Learning Center Department
AUP for Academic Year 2025-2026
October 2024

Describe Department/Unit

Connection to College Mission

The Learning Assistance Center (LAC) is an academic support department that provides students with learning support services that are helpful in developing understanding and confidence.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

The largest gap seen in the data is our male population. The male population that utilizes the LAC made up approximately 34% of our usage during the 2023-24 academic year.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Unrelated to outcomes assessment: Mid-way through the academic year, the LAC recognized that students were not submitting requests for tutoring services. Realizing the process was more difficult than it needed to be, the LAC moved the process for requesting learning assistance from Navigate to a Microsoft Office Form.

Outcomes Assessment: Results of Last Year's Assessments

AUO 1 is scheduled to be evaluated in the Spring of 2024.

Target Met?

Did Not Assess

AUO 2 is scheduled to be evaluated in the Spring of 2024.

Target Met?

Did Not Assess

AUO 3 is scheduled to be evaluated in the Spring of 2024.

Target Met?

Did Not Assess

SLOs for EDUC C805, Preparation for the GED Exam, are scheduled to be assessed in the Fall 2023.

Target Met?

No

Outcomes Assessment: Missed Targets

EDUC C805: SLOs 1-4

Type:

SLO

Target Missed/Gap Detected:

Unable to assess

Type of Gap:

Other (explain in Analysis).

Analysis and Plan for Improvement:

Assessing SLOs for EDUC C805 is quite challenging. The learning outcomes are directly associated with areas of the GED exam, foundational skills and knowledge that students must be proficient in to be successful on the GED tests. Unfortunately, the individualized nature of this course does not lead all students to attempting the same questions that are used to assess SLOs. In fact, many students will select one subject to focus on throughout the semester and not begin the other three during the semester.

For this assessment, the number of students who attempted each SLO indicator is quite small.

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Spring 2025

Outcomes Assessment: Schedule of This Year's Assessments

The LAC will assess all late AUOs during the Fall 2024.

The LAC's AUOs are assessed by way of the Student Experience Survey (SES). The SES was conducted in the Spring 2024 but the results have not yet been made available. The LAC will now evaluate AUOs every 2 years from the Fall 2024 (Fall 2026, Fall 2028, etc.) so to allow time for Institutional Research to compile the results from the Spring Student Experience Survey.

SLOs for EDUC C805 were not assessed during the Fall 2023 as previously scheduled. Thus, these SLOs were assessed during the Fall 2024.

Program Review

Learning Assistance Center

Year of Last Program Review:

2021

Actions Taken in the Prior Year to Address Strategies:

2-Year Strategy 1: Establish early connections with students through development of a first-year workshop/course series

including topics relevant to new students.

Progress: The LAC held these sessions in the Fall 2023 and Spring 2024, but failed to continue into the Fall 2024 due to staffing challenges. The LAC anticipates ramping this goal up in the coming years, once staffing has stabilized.

2-Year Strategy 2: Rebuild Team of Tutors

As of the Fall 2023, the LAC had approximately 20 tutors and continued to recruit for various subjects. The center continues to struggle to obtain tutor recommendations for multiple subjects.The LAC currently employs 1 professional tutor and 16 peer tutors, of which 10 are embedded in 18 sections (some sections have multiple embedded tutors)

The team is not sufficient in size or subject matter coverage. To bring the tutoring program back to scale, the LAC may consider removing the requirement of a faculty referral to acquire new tutors. Of course, the department is reluctant to do so has the process has garnered great results for the greater part of a decade.

Strategies Still to be Addressed:

Last Year's Initiatives

Improve How-To Guides for Accessing LAC services (written and videos)

The LAC has updated the LAC Canvas page which provides access to all LAC services. The page is intuitive and does not require additional guides to initiate service requests. The https://www.cerrocoso.edu/services-and-resources/lac/index.html community facing webpage houses current, relevant information for students interested in learning support services.

Grow Tutor Team

The LAC has been relatively successful in hiring new tutors from year to year; however, the department still struggles in a few areas: hiring general tutors (tutors who are not embedded in course sections), attaining recommendations for a variety of subjects, and converting recommendations to employment.

The LAC has explored and initiated its first professional tutor, a Cerro Coso graduate who is currently functioning as an embedded tutor. While this avenue is more expensive, it is does help us to fulfil a need and better serve students. Additionally, hiring graduates is a positive practice to provide alumni with further experience, beyond what they received while they were a Cerro Coso student.

Up to now, the LAC has not developed a marketing campaign to recruit new tutors outside of the current process. As this goal is pushed into the next year, the LAC will consider recruiting interested students first and work toward attaining faculty recommendation for the interested students.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Reinstate EDUC C004 - Supervised Tutoring

Modular Tutor Training

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Support for GED students transitioning to college students

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Work with Outreach, Counseling, and Financial Aid to build connections between the college and students preparing to take the GED exam. Steps may include:

- Establishing contact points for Outreach to present information to students
- Establish contact points for counseling to either present to students or to setup individual appointments
- Increase information dissemination about CC programs and resources that make attending college more feasible.

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

- Students showing interest in becoming a college student.
- More GED students taking college courses.

Does the department request help developing these instruments?

Yes

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

Potentially, more hours spent studying for the GED due to increased motivation to become a college student. This would result in more apportionment for the college and, of course, more students earning a GED and becoming college students.

Person Responsible:

LAC Coordinator

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right)

Develop a writing center model

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Develop a simplified writing tutor request process that is specifically for 30-minute paper review sessions.

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

- More students utilizing in-house tutoring programs.
- Increased writing tutor sessions for subjects outside of English.

Does the department request help developing these instruments?

Yes

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

- Potentially greater success in courses that are writing intensive.
- More appointments scheduled, due to the simplicity of scheduling.

Person Responsible:

LAC Coordinator

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right)

Develop use case strategies for STAR-CA and NetTutor

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

NetTutor

- Recommendations for students working on a paper (How to use paper drop-of and the locker for a given subject)
- Recommendations for students with a quick question (question drop-off)
- Searching for a subject area and hours of availability

STAR-CA

- How to view the schedule
- Using the Pisces Platform

Advanced Tips:

- Paper Drop-off in NetTutor / Meet peer tutor in STAR-CA or professional tutor in NetTutor
- Compile questions from stud sessions - take questions to NetTutor/STAR-CA.

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

Increased usage of NetTutor and STAR-CA.

Does the department request help developing these instruments?

No

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

Increased access to learning support services.

Person Responsible:

LAC Coordinator

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right)

Retain tutors of rarely tutored subjects

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

There are many subjects that rarely have tutors approved to tutor them. When the LAC has a tutor for subject that is rarely tutored, the tutor does not acquire the experience we hope to provide in the LAC. Because we are in the STAR-CA Network, we can staff our tutors in the STAR-CA platform so that they are able to get experience while tutoring a couple of hours of week. This would give the tutor regular online hours and help the tutor to acquire experience. Additionally, with regular hours the tutor is encouraged to continue working in the case Cerro Coso students are in need of support in those subject areas.

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

- Availability of tutors in more subjects at Cerro Coso
- Availability of a wider variety of tutors in the STAR-CA platform, available to students across California.

Does the department request help developing these instruments?

No

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

Person Responsible:

LAC Coordinator

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right)

Evaluate Resource Needs

Facilities

RIDGECREST CAMPUS

Construction of Cable Wall/whiteboard wall in LAC

- Support the IT program by providing a physical wall where students can practice various skills necessary for IT professionals
- Supports the LAC by providing more whiteboard space when the cable wall is not in use by the IT program.

Rolling Whiteboards - [https://a.co/d/cZRWKxj] x 2 ~$600

TEHACHAPI CAMPUS

Rolling Whiteboards - [https://a.co/d/cZRWKxj] x 2 ~$600

Learning Assistance Center/Learning Resource Center/Computer Lab at Tehachapi.

Octagon Furniture Request

Learning Assistance Center/Learning Resource Center/Computer Lab at Tehachapi

Request: Octagon shaped computer workstations (each station to house four computers)

Number of Requested: Purchase (2) Workstations that support four computers

Amount: $15,000.00

Justification:

- Space Efficiency: The octagon design will allow for the placement of two computer stations in a compact area located in the portable, maximizing the available floor space in our student LAC/LRC/Computer lab and/or study areas.
- Health and Safety Compliance (Cal/OSHA Standards): The octagonal furniture design meets Cal/OSHA's ergonomic guidelines for desk height, legroom, and posture support, reducing the risk of musculoskeletal issues. It also ensures proper spacing between stations to prevent overcrowding and adheres to health and safety standards for workstation setups.
- Accessibility Standards (ADA Compliance): By providing four accessible stations, we are also aligning with the Americans with Disabilities Act (ADA), which requires public institutions like ours to ensure that facilities are accessible to all students. The shape of the furniture would allow for at least one ADA-compliant station with adequate space for a wheelchair, ensuring inclusivity and meeting legal requirements.

Information Technology

RIDGECREST CAMPUS

Requesting the mounting of display screens for LAC services and campus activities. The LAC would like a way to advertise services that are time sensitive, such as active embedded tutoring workshops, Math and Writing Lab sessions, student club meetings, campus activities, and important reminders for students.

(NEW) TEHACHAPI CAMPUS

Installation of a wall mounted kiosk computer/iPad to be used with Navigate. This kiosk would be used to check students in to tutoring sessions, Math and Writing Lab, embedded tutoring sessions, and Library workshops/librarian visits. Requesting a wall mounted setup to preserve desktop and table space in the Learning Center.

Marketing

Professional Development

Other Needs

We've noticed grab and go foods/snacks from the cart in the LAC do not get filled often. We have a flow of students coming through the LAC for study hall (hungry athletes), students taking IT or math classes, and soon to be middle-college students.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

Exam Proctor

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

12

Number of Hours per Week:

20/40

Salary Amount:

Justification:

This is not an immediate request. With the prospect of bringing back a statewide proctoring network and an ongoing need to proctor make-up exams, nursing entrance exams, and exams for students from other institutions, it seems a matter of time before Cerro Coso will need to hire a part-time/full-time exam proctor.

