

Learning Center Department

AUP for Academic Year 2020-2021

October 2019

Describe Department/Unit

Connection to College Mission

The Learning Assistance Center (LAC) aims to collaboratively provide a variety of learning support services to Cerro Coso Community College students, traditional and distance, to promote and demonstrate learner success by teaching learning skills applicable to college environments and to future employment.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

Ethnicity: African American students

Two years ago, African American students African who used LAC services succeeded at rates that are below the general population. Last year, that trend continued. African American students who utilized LAC services during the 2018-19 academic year, succeeded at a rate of 46%, on average. This is 3% below the success average of those who did not use LAC services.

The only exception to this was seen in ENGL C101; 4 students utilized LAC services for the course, 3 successfully completed the course (75%). Of the 22 African American students who took ENGL C101 but did not utilize LAC resources, only 5 were successful (22.73%).

Additionally, in terms of access, the African American population that does utilize services makes up 2% of LAC services rendered. last year, roughly 5% of student enrollments were made up of enrollments from African American students (after removing dual-enrollment, the incarcerated student population, and withdraws before the first day).

Increasing drop-in tutoring availability did not have a positive impact on this population. The population who did utilize LAC programs did perform only slightly below their counterparts who did not use resources (~-3%, not significant given the low number of participants)

Gender: Male

Last year, the LAC reported an indication that males are underrepresented in the 2017-18 LAC Data. Last year, Males made up 38% of LAC engagement while males make up approximately 35% of the enrollments. It seems in the last year, there was less of a gap than in 2017-18.

Additionally, it is worth reporting that both males and females who utilize LAC services succeeded at rates that are above the average for their counterparts who did not utilize LAC services: males, +0.43%; females, +10%.

The LAC is unsure whether increasing drop-in tutoring opportunities was a reason for this increase or the demand for tutoring simply went up.

- Males nearly doubled the number of tutoring sessions that females attended for ENGL C101 (79 tutoring sessions; 59 writing lab visits)
- Males made up all of the appointments for CHEM C111 (14 tutoring sessions)
- Males made made up 78% of MATH C152 , 88% of MATH C142, and 100% of MATH C141 tutoring sessions.

Student Equity: Gaps to be Addressed

Socioeconomic Status: Not Economically Disadvantaged

Gap Identified:

After evaluation of success and access, it is determined that the population of students who utilized LAC services are an accurate reflection of Cerro Coso Community College's student population (after removing dual-enrollment students and the incarcerated student population). Perhaps, removal of dual-enrollment and incarcerated students from our data indicates that there is a gap in our service that ought to be addressed in the future.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

AUOs for the LAC have been developed to be represented of the entire department, the LRC (this includes LAC and Library).

1. Provide materials and services that support the college's programs and the interests of students, staff, and faculty
2. Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
3. Optimize technology to provide resources and academic support services across multiple modalities

AUO assessment is scheduled to occur during the 2020-2021 academic year.

Assessments completed in the prior academic year

No assessments were completed in the last year.

Outcomes Assessment: Gaps to be Addressed

Type:

AUO

Target Missed/Gap Detected:

Question 1: is not addressed in the assessment tool (Student Experience Survey)

Question 2: Generally, students seem satisfied with the LRC and its services. On two separate questions, student satisfaction of tutoring services rated at a 4.33 out of 5; the second question rates the LRC/Library at a 4.5 of 5. The second question seems as though it could be confusing to students as students might interpret the questions as rating the entire LRC or the library alone. Despite this potential confusion, ratings are relatively high. This might need to be addressed in the future Student Experience Surveys to ensure the questions clearly address each department.

Question 3: The final question is addressed by a multi-level question that rates the LRC in multiple aspects. The question is, "Please indicate your level of agreement with the following statements on Cerro Coso's Learning Resource Center." The results that pertain to the LAC are as follow:

The LRC is a good place to study and do work - 4.4 of 5

The LRC hours of operation are suitable for my academic needs - 4.15 of 5

The number of operational days for the LRC are suitable for my academic needs - 4.12 of 5

Having the LRC open on weekends would be helpful to myself and other students - 4.3 of 5

Type of Gap:

Need for revision to assessment method.

Analysis and Plan for Improvement:

The LRC is planning to revise the questions pertaining to the LRC in the Student Experience Survey to better address the AUOs that have been developed to assess the Library and Learning Assistance Center.

