Learning Center Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

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.

Mission-(Revised 2014) 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. *Analysis and research led to the additional emphasis on raising students' self- awareness of thinking skills to meet course requirements.*

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

The LSSC mission supports the college mission by:
• Providing support services for basic skills through transfer courses and supports Cte and Distance Education students..
• Providing a welcoming collegial environment for students.
• Increasing access to facilities and services for students for more comprehensive learning environments.
• Working collaboratively to ensure services/facilities are equitable at all campuses and operate at a level of sustainable continuous quality improvement in Instruction and planning.
• Seeking to provide a high level of consistency and measure of excellence in staffing our centers.
• Ensuring quality services based on outside research, best practices and local data in response to changing needs and unmet community needs.
• Insisting upon ongoing data collection, data integrity, and analysis to establish standards of practice and prioritize services. "Methodically analyze data to identify gaps and implement improvements".
• Instituting well established international standards for tutor training.
• Seeking resources to improve effectiveness and efficiency while managing budgetary resources carefully..

It must be conveyed that efforts to Supervise and Coordinate LSSC services and facilities has been greatly hampered by lack of full-time faculty staffing here at IWV. Instead implemetation has emanated from multiple sources and multiple locations.- VPAA, Site Deans, Faculty Chairs who approve employment of adjunct faculty and committees. The result has been far less than ideal with one person coordinating at little more than .50 load. Historically, supervison of learning center funtionms has been the equivalent of one full time faculty member..Currently, the faculty member does not serve as a chair ,so communication and colabration is not only difficult but convoluted. Poor practices exist-adjuncts are not evaluated, different tracking methods and data sets exist from campus to campus, different staffing hours and hours of operation exist. Some sites have peer tutors, others do not or do not have enoiugh tutors.Needed is a cogent overarching plan. There are two options for solving this problem

Option 1.Have an LSSC chair not only with oversight responsibilities but also with the vested power inherent to faculty chairs for adjunct selection and evaluation, similar to librarian duties, Allow shared responsibilities minimally of two Full-time faculty for LSSC functions, planning and services. Planning resting with these two individals can then provide not only equitable, consistent services but also begin the move toward sustainability to prevent the cycle of waxing and waning of seevices historically prevalent..

Option 2- Plan for an Acadenmic Skills Department where academic services,-library/learning center services (tutoring, proctoring) Student Success Labs, Open labs, EDUC Courses such as GED & Supervised Tutoring and/or other pre-collegeiate academics all reside under one department and department chair..

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Student Equity

Student Equity

The overarching goal is to provide equitable opportunities and services at all campuses consistent with the needs of its diverse communities/consistent with education preparation, diversity, demographics and economy of the community.

Note:Kudos to our faculty for recommending student tutors. As a result we have a very diverse group of tutors every semester, regardless of race, creed, skin color, age, ethnic background, US & International students, citizen and non-citizen, married and single,home schooled, private and public school students and some with CSU units comprise the mix. Fall 2014 we have student tutors from at least three other countries; this is not unusual. This same diversity is not reflected in the breadth and depth of students we serve nor representative of their communities.

Groups
EOPS- We need to provide more tutoring capacity to KRV where there are large numbers of EOPS and economically disadvantaged students. The area has the lowest average income and a low potential for growth. Ensuring student employment for a set number of hours will increase stability in our tutoring base. Increased options for Tutor Training also are in the works. Increased hours of operation will provide greater access for students who lack home computer access.

DSPS students are served through the LAC along with our general population. Students may request 1:1 tutoring and additional tutoring sessions. These students also are less likely to identify specific needs to meet course demands and anecdotal observations indicate have poorer time management skills. They do sign up for tutoring in multiple courses. Group tutoring in some instances is less likely to be effective. Tutors are trained to note lack of progress and suggest 1:1 tutoring.

Fall 2013-DSPS students
KRV-7 enrolled- 7 attended for 66 hours of tutoring//average 9.4 hrs tutoring each
IWV 45 enrolled- 40 attended for469 hours of tutoring// average 11.9 hrs. tutoring each
ESCC- No enrolles- drop in tutoring with faculty is provided

Spring2014-DSPS students
KRV- 7 enrolled- 3 attended for38 hrs tutoring// average 12.6 hrs. tutoring
IWV-53 enrolled 45 attended for 522 hrs. of tutoring// average 11.3 hrs tutoring
ESCC- No enrolles-
We provide Universal design access with screen reader- Kurzweil, and Read Write Gold, and software products such as Inspiration. We do not capture data specifically on these students but access it through DSPS information.

3. Athletes Our service to athletes seems to be inconsistent. Very few male athletes use our services whereas the women's teams more frequently use our services. Average 14% of athletes use tutoring as determined by fall 2014 Supervised Tutoring enrollment. No reliable data is available for the tutoring provided for Fall 2013. Returned sign-in sheets often did not indicate actual hours and attendance dropped dramatically by the end of October. There were no success measures included in the data collection.We did not have tutors available for athletic tutoring this year

4. CTE students, are enrolled in the greatest numbers but have the lowest % of tutoring available through our centers and they have less access to tutoring when in courses for the entire day. We propose embedded tutors to assist with study and academic skills and will begin the discussion with the CTE Dean.

Campuses- Ensuring access is built into our plans.

1.Plan for growth at EK. According to the environmental scan their population growth is greater than the state average near EAFB. Unemployment is high and there is potential for growth in the EOPS population in Cal. City and Mojave and expansion to Tehachapi where no learning services currently exist.

2.ESCC has the largest population of people with low education levels often lacking GED or HS diploma, a decreasing

population base and an economy largely based on tourism. ESCC has a largely untapped population serving the leisure industry in the non-traditional learners in the Hispanic population. We need to provide bi-lingual services, GED options for the large Hispanic population and possibly CTE tutoring in courses such as business for populations along the Eastern Sierra Corridor.

3.KRV as noted before has a high number of EOPS students. Computer access hours need to be extended along with LAC hours. This is vital to students who do not have home computer access or the web is unreliable. We lose tutors because of too few student employment hours. Tutors leave for other jobs because they need a more reliable income base. This can be rectified with additional designated drop in hours.

4.All campuses have increasing populations of Spanish speaking students and need additional staff/faculty resources to deal with these populations

Trends
1. Non- HS diploma students cannot receive financial aid to attend College. The not for credit course in the GED will meet the needs of these students' communities especially at ESCC and KRV. Evaluation for effectiveness of the delivery mode will take place at end of fall 2014.

2. Online students by their very numbers need greater access to tutoring. One possibility is to increase services to online students with greater emphasis on home page and with online tutoring from other campuses. The college will need to investigate the buy-in option with the Online Education Initiative. Faculty prefer we use our own course management system and our own experienced tutors. 2006—20011 or 47 % students online with 7% ESCCB, 3% ESCC M EK 2% and 34% at the IWV campus.

3.Greater focus is needed on populations who tend to be less successful at our college or at risk- female, Hispanic, and older students are most at risk according to our environmental scans. For many of our campuses this will mean more hours of operation to provide the flexibility these students need to access our services

4. There is a need to find a method to better assess needs of CTE students. For instance whether students seeking CTE certificates need study skills, imbed tutors into courses or develop tutors for Physical science technologies.

Current Needs
We need ways to dis-aggregate tutoring data to account for and evaluate the growing variety of tutoring formats. By consistently gathering data from all forms of tutoring- peer tutors, SI's, embedded tutors, faculty tutors, STEM and athletic study hall efforts we can better assess student needs, effectiveness of the efforts and need for additional training. This provides a sorely needed quantitative piece. Also needed is a qualitative measure of student satisfaction. Current hand-tallies are time consuming. Also noted that some campuses used hours to indicate statistics others tabulated contacts.

Similarly this is needed for our other services such as proctoring.

Our inability to quickly gather data for a quick response emphasizes our need for an easy to use program which allows for staff in multiple locations to provide input . Only with such input can we fully demonstrate changing needs in the LAC's and respond more quickly to meet pressing student needs and changing trends.

Review And Planning

Progress Made on Program Review

Learning Support Services Centers

Year of Last Program Review:

2010

Progress in the last year on Three-Year Strategies:

General Goal- The overarching goal is to ensure that minimal services are provided at all sites in a consistent and

sustainable manner:

Staffing In 2012-2013 it was noted the greatest difficulty has been in providing consistent staffing in learning centers which affected the number of peer tutors. Additionally consistent data collection and time consuming data analysis were also issue. It became more apparent as we moved toward consistent data collection that Supervision and coordination of centers did not have ample hours allotted for coordination. Historically this was equivalent of a full time faculty member's load now it rests at slightly over 50%. Staffing of the centers have been assessed and found lacks a consistent plan, with hiring emanating from different departments. Sometimes the adjunct are evaluated if they are library staff and at other times not because they appear to operate as independent contractors.

Oversight of tutors and providing library services in combined LRC has taken place(2013-2014) There is consensus for the need of consistent faculty coordination duties , the hiring of an LAC technician to help with office duties, supplemented with adjunct faculty and peer tutors.

Tutoring Services and Tutor Training Tutor Training has been evaluated and the move began to transition training to each campus making the campuses more responsible for ensuring a cadre of peer tutors are available. Faculty involved will receive training from IWV faculty.
Two campuses have computers staffed with peer tutor/lab aides. Overall this is a less expensive way provide quality services than having faculty tutors.

Contacts are increasing but comparisons of contacts with tutoring hours are not possible
Spring IWV tutoring hours 2,127 hr. not inclusive of drop-in tutoring or other total number of students served.
Spring KRV tutorimg hours 174- not inclusive of drop in or other total number of students served

ESCC reportsion the G-drive provide extensive library contact details but not hours, whereas the faculty tutoring session may be in hours or not.

total of 314 contacts broken down to 451 for academic skills/117 for library skills/116 for writing and 4 for assessment prep.. There were stem and non-STEM sessions;however, it is difficult to determine the length of a session. 96 students served with the sessions.

Evaluative Statements:
1.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 regularly updated. All peer tutors are evaluated regularly- at least once per semester. And this has been happening since our program review. Faculty tutors at ESCC are not evaluated and in light of faculty concerns this needs to be instituted.

2.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.
Result:Training trainers has started, CTE Dean has been contacted about embedding tutors into CTE classes where they are desired. SI's have been assigned to basic skill sections of English and math

3. 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.

4.Expand Academic Skills Review Lab INST C004 (Now EDUC C004 Supervised Tutoring) as a non-credit course to all campuses.
*Needs to be reevaluated. Some campuses do not have peer tutors, nor do they monitor SLO's or success rates.
Result- SLO monitoring has started. Again a tracking system is needed to measure success rates for the students' tutored course.

5.Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses.
*Reevaluate. This has had little effect on tutoring numbers.
Instead we provide feedback to all instructors and counselors who request information on specific student's tutoring

attendance. Again this in done manually pointing to the need for an automated system that can track both the student, subject and instructor who desires feedback.

6.Data Collection
The inability to consistently collect similar data from all campuses 2012-2013 . Spring 2014 the process started for tracking SLO's at all campuses. However, this does not track all types of tutoring. Campuses agree there is a need for a web –based program where similar data can be tracked by all campuses. Er are looking intoTutor Track-a web based software is under consideration to track success rates for students who use tutoring services.

*2012-2013 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. 2014 (same as above.The process has started for tracking SLO's at all campuses regardless of the type of tutoring delivered. Tutor Track a web based software is under consideration to track success rates for students who use tutoring services.

7.Computer Labs
Two campuses have computers staffed with peer tutor/lab aides. Overall Computer labs are similarly equipped with software.Most need headsets.

8.Non Credit Courses
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.
2014 –Still and issue with expansion to Tehachapi. A minimal budget for supplies and staffing and a transition plan witll be added to the 2015-2016 plan.

9.Proctoring
Proctoring services for online and make-up exams have been evaluated and show an increased need.
This need continues to increase especially at IWV and KRV.KRV has proctoring with our one existing office staff; this responsibility needs to move to a designated LAC staff member. ESCC has on campus and additional proctors in town. They need increased hours to meet the expectation that if a student lives within 30 miles of a campus they will take their exam on campus. We need a phase -in plan for EK.

10. Workshops
Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations.
*Reevaluate- lack of attendance.
These are continuing with tutors at IWV and by request at IWV. Sessions are well attended at KRV . The lack of attendance at IWV may be due to embedding study skills into basic skill courses.

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.

Result: 2014- increased communication to IWV faculty, LAC faculty at KRV. NOTE: In the absence of Full-time LAC Supervision from IWV, there is still increased communication needed. The LAC long had Full-time staffing with either one or two people providing Full- time oversight. It has reached the point where we need to again consider full coverage model for

2.LAC Supervision.
Faculty at ESCC refer student to online tutoring but have voiced concern about faculty tutoring at ESCC lacking oversight, evaluation and as a result too much help is provided to students in the center. This is a matter of academic integrity, so oversight, with selection and evaluation of adjunct faculty are needed as well as training for all adjunct faculty working in

centers.

Coordinate purchases and monitor needs of other campuses.
*Varies with other campus response and staffing.

Develop & provide mentoring for ESL students.
*Reevaluate, if this is feasible with current staffing and lack of ESL courses at IWV.
This is not feasible at IWV at this time with crrent staffing;however, with numbersof ESL students is ncreasing at all campuses it would be advisable to have at least one Spanish speaking staff member in the LAC's

Student Learning Outcomes for Tutors 2008/2010 (Revised/ some 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.
Result 2014 Modified to have students and tutors work to determine thinking level of the student related to course SLO's listed on the tutee's syllabus.
Rationale: it is of greater importance for a student to be able to identify expected levels of thinking for a course and then during a tutoring session to work on skills that address the required Thinking levels 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. We simply do not have staffing for this.

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. Met consistently .

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. The need is growing at each site

•We are seeing an Increase in online tutoring.
•Continuing efforts to provide services to all campuses, despite definite challenges. – Effectively monitoring with a 1/2 time load faculty person. This covers 21-22 hrs of the 56 hours for LAC operation at IWV and does not allow for additional needed hours at KRV or much supervision or assistance to ESCC.
•There is additional part-time staff or faculty load assignment for developing services at all campuses. Yes
•A means has been provided for more contact time with tutees and tutors by faculty and staff Yes, tutors are encouraged to contact instructors for clarification, to provide brief class presentation about tutoring.
•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. A campus-wide system to assess computer skills is needed.
•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. Research indicates other learning centers are moving from SARS to Tutor Track; Tutor Track allows group appointments so necessary for tutoring and proctoring, and provides a recall feature for appointments and more.
•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. It is becoming more evident we need greater focus than one IWV faculty devoted to Supervision/Coordination for 21-22 hr/wk.

Need to Reassess •ESL mentoring-continue implementation.
•Greater reliance on Cerro Coso faculty, staff and academic/student service input into decisions by district
•Tracking needs
•Equivalent of Full-time faculty supervision for LAC and even specific focus for each. For instance, one faculty member could focus on Oversight and support for online students, ESCC and development of EK while the other focuses on IWV and KRV. Minimally 2x month meetings plus travel to sites would allow for increased communication, evaluations and development of more sustainability in tutoring programs.

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.

Fall 2014 Still needed is an institutional commitment to provide additional staffing, oversight by full-time faculty, supplemented with adjunct coordination at sites, subject area adjuncts, LAC technician,and trained peer tutors. (LAC tutors, SI's, tutor/lab aides, embedded tutors, STEM tutors and tutors for athletes). A means of regularly tracking the variety of tutor related efforts will provide evidence for improvement and wise use of funding.

Progress Made on Outcome Assessment

Progress Made on Outcome Assessment.
Previous data listed on 2014-2015 AUP
Student Learning Outcomes across various disciples for tutoring
1. Students will come prepared for tutoring with questions about work attempted.
2. Students will be able to identify specific needs for tutoring sessions such as specific study skill and course concepts they need to learn.
3. Students will be able to articulate study skills and concepts learned during a tutoring session.
4. Students will be able to identify specific tasks for completing assignments during independent study time such as specific study skills and assignments needed to meet course requirements.

SLO Notes:
Normally Correlation between SLO mastery and non-mastery is not consistent with student success rates. Spring semesters 2014 at IWV showed 15% of those with non-passing grades as missing SLO#1.
The SLO's this time are relatively stable except for SLO #1. There is a similar pattern for SLO's at KRV as seen below.
Fall 2012 KRV SLO's Spring 2013 Spring 2014
1-94% 85% 66%
2-76% 91% 81%
3-88% 85% 95%
4-88% 79.5% 90%

Type:

SLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

Spring 2014
SLO's 1-4 for EDUC C004 Supervised Tutoring are usually assessed each semester

Again SLO #1 dropped to 61 & 62 %. at KRV and IWV respectively.
Other SLO's were within a few points of each other except #3 which was 87% at KRV
SLO#2- 98%, #3 - 97% and #4 - 90%

Flipping between low SLO's for #1 and #4 was observed. This may be indicative or poor planning with the tutees, poor implementation, irregular monitoring of the tutoring sheets, both or something else.

ESCC implemented forms but it was obvious they do not understand the intent.Most sheets were filled out by the faculty tutor eliminating the student's recall/review of the information.
#1. Obtain specific information from the tutee about work questions.
#2. It was impossible to ascertain if the faculty member identified the study skill or they did it together
#3. Students were able to articulate skills or concepts learned during session- similar issue
#4 Planning session- similar issues but it seemed the faculty member was assigning work. If so the student then needed to write the assigned work down.

Overall most sessions seemed directive and didactic rather than collaborative or probative.

Analysis and Plan:

l. the form was changed to provide greater discussion between tutor ans student. Additional training of tutors was given on using the new form.

2. Increase monitoring of the sheets to see if there is stabilization of the SLO scores.

3. .ESCC- implemented and scanned forms. The difficulty is with providing direct teaching rather than teaching the student how to learn it on their own.Additional training is needed at ESCC, so the concept behind tutoring is re-emphasized-teaching students how to learn rather than teaching the material again. This impression was voiced as a concern by instructors as well.

4.Analysis of student with Non passing grades revealed 15% also missed SLO#1.
Beyond that few patterns emerge.
• Roughly equal numbers registered late (March) as those that did not do well with group tutoring..
• There were clusters of students being tutored for several courses who did not pass; all but one of these students was a DSPS student.
• Finally, 3 DSPS students in groups for English 101, English 30 or Math 20 did not do well. We should consider adding 1:1 tutoring to the counselor referral sheet. Fall 2014

SLO's for EDUC 170 assessed each semester at the end of Tutor Training. No significant targets missed. The design of the course ensures students do not pass unless they meet the target SLO's. The course final is graded based on a rubric.

