV and KRV has two trained tutors in their open lab.
c. Expand Supplemental Instruction (SI) and targeted tutoring (to be replaced with student mentors for technical assistance)
 Supplemental Instruction waxes and wanes. We need SI Instructors for training at each campus for training purposes. We have not been able to implement mentors and need to reassess based on the need for greater faculty involvement.
d. Increase number and types of assessments available to students in the LAC, success labs and online
Assessment of study skills and learning style is available on line as is procrastination style and other study skill assessments. At the IWV campus skills and

learning style assessments are available in print for tutors to use.

e. Expand formal and informal communication about all services through on campus mean such as posters, flyers and class visits. Ensure greater campus(faculty/student) awareness of online success builders.
Completed and ongoing with notes, updates and faculty presentation

f. Evaluate and expand critical skills workshops based on demonstrated need.
 Evaluated- needs faculty support. There is a lack of attendance.

g. Evaluate the addition of a fulltime classified person for test proctoring and evening student worker supervision and determine if
additional test proctoring would provide enhanced services at other campuses.
Evaluated, greater need for proctoring- support pre-semester, for early start courses for holiday coverage that does not coincide with instructor syllabus or other proctoring centers' breaks..

 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
*This has not happened consistently at other campuses. Online we have more tutors available and are continually training.
Goal 1c. More instructors and students are using forms of supplemental instruction
Varies. Institutional support is needed to move this college –wide.

Goal 2- Continue to Improve Data Collection, Assessment and Analysis
Connection to College Strategic Goals:
4.Build a culture of accountability, responsibility and collegiality amongst all stakeholders

Specific internal* or external** condition(s)the goal is a response to:
Difficulties consistently collecting accurate and valid data.
We have drastically improved data collection at the IWV campus. However, it depends upon the LAC personnel at KRV. Last year we had support most of the year. At ESCC data has been very sparse. Despite operating with LAC budget funds at ESCC the response and decision making appears to be internal to those sites only. This is totally unacceptable, considering the funds expended last year was over $17,000 whereas KRV, with consistent data reporting had no LAC funding.

 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*.
There is no specific Institutional Researcher for evaluating our efforts. The best we can do is have all sites collect data on a monthly basis for usage, tutoring sheets and progress on SLO collection or remove funding and begin again with personnel responsive to the culture of accountability.

b. Track Demographics-Student Numbers, Begin using SARS, ensure all staff are trained on SARS.
This still needs to occur.
c. Regularly assess tutoring sheets for consistency at all campuses with early identification of skill sets.
This was started at the IWV campus and will be included in staff training for KRV. ESCC has yet to consistently provide documentation of SLO's, success rates but instead reported only hours of service to students.. The last year for documentation to occur was 2010-2011. There was one phone report of new community supported effort at ESCC in 2011-2012.Thise efforts were reported as not having a large measure of success.

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.
We still lack consistent data from all sites and do not have SARS trained staff or full use of SARS.

Goal 3: Expand opportunities for participation and communication
Connection to College Strategic Goals:
Goal 3: Expand opportunities for participation and communication
Goal 5.Identify and implement principles of effective communications in support of our mission
Goal 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.
This has not happened with all of our campuses.
b. Continue efforts with faculty and staff to encourage or require students to participate in activities that promote student success
Students do not do optional. We need to require participation.
b. Support Previously delineated goals 1a,b,c,d,e
This is happening with the one exception being expansion of Supplemental Instruction (SI).
c. Continue to consider universal design for learning to support multiple populations with future software purchases and forms of supplemental instruction. Consider adding a scan and read product(Kurzweil 3000 web version- Firefly) to the proctoring center that would free our local and remote proctors from the burden of reading exams to specific groups of students which blocks that time from other student proctoring.
Yes, this is occurring and being considered for the future.

d. Maintain a level of fulltime or adjunct faculty supervision of "Supervised Tutoring" efforts by faculty in a basic skill discipline or certified in adult learning.
This still has not been ensured for long-term coverage at all campuses. Long vacancies contribute to difficulties and lower success rates for tutoring at some campuses. Student success at all campuses needs to be a priority.
e. Continue discussions about delivering services effectively.
Ample comments are provided in other sections about where we continue to be ineffective and lack institutionalization.

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.
This has been slow to catch on. Faculty often times see discussions related to specific areas as possible infringement on other faculty members' responsibilities.
a ,b, c. Increased participation in program evaluation based on best practices, internal and external research or national standards and piloted initiative(s)
This means greater reliance on widely-accepted research data, highly generalizable practices elsewhere and strict scrutiny of any new efforts at our campuses on student success and retention. Anecdotal observations, opinions, qualitative data should be factored in as support for valid qualitative data not as substitute rationale for continuance.
d, e Increased discussion about sustainability and effectiveness
These discussions are waylaid by other campus plans, lack of responsiveness from some campuses and lack of planning for institutionalization of efforts even when we are aware of upcoming vacancies.

d. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: Serve the entire college with equitable services, staffing and forms of Supplemental Instruction.
Measures of Success 2013-2014: Currently we are continuing to recruit tutors earlier, evaluate all tutors and provide additional training for online tutors. We provide tutoring to athletic study hall, student success lab courses, SI basic skills courses, several; embedded tutor efforts and we provide lab/aide tutors in the open lab at the IWV campus. We also have test proctoring during the day and evening and generally

adequate faculty coverage for LAC functions at the campuses. Adequate lighting is needed for effective work, study and safety upstairs in the LRC building, in the Lac and in the stairwells

What is still lacking *is consistent provision and expansion of these services to other campuses especially KRV and the future of East Kern and expanded LAC proctoring services at IWV and coordination of these services to other testing centers for online students. These items were noted in part 2013-2014 unit plan. We still need equal facilities for several campuses, equal services with proctoring, tutoring and lab aide tutoring and our newest campus will need materials and supplies for an adequate LAC. There is a need for providing oral reading accommodation for students on campus and at remote locations. There is still a need for a greater measure of consensus and communication between all campus LAC's, so that each is adhering to the standard set not only for hours of operation but also for emphasis on student success with the addition of peer tutors. It is much more economical to add peer tutors than to add additional faculty for the purpose of tutoring. There is no data supplied indicating the effectiveness of faculty tutors at any campus.*

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1. College Strategic Objective(s) addressed:
Strategic Goal 1. Foster Student Success through Sustained Quality Improvement of instruction and services and 1.2 Increase the % of students who successfully complete English and math…
Strategic Goal 5. Increase % of total resources allocated toward successful achievement of Student learning.
Strategic Goal 2 Provide Quality Environment which enhances student engagement
2. Action Plan:

- *Ensure that all campuses have English and math tutors available by appointment and online tutors are trained for English and math. Early recruitment is needed. The funding needs to be equalized for service to all campuses.*
- *Expand faculty training form SI to have faculty able to train for SI at each campus. Potential Supplemental Instructors do not have the ability to travel to the iWV campus and the interactive nature of the training requires face to face communication.*
- *As the college moves off Edwards AFB, fund and expand tutoring and proctoring services to the new location. There is an ever growing demand for proctoring at this location especially since AV College will no longer proctor exams for Cerro Coso students. Additional proctoring is needed at KRV for evening hours.*
- *Expand proctoring and coordination of online proctoring at IWV. Provide for proctoring services for early start courses, for spring break when exams for online courses continue to take place. The third reason for expanding proctoring services is to provide advanced preparation for online course proctors each semester as each student must have approval of proctors at sites located out of the KCCD geographical area.*
- *Plan for additional GED software and new GED book purchases for move of adult education to community college*
- *Ensure adequate funding to accompany minimum wage increases*
- *Begin sustainability efforts for tutoring at each campus with addition of EDUC C004 Supervised Tutoring*

3. Measure of Success 2014-2015:
A Do all campus have tutoring, tutor training, tutoring, adequate test proctoring and faculty oversight of these services? Are the proctoring services

coordinated with the times courses are offered?
B. Do all campuses have some variety of supplemental instruction such as SI, embedded tutoring, tutor/ lab aides or student success lab tutors?
C. Was GED software purchased for all campuses and installed?
D. Are all campuses collecting SLO and success data?

4. Expected Completion Date:
Fall 2015

5. Person(s) Responsible: VPAA, Basic Skill Coordinator, LAC Coordinator, Center Director and campus managers, IT Department.