F	Org Description	Account Description	Program Title	A Activity	L Location	2024 Adopted Budget	2024 Actual Expenses	2025 Adopted Budget	2026 Request	Notes	Increase?	In planning document	Data?	Relevance?	Operational Efficiency?
														If requesting increase of %5 or more	
GU001	Learning Center-LAC	Inst Students	Learning Center		CI	$ 16,000.00	57,793.98	$ 30,000.00	$ 70,000.00	Minimum wage has increased, Embedded Tutoring has grown.	yes	no	approximately 60% of tutoring occurs through the Ridgecrest LAC (Online/in-person) We continue to see growth in online tutoring as well as tutoring at the Tehachapi campus.	This is the Learning Center's primary method of serving students. Without funds to cover our various forms of tutoring, our department cannot serve students using in-house peer tutors.	
GU001	Learning Center-LAC	Inst Students	Learning Center		CB	$ 1,000.00	$ -	$ 3,000.00	$ 3,000.00		no	no			
GU001	Learning Center-LAC	Inst Students	Learning Center		CT	$ 1,000.00	5,028.75	$ 6,000.00	$ 6,000.00		no	no			
GU001	Learning Center-LAC	Inst Students	Learning Center		CL	$ 16,000.00	$ -	$ 40,000.00		Combined with Ridgecrest campus as online appointments are predominantly hosted by Ridgecrest tutors.	no	no			
GU001	Learning Center-LAC	Inst Students	Learning Center		CM	$ 1,000.00	$ -	$ 3,000.00	$ 3,000.00		no	no			
LR001	Learning Center-LAC	Inst Supplies & Materials	Learning Center		CI	$ 150.00	$ -	$ 150.00	$ 1,400.00	Rolling whiteboards (x4 @ ~$300) + white board supplies	yes	AUP	seeking new whiteboards for the new Tehachapi space and to add to the Ridgecrest LAC.	To be used to create spaces where students and faculty work together.	
GU001	Learning Center-LAC	Non-Inst Supplies & Materials	Learning Center		CI	$ 150.00	$ -	$ 150.00	$ 150.00		no	no			
GU001	Learning Center-LAC	Employee Travel DO	Learning Center		CT			$ 50.00	$ 50.00		no	no			
GU001	Learning Center-LAC	Employee Travel DO	Learning Center		CB			$ 100.00	$ 100.00		no	no			
GU001	Learning Center-LAC	Employee Travel DO	Learning Center		CM	$ -	$ 60.16	$ 100.00	$ 100.00		no	no			
GU001	Learning Center-LAC	Food/Meetings	Learning Center		CI	$ 300.00	$ -	$ 300.00	$ 300.00		no	no			
GU001	Learning Center-LAC	Institutional Dues/Memberships	Learning Center		CI	$ 35.00	$ -	$ 35.00	$ 35.00		no	no			

Resouce Requests

Type of request	1 time or ongoing?	Requested amount	description/explanation	In planning document	Data?	Relevance?	Operational Efficiency?
Facilities	1 time		IWV	Cable wall/whiteboard wall. Cable wall to be used by IT classes. White board walls to support students in the Learning Assistance Center.	AUP	Supporting this initiative that was proposed by the IT Department.		Provides students a space to practice skills associated with IT courses and when not in use, the wall would be used as a whiteboard wall.
Facilities	1 time		EK-T	Octagon shaped computer workstations (each station to house four computers)	AUP	Space Efficiency: The octagon design will allow for the placement of two computer stations in a compact area located in the portable, maximizing the available floor space in our student LAC/LRC/Computer lab and/or study areas.

Health and Safety Compliance (Cal/OSHA Standards): The octagonal furniture design meets Cal/OSHA's ergonomic guidelines for desk height, legroom, and posture support, reducing the risk of musculoskeletal issues. It also ensures proper spacing between stations to prevent overcrowding and adheres to health and safety standards for workstation setups.

Accessibility Standards (ADA Compliance): By providing four accessible stations, we are also aligning with the Americans with Disabilities Act (ADA), which requires public institutions like ours to ensure that facilities are accessible to all students. The shape of the furniture would allow for at least one ADA-compliant station with adequate space for a wheelchair, ensuring inclusivity and meeting legal requirements. | | |
| IT | 1 time | | Display monitor (x2) | AUP | to be used to share pertinent, timely information to students in the LAC. | Increase usage of LAC/Library services and student engagement college activities. | |
| IT | 1 time | | Wall-mounted Ipad/computer | AUP | This would allow the LAC/Library to check students into departmental services to keep accurate count of interactions, without using desktop space. This device would be used solely as a kiosk for Navigate. | This is an replacement for the previous desktop kiosk that was present before the Tehachapi LRC relocation. Replacing the computer would, once again, allow students to check into services. The kiosk is a great help in attaining accurate usage data. |