72% of the fall students met the SLO's at above 90% level and 28% of the students scored at the 80% level.

ON the rare occasion when a student does not meet an SLO,I work with them to determine why and provide an opportunity to correct their answers and again demonstrate more complete understanding of tutoring. Spring 2015

Type:

SLO

Semester Assessed:

spring 2014

Target Missed/Gap Detected:

None

Analysis and Plan:

NOne

Tutoring hours: Data on every tutoring session is tallied. IWV and KRV have peer tutoring & ESCC faculty tutoring.It seems feasible to begin with spring 2014 for comparisons from this 2014-2015 year forward, so all data can be compared as equitably as possible.
IWV- 2329 hrs.- spring 2013 KRV-354 hrs. spring 2013. ESCC-
IWV- 2127 hrs.- spring 2014 KRV-174 hrs. spring 2014 ESCC-

Tutoring success rates:Data applies to students with 4+ hrs of tutoring but jump if we include those with fewer hours most likely did not need tutoring.

At IWV success rates stayed relatively stable from 73% low to 79% high over four semesters, for students with four or more sessions.
This is higher than the campus success rates in the 60% range and basic skill success rates which are stable in the 50% range. We have no student success data for ESCC and without an automated web based data tracking device, it is not expected this will happen any time soon..

Spring 2014 KRV success rate jumped to 63 % up from 54.7% spring 2013
Our success rates were stable at 76%

Type:

AUO

Semester Assessed:

Target Missed/Gap Detected:

Progress
1.Last year we noted KRV has had staffing changes and less overall supervision than the IWV campus, fewer tutors and less direct supervision of the tutors. This reporting year there was more direct supervision, but the hours were limited due to staffing concerns.

Analysis and Plan:

Action Plan
1. Increase the Supervision at KRV and provide both Library and LAC duties with separate positions.
Result: This was done but with limited hours. Students still do not have equal access to assistance or facilities.
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.

Result:All tutor meetings establish at IWV and KRV was added fall 2014.

Progress Made on Prior Year Initiatives

Serve the entire college by ensuring equitable services and expanding forms of supplemental instruction.

Progress Made:

Strategy 1: Serve the entire college with equitable services, staffing and forms of Supplemental Instruction.

Tutoring Currently we are continuing to recruit tutors earlier, evaluate all tutors and provide additional training for online tutors. We provided tutoring to student success lab courses, SI basic skills courses and we provide lab/aide tutors in the open lab at the IWV campus. One semester we provided a tutor to athletic study hall.

Tutor Training needs designated staff at each campus to provide training and tutor evaluations.
• Training needs to be mandatory for all tutors regardless of the campus or the format such as on campus, iTV or hybrid. There needs to be a live component to ensure tutors can operate in real-time situations.

Online training has not allowed us to grow our own tutors; we spent more than we gained and the many of those tutors did not meet our quality standard. They provided far too much help and we spent too much time correcting unacceptable practices. There is a general lack of understanding the importance of meeting minimum standards including minimum hours expected for quality tutor training.

Drop in Tutoring
• There is an increasing need for designated drop in tutors, especially at IWV and KRV whereas ESCC needs to institute per by appointment tutoring.

Lab Aide Tutors

• Lab aide tutors provide some access at IWV and KRV but more hours are needed. ESCC uses student workers as lab aides 1 per campus. Training is needed for all lab aides at all sites- At IWV lab aides are previously trained and experienced tutors, this happens to a degree at KRV but not at ESCC.

Online Tutoring

• Online tutoring is growing slowly with real-time archived sessions. We track these sessions in the same way other sessions are tracked and evaluate online tutors. By fall 2015 Cerro Coso will need to evaluate whether to join the Online Education Consortium for tutoring or whether we will buy-in with our own CMS for 24/7 services

Measure of Success:
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? Peer tutoring in various forms- NO,

Do all campuses have some variety of supplemental instruction such as SI, embedded tutoring, tutor/ lab aides or student success lab tutors? IWV- Yes, KRV- Tutors , lab aide /tutors, SI's
ESCC-No Do not feel they need additional tutors- usage is low Currently use faculty tutors.

Proctoring Proctoring is growing; three more classes will be adding proctoring. There is a continuing need for providing proctoring at all our campuses and changing data collection to our Academic Year.
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2013 Proctoring hours- 2,361.30 number of exams 1,918
2014 January through September Proctoring hours 1,119.41exams 1,583

After all the drops, we have about 700 online students being proctored this semester.. Each student takes between 1-7 exams per semester depending on the course/instructor so on average you could triple the exam number per student. For example, if Inge has 33 students, she might average 100 proctored exams for the semester.

The breakdown for KCCD sites is:
Juli (IWV)- 165 students online students only (plus all the on-campus make-ups/retakes, and majority of testing for other schools) anticipated growth to 700 exams by the end of the semester.
Inge (KRV)-33
Debbie Martell (ESCC-Bishop)-30
Yvonne Martin (ESCC-Mammoth)- 22
BC-140 This number is huge and B/C is starting to decline testing forcing students to drive to KRV

Additional Proctoring capability is needed at KRV as BC is being impacted by our students and the peson these already is overloaded- we suggest an LAC Tech..
At this time ESCC considers the current situation adequate additional proctor
EK- needs noise cancelling headsets and a phase-in of services.

Measures of Success: We have approved proctors in other countries and states as well as Across California. Currently we have between 75-80 approved proctors,but the number is constantly changing throughout the semester. proctoring sites must still provide any needed accommodation to students with disabilities; we do not have a web-version screen reader to meet any possible need. All sites need to have noise cancelling headsets.

Measure of Success:

Facilities 1.Adequate lighting is needed for effective work, study and safety upstairs in the LRC building, in the LAC- open lab and in the stairwells.
2.An additional computer lab classroom is needed at IWV and a larger LAC is planned for KRV. ESCC has ample space and computer labs.

Courses Was GED software purchased for all campuses and installed? Yes and students are enrolled. Yes

All campuses now have GED Exam Preparation available through an online program. The program had 24 enrollees in a month's time. This will need to be evaluated for effectiveness and amount of contact assistance provided to students, especially those more than 35 miles from our campus.

EDUC 170 is covered under Tutor Training..

E. Are all campuses collecting SLO and success data? SLO data only is collected, Success rates are assessed at IWV and KRV, ESCC does not have the ability to track this.

Notations -Measures of Success 2013-2014:

Providing equitable services and staffing has proved to be a challenge for several reasons:
•LAC Supervision from the IWV campus is only part-time and services provided at the other campuses are also part time.

There are some bottlenecks to services.
•While we recruit tutors earlier, tutors now must have fingerprinting and learn web-time entry before being able to work.
•Recruitment of tutors for campuses other than IWV has been a problem.
•SI training has expanded but SI's also must go through a similar process to be student workers regardless of campus.
•Fingerprinting usually takes place 1x per semester at KRV and we lose tutors when they cannot be available when this process takes place.
•LAC staffing does not provide enough hours to meet student need and tutor supervision at all campuses
•There is an increasing need for proctoring at all campuses including East Kern
•Decision making and data tracking is hampered by lack of easily accessible data.

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

Progress Made:

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-, 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 read exam to students who have this accommodation. Additionally Read Write Gold is available as well for text to speech. However, we do not have enough people trained to provide the needed help to students.

Measure of Success 2014-2015:
1.Was suitable equipment or other solution provided for test proctoring for students who need oral testing?YES/NO-
No additional services are provided to test centers who proctor for our students.We do provide this accommodation is our own proctoring centers.

2.Was the lighting equalized to cover the whole of the LSSC's, study areas and stairwells? NO

3.Are lab aide tutors being used effectively at KRV? Improved-some lab aides also tutor.

4.Is there adequate staffing, resources and space for an LAC at East Kern?The space available are changing/proctoring services are still limited. KRV is removing in the upcoming year to provide better space for library and learning resource function. Additional computer stations will be needed.

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

Progress Made:

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
Measure of Success: Progress was made in getting more consistent data from KRV with increased stability in staffing. ESCC initiated SLO data collection but again had a change in staffing in the LAC. It is evident that more training, greater supervision and a standard for evaluation of staff and services. Again we need a faster way to notice trends, pull data reports, schedule appointment and follow up as well as measure success rates. Research into SARS use across the state indicates that SARS will not provide us with the flexibility we need to schedule group appointments and proctoring times; whereas Tutor Track can provide these features to us at a minimal one-time cost and yearly cost if we desire training.

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)

1.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.

2.Measure of Success:
Did SARS training occur for appropriate staff?-This did not happen and to date has not been scheduled for the staff.

Did SARS provide adequate demographic data to assist with program planning and hiring plans? NO

Was data collected from all campuses and factored into continued funding for each campus based on documentation of usage, success rates and SLO's? Only with the process of using time intensive hand-scored data.
Also one campus used sessions while others used hours to tabulate contacts..

Was the Unit plan disseminated to all staff? Is monthly monitoring taking place? NO. SARS still is not in place.
The unit plan is available on the website, monitoring took place for sites the Coordinate was assigned to cover- KRV and IWV, NOT ESCC as an adjunct was assigned to cover. Data sheets there were reviewed after the end of the semester.

3.Expected Completion Date:Fall 2014

Note: Instead we are looking at another solution. Input from sites and our observations indicate we are in dire need of a web-based program that can provide group appointments, ready reports, compared all the types of tutoring while tracking other services. We are exploring Tutor Track as a cost -effective means. A one time license with options for yearly training are plus factors as well as positive feedback from the field. Some colleges are moving from SARS to Tutor Track because SARS did not meet their data needs and Tutor Track has a good reputation with users while providing additional flexibility.

Initiatives for Next Academic Year

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

Strategic Plan Goals Addressed:

1,2,3,4,5

Action Plan:

Analysis- Program review, review of previous unit plans and analysis of current practices identified gaps in practice. Gaps reinforce the conclusion: A comprehensive plan is needed for dealing with multiple issues for providing equitable Learning Support Success Center services and facilities across our campuses.

Initiative #1 Devise a comprehensive plan for dealing with multiple issues facing Learning Support Success Centers at all campuses.
including staff selection, faculty &staff duties, minimum standards, and differences between supervision & coordination.

Mission and Implementation of Initiatives are hampered by

Lack of full -time faculty oversight and inconsistencies in assignment of responsibilities. Faculty assignment for spring 2014 was 22.49 hrs. Lab Coordinator to include IWV and KRV. ESCC was not included in the spring 2014 load. Fall 2014 load lists 21 hrs load Lab Coordinator.

Staffing inequalities

IWV has one faculty member at 20 hrs, no adjuncts, 2 classified support member and over 40 tutors
KRV has two adjuncts 25 hours including library services, or no classified support and 6-9 tutors
ESCC reports it has 4 adjunct faculty, 47 hrs excluding library services, no classified support for the LAC and no peer tutors.

•Inequities still exist in staffing, services and facilities provided to students in both library and learning center operations. There is a lack of inclusion of standards for evaluating LSSC staffing needs and staff who work in the learning centers
•Adjunct employees in learning centers at ESCC are not evaluated whereas contractual adjuncts at KRV are evaluated. If these employees operate as outside contractors then guidelines and financial tracking need to be separate from "LAC" budgets

Planning Inequalities

Where faculty members on a full-time basis should be supervising, coordinating all learning center activities similar to a librarian instead these efforts these have been impacted by administrative interventions, in hiring practices, planning from a unified whole and the result has been inequalities, ineffective communication and collaboration. The long term plan for learning center function has fallen to writer of this document who has all the responsibility but with little to no authority to implement, evaluate staff or procedures. In fact, despite our VPAA's insistence upon one unit plan for all areas, ESCC has it own set of goals. It must be noted outside planning and criticism has demoralized classified staff.