Anticipated Semester for Implementing Planned Improvements:**Anticipated Semester of Next Assessment:**

Fall or Spring 2020-2021 Academic Year

Program Review: Actions Taken

The Learning Assistance Center

Year of Last Program Review:

2016

Actions Taken in the Prior Year to Address Strategies:**Three-Year Goals**

Goal 3 [complete] - Identify data sets to be used semester over semester to create consistent method of assessment of effectiveness.

The LAC, through yearly evaluation of student usage and performance have found that success and access of our various equity groups and general populations are good quantitative measures of departmental performance.

Example: ensuring the population that utilizes LAC services is equal to that population's makeup within the college population. Likewise, the LAC strives to see success rates of a population that are greater than or equal to that population's success rates across the college.

Completed in past years:**Three-Year Goals**

GOAL 1 - Improve the LAC's website and presentation of learning supports - simplify and improve aesthetically

Improve accessibility. Web pages have been added to both CANVAS and cerrocoso.edu that better reflect the programs offered in the LAC. Though these pages exist and are helpful, we can do better. This will be an ongoing project.

GOAL 2 - Develop mechanisms to evaluate Administrative Unit Outcomes (AUO).

The Learning Resource Center (Library and Learning Assistance Center) now have shared AUOs that are assessed via the Student Experience Survey

1. Provide materials and services that support the college's programs and the interests of students, staff, and faculty
2. Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research
3. Optimize technology to provide resources and academic support services across multiple modalities

Six-Year Goals:

GOAL 1 - Increase usage statistics of academic supports and AUO results year after year

GOAL 2 - Implement equitable programs across all CerroCoso sites and online

GOAL in the realm of exam proctoring

Though not included in the Program Review, a goal of the LAC was to establish a Sharepoint site that would provide a space to house Cerro Coso student exams. The development of the Sharepoint site streamlined the process of transferring individual exams to test proctors within KCCD.

In the summer of 2018 marked the inaugural semester the tool was put into practice. The improved process quickly reduced the number of phone calls, emails, lost/deleted exams, questions related to the testing guidelines, etc.

The LAC SharePoint group is organized by semester, class, professor and it saves time and frustration. Sherri and Kelly collaborated with systems administrator, Partick Ferree, to establish the site and ensure that it upheld the standards for exam proctoring.

Strategies Still to be Addressed:

Three-Year Goals

GOAL 4 [in progress] - Assess EDUC COO5 Preparation for the GED Exam - Rework SLOs so that they are measurable and appropriate for the nature of the course

Discussions have occurred surrounding a potential rewriting of the student learning outcomes for EDUC C005. The current SLOs are unable to accurately assess student learning in this course due to the tailored nature of the course.

Six-Year Goals

GOAL 2 [in progress] - Implement equitable programs across all Cerro Coso sites and online

Annual Planning: Actions Taken

The Accessible Learning Assistance Center: An online student support improvement

This initiative was not attempted as the focus of the year was directed toward planning for supporting students under new legislation, AB705. This initiative is likely to become a higher priority once other, more demanding initiatives have been addressed.

In the meantime, NetTutor has begun to provide online tutoring services to fill the LAC's gap in asynchronous online tutoring. Over the past year, the Online Education Initiative has come online and provided the college with 500 hours of 24-hours 7-days per week, online tutoring via NetTutor. Additional hours for NetTutor have been purchased by Student Success and Support Programs (SSSP). NetTutor provides synchronous and asynchronous tutoring options for students in a variety of subjects.

1-day Tutor Training Format

In the spring 2019 and fall 2019, the Learning Assistance Coordinator facilitated tutor training the week prior to the semester start on a single day. The training, though intensely crammed, seems to be a positive change for new peer tutors. Peer tutors are students and conducting tutor training in addition to starting a new semester is challenging. Additionally, conducting the training on a single day ensures that the day is well-attended and that I have the new tutors' full attention.

The original plan included a tutor training that is facilitated in week 5 of the term for any new tutors who have been recommended and have completed the hiring process; however, to this date, we have not had a new tutor that early in the term.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Implement embedded tutoring in transfer-level English and math

Increase usage of online tutoring / Make online tutoring from sites possible

Define equitable services for the Learning Resource Center

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Streamline Tutoring/Proctoring Appointment Request Process

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

- Adjust outward facing website to direct students to Navigate to schedule tutoring/proctoring appointments
- Adjust LAC pages in Canvas to

Lead Measure of Success:

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- Appointment requests are routed through Navigate
- website language clearly articulates and guides the new process for students

Person Responsible:

Learning Assistance Center Coordinator and LAC Staff

Other

Streamlines operations of the Learning Assistance Center

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures

Improve probability that students connect with the LAC in their first year

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Increase course-section-specific tutoring options
- Expand course-section-specific tutoring to courses outside of math and English (HIST, ANTH, POLS, PSYCH, BIOL, CHEM, etc.)

