



Learning Resource Center | Learning Assistance Center

Program Review: The Learning Assistance Center

Cerro Coso Community College

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Spring 2021



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Executive Summary

The Learning Assistance Center (LAC) is a department that strives to develop programs to help students learn. Over the past five years, the LAC has endeavored to create an atmosphere where students feel supported with programs that meet students where they need help. In the department's last program review, the LAC sought to develop a group of core programs to address the needs of students. The LAC has since constructed a trio of programs that serve students' academic needs: peer tutoring, math and writing labs (drop-in tutoring with a peer or professor), and embedded tutoring. With these core services in place, The Learning Assistance Center focused on expanding these programs to serve their populations through improvements in training, streamlining of processes, and improvements in the ways the programs are displayed and accessed online (cerrocoso.edu and within Canvas).

The LAC's core programs saw consistent improvement from 2016-2019 when physical campus locations were active. In the Spring 2018, the LAC introduced embedded tutoring as a strategy to support classes that were affected by AB705, a bill that stated that colleges could no longer require remedial coursework. Thusly, embedded tutoring was initially employed in ENGL C101 courses and that program continued to grow with each semester. The embedded tutoring program was offered in numerous sections of ENGL C101 and has been utilized in ENGL C102, MATH C055, MATH C121, SPCH C101, ANTH C121, SOCI C101, SPAN C101, as well as multiple levels of Biology.

Although online tutoring has been available for more than five years, it was not always widely used. Today, online services are easily accessible via the LAC canvas page. Online tutoring had been consistently growing since 2015 but saw its most growth when the college shifted to online instruction in Spring 2020 due to COVID-19. Through that difficult transition, the LAC capitalized on the opportunity and developed infrastructure to bolster the online tutoring experience by improving access through the Canvas course shell, scaling up training for tutors in Zoom and online tutoring etiquette, and more broadly advertising online tutoring as an option.

In addition to growing the program's visibility and accessibility in Canvas, the LAC has made efforts to improve its data collection and scheduling processes. Migrating from SARS to Navigate was a challenge that created some inconsistencies in the departments' data and although the migration occurred in the Fall 2019, it still requires attention as we discover the best ways to utilize the new tool, especially in the online environment. In the end, migrating to Navigate was a great decision as it allows other departments to see when students use the LAC's services, increasing the availability of information across the campus, and ultimately improving the ways we serve our students.

In the summer 2019, The Ridgecrest campus' Learning Resource Center (LRC) closed due to earthquake damage, forcing the occupants into other areas of the college. The LAC found itself relocated to the gym's aerobics room on the west side of campus. This move, though necessary, severely affected the LAC's ability to serve students. Adding to the challenge, in the Spring of 2020, COVID-19 forced all students, staff, and faculty home, necessitating a shift away from in-person services for the remainder of 2020 and through the writing of this program review. Although these circumstances are temporary and only make up two years of the department's program review cycle, they put a tremendous damper on the department's ability to grow community, recruit tutors, and continue to innovate in the direction it had been moving prior to Fall 2019.

In the wake of earthquakes and the ongoing COVID-19 pandemic, The Learning Assistance Center endeavors to focus efforts on serving students where they need it, whether it be on campus or online. Understanding that some things are out of the department's control, the LAC will continue to innovate to make finding, accessing, and using our services easier.





Part 1 – Definition

1.1 - Department Mission

1. College Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves. Through traditional and distance delivery, Cerro Coso Community College brings transfer preparation, workforce education, remedial instruction, and learning opportunities that develop ethical and effective citizenry to the rural communities and unincorporated areas of the Eastern Sierra. In doing so, we promise clarity of educational pathways, comprehensive and equitable support services, and a commitment to equity.

2. Department Mission

The Learning Assistance Center is an academic support department that provides students with the support necessary to grow understanding, confidence, and success. The department achieves this through providing learning support services that focus on the individual with the goals of personal, professional, and intellectual growth.

3. Contributions to College Strategic Goals

The Learning Assistance Center (LAC) does its part in helping the college achieve its mission through providing equitable academic support services. The LAC believes itself to be an integral part of Cerro Coso's Strategic Plan as well as California Community College Vision for Student Success goals as it supports first-time degree seeking students in unit completion and by narrowing equity gaps among traditionally underrepresented groups. The LAC's programs aim to support students academically while making intentional efforts to support each student's study habits, strategies, effort, and diligence. These non-academic intangibles are crucial to student performance, confidence, and capability, which surely support our students' capacity to meet institutional outcomes.

The LAC aims to provide a variety of learning support services for our students, as well as to promote and demonstrate learner success by teaching learning skills applicable to college environments and to future employment. The LAC provides student support through its primary learning support programs and exam proctoring. The LAC's primary learning support programs include free one-to-one and group tutoring (face-to-face and online), math and writing labs which require no appointment, and course section specific embedded tutoring. In addition, the LAC provides exam proctoring and CLEP services for students and community members at a small fee of \$25 plus the cost of the exam.

In addition to these services, the LAC offers one not-for-credit, General Education Development (GED) Test prep course (EDUC C005, recently changed to EDUC C805). The course is free to students and for some students it is their first experience with the college. Many students take this course to become eligible for federal financial aid once they have earned the GED.

1.2 - Department Description and History

The Learning Assistance Center (LAC) is a department that is centered on academic success, community building, and social learning. Since its inception, the LAC has provided students with a comfortable place to study, support services, and the technology necessary to connect to academic supports and excel in the classroom.



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The department manages a set of core support programs that continue to evolve to serve the students and faculty: Peer-to-Peer Tutoring (group and one-to-one), Math and Writing Labs, and Embedded Tutoring.

A physical LAC space is located at each of the five Cerro Coso locations: IWV-Ridgecrest, ESCC-Bishop, ESCC-Mammoth Lakes, EK-Tehachapi, and KRV. At Cerro Coso Community College's main campus (IWV), the LAC resides on the second floor of the Learning Resource Center (LRC). The open space on the second floor is home to computers for student use and a variety of furniture that are arranged to provide students functional spaces for private study, group study, tutoring, and computer access. The LAC also spills into LRC 704 where students visit to receive proctoring services. At the other Cerro Coso sites, the LAC occupies a room that is shared with the library. These one-room learning resource centers offer learning support services from the library and Learning Assistance Center, study spaces, and access to computers.

Within Cerro Coso's two incarcerated student sites the Learning Assistance Center has made little movement building programs to serve students. Although the department recognizes a need for learning support services, gaining access and building a sustainable model for tutoring that can be tracked is a challenge that the LAC hopes to overcome in the future. Due to the inconsistent and restrictive nature of administering education within the prisons, managing a tutoring program and assessing that program from outside of prison walls is a challenge.

In 2016, the LAC and Library made the commitment to combine departments under the title Learning Resource Center. The joining of these two departments gathered academic learning support services under one department. In the same year, the LAC's two course offerings, EDUC C004 and EDUC C005, were transferred out of Child Development and into the Library, although EDUC C004, *Supervised Tutoring*, has not been offered during this program review cycle. During the merge of these departments, the Administrative Unit Outcomes (AUOs) were modified to address the scope of work for both the Library and the LAC.

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

In the summer of 2019, the Learning Resource Center at the Ridgecrest campus was closed due to earthquake damage. During this time, the LAC was relocated to the aerobics room in the Gym on the opposite side of campus, resulting in dramatic reductions in tutoring service usage and math and writing lab attendance.

Due to the pandemic in the Spring of 2020, whilst occupying the aerobics room, all Cerro Coso campuses were closed and all tutoring services were moved online, resulting in another severe reduction in tutoring services and, ultimately, severe reductions in tutors and incoming recommendations from faculty for students to become tutors. In the Spring of 2021, students were welcomed back to campus and the LAC returned to its home in the LRC.