Inequalities in hours of operation/activities

•Inequalities exist in hours of operation/activities
IWV 9-9 M-Th.and 8-12 Fridays total of 52 hrs- some supervision provided by classified staff.
ESCC 17.5 at Bishop and 25.5 at Mammoth- supplemented by library hours//Faculty tutor hours 21 at Bishop and 27 at Mammoth.
KRV has 25 hours of operation inclusive of library hours.
Additional activities such as breakfasts fall outside of normal LAC budgets. WE IWV use student government and basic skills funds for these activities. KRV currently has no such activities.
Final exam prep activities occur at ESCC & IWV but not at KRV. There isn't enough staffing for this to occur.• .

Fall 2014-some collaboration is occurring with adoption of a single model between several campuses. ESCC has its own model funded by general funds, with hiring of faculty along with separately funded model. Also lacking is clear communication between other bodies and the LAC. The LAC staff and faculty are not included in conversations with student success. The result is suggestions being entertained that lack research bases, consideration for best practices and data collected locally on specific efforts such as online tutor training. The result is the distinct impression the staff and faculty are considered uncooperative or inflexible when this has been far from the reality. A better approach would be to include staff and faculty from LAC's on specific discussions including perceived gaps, so they can be addressed on an ongoing basis rather than received from third parties. Which undermines staff morale.

Proposal: It is imperative the college consider a minimum of two full-time faculty at .50 load devoted to learning center functions rather than one full time faculty working near .50 load to accomplish all tasks. Prior to 2007 all LAC functions had at least the equivalent of one full time faculty member for oversight regardless of whether the actual make-up was one or two faculty member. The Learning Support Success Center services directly impact students and deserve greater attention an input from Full-time faculty dedicated to improving specific areas. A coherent plan to equalize services is proposed but consideration must also be addressed in terms of long -term sustainability. As noted in the program review services have waxed and waned, so an institutional commitment to a long-term plan is long overdue.

Measure of Success:

Is there grerater instutional emphasis place on this ares in full time faculty, equitable staffing and hours across campuses.
Is there a coherent plan in place that addresses inequalities?
Is there a development plan in place for new sites?
If not all addressed what is the plan for reassessong?

Expected Completion:

Fall 2015

Person Responsible:

VPAA, Faculty Supervisors

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation, Remediation

Initiative 2- Continue to build tutoring options across the campuses

Strategic Plan Goals Addressed:

1,2,3,4

Action Plan:

. Action Plan: Rationale: strengthen institutional effectiveness ,Train staff- tutor train, Student Success strategies more actively engage student learning

1.Have all center personnel participate in tutor recruitment
2.Provide additional drop in tutoring to stabilize the base hours of employment for student tutors at KRV, add drop-in tutoring to IWV, train alb aides at ESCC as tutors
3.Train adjunct or full time faculty to provide Tutor Training at other campuses
4.Re –emphasize the vital importance of the relational aspect of tutoring- offering training to lab aides and other tutors on our campuses.
5.Ensure at least 50% of the training for tutors is live, either on campus, iTV or a hybrid.and meet established standard of best practices of 10 hours for a group.
6.Develop process for , where desired, embedding tutors into classes beginning with CTE courses where there is the greatest enrollment.
7.Provide additional paid training to cover online tutoring and adaptive technology-such as Read/Write Gold, screen readers, and online tutoring
8.Continue to recruit early and tabulate reasons why a student cannot attend tutor training
9.Endorse and promote all forms of tutoring including SI's and STEM tutoring. Provide data monitoring capabilities to these groups.

Measure of Success:

3. Measure of Success:Do we have more ttrained tutors at all sites, more forms of tutoring and support mechanism for other tutoring efforts with data collection and training.

Expected Completion:

Spring 2016

Person Responsible:

LSSC Supervisors, and Coordinators, LAC tecnician

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation, Remediation

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

Strategic Plan Goals Addressed:

1,2,3,4

Action Plan:

Initiative 3: Initiative 3 Continue to build a common data base upon which to make long term, short term plans, evaulate effectiveness and efficiency
]
1. College Strategic Objective(s) addressed: College goals 1,2,3,4, 4.2.3& 4.2.4

2. Action Plan: Rationale: operate at a level of sustainable continuous quality improvement in Instr planning. Program review and SLO's: strengthen instit effectiveness
"Methodically analyze data to identify gaps and implement improvements."SARS will not allow us to attain that with respect to group sessions, SLo's,implement reminder system and daily tracking. Quantitative data in addition to demographic data.
Institutitonal research infor at any given time/ appointments, groups/ feedback to instructors/ student referral/reminders

1.Explore and adopt a viable web-based tracking system to facilitate data collection that offers ongoing training
2.Ensure staff are trained
3.Provide meetings to decide which information will be collected, how types of appointments will be flagged
4.Provide time to evaluate and fine-tine the workability of the system.

Measure of Success:

3. Measure of Success:Was a web-based program selected and implemented

Expected Completion:

4. Expected Completion Date:Fall 2015

Person Responsible:

LSSC Supervisor, staff and faculty

Designed:

It is designed to improve internal unit operations

Student Experience:

Resource Needs

Facilities

Plans are underway for remodeling at KRV and Tehachapi already will be in a school building. Our greatest need at this time is the same- LIGHTS. The second floor of the LRC building is very dark at night. Roof line fixture bulbs are totally burnt out in the center of the building. Stairwells are poorly lit. This has been a long standing problem. Scissor type ladders exist to allow for replacement of ceiling lights. Otherwise installing other foxy=tures along the stairwells should be considered. .

Information Technology

Consultation with IT indicated there is not problem with Tutor Track's basic configuration. Should we desire it to interface with banner then district permissions will be required. However, Tutor Track already has banner interface built into the system at no additional cost. Re-evaluate the need for central kiosks at IWV and a.re-purpose to KRV is a possibility b keep them and use open lab West for Student Success lab. Provide a second computer lab classroom. WE constantly run out of classroom computer rooms.

Marketing

We will continue to need flyers, notices for workshops,, posters advertizing tutoring and posters and flyers recruiting tutors. Notices of the Coyote Slam. For the most part we do not need additional outside marketing.

Professional Development

Training is needed for all adjunct staff and other LAC staff on select technologies such as A.Proctoring and adaptive software for exams. 1.Read Write Gold B.Expansion of Tutoring and Tutor Training 1.CCCConfer for Online Tutoring, 2.Train the Trainer for Tutor Training, C.Student Help in labs 1.GED EXam Prep. D.Data tracking 1.Tutor Track E.Additional Training of tutors for online tutoring and of lab aids on adaptive technology..

Staffing

1.The prime concern begins with lack of full-time faculty staffing (time) devoted to the LSSC. Historically it has been the equivalent of one full-time faculty member; now it rests with little more than .5 load with many of the duties inherent with Faculty Chair. This has led to the implementation of different policies and practices, inequalities and lack of consistent procedures. Minimally we, need the involvement again of two full-time faculty members with.50 load for each devotes to LSSC services and facilities. A diligent effort and many hours were devoted to providing equivalent services and hours across our multiple site locations in both consistency in coordination and adjunct hours, along with the provision for phasing-in services. Total hours provided for adjunct coverage is 22 hrs at all sites except EK where provision is made for 5 hrs wk. Need for additional staffing at KRV is most pressing. The need at the other campuses is for a classified person to work with faculty from ESCC and IWV and develop a plan for specific forms of peer tutoring- SI, embedded tutors, etc. Similarly a phase-in is planned for EK. 1.KRV, ESCCM, ESCCB- LRC/ LAC Coordinator 16 hrs wk/ 32 wk. year at $30.hr. and phase-in of services at EK 5hrs/32 wks/$30. at EK Currently librarian provides the most consistent level of services; they are not pulled away for classes as much as other adjunct faculty. The costs are split between library and learning center budget. Duties include oversight of these functions, reporting to and meeting with lead librarian and learning skills specialist, providing workshops, ensuring data is collected, assisting students, recruiting peer tutors, online tutoring, ensure peer tutors receive appropriate training as defined by best practices and national standards. monitor schedules and unmet needs EK- LRC/LIB-5 hrs/wk/32 wks x $30-phase in as needed library duties and work with, IWV faculty, site manager and others to determine a phase-in plan for tutoring and proctoring. recruit tutors, ensure data collection.. 2. KRV-ESCCB, ESCCM Adjunct faculty- working directly with students- 6hr/wkx 32 wks x $30.General Fund with any additional paid by Basic Skills Responsible for providing subject area tutoring, data collection, recruiting peer tutors,train tutors 4LAC Tech-Level 38-assist with the increased demands for tutoring, time cards,and proctoring and other duties as assigned. KRV - 30hr/wkx 10mo- responsible for making appointments for on campus and online tutoring, collecting student worker applications, time cards proctoring, ensuring data is collected, tracking drop in usage,recruiting tutors, oversight of LRC/LAC lab aides schedule and additional lab aide training ESCCB, ESCCM- 5 hrs/wk/9mo- Work with faculty at ESCC and IWV to devise a plan to provide various forms of peer tutoring, and other services,process paperwork. Reassess end fall 2015/spring 2016. EK 5 hrs/ wk/- Phase-in Work with Coordinator, IWV faculty, site manager and others to determine a phase-in plan for tutoring and proctoring. recruit tutors, set up data collection. Reassess end fall 2015/spring 2016 Tutors are a vital part of staffing, albeit temporary. Specific criteria need to be met based on research such as Meta analysis of effective tutoring practices reveal elements and environmental practices specific to successful tutoring. http://www.crla.net/ittpc/resources/Bailey_Geoff/Bailey_Geoffrey_dissertation_4-7-10.pdf 1. Clear boundaries- usually spelled out in a tutoring contract 2. Emphasis on peer tutoring. Students relate best to those closest in status to their own recent experiences with material. 3. There is an emphasis on a relational conversation or connection between tutors and tutee built over a period of time- with scheduled appointments. 3. Appointments were more effective than walk-in appointments where there was less time to address a student's academic and skill needs and find strategies that suited the student based on the tutor's training and own academic success. 4. Trained tutors who learned to emphasize specific

elements, had a minimum of 10 hours training with realistic practice. Other studies indicate ongoing realistic practice is also effective. 5. Trained tutors who are trained to use primarily probative or Socratic rather than didactic methods. Provided these with greater frequency and addressed higher level of thinking skills more often. 6. Programs that emphasize long-term learning over short term assignment completion. Deal with skill sets for effective learning. Used active learning more often 7. Least effective large group sessions, lacking structure where tutors move from one student to another to provide help. These were described as frenetic. The vital question when considering working elements of tutoring is how do we combined or recombine them for the highest level of success?

Resource Requests

1000 Category - Certificated Positions

Full-Time Equivalent of Faculty Oversight of Learning Success Centers

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4,5

Estimated Amount of Funding Requested:

Varies. Based on current salary of existing Full-time faculty, 2017& Beyond a single full-time faculty may will need to be hired.., Ongoing from General Fund.

Detailed Rationale:

The above do not apply to Supervision of Learning Support Success Centers- Applicable Information Provided Analysis Program review, review of previous unit plans and analysis of current practices identified gaps in practice. Gaps reinforce the conclusion: A comprehensive plan is needed for dealing with multiple issues for providing equitable Learning Support Success Center services and facilities across our campuses. These will be addressed more comprehensively in Initiative #1

Initiative #1 Devise a comprehensive plan for dealing with multiple issues facing Learning Support Success Centers at all campuses,including staff selection, faculty &staff duties, minimum standards, and differences between supervision & coordination.
1.Our Most Pressing Need: Full-Time equivalent of Faculty Oversight of Learning Success Centers
Rationale
A.Mission and Implementation of Initiatives are hampered by

Lack of full -time faculty or equivalent oversight and inconsistencies in current assignment of responsibilities. Faculty assignment for LSSC's spring 2014 was 22.49 hrs for Lab Coordinator to include IWV and KRV.
ESCC was not included in the spring 2014 load. but Fall 2014 load lists 21 hrs load Lab Coordinator. The comprehensiveness of this document provides the extent of duties and oversight required; it is far more than a lab coordinator.

B.Staffing inequalities
IWV has one faculty member at 21-22.49 hrs, no adjuncts, 2 classified support member and over 40 tutors
KRV has two adjuncts 25 hours including library services, or no classified support and 6-9 tutors
ESCC reports it has 4 adjunct faculty, 47 hrs excluding library services, no classified support for the LAC and no peer tutors.

