



Annual Integrated Planning

Learning Assistance Center for 2026-2027

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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 learning support services that are helpful in developing understanding and confidence.

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

### **Student Equity**

#### **Actions Taken**

None

#### **Gaps Identified**

The Learning Assistance Center continues to struggle to regain the student traffic that it experienced pre-covid. The Learning Center is focused on building greater visibility for the services it offers and improve accessibility so that more students understand the services and find accessing them easier.

## **Outcomes Assessment**

### **Loop-Back Improvements Made**

No changes were made in light of outcomes assessment.

### **Schedule of Assessments**

#### **EDUC C004 Supervised Tutoring (Effective Fall 2013)**

Not Due to Be Assessed This Year or Last Year

#### **EDUC C805 Preparation for the General Educational Development Exam (GED) (Effective Fall 2021)**

Not Due to Be Assessed This Year or Last Year

## **LIBR C100 Introduction to Library Research and Bibliography (Effective Fall 2024)**

Not Due to Be Assessed This Year or Last Year

## **LIBR C111 Information and Media Literacy (Effective Summer 2022)**

Not Due to Be Assessed This Year or Last Year

## **LIBR C111H Information and Media Literacy: Honors (Effective Summer 2022)**

Not Due to Be Assessed This Year or Last Year

## **Optimize technology to enhance Information Competency instructional interactions across multiple modalities.**

Not Due to Be Assessed This Year or Last Year

## **Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research.**

Not Due to Be Assessed This Year or Last Year

## **1 Provide an environment that supports and fosters student engagement and learning, and faculty teaching and research.**

Not Due to Be Assessed This Year or Last Year

## **2 Optimize technology to enhance Information Competency instructional interactions across multiple modalities.**

Not Due to Be Assessed This Year or Last Year

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

## **Outcomes Assessment: Missed Targets**

## **Program Review**

### **Name: The Learning Assistance Center**

#### **Year of Last Program Review**

2021

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

The LAC has proudly accomplished its remaining program review goals from the 2021 LAC Program Review.

## **Strategies Still to be Addressed**

### **Last Year's Initiatives**

#### **Name: Reinstate EDUC C004 - Supervised Tutoring**

##### **Action Plan**

1. Review curriculum to ensure it is current (change course numbering from 004 to 804 to be in line with other non-credit courses)
2. Put process in place to require students who use tutoring to register for Supervised Tutoring.
3. Make adjustments to Navigate to allow for time tracking of services that have historically not tracked time, Math and Writing Labs and Embedded Tutoring.
  1. This does make another step for peer tutors who tutor online since students will not be able to check in/out of a kiosk and therefore must be completed manually by the tutor.

##### **Lead Measure of Success**

- Students are enrolling in EDUC C004 (or 804).
- Student usage hours can be tracked and reported out.

##### **Lag Measure of Success**

- The Learning Assistance Center submits positive attendance for apportionment for tutoring services.

##### **Initiative Status**

In Progress

##### **Summarize actions taken on this initiative**

A revised COR is nearly prepared to be submitted to CIC.

Discussion opened about streamlining the process for adding the course - perhaps an add slip?

Question asked about a method for removing this course from student transcripts.

## **Name: Modular Tutor Training**

### **Action Plan**

Develop modular units to fill out new peer tutors' training.

Modular units will take the place of a synchronous, lecture-based seminar. New Peer Tutors will have a series of required training topics to be completed and optional training topics to flesh out the rest of their training.

Training program will be built into Canvas and allow new tutors to begin training at any point in the semester.

### **Lead Measure of Success**

More tutors finishing tutor training in a timely manner, no longer required to wait for the LAC Coordinator to become available for individual orientations throughout the semester.

### **Lag Measure of Success**

#### **Initiative Status**

In Progress

#### **Summarize actions taken on this initiative**

- A course shell, The LAC Tutor Hub has been built and tutor training videos were recorded and put in place. This modality has been used few times as we prefer to conduct new tutor orientation in-person or via Zoom when it is possible. In the case we have a new tutor who we would like to get started quickly, this has been a great tool.
- A series of supplemental videos have been added to provide students with more guidance and training on tutoring using video conferencing (Zoom), working with students with disabilities (thanks to a video recorded by Ana Mora), and a segment on Pedagogical and andragogical approaches to education and their applications in a tutoring session.

Why is it still in progress? This goal was intended to prompt the building of a fully prepped, 10-hour training course for new tutors. As it stands it consists of approximately 4.5 hours of material, made up primarily of home grown content. I would like to continue working on this goal over time so that it might develop into a rich resource where

tutors can learn more about their tutor role and continue to grow as students.

## **Initiatives for Next Academic Year**

### **Addressing Basic Needs in the LAC**

**Is this a multi-year Initiative?** N

#### **Specific Action Steps to be Taken**

The LAC notices students seeking while studying in the LAC. As a request in the Annual Unit Plan, the LAC has asked for funding to provide healthy-ish snacks and water for students in the LAC and those attending tutoring sessions.

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

- The LAC has placed snacks in an easily accessible space with signage.
- Peer tutors begin to offer a snack to tutees upon arrival.
- Fewer students searching for food (as noticed by LAC employees)

**Do you request help developing these instruments?** N

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

- Students are able to maintain focus longer, leading to more productive study and tutoring sessions.
- More sessions held from semester to semester
- More consistent attendance, fewer no-shows

#### **Person Responsible**

LAC Coordinator

#### **What unit gap or institutional goal does this address?**

It addresses a gap in student equity

### **Introduce New Tutor Training Module - AI Foundations**

**Is this a multi-year Initiative?**

### **Specific Action Steps to be Taken**

Build new module comprised of lecture that includes information that is essential to understanding how AI works and ethical guidelines for students and tutors. The module will include strategies for tutors to use with tutees and prompting that are appropriate for student use.

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

- Tutors begin to utilize AI in tutoring sessions to model to students how to use AI ethically.
- Students shift from asking AI to perform tasks that take from the learning process to prompts that allow the student to continue learning the necessary skills to be successful in the coursework.

**Do you request help developing these instruments?** N

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

- Fewer issues with students plagiarizing AI.

### **Person Responsible**

LAC Coordinator

### **What unit gap or institutional goal does this address?**

Other. Explain below

Innovating to keep up with the ever-changing technological landscape.

## **AI Guide for Students**

**Is this a multi-year Initiative?** N

### **Specific Action Steps to be Taken**

Build brochure with suggested prompts that lend to learning rather than task completion.

- writing critique prompts
- prompts for placing information into graphic organizers
- prompts for building quizzes, flashcards, and study guides

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

We hope to see fewer students submitting AI work and more students using AI as a tool for learning.

**Do you request help developing these instruments?** N

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

Improvement in understanding of AI's place in education and how students ought to be using it.

### **Person Responsible**

LAC Coordinator

### **What unit gap or institutional goal does this address?**

Other. Explain below

Innovating to keep up with the ever-changing technological landscape.

## **Requested Resources**

### **#20 Marketing: LAC Marketing**

**Is this a one-time request or an on-going request?** Ongoing

**Amount Requested** 500

**Is this request supported in your initiatives or elsewhere?** Yes

This can be found in goals for next year (Improve LAC Marketing)

### **Description/Explanation**

The LAC would like to improve the department's appearance at tabling events around campus by purchasing materials that help our table to stand out.

LAC Table Cover for Events – A branded table cover would enhance our presence and professionalism at events, providing a clear visual identity for the LAC and helping attract students to our table.

LAC Branded Items/Swag – To provide visibility and engagement at events such as CC Rocks and Rapid Enrollment. These items help us connect with students and promote LAC services.

### **Supporting Facts/Data**

**Impact on the Department/Unit**

**Impact on Operational Efficiency**

## **#21 Facilities: LAC Furniture Refresh**

**Is this a one-time request or an on-going request?** One-Time

**Amount Requested** Unknown

**Is this request supported in your initiatives or elsewhere?** No

### **Description/Explanation**

The LAC's soft seating furniture is of the oldest on campus. Though the furniture is still functional, it has grown to appear dated for the space.

### **Supporting Facts/Data**

**Impact on the Department/Unit**

**Impact on Operational Efficiency**

## **#22 Information Technology: Color Printer**

**Is this a one-time request or an on-going request?** One-Time

**Amount Requested** 1000

**Is this request supported in your initiatives or elsewhere?** No

### **Description/Explanation**

The LAC prints student work, flyers, and exams on a regular basis. The current printer in the LAC employee space is black and white. With a color printer in this space (like the libraries, <https://a.co/d/aO0EQoH>) we would be able to handle smaller print jobs within the department, reducing the workload for the printshop and saving time by not submitting a print request and waiting for the job to print (often not the same day). For larger print jobs, of course the print shop is a great option, but for single print jobs, printing student work,



or printing a diagram for a student, having a color printer would be very helpful.

**Supporting Facts/Data**

**Impact on the Department/Unit**

**Impact on Operational Efficiency**

## **Faculty Position Requests**

No requests found.

## **Classified Position Requests**

### **Learning Center Technician**

**Locations**

Ridgecrest/IWV

**Justification**

The Learning Assistance Center has noticed an uptick in make-up exams and proctoring sessions for students with DSPS accommodations. With the increase in proctoring sessions, the Learning Center is forced to send one of the two employees into a closed classroom to proctor exams, leaving another aspect of the center unattended. Additionally, this position would manage Pearson Vue exams (if reinstated) and proctor the Nursing Entrance Exam each Spring.

**Salary Grade**

38

**Number of Months per Year**

12

**Number of Hours per Week**

20

**Salary Amount**

LAC AUP Budget Request Worksheet for FY27

Fund	Org Description	Account Description	Program Description	Activity	Location	2025	2025	2026	2027	Notes	Increase?	If requesting increase of %5 or more			
						Adopted Budget	Actual Expenses	Adopted Budget	Request			In planning document	Data?	Relevance?	Operational Efficiency?
GU001	Learning Center-LAC	Inst Students	Learning Center		CI	\$ 30,000.00	\$ 56,916.92	\$ 70,000.00	\$ 65,000.00	Decreased to allocate appropriate funds to EK	no	no	Showing a slight decrease in request due to shifting requested funds to Tehachapi to better reflect where tutoring occurs.		
GU001	Learning Center-LAC	Inst Students	Learning Center		CB	\$ 3,000.00	\$ -	\$ 3,000.00	\$ 2,000.00	Decrease to reflect tutoring that occurs on campus	no	no	Slight decrease to reflect usage in Bishop. Maintaining some funds in the case we recruit peer tutors at this campus.		
GU001	Learning Center-LAC	Inst Students	Learning Center		CT				\$ 10,000.00	More tutoring is occurring in Tehachapi than is being reflected in our budget. We are working to better allocate funds in light of what is occurring within the department.	no	no	Increase to reflect actual spending in EK. In the last year (2025), Tehachapi had multiple tutors and an embedded tutor. We cannot predict having that again, so a slight increase from previous years to reflect the potential for spending in Tehachapi especially with a new building and increased foot traffic on that campus.		
GU001	Learning Center-LAC	Inst Students	Learning Center		CL	\$ 6,000.00	\$ 14,934.90	\$ 6,000.00	\$ 10,000.00		Yes	no	It's important for the LAC to accurately account for expenses related to instruction, such as tutoring, and ensure that the funds are being spent from the correct fund.		
GU001	Learning Center-LAC	Inst Students	Learning Center		CM	\$ 40,000.00	\$ 2,624.00		\$ 2,000.00	Increase to better reflect tutoring that occurs online.	Yes	no	The LAC has not accurately charged the online tutoring account as it is a challenge for students to complete multiple timecards. We are making an effort to accurately account for expenses related to instruction, such as tutoring, and ensure that the funds are being spent from the correct location.		
GU001	Learning Center-LAC	Direct Inst Prof Expt	Learning Center		CM	\$ 3,000.00	\$ -	\$ 3,000.00	\$ 10,000.00	Decrease to reflect tutoring that occurs on campus	no	no	Navigate date show that more tutoring occurs online than the budget shows. The LAC is working to bring spending in line with what is actually occurring within the department.		
GU001	Learning Center-LAC	Direct Inst Prof Expt	Learning Center		CM					Slight decrease to reflect usage in Mammoth. Maintaining some funds in the case we recruit peer tutors at this campus.	no	no			
GU001	Learning Center-LAC	Inst Supplies & Materials	Learning Center		CI	\$ -	\$ 1,872.00		\$ -	Potential to bring on additional prof. experts for ENGL/MATH/SPAN	Yes	no	The LAC has staffed 1-3 professional experts for 4-10 hours per week. Professional experts have helped significantly to fill gaps that our peer tutors cannot. For example, providing evening writing lab hours, filling an embedded tutoring role when students are not available, and supporting Spanish speaking students in the absence of Spanish speaking support.		
GU001	Learning Center-LAC	Non-Inst Supplies & Materials	Learning Center		CI	\$ 150.00	\$ -	\$ 150.00	\$ 500.00		no	no	Professional experts have helped the LAC fill gaps in services to support student needs. While we do not have as many prof experts this year as we did last year, I am anticipating the need to support students with prof experts.		
GU001	Learning Center-LAC	Employee Travel DO	Learning Center		CT	\$ 50.00	\$ -	\$ 50.00	\$ 60.00	Requesting an increase on this line to begin providing healthy snacks and water to students receiving tutoring and or studying in the LAC.	no	AUP	The LAC is attempting to address student needs where they need it. The Marketplace has done a great job serving students over the past few years; however, decreases in funding for these services have affected their ability to provide in locations around campus. The LAC wishes to pick up the work of stocking the LAC with brain food and water to support students as they study or meet with a peer tutor.		
GU001	Learning Center-LAC	Employee Travel DO	Learning Center		CM	\$ 100.00	\$ -	\$ 100.00	\$ 100.00		no	no	Minimal snacks coming out of basic needs as of late. We are hoping to provide relatively healthy, simple snacks and water that tutees can take when attending tutoring sessions.		
GU001	Learning Center-LAC	Employee Travel DO	Learning Center		CB	\$ 100.00	\$ -	\$ 100.00	\$ 100.00		no	no			
GU001	Learning Center-LAC	Food/Meetings	Learning Center		CI	\$ 300.00	\$ 58.93	\$ 300.00	\$ 315.00	Extended meeting for New Tutor Orientation each semester	no	no			
GU001	Learning Center-LAC	Institutional Dues/Memberships	Learning Center		CI	\$ 35.00	\$ -	\$ 35.00	\$ 35.00	ACTLA Membership	no	no			
LR001	Learning Center-LAC	Inst Supplies & Materials	Learning Center		CI				\$ 1,800.00		no	AUP	Each year the LAC proctors the NEX (Nursing Entrance Exam) which requires the students to use a whiteboard in lieu of scratch paper - whiteboards would be much easier for students and the whiteboards could be used for tutoring sessions when not being used for this exam. The LAC prints student work, flyers, and exams on a regular basis. The current printer in the LAC employee space is black and white. With a color printer in this space (like the libraries, https://a.co/d/s0OEQpH) we would be able to handle smaller print jobs within the department, reducing the workload for the printshop and saving time by not submitting a print request and waiting for the job to print (often not the same day). For larger print jobs, of course the print shop is a great option, but for single print jobs, printing student work, or printing a diagram for a student, having a color printer would be very helpful.		
								\$ 1,400.00		Individual whiteboards and pens for Nursing Entrance Exam Proctoring and tutoring, headphones, color printer, student supplies (pens, pencils, whiteboard markers, etc.)	no	AUP			