



The Learning Assistance Center

Cerro Coso Community College

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Executive Summary

As of Fall 2015, the Learning Assistance Center (LAC) has been in a building phase. With the hire of the Learning Assistance Center Coordinator the department is now addressing some of the inadequacies in data collection and departmental progress. Data for the last 5 years is not helpful and thus evaluation of the LAC's programs is based off the Fall 2015 semester only. Numerous areas of need have been identified and are scheduled to be addressed (see 3 year and 6 year goals).

The LAC provides Cerro Coso students with multiple forms of learning assistance and is working to make them more easily accessible and effective. The following evaluation outlines the successes and areas for improvement that have been identified over the past semester.

This evaluation identifies an underlying need for development in systems; Student Learning Outcomes (SLO) are difficult to assess and probably not appropriate, Administrative Unit Outcomes (AUO) have been developed but a rubric and mechanism for evaluation have not been, information on the website is cluttered and frustrating (from a student's perspective), services are not equitable across sites or online, and valuable data sets have not been developed to adequately assess effectiveness of LAC programs semester after semester. These issues are outlined below in greater detail and with explanations where appropriate.

Part 1 - Relevance

1. Department Mission

The Learning Assistance Center (LAC) does its part in helping the college achieve its mission through support in providing equitable academic support services. The LAC finds itself to be an integral part of Cerro Coso's Strategic Plan as it is a key contributor to multiple objectives.

- ◆ *Improve basic skills achievement – Strategic goal 1, Objective 2*
 - *Implement the new position of LAC Coordinator*
 - *Consolidate supplemental instruction in the math and writing centers*
 - *Establish a referral norm in English and social sciences for tutoring*
- ◆ *Increase scope and use of Eastern Sierra College Center's Learning Assistance Center – Strategic goal 1, Objective 3*
 - *Increase number of workshops, receptions, and other events coordinated through the LAC's*
 - *Improve collaboration between Eastern Sierra College Center's LAC and instructional faculty*
- ◆ *Improve online student engagement – Strategic goal 1, Objective 3*
 - *Identify online tutoring and proctoring services*
- ◆ *Improve success rates of Disabled Students Program and Support (DSPS) and Extended Opportunity Programs and Services (EOPS) students, particularly in basic skills – Strategic Goal 2, Objective 1*
 - *Develop and implement dedicated space for EOPS students to study, access resources, and support each other in education/classes*
- ◆ *Increase high school yield – Strategic Goal 3, Objective 2*
 - *Increase support for Inyo concurrent students in the LAC*

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

The Learning Assistance Center provides student support through free one-to-one and group tutoring, open math and writing labs (facilitated by subject area faculty), online tutoring, test proctoring for online students (onsite), and a free GED Preparation. In addition, the LAC provides exam proctoring and CLEP services for students from other institutions at a small fee of \$25 plus the cost of the exam (\$80 for CLEP).

In addition to these offered services, the LAC is home to 4 computer pods consisting of 5 computers each. These computers are owned and maintained by IT although they do make up the math and writing lab space. Also, in the open space outside the LAC there are numerous desks where students can receive tutoring and mobile whiteboards for students' use. These spaces have grown to be very popular for self-study.

2. Department History and Description

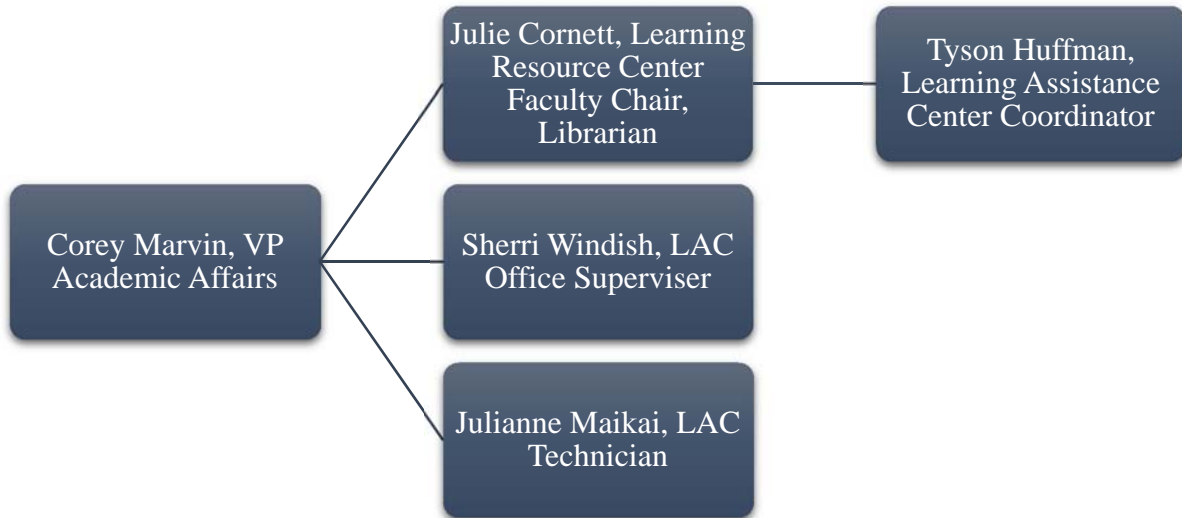
Prior to the start of the Learning Assistance Center Coordinator (Fall 2015) the LAC was managed by faculty and was counted as a portion of load. Coordination between campuses was little and the difficulties encountered at Cerro Coso Community College sites Eastern Sierra College Center (ESCC) and Kern River Valley (KRV) campus were addressed by site directors. When considering staffing at smaller campuses, it is important to be cognizant of the varying populations and campus norms when planning. Moving forward the LAC aims to create equitable services across all sites that are appropriate for each campus and not necessarily a perfect model of one another. All LAC programs are now managed by the Learning Assistance Center Coordinator rather than the previous patchwork of adjunct or full time faculty who are spread over numerous campus duties. This has allowed for the development of a clear focus on LAC operations and consistent programs.

To further solidify the LAC's continuity with the college as a whole, the Library and Learning Assistance Center have begun the process of joining the two distinct departments into one, the Learning Resource Center. This process is still in transition. The most recent changes have been in the LAC's adoption of EDUC C004 and C005 as course offerings (historically nestled under Child Development), the modification of Administrative Unit Outcomes to be used by both departments, and lastly, the department is now operated under one department chair, currently our librarian, Julie Cornett.

The Learning Assistance Center provides students with an environment to study where they are supported academically. The LAC fosters a community of collaboration and excellence through promotion of strong study habits and learning community support. Peer tutors and lab faculty provide academic support to all students and contribute to the overall comfortable learning environment.

Part 2 – Appropriateness

1. Organizational Chart



2. Determination of Student or Service Recipient Needs

The Learning Assistance Center aims to serve all students and faculty at Cerro Coso in their endeavors to find academic and personal success. The LAC provides support programs to students who willingly enroll and participate. In addition to the general college population, the LAC offers General Education Development Exam (GED) preparation courses at all campus sites and works with faculty to support basic skills populations and equity groups.

Student need for peer tutoring services is identified through self-identification or referral from their course faculty. Students who visit the Learning Assistance Center come with an outcome in mind. For some, one-to-one or group tutoring is the desired mode of assistance. For students who are more self-sufficient and do not need one-to-one attention, the math and writing lab is sufficient to help them gain the information they need to continue making progress. Students who attend the labs are assisted by subject matter faculty.

To ensure the Learning Assistance Center performs at a high level of customer service, a survey is sent to service recipients at two points in the semester, after mid-terms and during the week prior to final exams.

3. Department Function

Since June 15, 2015, the Learning Assistance Center has been in a transition stage. Process and practice have experienced changes. The largest of the changes occurred in data collection methods. The last program review and each annual unit plan thereafter revealed a consistent

trend in a need for a data collection mechanism. In Fall 2015 SARS Grid and Track were implemented as a means to track tutoring appointments and math and writing lab visits. The data has enabled us to make more informed decisions regarding strategic planning for math and writing lab times as well as staffing for tutors. Further, the data collection method opens the door to a more granular study of the demographics of those who use the LAC, student success of the students who utilize services, and the effectiveness of the support systems we have in place. While the past 5 years' worth of data is sparse and generally hand tallied, the future's data will be more precise and give way to smaller margins of error.

Departmental procedures have not been written, rather they have been created and dispersed through e-mail or by mouth. To my knowledge there are no written procedures. The creation of a procedure file is something that will be addressed in the coming semesters.

4. Department Relationships and Impact

The Learning Assistance Center provides support to numerous academic and administrative departments on campus.

Academic Departments	The LAC collaborates with subject area faculty chairs and their faculty to create opportunities for student learning. Faculty regularly recommend students to become tutors in the LAC based on their academic ability and ability to articulate course concepts. In addition to recommending peer tutors, faculty facilitate the newly initiated math and writing labs, designed to assist students on a drop-in basis. This relationship is easily the most important to the health of the Learning Assistance Center.
ACCESS Programs	Beginning in Spring 2015 the LAC will assist ACCESS Programs in holding study groups for math and writing. Study groups are to be scheduled in Ridgecrest/IWV (Monday/Wednesday from 12p-2p) and KRV (Tuesday & Thursday from 12:30p-2:30p).
Distance Education	The LAC has continued to work with Distance Education to develop best practices for providing student services support to the online population, the majority of our student population. The two departments collaborate in the process of selecting resources to be used as well as the implementation of these programs. This is certainly an important relationship as the support of our online students is contingent on our ability to produce quality work and continue to deliver the support through our website and learner management system.



<p>Library</p>	<p>The LAC has made the move toward consistent collaboration with the Cerro Coso Library to form a united Learning Resource Center. The two departments under one faculty chair will ensure a connection between each department’s goals and increase communication to students. With an understanding of the departments’ operations each department will be more aware of the services offered and opportunities provided to students within each department. This has become increasingly important as the college’s sites, Eastern Sierra College Center (ESCC) and Kern River Valley (KRV), have one-room LRCs with representation from both departments. Collaboration between the two will surely support the growth of services and staff knowledge at these sites.</p>
<p>College Reading and Learning Association (CRLA)</p>	<p>The CRLA is the certifying organization for our tutor training program. This organization organizes an annual conference that brings Learning Assistance Center faculty and staff from across the country and abroad to educate one another on methods and programs that are effective. Attendance to this conference has proven to be highly beneficial.</p>



5. Service Recipients

The Learning Assistance Center serves all student populations and is not designed to target a specific population. The following data reflects Ridgecrest/IWV campus only as our new data collection method was only implemented at one location in time for the start of the Fall 2015 semester.

Gender

The current population of students receiving one-to-one tutoring in the LAC consists of 152 students (95 female; 57 male). What we can derive from the data is that females who attend tutoring sessions perform better than males who attend tutoring (see data set below), even with fewer sessions with a tutor on average. Also, on average, females attended fewer appointments than did males (shown below, 8.78 and 10.53 respectively).

Average GPA in courses tutored by Gender (4.0 scale)

Gender	Average on 4.0 Scale
Female	2.50
Male	1.96

Average number of session by gender

Gender	# of sessions	Average # of sessions
Female	834	8.78
Male	600	10.53
Grand Total	1434	



Ethnicity

This data shows the percentage of students from each ethnic group receiving tutoring at the left while the right shows the population of the Indian Wells Valley Campus.

Learning Assistance Center Student Demographics		College Wide Student Demographics	
Ethnicity	Count of Stu ID	Ethnicity	Total
African American	3.29%	African American	5.58%
Asian	4.61%	American Indian	1.49%
Filipino	1.97%	Asian	2.16%
Hispanic/ Latino	35.53%	Filipino	1.12%
Pacific Islander	1.32%	Hispanic/ Latino	40.43%
Two or More Races	3.95%	Pacific Islander	0.40%
White	49.34%	Two or More Races	5.10%
		Unknown	0.27%
		White	43.43%

As the data above shows, the population we serve is in close proportion to that the Ridgecrest campus. Gaps can be seen in our African American and Hispanic/Latino population’s use of LAC tutoring services.

Success by Ethnicity

Final Grade Distribution

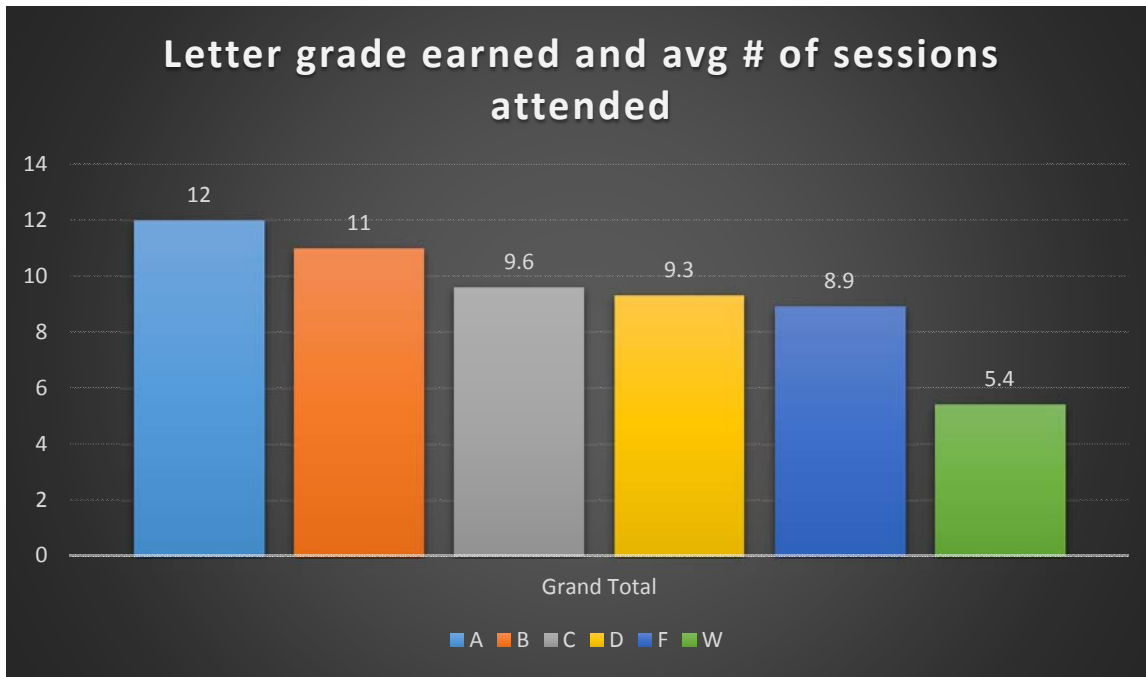
Ethnicity	A	B	C	D	F	W	Total	success %	withdraw rate
African American			2	1	1	1	5	40%	20%
Asian		1	3	1	2		7	57%	0%
Filipino			2			1	3	40%	33%
Hispanic/ Latino	10	14	18	2	9	1	54	78%	2%
Pacific Islander					1	1	2	0%	50%
Two or More Races		1	4			1	6	83%	17%
White	24	16	11	2	13	9	75	68%	12%
	34	32	40	6	26	14	152	70%	9%

The chart above shows us the number of students that earned each grade in courses for which they have received tutoring (any amount of tutoring). Success is defined as receiving a “C” or better in the course.



Avg. # of sessions by final grade by ethnicity							
Ethnicity	A	B	C	D	F	W	Grand Total
African American			4.5	7.0	7.0	1.0	4.8
Asian		15.0	16.0	15.0	8.5		13.6
Filipino			9.0			6.0	8.0
Hispanic/ Latino	12.1	9.1	9.3	10.0	8.1	9.0	9.6
Pacific Islander					11.0	3.0	7.0
Two or More Races		10.0	6.3			3.0	6.3
White	12.0	12.5	10.7	7.0	9.5	6.0	10.6
Grand Total	12.0	11.0	9.6	9.3	8.9	5.4	9.9

The chart above shows the average number of tutoring sessions attended for each grade earned, by ethnicity.





Age

The data tells us that students who are 26 and older perform at lower levels than those between the ages of 17-25. Additionally, students who are aged 40 and older, on average, have a higher rate of withdraw. For those 40 and older who do not withdraw, success is comparable to all other age groups.

Grade Distribution - Student aged 17-25 yrs

Final Grade <input type="button" value="v"/>						
A	B	C	D	F	W	Grand Total
18	14	21	1	16	5	75
17-25 yrs. success	71%					
Fail rate with tutoring	23%					
Withdraw rate	7%					

Grade Distribution - Student aged 26-39 yrs

Final Grade <input type="button" value="v"/>						
A	B	C	D	F	W	Grand Total
8	9	12	4	7	2	42
26-39 yrs. success	69%					
Fail rate with tutoring	26%					
Withdraw rate	5%					

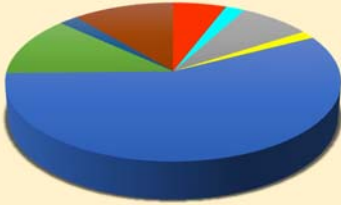
Grade Distribution - Student aged 40 yrs and older

Final Grade <input type="button" value="v"/>						
A	B	C	D	F	W	Grand Total
8	9	7	1	3	7	35
40 and over success	69%					
Fail rate with tutoring	11%					
Withdraw rate	20%					



6. Usage and Satisfaction Data

		KRV	IWV	
Number of unduplicated students being served:	1-to-1 or group tutoring	23 students	152 students	
	Math Lab Visits	Not Implemented	89 (unduplicated) students in Math Lab	182 (total) Math lab visits
	Writing Lab Visits	Not Implemented	50 (unduplicated) students in writing lab	94 (total) Writing lab visits
Total number of appointments attended:	1-to-1 and group tutoring	189	1510	
Average number of appointments per student during the semester:		8.2 per student average	9.93 per student average	

Kern River Valley (KRV)			FALL 2015	Ridgecrest/Indian Wells Valley (IWV)			
KRV tutors students in 8 courses			# Courses	IWV tutors students in 33 courses			
Number of sessions by subject			Sessions per course	Number of Sessions by subject			
Courses Tutored	Total			Course	# of students	Sum of # sessions	%
MATH C055	108	57.14%		MATHC055	13	156	10.33%
SPCH C101	23	12.17%		ENGLC101	11	112	7.42%
ENGL C101	21	11.11%		BIOLC255	10	110	7.28%
MATH C040	15	7.94%		MATHC050	12	103	6.82%
ADMJ C115	11	5.82%		MATHC151	9	103	6.82%
ENGL C070	4	2.12%		CHEMC111	10	99	6.56%
ENGL C040	4	2.12%		BIOLC251	9	83	5.50%
MATH C050	3	1.59%		MATHC121	8	72	4.77%
Grand Total	189		ENGLC070	7	70	4.64%	
			ENGLC030	6	68	4.50%	
			BSADC101	6	66	4.37%	
			ENGLC040	5	63	4.17%	
			MATHC040	4	54	3.58%	
			BIOLC125	4	38	2.52%	
			ENGLC102	4	38	2.52%	
			MATHC152	3	38	2.52%	
			MATHC141	5	28	1.85%	
			CSCIC070	4	26	1.72%	
			MATHC020	3	26	1.72%	
BSADC102	2	25	1.66%				
SPANC101	3	25	1.66%				
CSCIC101	1	21	1.39%				
BIOLC105	2	16	1.06%				
COUNC101	1	16	1.06%				
PSYCC101	2	14	0.93%				
DMAC111	1	13	0.86%				
CHDVC104	1	8	0.53%				
HISTC132	1	6	0.40%				
ARTC101	1	5	0.33%				
MATHC142	1	4	0.26%				
CHDVC125	1	2	0.13%				
CHDVC100	1	1	0.07%				
POLSC101	1	1	0.07%				
Grand Total			Grand Total	152	1510		



7. Department Costs

The LAC has four funding streams depending on the scope and type of services provided: general fund, Basic Skills Initiative (BSI), Student Success and Support Programs (SSSP), and Student Equity. Obviously, not everything in the LAC can be funded out of every one of the four funds, but together they cover a wide range. The BSI funds are mostly expended in the LAC—there is the greatest overlap there. The SSSP is somewhat expended in the LAC—one of the interventions is the writing and math lab. And student equity can be used incidentally if a service or project or event addresses one of the equity gaps.

Part 3 – Currency

1. Staffing

At this stage in the growth and development process, the Learning Assistance Center is adequately staffed given the volume of students at each campus. When Cerro Coso expands Learning Assistance Center services to Tehachapi, there will be a shortage of employees to adequately facilitate that population with equitable services.

IWV	<p>The Ridgecrest/IWV campus is currently fully staffed with a Learning Assistance Coordinator (4 days per week), a classified Office Supervisor, and a classified Learning Assistance Center Technician who acts as a proctor.</p> <p>The LAC Office Supervisor is responsible for hiring tutors, scheduling tutor appointments, departmental purchasing, and approving time cards for peer tutors. The LAC Technician is responsible for scheduling and proctoring all proctored exams.</p>
ESCC	<p>Eastern Sierra Campuses each share one Learning Assistance Center faculty who focuses her attention toward assisting students to improve study skills. The LAC faculty also acts as the staff coverage while assisting students in navigating the college and developing study skills. Currently this faculty is allocated 24 hours per week – This translates to 12 hours per week per campus (Bishop and Mammoth Lakes).</p>
KRV	<p>KRV is currently staffed with one Learning Assistance Center Technician who is responsible for proctoring and managing the LAC office (tutor schedules, test proctoring schedules, and assisting students to navigate the college.</p> <p>The LAC Coordinator spends 9 hours (1 day/week) on campus to assist students and to ensure data collection and operations are sound.</p>



Tehachapi	Currently Tehachapi is a work in progress. The campus does not yet have a Learning Assistance Center, but we are beginning to look toward development of basic LAC resources.
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2. Professional Development

As the department moves toward a more automated scheduling process for proctoring, the need for training in eSARS will be necessary. Also, the move to Canvas and the use of numerous new applications integrated with Canvas will be new and require training.

3. Physical Resources

The LACs at Cerro Coso match the aesthetics of each college campus and are adequate spaces for learning with exception to the math and writing lab at Ridgecrest/IWV. The math and writing lab is currently an open space that is indistinguishable from the open computer lab. This issue of not having a designated space for math and writing labs with no clear entry affects the number of students who sign in using SARS Track, affecting the LACs ability to assess effectiveness and usage. The lack of a designated space also lends to a noisier atmosphere at times and often confusion as to where the student should go to receive help (signs are designed but awaiting budget approvals to be purchased).

4. Technology

The Learning Assistance Centers’ technology is maintained by Information Technology (IT). The department is relatively low maintenance as it does not have many computer applications or difficult technology that requires training. SARS was a learning experience and training might have improved the learning for staff and faculty in the LAC. As for computers in the LAC, IT replaces computers on a 5 year rotation to ensure they are relatively up to date.

5. Marketing

Marketing for Learning Assistance Center programs has been facilitated through Grad Guru, flyers, posters, brochures, the LAC webpage on the Cerro Coso website, and promotions by faculty and counseling. Going forward the Learning Assistance center will promote its Facebook page to advertise learning opportunities and student support programs via Facebook and Twitter. Up to now, building a social media following has been difficult.

A definite need to improve online marketing is apparent. The LAC webpage is not easily navigated and does not highlight important programs for students. Revamping the webpage is a need and planned to be addressed in the next year.

Part 4 – Achievement of Administrative Unit Outcomes

1. Achievement of Administrative Unit Outcomes

These Administrative Unit Outcomes have been developed during the Program Review process, thus, The Learning Assistance Center has created mirrored AUOs set forth by the Library to create a universal set of AUOs used by the Learning Resource Center. These AUOs have not been addressed prior to Program Review so there is no data related to the department’s achievement of them.

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

Assessment method: The LAC will assess its AUOs using the student experience survey to address our students’ perception and will use a faculty survey every other Fall to learn of faculty perceptions.

Target: At least 80% of responses for each AUO will be positive.

Assessment Date: Fall 2016 (Future assessment) – There have not been assessments for these AUOs in the past.

2. Achievement of Course Student Learning Outcomes

Course	SLO #	SLO	Target	Semester	Met?
Preparation for the GED Exam - EDUC C005		The Student Learning Outcomes (SLO) for EDUC C005 cannot be adequately retrieved as there is not a clear mechanism for assessment. GED Preparation is a fully online course with all work being conducted through a third-party website (GED Academy). Students in this course choose the subject area they wish to study for and proceed to work within that subject. Given that an SLO assessment ought to be universal between students, this program custom tailors modules for each student and does not provide responses to individual questions to the instructor. Some students may never attempt several SLOs as they do not study the same subjects.. Extraction of SLO data from this system is virtually impossible and any assumptions regarding SLO data is conclusively insignificant and not representative of student learning or ability.			



EDUC C005 GED Preparation	SLO 1	Detect errors in sentence structure and make revisions as measured by a score on a GED practice exam text or software. The practice exam provides a score indicative of readiness to take the GED which is to be taken through an outside entity.	80%	FA15	?
SLO 2					
SLO 3					
SLO 4					
SLO 5					
Supervised Tutoring – EDUC COO4 This course’s students are assessed by peer tutors through using a worksheet that evaluates our students’ ability to do the following.					
EDUC C004 Supervised Tutoring	SLO 1	Identify study skills and specific course content needed for tutoring session and demonstrate critical thinking skills by relating both (study skills and thinking skills) to master of course content.	85%	FA15	YES

SLO 2	Evaluate and articulate the effectiveness of study skills learned during tutoring and articulate course concepts learned during a tutoring session.	85%	FA15	YES
SLO 3	Evaluate and identify specific skills necessary for completing course requirements during independent study time.	85%	FA15	YES
SLO 4	Apply self-efficacy skills to mastery of course content.	85%	FA15	YES

a. Gaps and Improvements Made

It seems there are no gaps in the learning outcomes for EDUC C004 (Supervised Tutoring).

Past assessments of EDUC C005 (GED Prep) failed to determine levels of student achievement and current assessments do not adequately assess student learning.

3. Summary of Student Learning Outcome Achievement

After collecting SLOs for the two classes in the LAC it has become apparent that the SLOs are in need of adjusting to better fit the mode of instruction (GED Prep) and Supervised Tutoring.

EDUC C004 - As the SLOs stand: the target is not clear whether 85% of students will meet SLO goals or whether each student will meet the target with 85% correctness. Using the current mechanism for the SLOs the following conclusions can be made:

98% of students met the standard for the Student Learning Outcome 1

Identify study skills and specific course content needed for tutoring session and demonstrate critical thinking skills by relating both (study skills and thinking skills) to master of course content.

98% of students met the standard for the Student Learning Outcome 2

Evaluate and articulate the effectiveness of study skills learned during tutoring and articulate course concepts learned during a tutoring session.

97% of students met the standard for the Student Learning Outcome 3

Evaluate and identify specific skills necessary for completing course requirements during independent study time.

96% of students met the standard for the Student Learning Outcome 4

Apply self-efficacy skills to mastery of course content.

This said, there are many issues with the current data collection method:

- Data is collected numerous times per semester for any one student



- Some students were assessed numerous times (some up to 28 times)
- Rubric for assessment provides 3 levels of achievement (failure to display understanding, improvement or progression toward mastery, and mastery). While most students show improvement, they typically stop attending tutoring once they feel it unnecessary, leaving the number of students receiving a mark of mastery few and far between.
- The goal for *successfully* meeting an SLO was “improvement or progressing toward mastery,” so nearly every student received this mark – resulting in 96% and up achievement in SLOs

EDUC C005 – SLOs for this course cannot be determined as there is no real mechanism for assessment. Students in Preparation for the GED Exam do not complete assignments that are turned into the instructor, or even created by the instructor. Using a third-party web application (GED Academy), students select the areas of the GED they wish to study, many do not directly represent the skills identified in the course SLOs. Students have the option of studying specific areas and are not required to complete a set of questions determined by the instructor. Course work in GED Academy is not static; rather, each student is presented with assignments and information appropriate to his or her abilities as determined by a practice/diagnostic test. Any statement of student achievement of the SLOs would not be scientific in nature and would be a guess.

Part 5 – Action Plans

1. Effectiveness and Efficiency

The Learning Assistance Center measures effectiveness through analysis of student performance in courses for which they receive tutoring, the number of visits to math and writing labs, and the number of exams proctored. Currently, feedback is solicited from students who receive tutoring, but there is a need to broaden the scope of feedback to faculty and students who have exams proctored.

2. Current Strengths

<p>Relationships with various departments</p>	<p>The LAC has developed strong working relationships with various departments on campus which have helped to identify ways the LAC can service students from different subject areas. This has also improved the number of recommendations for quality peer tutors. Consistent communication and frequent updates regarding student</p>
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	performance will ensure continued collaboration and growth.
Relationship with LRCs at our college sites	In the past there has been a disconnect between the LACs at the various campuses. Today there is a clearer connection between the LACs and an understanding that what works for one campus does not necessarily work for the others in the same fashion. The LACs seem to be more collaborative and maintain the same goals.
Data collection mechanism	As of Spring 2016 all campuses utilize SARS for tracking student use of the Learning Assistance Centers' resources. From this we will now be able to derive the number of students using resources, number of appointments by student, and the number of visits to math and writing labs.
Proctoring Services	Proctoring at Cerro Coso has flourished over the past few semesters thanks to the addition of a Learning Assistance Center Technician. Proctoring, though it will change with the introduction of online proctoring, has been a reliable, accessible support for students.
LAC office management	The LAC office has managed to adapt to new developments in technology and paperwork over the last semester. The processes in place are refined and tend to work well.

3. Improvements Needed

There are multiple areas that could use attention in the coming years to better deliver the mission.

Supervised Tutoring Online Registration	Registration for students receiving tutoring online will become a problem as it requires a referral from faculty (signature) and the addition of EDUC C004 to each student's schedule. For students who are wholly online this will pose a problem that needs addressing
SLOs	The current SLOs are not appropriately defined nor are the assessments. After spending a semester with the SLOs and their assessments it has become clear that there is a need to redesign the SLOs and reconstruct assessments used in both courses.
Online Tutoring	To improve equity of programs across campuses and online, online tutoring will require a more streamlined process for registering for

	tutoring and receiving tutoring. The migration to Canvas should answer the question of mode of tutoring, but an easier way to register for EDUC C004 will need to be explored.
Equitable math and writing labs	Math and writing labs have been introduced at 3 campuses, but expansion to other smaller campuses and online will need to be addressed.
Defined spaces for Math and Writing Labs	Currently the Learning Assistance Center at Ridgecrest/IWV does not have a defined space. Math and writing labs are unmarked (awaiting budget for 2016-2017 for banners to distinguish the space) and unidentifiable without the presence of lab faculty. That said, students have become aware of where the labs are through flyers on campus and word of mouth. The labs are experiencing growth in participation in their second semester.
Marketing	Currently the LACs marketing have been primarily through flyers and posters, and word of mouth through faculty, counselors, and students. This is an area of opportunity for the LAC. Creating a social media presence of sorts and a distinguishable brand could improve usage of services. This said, our current marketing seems to be working to attract an appropriate student population in relation to the amount of services and personnel the LAC has. More tutees = more tutors and we are struggling to recruit large numbers of tutors.
Consistent Data Sets	Because the data collection mechanism used (SARS) is new to the LAC, we will need to develop consistent data sets that allow us to compare outcomes and effectiveness semester after semester.

4. Response to Previous Action Plans

The Last Program Review (2009) does not clearly identify goals for the next review cycle. Further, there is little data or documentation that lends to easily unearthing what these goals might have been and the progress made in the past 5 years.

5. *Three-Year Department Goals*

1. Improve the LACs website and presentation of learning supports – simplify and improve aesthetically – improve accessibility
2. Develop mechanisms to evaluate AUOs
3. Identify data sets to be used semester over semester to create a consistent method of assessment of effectiveness
4. Assess EDUC COO5 (Preparation for the GED Exam)
 - a. Rework SLOs so that they are measurable and appropriate for the nature of the course

6. *Six-Year Department Goals*

1. Increase usage statistics of academic supports and AUO results year after year
2. Implement equitable programs across all Cerro Coso sites and online
 - a. Math and Writing Lab
 - i. Kern River Valley is lacking an equitable service
 - ii. Online is lacking an equitable service
 - iii. ESCC has a math and writing lab but it is available minimal hours
 - b. One-to-one and group tutoring
 - i. Online's tutoring services have yet to *take off*. Students use it but the consensus is opposed to receiving online tutoring – there are improvements to be made
 - ii. ESCC Mammoth Lakes does not have peer tutoring; rather, there are 2 LAC faculty who provide support for students in all subject areas.
 - c. Supplemental instruction
 - i. Has been used in basic skills classes – I would like to see this used more widely in gateway courses.
 - d. Course specific study groups