

**Learning Center Department**  
**AUP for Academic Year 2022-2023**  
October 2021

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## **Describe Department/Unit**

### **Connection to College Mission**

The Learning Assistance Center (LAC) is an academic support department that provides students with the support necessary to grow understanding, confidence, and success. The department achieves this through providing learning support services that focus on the individual with the goals of personal, professional, and intellectual growth.

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## **Report on Improvements Made and Gaps Identified in the Prior Year**

### **Student Equity**

#### **Actions Taken Last Year**

In the year of COVID-19, the LAC strove to maintain quality services through hosting all learning assistance services online. While the year did result in significantly fewer tutoring sessions, we noticed the same gaps in student access. During the year, the LAC attempted to streamline tutoring processes and improve the functionality and aesthetics of the LAC Canvas pages. Despite the changes, the year continued to be a challenge, although there were many improvements made that will serve the LAC and all Cerro Coso students in future semesters, such as an improved process for obtaining online tutoring appointments and the purchasing of new equipment to enhance the online tutoring experience (microphones, webcams, and drawing tablets).

#### **Gaps to be Addressed**

**African American Students** | The LAC will continue to monitor African American students as success rates for this population continue to be lower than that of the general African American population (those not utilizing LAC services).

**Hispanic Students** | The LAC will continue to monitor access for Hispanic students as the proportion of Hispanic students utilizing LAC services is approximately 11% lower than that of the proportion of Hispanic students at Cerro Coso - Hispanic students remain underrepresented in the LAC.

### **Outcomes Assessment: Loop-Back Improvements Made**

#### **Actions taken in the prior academic year**

Last year the LAC reviewed EDUC C005, Prep for the GED Exam. The course ID was renamed to EDUC C805. In addition to renaming the course to keep it consistent with other non-credit course offerings, the Student Learning Outcomes for the course were brought in line with the objectives of the GED Exam.

During the past year, due to COVID-19 and the necessity to make in-person services available online, Pearson made testing remotely available for those taking the GED exam. Because of this, the LAC is no longer a Pearson testing center. To ensure community members and students have access to the equipment and physical space required to take the GED exam online, the LAC will make these available by request (see <https://www.cerrocoso.edu/lac/ged-information>).

### **Outcomes Assessment: Results of Last Year's Assessments**

The LAC assessed Administrative Unit Outcomes (AUOs) in the Spring 2021 semester using multiple choice questions found on the Student Experience Survey (SES). The results of the assessment did not expose gaps in the AUOs to be addressed; however, because the SES is a survey taken by students, there is a need to address how the LAC will assess how the department is addressing its unit outcomes with faculty and staff at the college. Developing a mechanism for assessing faculty and staff will become a goal for the department in the next year.

**Target Met?**

Yes

**EDUC C005 was assessed**

**Target Met?**

Yes

## **Outcomes Assessment: Missed Targets**

## **Outcomes Assessment: Schedule of This Year's Assessments**

Student Learning Outcomes (SLOs) for EDUC C805 are scheduled to be assessed in the Fall 2023.

Administrative Unit Outcomes (AUOs) for the Learning Assistance Center are scheduled to be assessed in the Spring 2023.

## **Program Review**

### **Learning Assistance Center**

**Year of Last Program Review:**

Spring 2016

**Actions Taken in the Prior Year to Address Strategies:**

Of the four, 2-year (3-year) strategies from the LAC's 2016 Program Review, the LAC has completed three.

#### **Improve the LAC's website and presentation of learning supports – simplify and improve aesthetically – improve accessibility | Two-Year Strategy**

**Completed** | At the time of the last program review, the department was designed to service students on-ground with very little focus on the online environment and creating access to services from a distance. Realizing that many Cerro Coso students do not access services on-ground, the LAC has shifted so that they are designed to service all students, regardless of physical location.

#### **Develop Mechanisms for evaluating AUOs | Two-Year Strategy**

**In Progress** | The Student Experience Survey was identified as the conduit for receiving feedback regarding the LAC's performance on its AUOs. The LAC realized that the department did not have a mechanism in place to survey faculty, staff, and administration. This strategy will persist into the next review cycle.

## **Identify data sets to be used semester over semester to create a consistent method of assessment of effectiveness | Two-Year Strategy**

**Complete** | Enter information here

## **Assess EDUC C005 *Preparation for the GED Exam* | Two-Year Strategy**

**Complete** | Enter Information here

of the two, 5-year strategies from the LAC's 2016 Program Review, the LAC has dropped one and completed one.

## **Increase usage statistics of academic supports and AUO results | Five-Year Strategy**

**Dropped** | After reviewing this goal year after year, it was decided that improving AUO outcomes isn't likely, and that general usage statistics aren't a telling data point to gauge efficacy of the program. Thusly, the LAC will continue to improve by developing its programs and making the services more user friendly, approachable, and more useful.

## **Implement equitable programs across all Cerro Coso sites and online | Five-Year Strategy**

**Complete** | This goal deals with the development of programs to ensure students have equality of access to services or comparable services. With Cerro Coso's unique demographics and physical space, this goal was accomplished by establishing math and writing labs at each site (or online) and by creating access to faculty and or peer tutors on campus and online.