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
X☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

☐ *Intake*   x☐ *Remediation*   x☐ *First Year*   x☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

Strategy 2: Serve entire college with greater access to Universal Design software and learning tools and base services on data, generalizable research and national standards.
Measures of Success- 2013-2014: *Currently we are addressing several at-risk populations- student athletes with a tutor during study hall, ensured accessibility products are available at four of our five campuses, have one instructor using the livescribe pen and are recruiting tutors to provide additional assistance. A scanner is available to scan and convert exams for remote and local reading of the exam to students who Need to have exams read to them.*
We still are lacking *additional Training on the Read/Write Gold*

 1.   *College Strategic Objective(s) addressed:*
        Goal2 –Provide quality learning environment which enhances student engagement
        2.3 Improve student and employee safety ….

2. Action Plan:

- *Add a scan and read device to the test proctoring center- We have many more student who cannot read or require oral test accommodations. The test proctor will have the time available to proctor severely limited if she has to read many oral exams.*
- *IWV-Improve quality of upstairs environment with adequate lighting in LAC, student study area and stairwell. Night-time safety is a concern as well.*
- *At KRV- use lab aide tutors for tutoring appointments and drop in appointments once the semester is underway.*
- *Plan for adequate classified and certificated staffing, space and resources for an LAC at East Kern*

3. Measure of Succes2014-2015s:
Was suitable equipment or other solution provided for test proctoring for students who need oral testing?
Was the lighting equalized to cover the whole of the LAC, study areas and stairwells?
Are lab aide tutors being used effectively at KRV?
Is there adequate staffing, resources and space for an LAC at East Kern?

4. Expected Completion Date:
Fall 2014

5. Person Responsible: LAC Coordinator

6. Which of the following Is __primarily__ true of this strategy? Choose one.

☐ *It is designed to improve internal unit operations*
x☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

x☐ *Intake*   x☐ *Remediation*   x☐ *First Year*   x☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

Strategy 3: Increase communication of standard data expectations and ongoing assessment and evaluation for all campuses. Continued staffing of select positions should depend upon maintaining standards of data collection.
Measures of Success 2013-2014: We have data for our IWV campus and some for our KRV campus. Data is used for modifications and planning regardless of where we are in the planning cycle. To do less would allow poor practice to continue. KRV supplied data last year but it has not been as good or usable this fall 2013 semester due to lack of oversight.

This is the strategy most lacking. Greater attention needs to be paid to consistent staffing particularly for KRV campus. There is no data from ESCC and obviously little connection to any LAC unit plan as evidenced by lack of SLO's or success rates. They maintain their own operation with little documentation related to the above measures. Documenting these measures in addition to usage other notes is vital for planning. This is particularly troubling since ESCC is no longer are operating fully on a community grant and used over $17k of LAC budget whereas KRV with only their own campus funds was responsive with data. How can we continue to justify this expenditure for now an additional person at ESCC with no accountability measures. This needs to be addressed this year ASAP. SARS training is needed for Learning Support Success Center's staff.

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1. College Strategic Objective(s) addressed:
Strategic Goal 4- Operate at a level of continual quality Improvement
4.1 Participate in district wide Professional development .. to meet college… wide training needs
4.2 Implement or improve district –wide internal processes…dissemination of procedural information
4.3 Annual assessment on progress on program review, SLO assessment and institutional planning
4.4 …annual review of demographic data (of student population)

2. Action Plan:
- *Provide additional training for all Learning Support Success Center staff on SARS*
- *Fine tune proctoring procedures and dissemination of college –wide finalized procedures on proctoring*
- *Disseminate 2014-2015 Unit Plan to all site personnel who deal with the Learning Support Success Centers, Arrange monthly meetings for feedback and evaluation of data collected.*

3. Measure of Success:
Did SARS training occur for appropriate staff?
Did SARS provide adequate demographic data to assist with program planning and hiring plans?
Was data collected from all campuses and factored into continued funding for each campus based on documentation of usage, success rates and SLO's?
Was the Unit plan disseminated to all staff? Is monthly monitoring taking place?

4. Expected Completion Date:
Fall 2014

5. Person Responsible: VP AA, Dean and site managers, LAC personnel – staff and faculty and LAC Coordinator.

6. Which of the following Is __primarily__ true of this strategy? Choose one.

x☐ *It is designed to improve internal unit operations*
☐ *It is designed to increase student success*

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

x☐ *Intake*   x☐ *Remediation*   x☐ *First Year*   x☐ *2nd Year/Program Completion*   ☐ *Post-Graduation*

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 *one*): G = General Fund, O = Other	
							G	O
Certificated 15 hr/wk@	CK	1	#1,2,4&5	LAC / tutoring coordination- rebuilding program	16,400	o	x	

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 *one*): G = General Fund, O = Other	
							G	O
30/hrx 32 wk								
Certificated 12 hr wk@ 30/hrx 30 wk	CE	1	#1,2,4 &5	LAC/ tutoring coordination building program	10,800	o	x	
Certificated ESCCB & ESCCM 15 hr/wkx30 wks@ $30/hr	CB & CM	2	#1,24&5	Split time between Bishop and Mammoth- tutoring coordination. Low usage does not warrant additional hours.	14, 400	o		
$10/hr x30 hr/wk x 30 wks	CK	1	1,2,4,5	Tutoring- move to sustainability and college support	9,000		G	
10/hr x 15hr/wk x 30wks	CB & CM each	1	1,2,4, 5	Tutoring- New Effort- Basic Skills- move toward sustainability	9,000 split			O
10/hr x 10 hr/wk x 30 wks	CE	1	1,2,4,5	Tutoring- New Effort- Basic Skills	3,000			O

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?

6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
   a. Size of wait lists in the discipline
   b. Department productivity, previous year
   c. Number of faculty currently in the department
   d. Number of adjunct faculty
   e. Number of certificates awarded, previous year
   f. Number of degrees awarded, previous year
   g. Core curriculum classes
   h. CTE classes with workforce data (wage/high demand)
   i. Number of students at first day and census, previous year

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	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 (check *one*): G = General Fund, O = Other G	O
Classified LAC Tech evening proctoring and tutor, lab aide supervision 8hr/wk	CK	1	#1,2,4&5	17.50/hr	32 wks/8mo.	8 hr/wk	3,840	G	
Classified LAC Tech	CE	1	#1,2,4&5	17.50/hr	32 wks/8mo	8 hr/wk	3,840	G	

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 (check *one*): G = General Fund, O = Other G O	
evening proctoring-8hr/wk									
*Expanded position- Classified LAC Tec	IWV	1	1,2,4&5	38 step 2	12	40/40 hrs wk.	2949.73/ monthly Yearly 35,396.76	G	

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

1. KRV staff goes home at 6pm; there is no evening proctoring at this time. EK has no staff and there is a growing demand which now varies between 24-36 students for proctoring
2. There are no other staff at KRV. EK has no staff for proctoring and no space but the move will necessitate accommodating this need.
3. The Evaluation of the IWV LAC Tech services revealed the LAC Tech is unavailable at specific times when these services are currently needed for students taking exams. We do not have availability to these services for early start courses, for spring break when exams continue throughout the duration of the break nor do we have services times available when pre-semester approval of the distance proctors is crucial. Students need these approvals in place as a course begins especially when some courses have exams scheduled the very first week.

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 one): G = General Fund, O = Other	
							G	O
Kurzweil scan and read web version- Firefly	Server CI	1	#1,2	College contribution. Accommodation for students who require oral testing. Makes the feature available to all locations for test proctoring. This frees proctor time for administering other exams.	$4,355. Includes shipping and tax	1x	X	
HP Scanjet 5590 Digital flatbed twain scanner	CI	1	#1,2	College Contribution. Works in conjunction with Kurzweil web version. Allows our proctor to scan tests to a .kesi file and make them available to students who need tests read aloud as a prescribed accommodation. Works in conjunction with Kurzweil web so this feature will be available regardless of the student's test location. This will free our staff and staff at other colleges from having to read exams.	$260	1x	x	
GED software- web or server version	server	1	#1,4,5	Adult Education- new effort/Basic Skills	Not avail'ble Nov,2013 Estim. 4,000	1x		X
GED book sets for all campuses	CI, CK, CM,CB ,CE,	1	#1,4,5	Adult Education-new effort/Basic Skills	567.05x= 2,835.25	1X		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 *one*): G = General Fund, O = Other	
							G	O
Product Code: 1437989 ISBN-13/ EAN: 9780547471013 ISBN-10: 0547471017 National/State: National Copyright Year: 2009 $756.07Your Price $567.05 per set								
Noise cancelling headsets	CE	1	1,2	New location. Requested by campus for proctoring-Audio Tech	Staples 100-200	1X	x	
White board	CE	2	1,4,5	New location. Needed for Tutoring Staples Dry erase822535 model 37154	400	1x	x	
2 computers for LAC and proctoring	CE	1	1,2,4	New location, additional support for proctoring and student work.	1,600	1x		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 one): G = General Fund, O = Other	
							G	O
5 each Hard cover Dictionaries and paperback Thesauruses and 2MLA s & APA handbooks	CE	2	1,2,4	Basic resources for new location and tutoring Dictionaries 90.75, Thesaurus28.15,MLA Handbooks $22.88, APA Hhandbooks46.96.	168.74 Amazon	1X- Basic Skills- new effort		X
2-Computer/VOIP Microphone headsets	CI	1	1,4	Online tutoring- Staples	100	1X	x	
Regular consumable office supplies- whiteboard pens, erasers etc.	CI,CK	1	1-5	Staples	700	O		
Regular consumable office supplies- whiteboard pens, erasers etc.	CB/CM	1	1-5	Staples	$200	O		

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 *one*): G = General Fund, O = Other	
							G	O

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 *one*): G = General Fund, O = Other	
							G	O

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

The budget request sheet is locked to allow entries only into the 2014-2015 column with automatic transfer to the inc/dec column
Notes reiterating above entry needs are

1. KRV needs Certificated LAC support $16,400 and Classified evening proctoring $3, 840.
2. Bishop and Mammoth have other funding available. We can justify $7,200 for each campus for Certificated LAC duties.

3. The addition of Kurzweil web to serve and free up IWV and remote proctors from reading exams to specific groups of students. Exams from instructors would be converted to a .KESI file using a TWAIN digital scanner and then access provided remotely for the exam to be read using the Kurzweil 3000 web version "Firefly" with a student using a regular headset. Total for the web version and scanner is $4,615.

4. Additional costs for setting up an LAC $10,800 and providing evening proctoring$ 3,840 at a new location for East Kern are noted.

5 .Item 20 will not automatically copy to the 2014-2015 INC/Dec column. It should read $700 not #REF.

Comments on the following addendum from ESCC.

ESCC efforts while admirable rely on faculty hours in excess of any Cerro Coso campus' faculty support. ESCC needs to build its tutoring program for the most efficient use of funding. There is no data to substantiate the effectiveness of all the faculty hours and funding spent at these ESCC campuses, especially when much student contact time was on study skills. August/September 2013 reports are not sufficient for quality decision-making. Prior to any consideration of 40 hours/week for faculty tutoring ESCC needs to demonstrate growth in tutoring, Including EDUC C004 Supervised Tutoring, consistent data collection for tutoring efforts and the college needs to provide equal services to existing and new campuses.

The plan to create videos illustrates the lack of foot traffic, direct contact with students and I believe a disconnection from the college as a whole, where such videos are in process by full-time faculty. Lack of referrals to online tutoring resources when student's schedules do not match faculty availability, also does not serve students best interest. Greater communication and accountability is needed.

The LAC does not provide editing equipment and the print shop provides assistance with banner design and tri-fold brochures once edited by our PIO Officer.

Addendum from ESCC sent 10/14/2013
A.ESCC currently has the following faculty hours:

MATH 16 hours/week (8 at each site) paid by VPAA Budget According to the LAC Budget
ENGL 26 hours/week (13 at each site) paid by donations
SCIENCE 12 hours/week (8 hours Mammoth/4 hours Bishop) paid by STEM grant

Once the STEM grant is done this year, we won't be able to fund science in the LAC.

B. We finally have a full Tutor Training class at ESCC this semester and hope to build the program with student tutor hours.

C. Going forward, we'd like to have VPAA budget for a minimum 40 hours/week LAC adjunct faculty split between an ENGL and a MATH faculty.

D. Supplies/Materials: *No budget amounts were provided.*
   - PDF editing software (Acrobat XI)
   - Development of 1-3 minute video 'how to' segments for a variety of topics (developed by our LAC faculty and recorded and posted online by Felipe)
   - Plastic 8-1/2"x11" flyer holders w/suction cups to put up on windows in the LRC (20 – 10 for each site)
   - Plastic 5"x7" card holders to place on table tops and computer stations in the LRC (20 – 10 for each site)
   - Plastic tri-fold brochure holders (10 – 5 for each site) for LAC informational materials
   - 4 LAC banners (to be designed by Debbie Gregory and our LAC team) that could be put up outside the LAC with information about it. (Similar to CTE banners)