Lead Measure of Success:

- More embedded tutoring sections in entry-level, practice-based courses
- More classes have identified tutors for first-year courses
- Increase in tutoring session attendance in courses identified as first-year, high-risk courses

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- Increased student performance, by course

Person Responsible:

Learning Assistance Center Coordinator

Other

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Further Develop Embedded Tutoring Program (continued from previous year)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Develop a process for recommending embedded tutors that is separate from general tutors
- Expand training to include:
 - A first week checklist for the tutor and the professor
 - Pronto training for embedded tutors
- Development of informational materials and tools
 - Handout for students in embedded tutoring section
 - Statement for syllabi
 - Standardized surveys and process for dissemination
 - Student availability for workshop sessions
 - Student experience

Lead Measure of Success:

- Increased attendance to Embedded Tutoring Workshop Sessions
- 25% of the course (or greater) participation in the embedded tutor's workshop sessions per course section

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- Increased contacts with students - students who attend embedded tutoring workshop sessions
- Increased retention
- Increased rates of success, by course
- Create some degree of a sense of community (as measured by student surveys)
- A general satisfaction with the program with those who engaged with embedded tutors (as measured by student surveys)

Person Responsible:

Learning Assistance Center Coordinator

Other

Addresses the courses that are heavily affected by AB705 (ENGL C101, MATH C121, MATH C141) and encourages students to make connections with their peers and the Learning Assistance Center in their first year.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Evaluate the Learning Assistance Center's primary services**Is this part of a multiyear initiative?**

No

Specific Action Steps to be Taken:

- Re-evaluate Math and Writing Lab tutoring
 - Courses tutored during drop-in
 - are course specific drop-ins a better option?
 - Should we rename math and writing labs to be inclusive of various other subjects we support?
 - Times offered
 - Tailored to fit student schedules?
 - How the services are marketed?
 - How does the website share drop-in tutoring times?
 - How is drop-in connected to course sections or faculty
- Re-evaluate hour distribution for embedded tutoring
 - Are the hours worked of value when compared to the number of students served?
 - Can this structure be pared down to be more cost efficient?
- Re-evaluate 1-to-1 tutoring
 - Can this be a secondary modality at Cerro Coso?
- Explore options for enhancing study group development
 - Lecture-based courses

- Practice-based courses

Lead Measure of Success:

- Evaluation of services is complete
- Preliminary models for the following year are in development
- Tools for implementing new models are in development
 - study group development tools
 - appointment requests
 - schedule templates

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- More cost-effective, schedule-conscious scheduling of tutors
- Study groups have been established as a model for support
- Website and Canvas organize math and writing lab information in a more student friendly way

Person Responsible:

Learning Assistance Center Coordinator

It addresses a program review strategy

Streamlines LAC operations

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Evaluate Resource Needs

Facilities

IWV

Update the LRC 2nd floor to reflect current usage

- Reduce the number of computer pods on second floor (approximately 50 computers should be enough)
- Increase open desk space with access to power (power requested in IT request)
 - Private study spaces (small desks)
 - Collaborative study space (larger tables)
- Add whiteboard wall to southwest wall
- Add collaborative/active learning furniture along the southwest wall (short-throw projectors requested in IT request)

Update Signage at the stairs to more accurately reflect what is on the 2nd floor

- Exam Proctoring
- Learning Assistance Center

- Computer Access/Study Space
- Class rooms (709 and 722)
- Meeting room 733
- Faculty Offices

Improve access to LAC - make more visible

- Construct entrance to LAC via new hallway through Southwest wall
 - Add signage above door to hallway

KRV

Requesting new blinds for the LRC space

Information Technology

IWV

Update the LRC 2nd floor to reflect current usage

- Short-throw projectors (2-3) for southwest wall (requested whiteboard wall in facilities request)
- Power in tables for added desktop space
- Removal of 30-35 computers in open Lab

KRV and Tehachapi

- Noise cancelling headphones - 2 sets
- Display TV for advertising upcoming LAC events and tutoring availability

Marketing

KRV and Tehachapi

Posters (22x28 or larger) – Tutoring services, study groups, proctoring, note taking methods (Outline, Cornell, Boxing, Charting, Mapping etc.) to display around the campus, in the math, English and science classrooms.

Professional Development

Research and Data

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff