Learning Center Department
AUP for Academic Year 2024-2025
October 2023

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 necessary to grow understanding, confidence, and success.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

The LAC continues to offer Math and Writing Labs, peer tutoring, Embedded Tutoring, and Net Tutor as academic supports for our students. No actions were taken in the last year.

The LAC provides learning support services for various subjects, online and in-person. The equity gaps associated with the LAC's services pertain mostly to access to supports, or those who choose to utilize services.

During the 2022-23 academic year, the populations that the LAC served that are disproportionate to the total makeup of the college are as follow:

- **First Generation** students made up 27.2% of LAC service usage while the same population makes up 33% of the total population (-5.8%).
- **Hispanic/Latino** students made up 45.7% of LAC service usage while the same population makes up 48% of the total population (-2.4%).
- **Economically Disadvantaged** students made up 24.9% of LAC service usage while the same population makes up 27.3% of the total population (-2.3%).
- **Female** students made up 51.9% of LAC service usage while the same population makes up 54.1% of the total population (-2.3%).

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

The LAC made no major adjustments due to outcomes assessment in the past year.

Unrelated to outcomes assessment: the LAC recognized fewer tutor requests being submitted. To simplify the process of requesting a tutor, the LAC introduced a webform in place of the Navigate process. The webform is available in the LAC Canvas Page.

Outcomes Assessment: Results of Last Year's Assessments

SLOs for EDUC C805 are scheduled to be assessed in the Fall 2023

AUOs for the LAC are scheduled to be assessed in the Spring 2023.

Target Met?

Did Not Assess

Target Met?

Did Not Assess

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

Type:

AUO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

AUOs are scheduled for the Spring 2024

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

SLO evaluation is scheduled for Fall 2023

Outcomes Assessment: Schedule of This Year's Assessments

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

Provide materials and services that support the college's programs and the interests of students, staff, and faculty.

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

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

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

Optimize technology to provide resources and academic support services across multiple modalities.

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

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 Learning Assistance Center held its first *Student Success Workshop* to address student needs. The workshops were not structured; rather, they were designed to address the needs of students who attended the hybrid sessions. During the two sessions that were held in the fifth week of the term, we hosted six students who attended with general questions about services available within Canvas and a technical question about an issue that exists within Canvas.

Each semester this is offered we hope to build in more structure, based on what we learn from these unstructured sessions.

2-year Strategy 2: Rebuild Team of Tutors

Progress: Following the pandemic, the Learning Assistance Center has struggled to hire new peer tutors. As the college comes out of the pandemic and some student traffic has returned to campus, we've had better recruitment outcomes.

At the beginning of the pandemic the Learning Assistance Center had a total of 9 tutors, making it a challenge to support our own student population. As a result, much of our tutoring was outsourced to NetTutor.

As of the Fall 2023, the LAC has approximately 20 tutors and continues to recruit for various subjects. Even with 20 tutors in the LAC, the center still struggles to obtain recommendations from faculty for multiple subjects.

The LAC will continue to grow its team of tutors; however, to ensure the department can serve the needs of students, the LAC has made the decision to join STAR-CA, a consortium of peer tutors from community colleges across the state.

5-Year Strategy 2: Develop evaluation process and tool for LAC programs

Progress: In preparation for Annual Unit Plan writing, the LAC worked with Institutional Research (IR) to compile LAC data that is derived from Navigate and student demographic data that is pulled from Banner. As a result, IR provided a snapshot of LAC services usage, who uses them, where they are accessed, and a breakdown of equity populations. After reviewing the data provided by IR, it seems we no longer have a need to build a new evaluation process.

Strategies Still to be Addressed:

5-Year Strategy 1: Reintroduce Supplemental Instruction or a model like supplemental instruction

Progress: While this goal sounded appropriate at the time, more and more, it seems that the embedded tutoring program can serve the same purpose as Supplemental Instruction. The embedded tutoring program continues to be a strong tool for faculty to employ in their classroom.

Last Year's Initiatives

Video Intro to LAC Services

Since writing this goal, the LAC has introduced a new tutoring program, STAR-CA. With the new program in place, we would like to spend some time with the program and our existing programs before we record, edit, and share an intro video. The primary reason for this delay is that we want to understand the best ways to use each program we offer so that we can describe the programs in a way that will resonate with students. Also, we don't want to discover that the video we recorded is out of date within the first semester due to a change that needs to be made to the program or how it is accessed.

An orientation video will be made once the LAC has settled it's development of existing programs and are confident that the department is ready to commit to leaving things alone for a while.

Develop space for organizational documents for tutors

In an effort to gather materials quickly for the Fall 2023, a space was created within the existing LAC Canvas Page for peer tutors' training materials and documents. After building that group in the Canvas page, it became clear that a full Canvas page would be a better location for peer tutors and their materials.

In addition to being helpful for new peer tutors, this could also be a great place to build community among our tutors who are, more and more, spread across the state and not located at any one campus.

Grow Tutor Team

At the height of the pandemic the Learning Assistance Center had been reduced to 9 peer tutors. As of week 8 of the Fall 2023 semester, the LAC is up to 20 peer tutors. While we are still trying to increase the number of tutors and the variety of courses we can support, we are happy to be growing and are satisfied with the growth at this point. We expect to continue growing over time.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

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

Grow Tutor Team

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Reinstate EDUC C004 - Supervised Tutoring

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

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.

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

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

Does the department request help developing these instruments?

No

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

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

Person Responsible:

Learning Assistance Center Coordinator

Unit gap or institutional goals addressed:

Modular Tutor Training

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

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.

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

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.

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

Evaluate Resource Needs

Facilities

LRC 2nd Floor Signage

The LAC Requests updated signage at the stairs. Currently, the signage reads, "eLearning." As a suggestion, the following may be more appropriate, given what is on the second floor of the LRC:

- CyberSecurity/IT Lab
- Learning Assistance Center
- Classrooms LRC 709/710
- Faculty Offices
- Distance Education
- SGCC/Student Club Hub
- Computer Access / Study Space

Enclosed Meeting Spaces (meeting pods)

Because the Mammoth and Bishop campuses are not regularly staffed with librarians or peer tutors, students could benefit from a walk up booth where students can enter and connect with online services in a noise controlled environment. These booths would be used for tutoring sessions (online or in-person), accessing online services (meetings with counselors, librarians, peer mentors, tutoring, etc.).

Examples can be seen at the following sites:

- https://www.frameryacoustics.com/en-us/products/framery-q/
- https://spaceworx.us/decibel-double/
- https://www.urban-office.com/office/pods/hush-space-pod.html

An estimated cost for these is between $15k-20k+, dependent on size and options.

Information Technology

Marketing

Professional Development

Other Needs

Support for hiring a teaching assistant for CHDV

Over the past year, the CHDV program has employed two embedded tutors to serve bilingual course sections. This tutoring program has worked well with this program; however, as is with most two-year programs, the turnover of employees (peer tutors, in this case) can affect the efficacy of a program. For this reason, installing an adjunct faculty member as an embedded tutor would be greatly beneficial for ensuring continuity between semesters and years.

Hiring of an adjunct to function as an embedded tutor would greatly improve the way this program functions, especially as Child

Development expands its offerings to more cohorts.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff