

Annual Planning

Mid-Year Progress Report

Give a brief update of the progress made on planning initiatives for this year. If not completed, indicate what remains to be accomplished and the timeline for doing so.

Initiative #1 Devise a comprehensive plan for dealing with multiple issues facing Learning Support Success Centers at all campuses.

Progress Made

a. This is too vague; however, much of the plan is spelled out in the budget submissions. We are in the process of hiring an **Learning Assistance Center (LAC) Coordinator** to oversee all campuses and provide **additional Student Success Center support**. Hiring should take place this spring with full implementation by next spring.

In addition, continued staffing is needed to provide direct services to students. A question was asked about this based on budget submission. Plans need to be in place to provide tutoring for all new campus sites; this was also added to budget submission along with a phase in plan.

b. We are currently working on collecting similar data for SLO's related to Supervised Tutoring regardless of whether we provide it as a class with peer tutoring or as faculty tutoring.

c. We still **do have not automated way to collect demographic data**. As we add tutoring options this will be necessary for more comprehensive data collection. This was added to the budget submission.

Note: B&C above are **collecting SLO's for different types of tutoring** whereas if we move forward with drop in tutoring we most likely will want to use a different data collection system.

We provide **practice for the GED at our four main campuses with 50 reusable licenses**. We monitor frequently and students are required to come to their local campus for faculty or tutor help and computer practice, in addition to what they do on their own at home. We discussed adding more hours or offering as an on campus class or lab and these options are not feasible for the students at our four campuses. There has been a request for offering the GED practice as a possible class at Mojave High School; however, there would be room, staffing, and additional licenses to consider. The number of students using the program has grown from around 25 to regularly around 45 with careful monitoring and dropping of students who are not participating.

Facilities & Equipment-At IWV the computers inside the LAC have not been updated and are slow. Consequently, when a student needs tutoring on the computer those sessions often move to the computer lab and even make it appear as though no tutoring is going on those times. The projected time to fix is spring 2015

Headsets recently have started breaking. These are used by online tutors and will need to be replaced. We will have to find room in the budget for this.

A working phone in my office would greatly alleviate having to guess whether I have a phone message. Currently I get an email message which can get lost in all the extra emails. I suggested the use of a phone in an empty office where there are no plans for use, but was denied. Missing messages from students and others at our other campuses in my estimation, is ill advised.

It is still very dark at night in the center of the second floor. It speaks volumes about our care for students when their laptops shed more ambient light than overhead lighting.

Proctoring us staffed and meeting student needs at ESCC and IWV. The need for **additional staffing is critical at Kern River Valley** with students reporting they must schedule 2 weeks in advance whereas at IWV it is two working days. The addition of an LAC technician would greatly help this situation and was submitted as part of the budget plan. East Kern has some testing at Edwards and Tehachapi.

Over All Plan: It seems reasonable to consider working with Mojave HS to provide off the base testing and other services in the Cal-City, Mojave and Edwards areas as well as what we now can provide in Tehachapi. Consideration for providing equitable services was mentioned in the last program Review document.

Initiative 2- Continue to build tutoring options across the campuses

Progress Made

We have added **drop in tutoring** at Kern River using Basic Skill funds. At IWV we plan to add drop in tutoring in Fall 2015

Discussed tutoring options for East Kern. At this time there was no expressed need; however, we will monitor this throughout the 2015-2016 year as classes are added. Currently we can provide service with **online tutoring**

We provide **Supplemental Instruction**; it expanded this year to basic skill courses. Training once a year or semester may not be enough and this is true of all tutor training. We expanded from 5 to 8 Supplemental Instructors but all are for English, none for math. A difficulty again is not only finding a student who is interested but in training them mid-semester. A suggested option would be to use a current tutor as an **embedded tutor** until training can occur. Several departments have been contacted about providing specific **modules for training tutors** on tutoring specific subjects and on reading specific textbooks. The science department planned to do this; however, there is **difficulty in scheduling a time to create modules**.

We continue to provide the **Coyote Slam, pre-final exam prep sessions, 2x a year** with funding for food provided by student government.

Supervised Tutoring is stable and we have many more tutors than before; however, Fall 2015 will call for rebuilding those numbers again as tutors graduate.

There is a growing need to provide some form of **tutoring for CTE students**. Again the available pool shrinks with every certificate as students move into the workforce. A more stable solution is needed for CTE courses. Discussed we tutoring modules for students to complete once a specific skill need is identified. The GED Program we currently use also has Work Keys built into it, so this would be an option to explore by fall 2015.

The **Livescribe pen** is still available but few instructors have used it. The pen can record both audio and video notes of a class presentation and is particularly useful for math when the file is converted to HTML format and made available to students for review purposes. This is not tutoring per se but provides a form of review which will not replace peer or staff tutoring but is nonetheless devoted to promoting student

success through self- tutoring. Our learning Assistance website with "Useful WWW Links" may be used in a similar way to create independence in students

Early Alert now automatically is sent to the learning assistance center as an unstructor referral, something required by the state for "Supervised Tutoring"

Initiative 3 Continue to build a common data base upon which to make long term, short term plans, evaluate effectiveness and efficiency

Progress Made

See Initiative #1 b&c

We collect data on daily tutoring appointments at IWV but not on all usage. Again a program that would allow us to have more demographic data would be useful for all planning, A request for this was placed in the 2015-2016 budget.

As we continue to add SI, embedded tutoring or implement other ideas such as EOPS Tutoring, STEM tutoring or any other effort, a tool with which to capture all similar interventions will be vital to evaluating efficiency and effectiveness.