### **Strategies Still to be Addressed:**

All strategies from the 2016 LAC Program Review have been addressed. The 2021 Program Review is in Progress with a new set of 2-year and 5-year goals.

## **Last Year's Initiatives**

### **Streamline Tutoring/Proctoring Appointment Request Process**

The LAC successfully migrated its scheduling system from SARS to Navigate. In doing so, the LAC was able to create an appointment request within Navigate which drastically shortened the process for requesting a tutoring appointment. All webpages and Canvas pages now direct students to complete their appointment requests via navigate.

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

Over the past year, the LAC greatly increased the number of embedded tutors and the range of classes that they worked within. In the Spring 2020, embedded tutors were assigned to ENGL C101, C101S, C102; MATH C055, C121; ANTH C121; SOCI C101; SPCH C101; SPAN C101; and BIOL C251, C255.

### **Further Develop Embedded Tutoring Program (continued from previous year)**

Multiple parts of this strategy are considered to be complete. In the current year, the LAC will complete the action plan for this strategy.

### **Evaluate the Learning Assistance Center's primary services**

This strategy turned out to be larger than a single year project. This has been added as a Program Review Goal (5-year) for the 2021 LAC Program review.

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## Reminder of Initiatives for the Current Year

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**Develop vLAC | Virtual Learning Assistance Center**

**Further Develop Embedded Tutoring**

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Video Intro to LAC Services

**Is this part of a multiyear initiative?**

No

**Specific Action Steps to be Taken:**

Plan, Record, Edit, and Disseminate an introduction to LAC services (perhaps multiple videos).

**Early Observational Data, or "Lead" Measure(s):**

- Content for videos planned
- Videos recorded
- Editing scheduled

**Does the department request help developing these instruments?**

No

**Institutional Performance Data, or "Lag" Measure(s):**

Videos edited and disseminated across LAC Canvas pages, LAC web pages, and social media.

**Person Responsible:**

LAC Coordinator

**Unit gap or institutional goals addressed:**

It addresses a Guided Pathways practice

#### Develop space for organizational documents for tutors

**Is this part of a multiyear initiative?**

No

**Specific Action Steps to be Taken:**

Build webpage or Canvas Page for tutors

- provide important contact information
- collect images of tutors for webpages and physical LACs
- Provide information regarding tutoring practices
- Provide opportunities for further learning
- Provide programmatic documents
- Create space for embedded tutors
- Provide how-to guides

**Early Observational Data, or "Lead" Measure(s):**

A platform has been selected, a shell has been constructed, and spaces for housing various types (General information, tutoring practices, embedded tutoring semester-start guide, etc.) of information have been created.

**Does the department request help developing these instruments?**

Yes

**Institutional Performance Data, or "Lag" Measure(s):**

**Person Responsible:**

LAC Coordinator

**Unit gap or institutional goals addressed:**

It addresses a 2- or 5- year program review strategy, Other. Explain below

This initiative addresses the internal processes within the LAC. The outcome of the initiative is not intended to address the student experience; rather, it is directed supporting students as they transition into their new tutor role.

**Grow Tutor Team**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Provide information regarding the LAC and tutoring positions
- Market to students
- Improve marketing to faculty and ease of recommending new tutors
- Streamline on-boarding process

**Early Observational Data, or "Lead" Measure(s):**

- A new marketing plan has been developed
- Faculty LAC page has been built in Canvas (or built into existing canvas page)
- "What to expect" document has been created
- Canvas page for tutors has been built

**Does the department request help developing these instruments?**

Yes

**Institutional Performance Data, or "Lag" Measure(s):**

The LAC maintains a tutor team that adequately serves our students needs (variety of course support and availability)

**Person Responsible:**

LAC Coordinator

**Unit gap or institutional goals addressed:**

It addresses a gap in student equity

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## Evaluate Resource Needs

### Facilities

The LAC could benefit from modular furniture that would allow the room to be arranged differently for various collaborative and active learning activities: small group study, large group study, hybrid tutoring, quiet study areas, etc. In addition, a whiteboard wall on the west wall (across from LAC service desk) would be really great for group tutoring/study sessions.

### Information Technology

As the LAC continues to improve services for our students, online and traditions, the LAC requests the following to create a hybrid tutoring space (much like the hybrid classroom setup):

- a computer to be used with the large screen that is present in the LAC (Northwest corner)
- a camera & microphone bar

### Marketing

The LAC requests the purchase of 5 banners or signs for each LAC to direct students to services (1 banner per site).

The Ridgecrest LAC requests a hanging banner to be placed above the LAC welcome desk (see example [here](#)).

Additionally, each LAC requests large LAC logo stickers (5 coyote head with pencil and glasses) and a set of paw prints (as seen on the 2nd floor of the main building in Ridgecrest).

### Professional Development

Connections to professional organizations have helped the LAC to be well-informed of trends in Learning Center management, tutor training, tutoring strategies, and variations of tutoring programs. The LAC wishes to maintain a membership to the Association of Colleges for Tutoring and Learning Assistance (ACTLA). The total for a yearly membership is \$35.

### Other Needs

In the absence of proctoring services for online classes, the LAC requests \$2295 (\$200 one time, \$2,095 annually) for the purchase of Respondus Lockdown Browser.

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## Staffing Requests

### 1000 Category - Certificated Positions

### 2000 Category - Classified Staff