Inequities still exist in staffing, services and facilities provided to students in both library and learning center operations. There is a lack of inclusion of standards for evaluating LSSC staffing needs and staff who work in the learning centers
• Adjunct employees in learning centers at ESCC are not evaluated whereas contractual adjuncts at KRV are evaluated. If

these employees operate as outside contractors then guidelines and financial tracking need to be separate from "LAC" budgets

C.Planning Inequalities
Where faculty members on a full-time basis should be supervising, coordinating all learning center activities similar to a librarian instead these efforts these have been impacted by need for administrative interventions, hiring practices with no input, evaluation nor coordination for planning from a unified whole. The result has been inequalities, ineffective communication and collaboration.
The long term plan for learning center function has fallen to writer of this document who has all the responsibility but with little to no authority to implement, evaluate staff or procedures. In fact, despite our VPAA's insistence upon one unit plan for all areas, ESCC has it own set of goals. It must be noted outside planning and criticism has demoralized classified staff.

D.Inequalities in hours of operation/activities
IWV 9-9 M-Th.and 8-12 Fridays total of 52 hrs- some supervision provided by classified staff.
ESCC 17.5 at Bishop and 25.5 at Mammoth- supplemented by library hours//Faculty tutor hours 21 at Bishop and 27 at Mammoth.
KRV has 25 hours of operation inclusive of library hours.

Additional activities such as breakfasts fall outside of normal LAC budgets. We IWV use student government and basic skills funds for these activities- such as Tutor Appreciation Luncheons and Exam prep activities. KRV currently has no such activities.

E.Collaboration and Communication
Our mission states we will collaborate;however, this has been difficult
Fall 2014-
Some collaboration is occurring with adoption of a single model between several campuses.
ESCC has its own model funded by general funds, with hiring of faculty along with separately funded model.

Also lacking is clear communication between other bodies and the LAC.
1.The LAC staff and faculty are not included in conversations with student success initiative regardless of location.. The result is suggestions being entertained that lack research basis, consideration for best practices, local data on specific efforts such as online tutor training. The result is the impression the learning center staff and faculty are considered inflexible when this has been far from the reality. A better approach would be to include staff and faculty from LAC's on specific discussions including perceived gaps, so they can be addressed on an ongoing basis rather than received from third parties.which undermines staff morale.

2 Other tutoring initiatives are welcome. With the exception of SI' tutoring, communication is lacking. Where we could support with training or data collection or other resources, they operate largely in a vacuum. Greater collaboration is needed to support efforts toward student success in STEM & CTE, and provide greater support for student athletes. (See Student Equity)

LAC adjunct

Location:

ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4,5

Estimated Amount of Funding Requested:

$ 5,770 each x 3=17, 310.00, Ongoing from General Fund.

Detailed Rationale:

NA
Complement the LAC Coordinators position, work with students in subject area either English/writing or math/sciences, recruit tutors, help evaluate tutors, track data.

LAC Coordinator

Location:

ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4,5

Estimated Amount of Funding Requested:

Each position $15360 slit with library= $7630 x 3=$22.890.00, Ongoing from General Fund.

Detailed Rationale:

NA
LRC Library/LAC Coordinator- currently adjuncts fill this role- funding for new year.
Coordinates operations of the center,, coordinates with library and learning center coordinators, provides student help, workshops for students, Ensure data tracking, evaluate tutors, recruit tutors..

LAC Coordinator- EK

Location:

EKC Tehachapi

Priority:

Medium

Strategic Plan Goals Addressed:

1,2,3,4,5

Estimated Amount of Funding Requested:

$4800, Ongoing from General Fund.

Detailed Rationale:

NA.
Assist with planning LRC functions, work with library and learning assistance coordinators,provide limited services first semester

2000 Category - Classified Staff

LAC Tech

Location:

Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4,5

Salary Grade:

38.0

Number of Months:

10

Number of Hours per Week:

30

Salary Amount:

27.095.66, Ongoing from General Fund.

Detailed Rationale:

Strong need for additonal person for proctoring, managing tutor appointments, collecting data, managing time cards. These duties are being performed by current staff but with projected incvreases in tutoring and an expanded ve=center this need is increased beyond recent capacity.

LAC Tech

Location:

EKC Edwards/Cal City, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes

Priority:

Medium

Strategic Plan Goals Addressed:

1,2,3,4,5

Salary Grade:

38

Number of Months:

9 mo or 32 wks

Number of Hours per Week:

5

Salary Amount:

$2,720 per position x4= $10,880.00, Ongoing from General Fund.

Detailed Rationale:

Currently these locations have no peer tutors. This positon will assist a Fculty Coordinator, site supervisor and IWV Supervisor with a phase-in plan for various forms of peer tutoring, applications of students to be tutors

4000 Category - Supplies and Equipment

Noise Cancelling headsets-

Location:

EKC Edwards/Cal City, ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley

Priority:

High

Strategic Plan Goals Addressed:

1,2,3,4,5

Estimated Amount of Funding Requested:

$ 100 each=$400.00, One-time from General Fund.

Detailed Rationale:

Needed for proctoring.

Logitech-USB Headsets-

Location:

EKC Edwards/Cal City, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, Ridgecrest/IWV

Priority:

Strategic Plan Goals Addressed:

1,2,3,4

Estimated Amount of Funding Requested:

54.99 each// $1649.70, One-time from General Fund.

Detailed Rationale:

Headsets for lab use replacement -wires showing through
Online tutoring

10-IWV- online tutoring and replacementreplacement
5- ESCCB-expansion online tutoring and replacement
5-ESCCM-expansion online tutoring and replacement
5-KRV-expansion online tutoring and replacement
2-EC-CC-new
3-ECT-new

.

desktop sapce dividers

Location:

ESCC Bishop, ESCC Mammoth Lakes

Priority:

High

Strategic Plan Goals Addressed:

4

Estimated Amount of Funding Requested:

138.95x 6=$833.70-global industial.com, One-time from General Fund.

Detailed Rationale:

Request for 6 desktop space dividers for Eastern Sierra. These will be used for proctoring.

5000 Category - Service, Utilities, and Operating Expenses

Tutor Track

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

One time $2999 and if desired upgrade and training $799/yr--, One-time from Other.

Detailed Rationale:

Tutor Track- Initiative #3
web version

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

6000 Category - Capital Outlay

None

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale: