

**Cerro Coso Community College
Learning Assistance Center Program Review**



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**Cerro Coso Community College
Learning Assistance Center Program Review**



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Program Review normally is conducted every six years.

**Cerro Coso Community College
Learning Assistance Center Program Review**

Part 1 Relevance

1. Program Mission:

The mission of the Learning Assistance Center is to collaboratively provide a variety of learning support services to meet needs of students at all our campuses, including online. Our mission is to respond to all levels of student learning needs based on student goals, learning assessments, current research, and campus data. Also to provide means whereby students may demonstrate newly learned information. The services provided are free tutoring, supplemental instruction, mentoring, workshops, computer lab work, non-credit courses, and a variety of assessments such as campus test proctoring and “for-fee” services such as CLEP and university exams.

The Learning Center is responsive to the college mission statements.

1. Efforts meet community needs and workforce development and quality services to under-represented populations through
 - GED preparation (discontinued fall 2009 due to funding considerations)
 - Outside test proctoring
 - Additional assistance to DSPS students
2. Services to under-prepared students and increasing student success with
 - On campus and online tutoring
 - Tutoring services to all campuses
 - Integration of academic services with counseling for “early alert” coordination.
 - Tutor Training EDUC 170 to all campuses and online
 - Study skill information on the LAC website
 - Increased tracking of student progress through data sheets and SLO’s
- 3.& 4. Seeks to improve use of resources and build a culture of accountability with Text resources, materials and supplies
 - Use of iTV and online courses for Tutor Training EDUC 170
 - Cross-campus communication for supply needs
 - Cautious use of Basic Skill Funds to further development of tutoring at other campuses
 - Adobe Connect Pro for online tutoring
 - Group tutoring
 - Tutoring as a class (INST C004). This allows the campus to track student success related to tutoring hours.
 - Tracking individual tutoring sessions and sharing of results with KCCD Institutional Researcher

The services are an essential part of meeting the college’s mission of providing services to all campuses and focusing on improving student success and retention.

2. Program History and Description:

The Learning Assistance Center has existed for an extensive time at Cerro Coso and once had a full time faculty Basic Skills Coordinator and several full time staff. The services have waxed and waned since the position was eliminated in the late 1990's. The services flourish when grant money is provided and wane when the funds disappear. Commitment to institutionalize such services campus wide through general funds did not exist; therefore, some of the Cerro Coso campuses have lacked consistent services through the years. Clearly the greatest growth in recent years has been at one of our sites facilitated by the provision of additional funds through the Basic Skills Initiative. Other campuses inside and outside of the Kern Community College District have made greater commitment to institutionalize LAC services.

The current services began in fall 2006 with efforts to standardize parallel services offered at each campus with some consideration to sustainability. Most recently efforts have focused on data collection for student learning outcomes. All efforts have faced the challenges of distance and uncertain finances. We are also impacted by the district's lack of understanding. We do not have equitable institutional research support or program similarity to other Learning Centers; therefore, district decisions often have a greater impact on our ability to provide equal services across Cerro Coso campuses. For example, suggestions to have tutors provide supervision demonstrated a lack of understanding that we do not have classified tutors but only peer tutors who can not perform supervisory tasks.

Our IWV LAC Office Supervisor facilitates all tutoring appointments at IWV and online, test proctoring, plus she oversees student lab aides for 40 hours a week. There is with some faculty support during make-up and online test proctoring for an additional 16 hours per week during make-up and online. Without this function our computer lab would not remain open. She also proctors and oversees CLEP and university exams. This year faculty supervision was decreased from 915 hours in spring 2009 to 256 hours for fall 2009. At KRV we share a DSPS 19 hr/wk person who helps supervise tutoring, while at ESCC several adjunct faculty have assisted with limited LAC tutoring times. Faculty assistance at ESCC may be eliminated next semester due to cutbacks and the district perception that we can have tutors supervise; however, tutors are students and can not supervise.

A prime focus of our program for many years has been fostering the understanding among students that the tutoring portion of our program is formative and fosters independence in learning. Our work is to build students' study and learning skills, not merely assist with assignment completion. This focus is consistent with Cerro Coso's action plan submitted to the state Chancellor's Office for Basic Skills Initiative.

Other recent history may be traced in additional documents from LAC Ideas-2005, Basic Skills Unit Plan 2007-2008, August 2008 note to faculty, and Basic Skills Committee Documents- spring 2009. Much of the academic oversight of the LAC rests in faculty hands through assigned load and Basic Skills Committee advisement.

3. Program Goals and Objectives: revised- spring 2009

Vision- The vision of the Learning Assistance Center is to provide a variety of learning and mentoring opportunities for students to demonstrate mastery of skills necessary for academic and life-long success through services inside and outside the classroom. These opportunities will evolve in response to student need, faculty input, technological changes and be not only research driven but also delivered by trained peers, staff and faculty with ongoing opportunities for training.

General Goal- The overarching goal is to ensure that minimal services are provided at all sites in a consistent and sustainable manner:

1. A permanent staff or faculty member with specified duties such as delivery and tracking of services. Another responsibility would be supervision and coordination of student workers and lab aides.
2. A minimum of 19 hours LAC hours available for students each week.
3. Open computer lab service with printer access and peer lab aides. (Its concomitant course, Computer Skills Lab, was discontinued fall 2009)
4. Computer labs equipped with GED Prep and Inspiration software and MS Office.
5. Tutoring service (with its concomitant course, Academic Skills Review Lab INST C004) by appointment with a small number of open drop-in hours also desirable.
6. Online tutoring stations.
7. Materials, equipment, supplies and books as approved each year provided by basic skills funding.
8. For new campus sites provision of LAC services must be addressed by initiation of appropriate non credit courses-(GED Prep, Academic Skills Review Lab and Computer Skills Lab), the addition of trained personnel, computer software in the designated lab and minimal operational hours for the LAC.

Learning Assistance Center Institutional Benchmarks

1. Increase the amount of information provided to the campus ... and online about tutoring services. Increase web-based resources and means of communicating effectively between campuses.
2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations- on the campus and online. Provide up-to date manual and materials.
3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction (*discontinued fall 2009*).
4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offerings such as Level 2 and Technology for Tutors.
5. Coordinate purchases and monitor needs of other campuses.
6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations.
7. Develop & provide mentoring for ESL students.
8. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses.
9. Expand Academic Skills Review Lab as a non-credit course to all campuses.

Tutors, Tutee & Tutoring Program Student Learning Outcomes

The 2008/2010 goals correspond closely with institutional, accreditation and basic skill goals as well as SLO's for tutors and tutees.

- **Mission-** As part of the Learning Assistance Center our mission is to provide a variety of academic support services in collaborative environment where students “Learn How to Learn”, one that fosters active, ongoing learning and independence in students at all of Cerro Coso's campuses including online. There is a variety of tutoring services, supplemental instruction and academic skills instruction provided for students.
- **Vision Statement-** As part of the Learning Assistance Center our vision for tutoring is to provide a variety of assisted learning opportunities inside and outside the classroom. These opportunities will evolve in response to student need research, faculty input, and technological changes and be delivered by trained peers, staff and faculty.
- **Tutoring Program Goals-**
 - Develop Socratic questioning methods and collaborative communication skills in tutors.
 - Develop tutors' ability to identify tutees thinking levels, metacognitive behaviors and learning and study skill needs
 - Use sound methods for tutor training and tutoring based on data and research
 - Foster independence in students' learning through collaborative and self planning of study and tutoring sessions.
 - Define and solve problems
 - Build self-awareness of learning styles
 - Build general and subject specific study skills
 - Use campus resources for tutoring and learning
 - Solidify student tutee's learning through self-articulation of learned concepts
 - Use data collected from tutoring sessions for ongoing improvement
 - Act on opportunities for innovation, staff development and increased campus communication.
 - Develop a long term plan for expenditures and staffing.

Student Learning Outcomes 2008/2010

A. Students' tutors will know how to....as measured by:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist.... Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.

2. Accurately identify specific metacognitive behaviors with written responses to case studies graded on a rubric... Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self-evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric. Scheduled after fall 2009

3. Accurately identify specific study skills for tutee improvement with written or oral responses to case studies graded on a rubric.... Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' study skill needs. Scheduled after fall 2009

Evaluate Tutors- Program Level Outcomes *Reworded from above*

1. Student tutors at level 1 will be able to assess student tutee's cognitive level. 75% of observation collected at random will score a score of 80% on a checklist.

2. Student tutors at level 1 will be able to assess student tutee's study behaviors and study skills. Scheduled for fall 2009

a. A trained observer or supervisor can observe at random program level tutors. 75% of observations collected at random will score a score of 4/5 on a rubric.

b. Another method would be for a digital recording converted to MP3 format and the tutor completes a self- evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric.

c. A trained observer or supervisor can at random check tutors written responses to tutees' metacognitive behaviors and study skill needs. 75% of observation collected at random will score a score of 4/5 on a rubric.

B. Tutees are students. The tutee will be able to...as measured by:

1. Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire.... Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor. Scheduled for fall 2009

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire.... Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled for fall 2009

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire. ...Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled for fall 2009.

5. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire....Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled fall 2009

Evaluate Tutees- Program level Outcomes Scheduled after fall 2009

1. Tutees will be able to articulate goals, learning and planning skills for a tutoring session.

2. Tutees will be able to identify specific skills or concepts they need to use during their study time between sessions.

The above items will be assessed by a trained observer or supervisor who can at random check tutees' written responses to the Tutee Learning Summaries. 75% of observations collected at random will score 4/5 on a rubric.

C. Program Outcomes for Tutoring

1. Of students served in Academic Skills Review lab at each campus
 - a. the number of students receiving tutoring increased- unduplicated,
 - b. the number of actual contact hours increased or
 - c. the percentage of students, who participated in a minimum of three tutoring sessions, succeeding with a C or higher increased.

This will be assessed yearly at each campus rotating between actual numbers, contact hours and percentage of students achieving a grade of "C" after three tutoring sessions.

2. Pilot Supplemental Instruction- Discontinued fall 2009 due to limited faculty availability

Assess student progress with a comparison rubric which

- a. compares the number of students completing courses using supplemental instruction with those who do not
- b. compares the % of students receiving A's B's and C's with supplemental instruction with those who did not have SI

D. For Ongoing Program Improvement- A trained observer or supervisor will:

Scheduled for spring 2010

1. Evaluate data for individual student- specific needs and provide feedback to tutors. When a widespread need is determined provide feedback to the campus.
2. Evaluate data for program specific needs such as additional materials, workshops, training and trends.
3. Provide data from fall 2009 to institutional or district researcher for data analysis.
4. Evaluate tutoring sessions using summative student evaluations & formative faculty evaluations or a self-evaluation form for responses to digitally recorded or web-based session. Completed with new level 1 tutees fall 2009/ ongoing

Part 2- Appropriateness

1. Program Effectiveness:

The district CLASS data indicates we as a campus are not doing a great job with retaining or ensuring success in basic skill students. As greater coordination occurs with the researcher, our counseling department, curriculum council and department chairs we will identify more target

needs in our students. This is an ongoing process. As we specifically identify learning and study skill needs we will be better able to address these needs. The LAC continues to need faculty coordination and staff support to achieve these ends.

A plan for data analysis of SLO's has been worked out with the KCCD District Institutional Researcher. This is scheduled to begin after fall 2009. Preliminary data from fall 2008 at IWV indicated 60+% of students who registered after the 50% date still received "W's", "D's" or "F"'s indicating early registration for tutoring was essential. Also students who came to tutoring 4 times or less did not indicate a high level of success. Hand- tallied fall 2008 data showed time management and task prioritization to be the primary learning skill needs along with text reading. (Action was taken to further train tutors on approaching these issues with tutees.) It was noted that students often took 8 sessions before being able to identify specific skills necessary for learning material. Fall 2009 we hope to coordinate the same type of data with specific student and class success rates. Spring 2009 data collection was changed and resulted in unreliable data.

2. Program Demand:

Service numbers indicate only IWV campus. The trend is toward more students in fall of each year as opposed to spring. Fewer students register for spring; however, this may indicate fewer students have been successful and therefore do not continue to the next semester.

IWV only

Spring 2004		
Students Enrolled	168	
Non-Participants	13	
Students Tutored	159	
Total Hours	3387	03/04 total
Fall 2004		
Students Enrolled	266	
Non-Participants	18	
Students Tutored	248	
Total Hours	4561	
Spring 2005		
Students Enrolled	188	
Non-Participants	21	
Students Tutored	167	
Total Hours	3326	04/05 total
Fall 2005		
No FTEs due to decision of VP of Student Instruction		
Spring 2006		
Students Enrolled	163	
Non-Participants	20	
Students Tutored	143	
Total Hours	4189	sp/06 total

Fall 2006		
Students Enrolled	238	
Non-Participants	4	
Students Tutored	234	
Total Hours	5176	
Spring 2007		
Students Enrolled	164	
Total Hours	2,138	06/07 total
Fall 2007		
Students Enrolled	197	
Total Hours	4715	
Spring 2008		
Students Enrolled	142	
Total Hours	2022	07/08 total
Fall 2008		
Students Enrolled	255	12/09
Total Hours	5449	total
Spring 2009		
	185	
Total Hours	2033	08/09 total
Fall 2009		
Students Enrolled	215	12/09
Total Hours	4265	total

We expect increases in students, with an increase in community size, larger classes and fewer sections. Less access to CSU's and UC's will bring more students and there is an expectation of more veterans next year. Workkeys as a program has been discussed as an addition to the LAC for serving CTE students. This too will increase our student numbers. There is greater emphasis on basic skills and changes in course SLO's will result in requirements for additional tutoring or workshops.

3. Program Relationships and Impact:

Our Learning Assistance Center does not provide the level of support that nearby colleges provide. We have no full time faculty coordination, no classified tutors as does Bakersfield College; the number of campuses far exceeds Bakersfield as does the number of online students needing services. Antelope Valley College has a designated learning center with a wide variety of assessments, faculty access, an institutional researcher, and has grants from businesses. Many colleges in the state offer non-credit study skill workshops and have automated data entry systems. We struggle to cover current needs of our other campuses.

There has, through basic skills initiative, been some integration of data between the LAC and counseling for "Early Alert". DSPS assists with staffing tutoring at KRV and has provided a (borrowed) Kurzweil 3000 scan and read for support of DSPS students. The LRC helps support library/tutoring efforts at ESCC. Tutors and our staff coordinate with Financial Aid for securing student workers and time cards. The faculty coordinator regularly attends the IWV Collaborative

of community agencies. We are working with the Charter School to facilitate college students reading to students on a regular basis. Constant communication through basic skills ensures there is no overlap between efforts. The LAC efforts pick up where others leave off and respond to ongoing campus needs.

4. Student Success:

Students who enroll early in tutoring show higher pass rates than those who do not. Fall 2008 data for students who signed up for tutoring after midterm exams showed 65+% still received W's, D's and F's for their courses.

Student satisfaction data with 103 respondents showed 89% of students were satisfied or very satisfied with tutoring. 74% rated the experience as very positive. No respondents checked a very negative response.

The Learning Center interfaces frequently with most programs at the college. Generally interfacing is a direct response to stated or evidenced needs. We hope to better serve CTE students with Workkeys.

5. Diversity: The Learning Center is open to all students and has expanded its emphases to further include online tutoring, language practice for ESL students and equipment for DSPS students such as Kurzweil 3000 scan and read equipment and an enlarger.

6. Curriculum (if applicable): Limited for Learning Assistance Center

Place of Program in Curriculum:

Previously described services do not compete with other college programs but serve to enhance retention and success. No fees are charged to Cerro Coso students except for printing in the open lab. Fees are charged for outside of campus services such as CLEP exams and proctoring for other colleges.

EDUC 170 Tutor Training is a transfer level course for on-campus tutors and lab aides whereby students who tutor 25 hours and receive an evaluation may be awarded College Reading and Learning Association's (CRLA) Level I international Tutor Certificate. Cerro Coso has received this certification as an institution since 2006 and has received a three year renewal.

INST C004 Academic Skills Review is tutoring by peer tutors and volunteers. Tutoring is usually by appointment with a group of students. Peer tutors and lab aides have received training through EDUC 170 on campus or online or are volunteers who have subject area expertise and have been approved through our HR Department. Tutoring is also offered online and by drop in appointments with available tutors or lab aides.

Proctoring for Cerro Coso make-up and online exams currently is provided from 5:30-9:30 p.m. by faculty proctors. Other for-fee proctoring is provided by one person- our LAC Office Supervisor by appointment.

7. Curriculum Currency:

Curriculum for Tutor Training EDUC 170 and Tutoring- Academic Skills Review- INST C004 regularly are reviewed and modified for currency.

Part 3-Achievement of Student Learning Outcomes

Tutors, Tutee & Tutoring Program Student Learning Outcomes 2008/2010 – These goals correspond closely with institutional, accreditation and basic skill goals as well as the stated SLO's for tutors and tutees. See page 6 for Mission and Vision Statements.

1. SLO's and Review

A. Tutoring Program Goals-

- Develop Socratic questioning methods and collaborative communication skills in tutors. *This is an ongoing activity.*
- Develop tutors ability to identify tutees thinking levels, metacognitive behaviors (*deemphasized*)and learning and study skill needs.(*increased emphases*) *previous research showed tutors able to identify thinking skills with little usefulness to tutoring while students' study t skills appeared to have greater impact on student success.*
- Use sound methods for tutor training and tutoring based on data and research. *This is an ongoing activity.*
- Foster independence in students' learning through collaborative and self planning of study and tutoring sessions. *This is done through daily tutor and tutee sheets*
 - Define and solve problems
 - Build self-awareness of learning styles
 - Build general and subject specific study skills
 - Use campus resources for tutoring and learning
- Solidify student tutee's learning through self-articulation of learned concepts *This is done through daily tutor and tutee sheets*
- Use data collected from tutoring sessions for ongoing improvement *This is done through daily tutor and tutee sheets.*

*** Sheets will be modified again and meetings scheduled with students to increase focus on learning skills in tutees- spring 2010*

- Act on opportunities for innovation, staff development and increased campus communication. *This is an ongoing activity.*
- Develop a long term plan for expenditures and staffing. *This is an ongoing activity.*

Student Learning Outcomes

Students' tutors will know how to...As measured by...Assessment:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.

Completed-Tutors are accurately able to do this but usefulness is limited to possibility of inappropriate placement and therefore will be deemphasized.

2. Accurately identify specific metacognitive behaviors with written responses to case studies graded on a rubric. Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self- evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric. *Scheduled after fall 2009- 90 % of tutors were able to do this during fall 2009 training.*

3. Accurately identify specific study skills for tutee improvement with written or oral responses to case studies graded on a rubric. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' study skill needs. (*Completed throughout the semester at IWV campus.*) ** *scheduled for implementation at all campuses with revised sheets. 90 % of tutors were able to do this during fall 2009 training.*

B. Tutees are students. The tutee will be able to...as measured by...Assessment:

1. Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor. *Scheduled after fall 2009*

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. *Scheduled after fall 2009*

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. *Scheduled after fall 2009.*

4. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.

The sheets will be revised to be more concise and focused on learning skills.

***A meeting with the faculty tutor coordinator will be scheduled and a study skills assessment considered for administration during spring 2010 semester beginning at the IWV campus.*

Evaluate Tutees- Program level Outcomes Scheduled after fall 2009

1. Tutees will be able to articulate goals, learning and planning skills for a tutoring session.

2. Tutees will be able to identify specific skills or concepts they need to use during their study time between sessions.

The above items will be assessed by a trained observer or supervisor who can at random check tutees' written responses to the Tutee Learning Summaries. 75% of observations collected at random will score a score of 4/5 on a rubric.

C. Program Outcomes for Tutoring

1. Of students served in Academic Skills Review lab at each campus

- a. the number of students taking tutoring increased- unduplicated,
- b. the number of actual contact hours increased or
- c. the percentage of students, who participated in a minimum of three tutoring sessions, succeeding with a C or higher increased.

This will be assessed yearly at each campus rotating between actual numbers, contact hours and percentage of student achieving a grade of "C" after three tutoring sessions.

Revised to include all campuses for spring 2010

2. Pilot Supplemental Instruction- **Discontinued fall 2009 due to limited faculty availability.** *A High level of success was shown for students who participated and attended regularly.*

D. or Ongoing Program Improvement- A trained observer or supervisor will:

Scheduled for spring 2010

1. Evaluate data for individual student- specific needs and provide feedback to tutors and when a widespread need is determined provide feedback to the campus.
2. Evaluate data for program specific needs such as additional materials, workshops, training and trends.
3. Provide data to institutional or district researcher for data analysis. fall 2009
4. Evaluate tutoring sessions using summative student evaluations & formative faculty evaluations or a self- evaluation form for responses to digitally recorded or web based session. Completed with new level 1 tutees fall 2009/ ongoing

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### **Learning Assistance Center Institutional Benchmarks with Review**

1. Increase the amount of information provided to the campus as a whole, to individual campuses and online about tutoring services. Increase web based resources and means of communicating effectively between campuses. *This is an ongoing activity. LAC has additional study skill links added to its website- competed fall 2009, and online requests for tutoring-spring 2009*

2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations- on the campus and online including providing up-to date manual and materials. *This is an ongoing activity*

3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction. *Done-Students who attended showed increased success over those who did not attend. Discontinued fall 2009- lack of faculty to implement*
4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offering such as Level 2 and Technology for Tutors. *Modified to expand to mentoring for ESL and basic skill students/Level 2 CRLA placed on hold.*
5. Coordinate purchases and monitor needs of other campuses. *This is an ongoing activity*
6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations. *Assessment-done, some in-class workshops have been provided. LAC homepage provides study skill links.*
7. Develop & provide mentoring for ESL students.-*This has been started*
8. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses. *This is an ongoing activity*
9. Expand Academic Skills Review as a non-credit course to all campuses. - *Instituted for Spring 2010*

#### **Part 4- Currency and Part 5- Future Needs and Plans**

##### **Challenges:**

The greatest challenges for LAC development in addition to overcoming distance barriers are research and staffing needs and funding for non-credit courses. In the last year GED Preparation and Computer Skills Lab have courses have been discontinued as has Supplemental Instruction and faculty tutoring. Total faculty supervision was 915 hours for spring and 256 hours for fall. Often we lack the ability to show evidence of need or impact of efforts along with staffing to keep them in place. In part this is due to lack of a research focus, no automated means for collecting pertinent data from all campuses and lack of ability for ongoing analysis of data once it is collected. Long term sustainability and institutionalization of effective practices is necessary as previous cutbacks in 2003 resulted in a loss of IWV LAC staff that has never been restored and current cutbacks threaten the operation of LAC's at other campus locations.

##### **Resources:**

Our resources are stretched thin with current staffing. We need additional staff and resources at other campuses. Over-reliance on basic skill funds will not ensure continuing these services. Each campus needs to develop a means of generating their own FTES for providing some services.

##### **Planning Development and Evaluation:**

Much of the planning, development and evaluation processes rest in the hands of faculty through the Basic Skills Committee and faculty load assignment. However, decisions impacting development often rest on district and sometimes local administration. Lack of ongoing collegial consultation about Cerro Coso's current needs and operations; mistaken district assumptions and decisions drastically affects consistent operation and development.

**Strengths:**

The greatest program strengths are the excellent staffing at our campuses, support received from administration and faculty alike with a “can do” attitude.

**Previous recommendation responses:**

- To date the campus does not have a full time institutional researcher so research to show effectiveness has been slow falling on already busy faculty.
- Automated data collection has not happened.
- Adequate staffing at all campuses to keep labs and tutoring going at a reasonable level of service to students. There is a chance of less staffing at most sites.

**Specific Recommendations for Improvement**

- *Better data analysis-*
  - Automated data collection system
  - Full-time institutional researcher
- *Specific services*
  - Day time make-up and online test proctoring as well as evening
  - Increase online tutoring
  - ESL mentoring-continue implementation
- *Continue efforts to provide services to all campuses*
  - Additional part-time staff or faculty load assignment for developing services at all campuses.
  - Other campus efforts to become self-sustainable by generating FTE’s for services.
- *Increase campus communication and responses*
  - Develop more contact time with tutees and tutors by faculty and staff
  - Begin tutee study or computer skill assessments for increasing student self- awareness and self-efficacy. Develop workshops in response to assessments.
  - Revised Tutor and tutoring sheets
- *Greater reliance on Cerro Coso faculty, staff and academic/student service input into decisions by district*

**Part 6- Executive Summary**

Program Review normally is conducted every six years. No program review has been done for the Learning Assistance Center since the full time faculty position of Basic Skills Coordinator was eliminated in the late 1990’s. Discontinuance of state reports in 2002 resulted in discontinuance of data collection.

The up and down history of the LAC points, I believe, to a lack of emphasis and institutionalization on our campus. Institutionalization would provide a committed under-girding to the success of under-prepared students. Contrariwise, cut backs at other campuses will impact our ability to provide equal access to services. Dedicated staff and faculty can only be stretched so far, especially at ESCC and KRV.



We need similar services day and night, on campus and online, at one campus and another and for all students regardless of their first language. We need more dedicated institutional research time to accomplish tasks and faster means to collect data from all campuses. Working smarter with data collection will provide greater efficiency. Greater effectiveness cannot always be provided through increased technology, therefore we propose greater communication and contact time with students through faculty efforts, assigned time, assessments, mentoring, workshops and other visible means to reach students, raise their awareness and equip them to be better students. Even in these difficult times, we propose adequate staffing at each campus dedicated to the mission and vision of the LAC. With that in mind, KCCD needs to empower Cerro Coso to devise workable solutions rather than impose pre-fabricated solutions.

Specific recommendations in the section above along with mission page 3, vision and program goals page five all indicate the program needs further development rather than cutbacks if we hope to ensure greater student success and retention.