In the Fall of 2020 and Spring 2021, the LAC reopened on Mondays, Tuesdays, and Thursdays to allow students to use the space by appointment.

In the Fall 2021, the end of this review cycle, the physical LACs are once again widely available, offering a comfortable space to study, to attend study hall, and congregate with others, but no physical tutoring services are being offered due to a lack of tutors who are willing to come to campus. The virtual LACs continue to offer the full range of services to students via Zoom and Pronto (embedded tutoring).



Version 2018-19

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Part 2 – Demand

2.1 Department Function

The LAC serves to support students in their academic endeavors by providing academic and organizational support to those seeking to improve their academic performance. The LAC develops programs in collaboration with subject matter faculty that support students in specific fields of study.

Tutor Onboarding and Preparation

Preparing students to become tutors is a major part of the LAC’s responsibilities. The training that Cerro Coso’s LAC conducts is integral to the culture of the department. Tutor training is the first real interaction between the Learning Assistance Center Coordinator and the new peer tutors. Once students have been recommended by a faculty member and complete the hiring packet, students are scheduled for tutor training. Tutor training has evolved over the past several years. It has been a 10-hour training program (not a course) that is split over five sessions, a 3-day modular training where students are able to attend modules at various times in the semester; a 2-day workshop where students attend two 5-hour sessions prior to the semester start; an 8-hour, single day seminar; and now it is a 7-hour online training (due to COVID-19). Once students are comfortable returning to campus, tutor training is likely to become a 2-day, hybrid program that allows students from all campuses and online to attend.

Training consists of

- General Onboarding Topics:
 - Tutoring availabilities
 - Scheduling
 - Etiquette
 - Documentation of sessions
 - Department policies
 - FERPA and confidentiality
 - Using Navigate (documentation of sessions and scheduling)
- Tutoring Topics:
 - Pedagogy and the application of Andragogy
 - Communication
 - The Tutoring Cycle
 - Addressing the needs of students with disabilities (a coordinated effort with ACCESS programs)
 - The Learning Resource Center (a coordinated effort with the library)
 - Using Zoom for tutoring

Arguably, the most important aspect of tutor training is an underlying thread that is woven throughout all topics that addresses the importance of understanding the students we serve, developing trust, listening to understand, rapport building, and the four core principles of tutoring:

1. All students can learn.
2. We learn better together.
3. The process is more important than the immediate outcome.
4. Listen to understand.



The sentiment that underlies the training we do in the LAC is paramount to ensure tutors leave training with a clear understanding of their role as a tutor at Cerro Coso, to provide a thoughtful and sensitive approach to tutoring – humans rarely frequent places where they feel disenfranchised or are made to feel unimportant. The LAC strives to instill these values in tutor training and in every interaction in the LAC.

Core Learning Support Services

Peer Tutoring

Peer Tutoring is a learning support service that is appointment based. The services support students academically as students receive one hour of peer tutoring spread over two days each week. The service supports student learning in that it provides students with periodic academic support, allowing students time for reflection, self-guided practice and learning, and assignment completion when they are not working with a tutor, supporting student independence. Peer tutoring appointments are requested via Navigate and scheduled by LAC staff using Navigate’s scheduling tool.

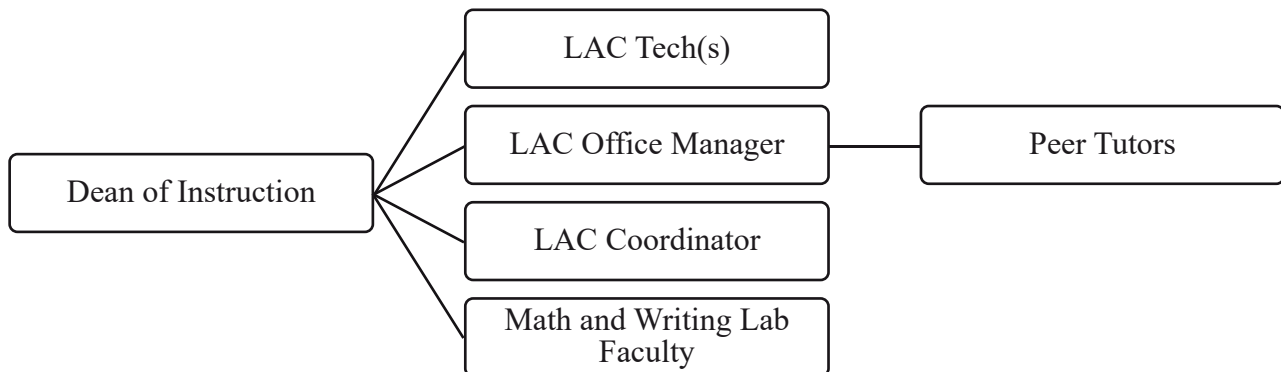
Math and Writing Lab

Math and Writing Labs are tutoring spaces where students have access to Cerro Coso faculty and peer tutors without an appointment. When students attend a math or writing lab session they are not restricted by time (outside of the working hours of the tutor or faculty member). Students are able attend sessions and ask questions as needed. Often, students attend math and writing labs to study in an environment where they can ask a question if needed, discuss concepts, and develop deeper understanding of course concepts with other students. This program supports student learning and community learning. In learning assistance, we understand that students learn from one another and especially when given the opportunity to share knowledge and practice skills with other students.

Embedded Tutoring

Embedded Tutoring is an intensive learning support program that places peer tutors within classrooms (online and traditional). This program provides students within a specific course section a direct connection with a peer tutor who acts not only as an academic support but also as a shepherd for the course by providing an experienced student perspective for the course, frequent reminders for students, additional study materials, and just-in-time remediation. The embedded tutor acts as a guide for the course and a first-line contact for students who is accessible via Pronto (communication tool integrated with Canvas and available via mobile devices).

2.2 Organizational Chart





2.3 Service Recipients and 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 engage, participation is not required. Students seeking to earn a GED may enroll in EDUC C805, *Preparation for the GED Exam*.

Student need for peer tutoring services is determined through self-identification or referral from their instructor(s). Students who use LAC services determine the program that is most fitting for their needs or the LAC staff assists students in determining which mode of academic support is best suited. For many students, a flexible, no appointment necessary visit to the math or writing lab results in the desired outcome and provides the guidance needed to continue making progress. Some students require more focused, consistent meetings that can be achieved through scheduling a recurring appointment with a peer tutor (online or at one of the college campuses). Many students will experience a tutor who is embedded in their classes, providing direct connection to the learning support the moment the student decides he/she could benefit from the services.

To ensure the Learning Assistance Center provides a high level of customer service as well as the types of services students find useful, a survey is sent to service recipients periodically. The survey provides students with the opportunity to reflect on their experience with the LAC, ease of access, connection with tutor(s), value of the service, and learning. Additionally, students are provided a space to share open-ended comments/suggestions that provide deeper insight into the student experience. Results from these surveys are reviewed by department staff and faculty and, if necessary, action is taken.

Program development in the LAC occurs through regular review of current research, California Community College trends, and college-specific needs. The department is still shaping its program offerings to best serve its students. Like all companies, college departments should be ever-evolving to better serve its customers – in the case of the LAC, Cerro Coso students. While current research and college system trends are helpful for determining a general direction for the LAC, Cerro Coso’s unique context demands that LAC employees take into consideration the college’s size, budgets, disconnected campuses, online population, and physical spaces when making decisions for future program developments.

Currently, the LAC has three programs to serve students: general tutoring, math and writing labs, and embedded tutoring. At this time, we do not have a defined program that places a tutor in a lecture-based course (like Supplemental Instruction). Rather, the LAC has developed embedded tutoring to support practice-based classes (ENGL and MATH). A future development might include re-establishing Supplemental Instruction (SI) which is better suited for lecture-based classes (BIOL, ANTH, SOCI, HIST, POLS, etc.)

Embedded Tutoring vs. Supplemental Instruction | Supplemental Instruction (SI) is a powerful learning support service that places a Supplemental Instruction Leader (SIL) in a classroom to model good student behavior, but they are not active in the classroom with students beyond notetaking. SILs only actively engage with students outside of the classroom during SI sessions where students review notes and discuss course concepts. Embedded tutoring, on the other hand, places a tutor in the classroom where they actively engage students based on the instructor’s guidance. Embedded Tutors engage in small group discussion, perform just-in-time remediation within the classroom (during guided practice or a classroom activity, and hold workshop sessions outside of the classroom to reinforce skills learned during class and remediate when it is necessary.



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Currently, the LAC embeds students in lecture-based courses as well as practice-based courses; however, implementing a model, such as SI, would be more beneficial to lecture-based courses than embedded tutoring. Likewise, embedded tutoring would be more beneficial to a practice-based course than SI.

In terms of serving our most disenfranchised population, our incarcerated students, the LAC struggles to implement a sustainable model for learning support that can be tracked. In the past, the LAC has trained a few students within California City Prison, but because the students did not have a designated space to function, the ability to move freely to and from academic spaces, and an inability to monitor the work that was being done, the program was short lived. It is clear that there is an unfulfilled need for tutoring services within the prison and the LAC endeavors to develop a program to address these needs within both facilities where Cerro Coso serves students.

2.4 - Department Relationships and Impact

The Learning Assistance Center is a single department within a larger system of departments. The LAC would be unable to successfully support students without the work the system does to promote services and collaborate on the ongoing development of programs.

Academic Departments and Faculty

Collaboration between the LAC and Cerro Coso's academic departments has been integral to the success of the students who utilize LAC services. Faculty regularly connect students with LAC staff to ensure students receive appropriate services, staff the math and writing labs, identify new tutors, and act as mentors to embedded tutors. The importance of the relationship between the LAC and Cerro Coso faculty cannot be overstated. Faculty serve as the first line of identification of new tutors. The LAC only hires students who have received a recommendation from a faculty member. This policy ensures that tutors in the LAC are good communicators, knowledgeable in the course content, and that other students would benefit from working with them.

In recent years, the LAC has developed an embedded tutoring program that has been utilized primarily in ENGL C101 courses. The embedded tutoring program provides students in a given section direct connections to the assigned tutor. The program has allowed tutors to reach approximately 50% of the students in each section, compared to less than 10% of students in a section without an embedded tutor.

ACCESS Programs

The Learning Assistance Center and ACCESS programs work hand in hand to support ACCESS programs students. In 2016, ACCESS programs began offering a study hall that features support from peer tutors. Since this development, the LAC has worked with ACCESS programs to identify tutors to serve this population.

In 2019, ACCESS programs were added to the program for tutor training to provide new tutors with a broad view of the students that Cerro Coso serves and introduce them to strategies for working with students with disabilities.

Distance Education

The LAC and Distance Education collaborate for the development of support programs in the online environment. Because Cerro Coso serves a large online population, distance education has provided support to the LAC as it developed online tutoring, streamlined access to tutoring services, and implemented NetTutor.



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Library

The LAC and Library now make up what is referred to as the Learning Resource Center. Each physical campus houses a space that is known as the Learning Resource Center where both the LAC and the library reside. At these locations, adjunct faculty and adjunct librarians serve students. At the main campus in Ridgecrest, the LRC is a stand-alone building where the library resides on the lower level and the LAC is positioned on the upper level.

Additionally, the LAC has partnered with the library by inviting the library to participate in tutor training, delineating the work the library does from the work the LAC does and providing tutors with clear guidelines that ensure tutors understand when students ought to seek librarian assistance.

Public Information Office

The LAC works with the Public Information Office to promote its services and maintain webpages. The departments have not collaborated on a full-scale marketing plan for the LAC, though this is an area of opportunity in the coming years, especially when faculty and students return to campuses.

Institutional Research

The LAC has worked with Institutional Research to retrieve student demographic and course-level data that gives depth to the data produced by tutoring services. Additionally, Institutional Research conducts the Student Experience Survey, which provides the student data related to the Learning Resource Centers Administrative Unit Outcomes (AUOs)

2.5 - Department Costs/Revenues

The Learning Assistance Center operates on three funding streams: general unrestricted funds, Student Equity and Achievement funds (SEA), and funds from the Sunset Foundation. Each semester varies in terms of the amount of tutoring that is conducted and thus the cost of sustaining LAC services varies. As more cost-effective forms of tutoring gain momentum (i.e. Math and Writing Labs and Embedded Tutoring), we are able to serve a greater number of students at a lower cost. Because many math and writing labs and embedded tutoring sessions are small-to-medium sized groups, there is a cost savings when using these services. That said, there will always be a need for one-to-one tutoring as group sessions are not preferred for some subject areas and for some students.



General Funds

- Peer to Peer Tutoring for Classes above the First Transfer Level Course
- Embedded Tutoring for Courses above the First Transfer Level Course
- Departmental supplies



Student Equity and Achievement

- Math and Writing Lab Faculty
- Tutoring for Gateway Math and English (ENGL C101 and below, MATH C141 and below)



The Sunset Foundation

- Supports learning support services adjunct faculty at the Eastern Sierra College Center locations



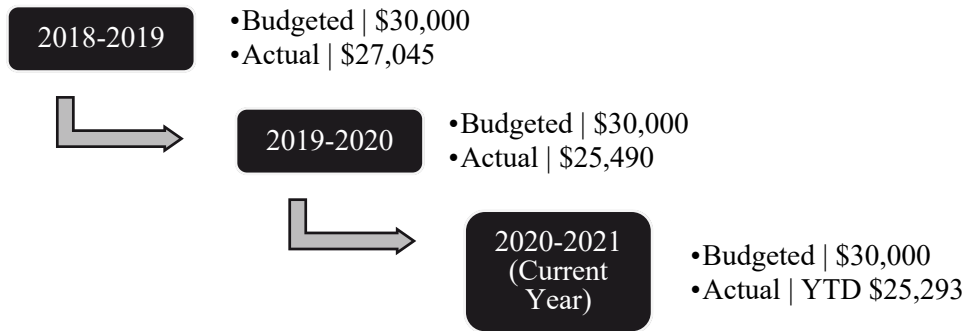
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The Learning Assistance Center has been allocated \$30,000 of the general fund over the past three fiscal years. Over the past two fiscal years, the LAC has not utilized the full allocation to maintain its operations. This is mostly due to the LAC at the Ridgecrest campus being relocated due to earthquake damages in 2019-2020 and COVID-19 stay-at-home orders in 2020-2021. As circumstances stabilize, it is expected that the LAC will return to full utilization of general funds.



The LAC’s math and writing labs are supported by faculty who make the choice to offer to provide their office hours to serve all students, not just their own, as well as by faculty and adjunct faculty who are compensated by Student Equity and Achievement (SEA) funds. Each semester, the amount of funding that goes to math and writing labs fluctuates based on the number of faculty interested in holding sessions and the number of faculty hosting office hours in the labs. In 2020, the LAC at the Ridgecrest campus was relocated to the aerobics room and faculty were not particularly interested in holding session in the gym, this dramatically affected the amount spent on labs, as well as the lab availability for students during that year. The support from SEA funds have been as follows:



The Sunset Foundation has contributed greatly to the Learning Assistance Center’s work at each ESCC campus, Bishop and Mammoth Lakes. Each year the foundation provides \$20,000-\$30,000 to labor costs within the LAC, covering approximately 75% of the costs of labor within the LAC at these locations.

Another factor in the cost of running Learning Assistance Center programs has been the increase in the minimum wage that has increased by \$1 each year. In 2022, the minimum wage will reach \$15 per hour. This gradual increase in labor has greatly impacted the cost of running programs such as embedded tutoring, a program that on average is about 10 hours of labor per week, per course section.

Another challenge to budgeting for LAC services lies in the allocation that comes from Student Equity and Achievement funds (SEA). Historically, the college received funds (\$90,000) from the state of California under the Basic Skills Initiative (BSI). Those funds were allocated mostly toward labor (Basic Skills Counselors, LAC Office Manager, and LAC Coordinator) and the remainder was allocated for tutoring courses that were defined as basic skills, or levels-below transfer. In 2017, the allocation was increased to \$100,000. As salaries continue to increase, the remainder of funding to be used for tutoring becomes less and less. As of the 2020-2021 academic





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year, 96.6% of the allocation went to pay salaries, leaving approximately \$4,000 for tutoring courses impacted by AB705.



Part 3 – Support Needs

3.1 - Staffing

Staffing in the LAC has remained the same over the past 5 years. The LAC at the main campus employs two classified employees (Office Manager and LAC Technician) and one certificated faculty (LAC Coordinator). At the Kern River Valley campus, the LAC has one technician position. While the staffing within the LAC is adequate to maintain the level current of service, it is not enough to grow a peer tutoring program at all site locations. Without consistent staffing of an employee at each site who focuses on building relationships with faculty and recruiting strong students, the hopes of developing and sustaining a peer tutoring program becomes less feasible.

The LAC employs numerous peer tutors. The number of tutors varies from semester to semester but on average the department has 20-30 peer tutors across academic disciplines, most of which are located at the Ridgecrest campus. Historically, the LAC has struggled to maintain peer tutors at each of the sites which has caused various formations of the tutoring program to take place (discussed below, by site). At the end of the Spring 2021 semester, the LAC will lose approximately two-thirds of its tutors, resulting in the smallest team of tutors the LAC has had in over six years.

Lastly, the LAC builds a math and writing lab schedule (drop-in, no appointment necessary) made up of faculty and peer-tutors. Faculty who serve in the math and writing lab can 1) schedule their office hours in the lab, 2) work additional hours beyond their instructional load (but not fill their load deficiencies with lab hours), or 3) adjuncts may be paid at the adjunct rate for their work in the labs. This program has worked well for the LAC as it provides students direct connection to an instructor at the college or a peer tutor with no appointment. For the past year, the math and writing lab has been made available completely online (due to COVID-19). The plan to introduce these labs online has been a goal for multiple years and now that they are online, it is likely that most of the lab time will remain online to serve students across the college's service area and beyond.

Kern River Valley

The KRV campus employs a LAC Technician that serves to provide customer service to students on the Lake Isabella campus and build relationships with faculty at the site. The position has been integral in the LAC's ability to identify, secure, and manage tutors at the campus.

Recent developments in the Kern River Valley have downsized the physical space the campus occupies, significantly reducing the LAC's footprint. This early in the change, it is not certain what the LAC will become at KRV. While the campus now serves as a space for students to access the college's online environment, the LAC could still potentially provide some learning support services. With the reduction in campus size and scope, the LAC Tech at KRV will begin working at the Tehachapi campus more frequently in hopes of building a sustainable tutoring program at both campuses.

Tehachapi

Tehachapi has a single room LRC that, as of Fall 2021, will receive attention from the LAC Tech position at KRV. Over the past few years, the lack in consistent staffing at this site has resulted in a lack of relationships with faculty that make recruiting new peer tutors a challenge. Additionally, without consistent staffing, the *would-be* tutors would have no personal connection with LAC Staff. Going forward, the LAC in Tehachapi should be able to secure a few tutors to support students in math and writing. In addition, The LRC in Tehachapi employs math and writing lab faculty as they are available.



Eastern Sierra College Center

The LACs at ESCC locations do not employ permanent staff. Because the LAC has struggled to maintain a team of peer tutors that is sufficient to support the needs of students across multiple disciplines, the LAC in Bishop and Mammoth Lakes is staffed with adjunct faculty from various disciplines who can assist students in a wide variety of coursework. Over the past few years, the LAC adjunct faculty have specialized in mathematics and writing.

The LACs at ESCC would benefit tremendously from a classified staff member who could provide a front-desk customer service experience to students and build relationships with faculty at the campuses.

Incarcerated Student Education Programs

Early in the review cycle, the LAC trained a few English students to function as tutors within California City Prison (CAC). Without a method of connecting with tutors, tracking tutoring sessions, and observing tutor work, the program failed to persist. In its place, the LAC has employed adjunct faculty to hold math and writing lab sessions. Although there has been no mechanism in place for tracking sessions, the program continues to function as adjunct faculty are available.

Tutoring programs within the prisons continue to be a challenge due to lack of access, mechanisms for tracking sessions, and ability to hire tutors within the prison. Late in this review cycle, the LAC technician at KRV developed a plan to provide incarcerated students with an opportunity to request materials from the LAC focused on learning particular content. Students within the prison may submit an inquiry based on concepts taught in class and receive supplemental materials that will enhance the students learning. The concept is new, and it is being tested before the program is further developed. Additionally, the same LAC Technician is exploring opportunities for making online tutoring through zoom possible.

Potential Staffing Needs

- ESCC campuses could benefit from an LAC Technician who would perform multiple functions
 - Connect with faculty bolster tutor pools
 - Be a primary point of contact for tutors at ESCC campuses who supports tutors and tutees.
 - Perform scheduling for on-ground tutoring appointments
 - Create marketing materials and promote LAC programs
- Should in-person proctoring be required in the future, a part-time position would be necessary at the Ridgecrest campus.

3.2 - Professional Development

Professional development needs are assessed from year to year, based on changes to the department: new technology, new processes, or changes to current processes. At the time that this department is being reviewed, there are no immediate professional development needs. To ensure ongoing improvement within the department, future efforts will be made to provide formal professional development in identified areas. The LAC has started building an infrastructure for providing information to faculty and peer tutors. This has manifested as a webpage for faculty [<https://bit.ly/LACFaculty>] that includes descriptions of LAC programs, how to recommend tutors, and promising practices for using embedded tutoring. For peer tutors, a similar page has been built, but it is still early in development [<https://bit.ly/CCTutorHome>]. In the future, these spaces will be widely available within a Cerro Coso hosted webpage, but for now, they are controlled by the LAC Coordinator.



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The department stays current with trends within the California Community Colleges by frequenting the Vision Resource Center and attending conferences hosted by professional organizations within fields related to learning assistance.

3.3 - Physical Resources

The LAC's spaces at each campus location continue to be adequate for the department's purposes. Each campus' LAC has a clear entrance and a kiosk that allows students to check in for a service, should they be visiting to use a service. Students who are simply visiting to study or congregate are not required to check in. The LAC at the Ridgecrest campus recently underwent a furniture rearrangement which moved the LAC front desk and kiosk to the main entrance to the second floor, providing students with a clear and convenient welcome desk experience. In addition, the LAC Coordinator's office was moved to a second-floor office with a view of the open space to allow for observation of activity and improve accessibility of services.

The LACs are equipped with furniture that is fitting for the space. The LACs at our campus sites (Tehachapi, KRV, Bishop, and Mammoth Lakes) have computer desks or pods where multiple computers are available for student use. The LAC at the Ridgecrest campus, in addition to computer desks, pods, and carrels, has additional lounge-type seating throughout the open space to promote a relaxed atmosphere for group and individual study. Although soft seating appears throughout the LACs, it is quite outdated and in need of a refresh.

An area for improvement across all LRCs is signage. Although students generally understand where the LAC resides through assimilation, a new student would not be able to easily navigate to the LAC, especially in locations like Tehachapi where the LAC is out a door, around a corner and into what appears to be a classroom. Once in each space, there is no signage directing students to sign in to kiosks, or how to do so.

3.4 - Technology

The LAC's technology is maintained by Information Technology (IT). The LAC is relatively low maintenance as it does not require specific computer applications or technology that requires additional training to operate.

To ensure the department is collecting quality usage data, the LAC migrated from SARS to EAB Navigate to facilitate scheduling of tutoring appointments as well as check-in for services that do not require an appointment. At the time of implementation, training for EAB Navigate was facilitated by EAB through the Counseling Department. Thus far, the Navigate is serving our purposes, but we are still learning how to best utilize the tool as it does provide additional functionality that the LAC has not used in the past, such as student self-scheduling and appointment requests. Staff using this platform are essentially self-taught. Between the LAC Coordinator, LAC Services Team Lead, and LAC Technician, the LAC learns how to best use the platform by way of trial and error with the occasional call to EAB Navigate for assistance when something is not clear.

The LAC currently has access to NetTutor, a 24-hours/7 days a week online, live tutoring service. The service was introduced to the department because it was paid for, in part, by the CVC-OEI. The service filled a vital gap in LAC services: nights and weekend tutoring. Because staffing in the LAC has been a challenge, especially late night and weekends, the college (SSSP, Student Equity and Achievement funds) supported the purchase of additional hours.

The department makes decisions on these services and technology based on what is already owned by the college, the cost of the product, and value we place on the service. In the case of the LAC, Navigate is already purchased



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by the college and NetTutor is subsidized by CVC-OEI and supported through Student Equity and Achievement funds.

3.5 - Marketing

LAC marketing is conducted through multiple avenues: Public Relations, social media, Canvas, Discord, and, most notably, word-of-mouth marketing.

Mass marketing through Public Relations

- Flyers, links, and reminders are issued through the *Student Need to Know* weekly newsletter
- Individual advertisements via student email

Social Media

- Flyers, links, and reminders are issued via the LAC's Twitter and Facebook accounts (limited reach)

Canvas

- Because most students spend their time in Canvas, effort has been made to improve the LAC pages within Canvas.

Discord

- Within Cerro Coso's Discord server the LAC provides students with links to services and brief descriptions of services.

Word of Mouth

- The greatest tool for the LAC has been word-of-mouth advertisement, primarily from faculty.

While these methods of marketing ought to make LAC services quite visible, many students still do not know the services exist. Efforts have been made to provide clarity in the services offered and how to access those services, though this is a work in progress. With a set of core services in the LAC, the department can now focus its attention on development of marketing materials that provide clarity in the services offered and clear, concise methods for accessing the services from each campus and online.

Going forward, the LAC will make efforts to grow followers on social media and post information periodically rather than sporadically. By sharing information via social media and linking to resources and information, the LAC can provide accurate information in a timely manner (when the students need it).



Part 4 – Achievement of Outcomes

4.1 - Usage and Satisfaction Data

Over the past 5 years, the LAC has made changes to its data collection that have affected the reliability of the information, especially data that is older than Fall 2019. In Fall 2019, the LAC migrated student appointments and check-in kiosks from SARS (Grid and Trak) to EAB Navigate. During the period of time that SARS was used, the LAC experimented with a number of strategies for logging student appointments (track time, check-in only, appointments, etc.). With these experiments it was challenging to maintain the records of the services. For this reason, this program review relies heavily on trends the staff has identified and what can be deciphered from existing data. Going forward, LAC data will be more reliable; however, a means for tracking online drop-in sessions is still needed. In the coming years, the LAC will develop a process to make this more manageable and consistent.

Issues with the data that stand out are:

- Online tutoring appointments in the 2016-2017 academic year
 - Prior to 2017-2018 online tutoring appointments were not differentiated from peer tutoring, thus online tutoring appointments are not accurately represented.
- Math and writing lab data were maintained a variety of ways, differing from campus to campus and from semester to semester.
 - Because the data was unreliable, only the data that could be verified remains.
- Math and Writing lab usage data in the 2019-20 academic year and Fall 2020 are low.
 - Due to earthquake damage, the LAC was relocated to the gym, causing fewer students to use LAC services.
 - In March 2020, COVID-19 caused all programs to migrate to the online environment, leaving the LAC without a way to check students into math and writing labs. The department implemented a google form to manually log students; however, this method is not reliable.
- Embedded Tutoring in the Fall 2020 is unusually low as it only represents the numbers that were entered into a google form. This practice was not enforced and for that reason the number of visits to the service are very low.



1 | THIS DATA SET REPRESENTS INDIVIDUAL VISITS TO THE GIVEN SERVICE

Program	2016-2017	2017-2018	2018-2019	2019-2020	2020 (Fall only)
Peer Tutoring	2666	2251	1462	2441	298
Online Tutoring	1	170	148	530	1128
Math and Writing Labs	393	451	676	2102	514
Embedded Tutoring	0	0	109	654	16

Analysis:

Peer tutoring continues to be a mainstay in the Learning Assistance Center. Students are always more interested in working with a tutor one-on-one as opposed to working in a group, unless that group is made up of others from the same course section (like embedded tutoring).

Math and Writing Lab visits have increased year over year until 2020, when labs migrated online (due to COVID-19) and the data collection system was no longer effective. The LAC fully expects math and writing labs to continue their upward trend through the next five years as lab availability returns to campuses.

At the tail end of Spring 2020, students could no longer access Math and Writing Labs or tutoring on campuses, thusly increasing the usage of online tutoring (note the large increase in 2020). Likewise, on-ground peer tutoring and math and writing labs decreased, mostly due to our own inability to adequately track visits to online labs at the time. This has since been rectified.



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2 | THIS DATA SET REPRESENTS THE NUMBER OF VISITS TO A GIVEN SERVICE, BY ETHNICITY | BETWEEN 2016-17 AND 2020 (FALL)

COLUMNS REPRESENT THE SHEER NUMBER OF VISITS OVER THE TIMESPAN

% COLUMNS REPRESENT THE PERCENTAGE OF THE TOTAL THAT ETHNICITY REPRESENTS

Ethnicity	Tutoring		Online Tutoring		Math and Writing Lab		Embedded Tutoring	
	#	%	#	%	#	%	#	%
American Indian	32	0.35%	48	2.43%	236	5.70%	0	0.00%
Asian	345	3.78%	139	7.03%	234	5.65%	10	1.28%
Black or African American	231	2.53%	72	3.64%	13	0.31%	47	6.03%
Filipino	73	0.80%	33	1.67%	30	0.72%	40	5.13%
Hispanic/Latino	2048	22.46%	714	36.12%	1624	39.20%	281	36.07%
Pacific Islander	49	0.54%	16	0.81%	7	0.17%	17	2.18%
Two or More Races	568	6.23%	193	9.76%	205	4.95%	70	8.99%
Unknown	5	0.05%	1	0.05%	33	0.80%	3	0.39%
White or Caucasian	4029	44.19%	753	38.09%	1522	36.74%	310	39.79%
(blank)	1738	19.06%	8	0.40%	239	5.77%	1	0.13%
Grand Total	9118	100.00%	1977	100.00%	4143	100.00%	779	100.00%

Analysis:

No trends identified and no significant gaps in representation across ethnicities.



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3 | THIS DATA SET REPRESENTS THE STUDENTS SERVED, BY ECONOMICALLY DISADVANTAGED

Economically Disadvantaged	Tutoring #	Tutoring %	Online Tutoring #	Online Tutoring %	Math and Writing Lab #	Math and Writing Lab %	Embedded Tutoring #	Embedded Tutoring %
N	4858	53.28%	1083	54.78%	2568	61.98%	395	50.71%
Y	4260	46.72%	894	45.22%	1575	38.02%	383	49.17%
(blank)		0.00%		0.00%		0.00%	1	0.13%
Grand Total	9118	100.00%	1977	100.00%	4143	100.00%	779	100.00%

Analysis:

No significant trends identified.

4 | THIS DATA SET REPRESENTS PROGRAM USAGE, BY GENDER

GENDER	Tutoring #	Tutoring %	Online Tutoring #	Online Tutoring %	Math and Writing Lab #	Math and Writing Lab %	Embedded Tutoring #	Embedded Tutoring %
F	4601	50.46%	1362	68.89%	2343	56.55%	608	78.05%
M	2726	29.90%	591	29.89%	1559	37.63%	155	19.90%
N	53	0.58%	16	0.81%	2	0.05%	15	1.93%
(blank)	1738	19.06%	8	0.40%	239	5.77%	1	0.13%
Grand Total	9118	100.00%	1977	100.00%	4143	100.00%	779	100.00%

Analysis:

Males are under-represented across services, especially in embedded tutoring where males make up only 20% of the visits with an embedded tutor. Because the program is relatively new, this is not a major concern although it is worth monitoring over the next couple of years to ensure there are not changes to be made to better accommodate the male population.





Courses Served, by program

The following charts represent the most tutored courses by program: peer tutoring, online peer tutoring, math and writing labs, and embedded tutoring. The numbers represent the number of times students have used the service to address the respective course.

Peer Tutoring

Course Number	Peer Tutoring
MATHC055	975
MATHC050	779
MATHC121	769
ENGLC101	762
ENGLC102	450
BIOLC251	448
ENGLC070	393
MATHC151	334
BIOLC255	323
MATHC141	300

Analysis:

It comes as no surprise that MATH C055 remains the most tutored course as this class has historically been a challenge for most students. Today, this course is no longer required for most degree paths, thus the LAC anticipates MATH C121 and ENGL C101 to claim the top two spots while MATH C141, BIOL C251, and BIOL C255 fill in the top five most tutored courses, barring new math courses, such as MATH C110 that is currently moving through the approval process



Online Peer Tutoring

Course Number	Online Peer Tutoring
MATHC055	150
ENGLC101	108
CHEMC111	93
MATHC121	78
CHEMC101	77
MATHC141	61
MATHC151	46
ENGLC070	38
BIOLC251	36
ENGLC102	29

Analysis:

Considering these numbers represent a few semesters worth of data, online tutoring numbers are lower than expected. At the end of spring 2021, online tutoring had picked up significantly due to the COVID pandemic. With a robust infrastructure now in place for online tutoring (processes, a platform, and tutors), online tutoring should continue to grow to serve our online population and those who struggle to make it to Cerro Coso campuses for tutoring.



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Math and Writing Labs

Course Number	Math and Writing Lab
ENGLC101	843
ENGLC102	408
MATHC121	270
MATHC055	240
MATHC053	226
PSYCC101	199
ENGLC070	194
POLSC101	137
MATHC141	132
BIOLC105	91

Analysis:

Due to major changes in data collection and departmental shifts in location, much of the math and writing lab data is lost; however, this data shows ENGL courses attracts the most students, followed by math and social sciences. What is not show here is the number of hours of availability for these subjects. The LAC tries to create lab availablely that serves student needs, but this is not always possible due to the availability of faculty and tutors for these subjects. We typically have more peer tutors available to tutor English than math, especially since Fall 2020.



Embedded Tutoring

Course Number	Embedded Tutoring
ENGLC101	570
BIOLC251	158
ENGLC101S	35
BIOLC105	4
ENGLC102	1

Analysis:

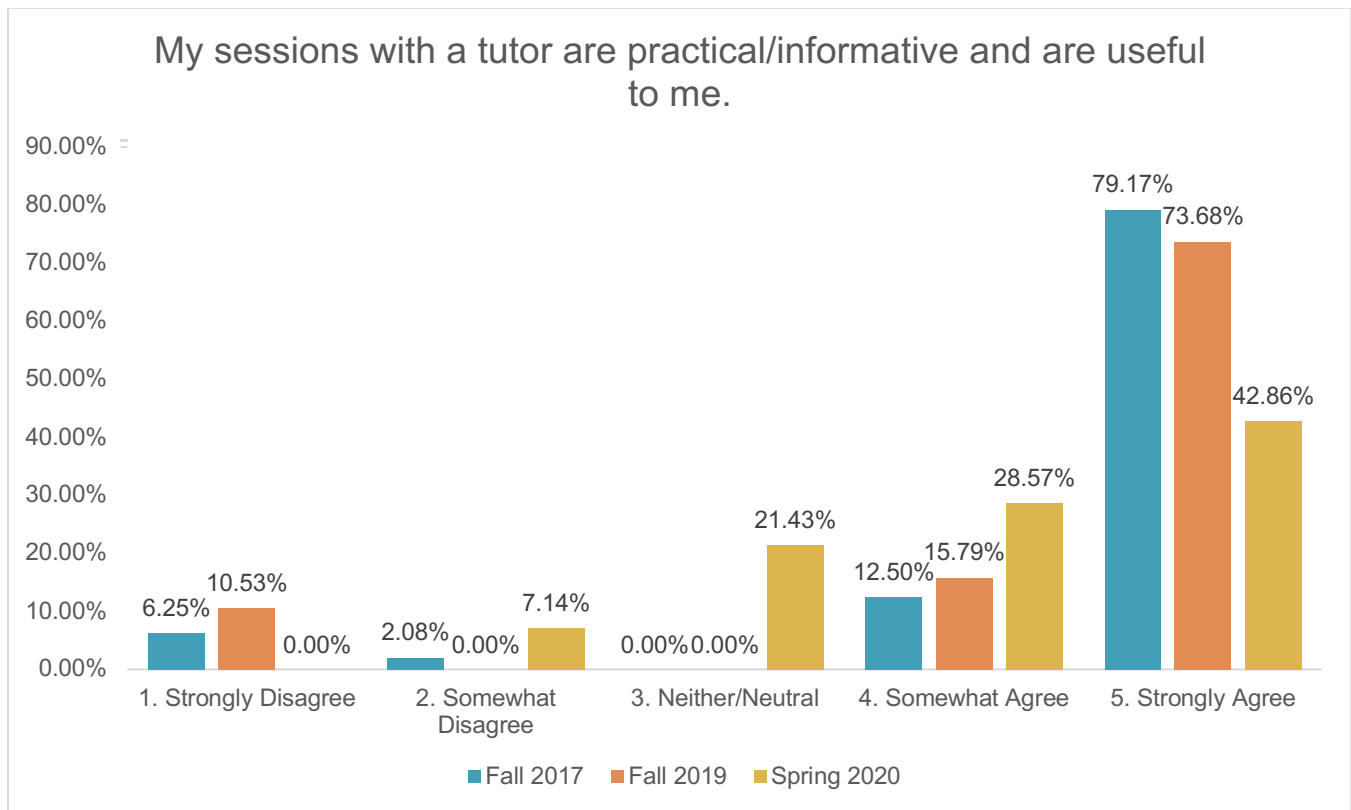
The Learning Assistance Center implemented Embedded tutoring in the spring of 2018 and it became part of our data collection system shortly thereafter. Although there is indication that this program is catching on, the department’s method of documenting student usage is still in flux. We expect to see these numbers continue to grow through the next program review cycle as the program expands into social sciences and hard sciences.

At the end of this review cycle, the LAC did establish a method for tutors to document attendance to workshop sessions. This new practice should render more accurate data in the coming semesters.



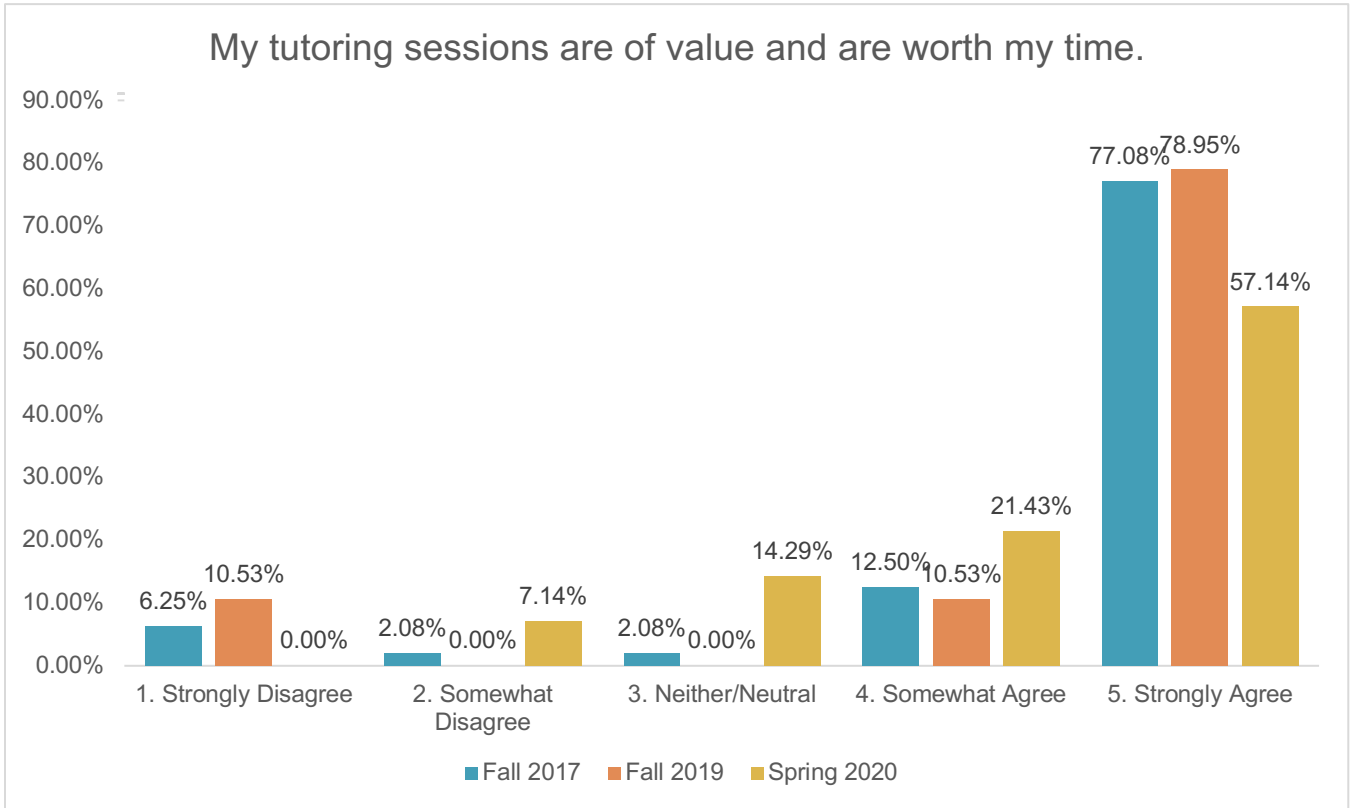
The LAC Experience Survey | Peer Tutoring

The following charts represent data pulled from an in-house survey that is sent to students periodically. The data below is from Fall 2017, Fall 2019, and Spring 2020. In all cases, the number of surveyed students is relatively low, although some trends can be derived from the data. It must be stated that the Fall 2019 and Spring 2020 were exceptionally challenging semesters for the LAC and for students. In the Fall of 2019, the LAC at the Ridgecrest campus was relocated to the aerobics room in the gym due to earthquake damages where it remained through the Spring 2020 until students, staff, and faculty were sent home on stay-at-home orders due to the COVID-19 Pandemic.



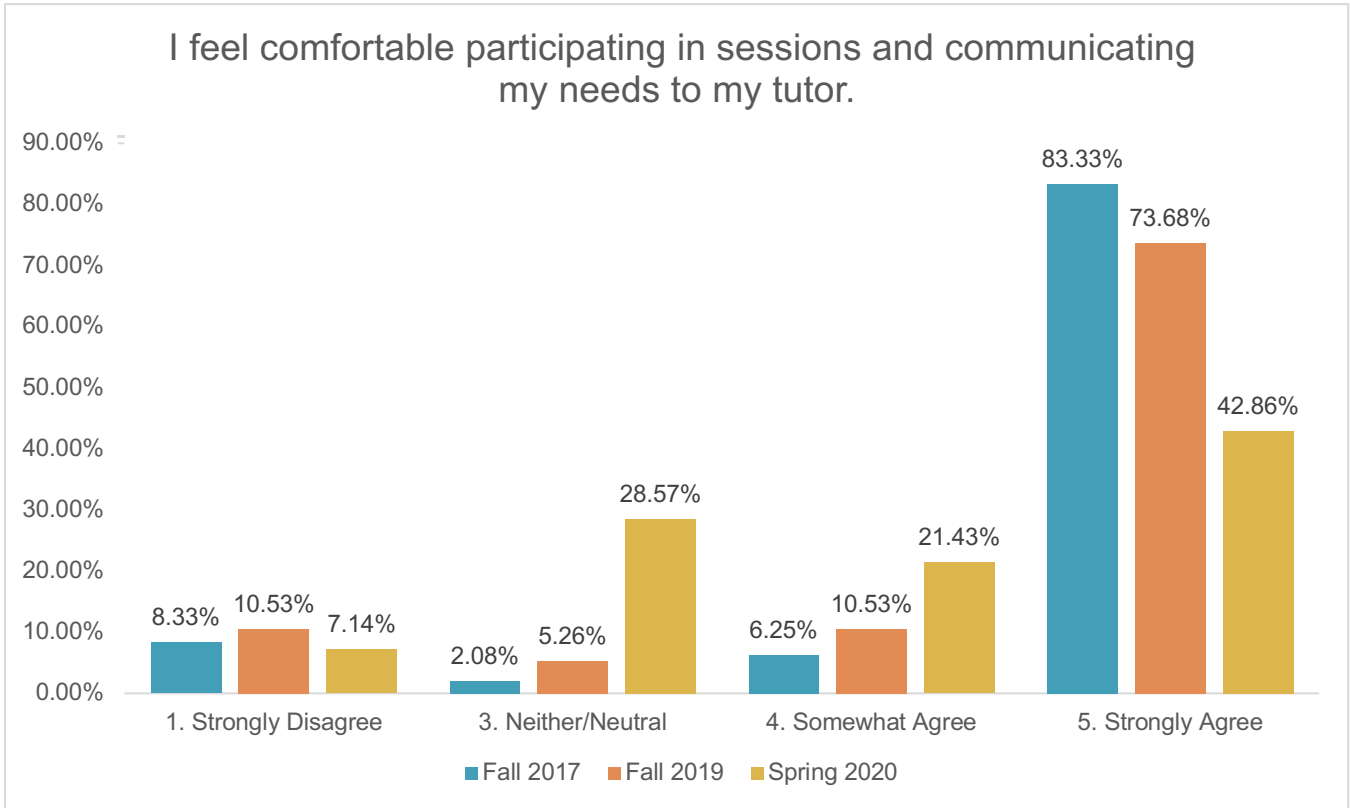
Analysis:

Survey responses generally lean toward *agree*; however, in the spring of 2020 there is more apprehension regarding how practical and informative sessions were to students. It is understandable that the data would show this as survey was sent to students just weeks after all students were sent home during the COVID-19 pandemic. Despite the circumstances, most students found tutoring sessions to be practical/informative and useful.



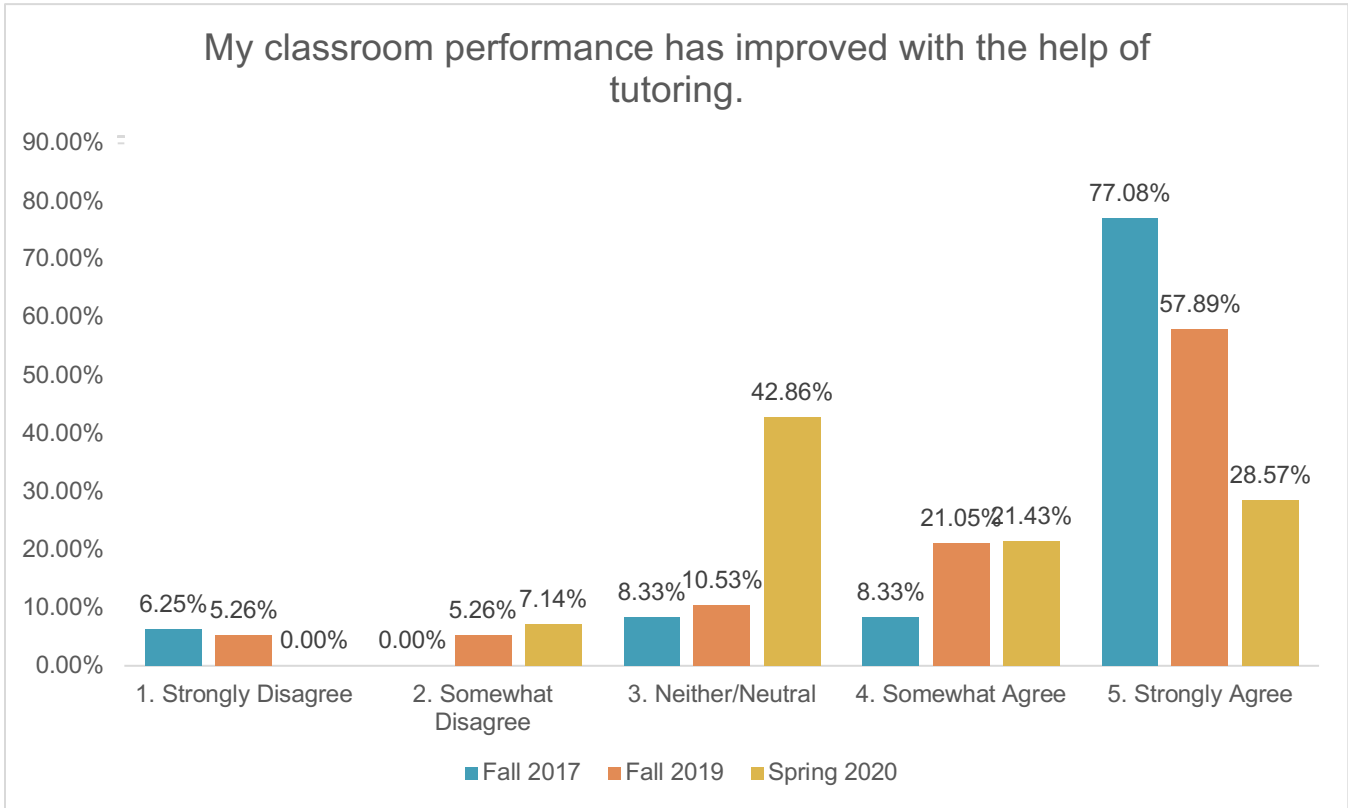
Analysis:

This question gets at the question of whether students value their time with tutors. The grand majority of students do, in fact, find their tutoring sessions to be worth the time spent.



Analysis:

Again, a majority of students during each survey semester share that they are comfortable participating and communicating their needs to their tutor. In light of a downward trend of *strongly agree*, it seems that perhaps additional training or an emphasis be placed on creating an environment that is conducive to student participation may be necessary. In the Spring 2020, however, this steep decrease in student agreement may have been affected by the COVID-19 stay-at-home orders and the migration to online tutoring, highlighting student distaste for communicating via Zoom.

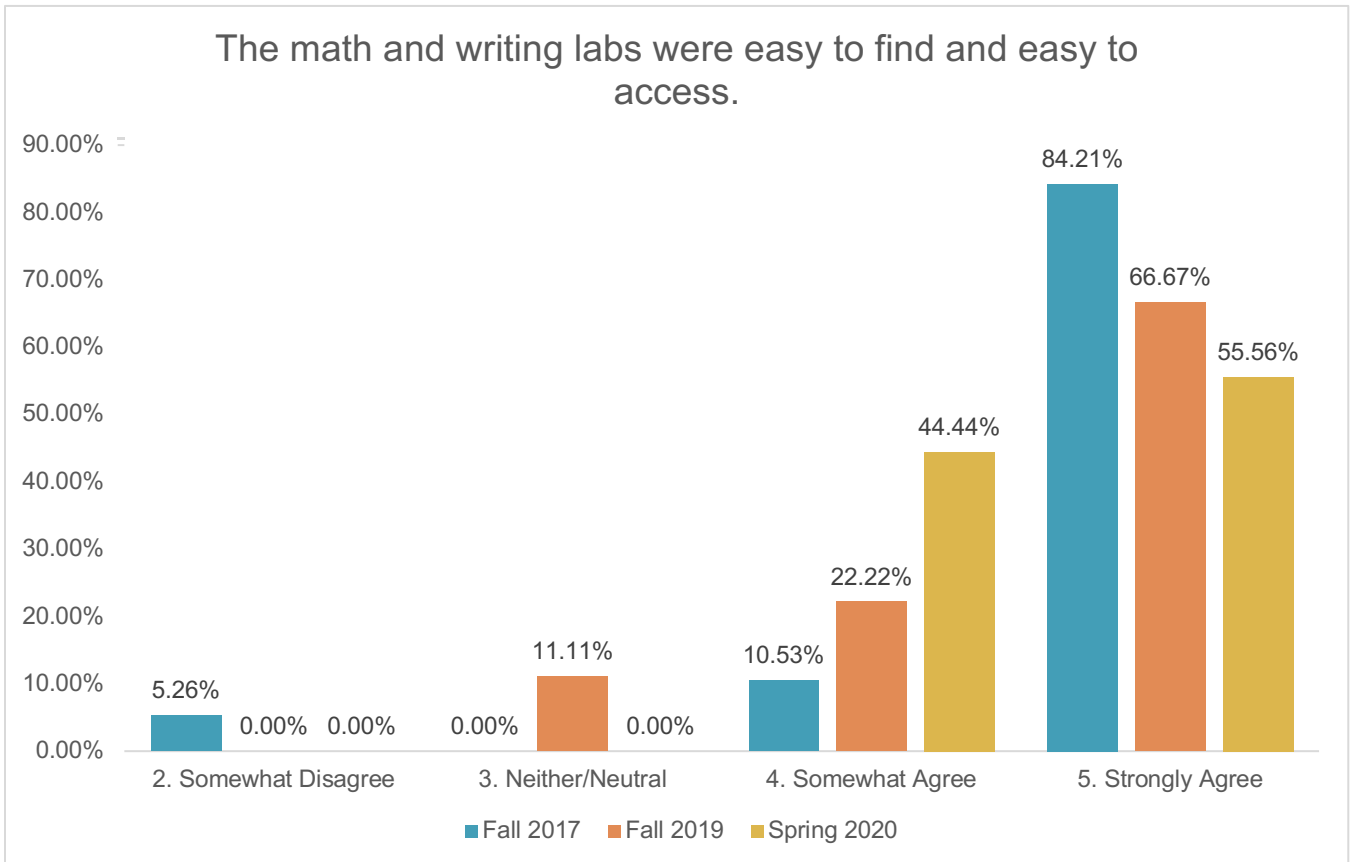


Analysis:

A downward trend is developing. Students utilizing tutoring services report that their performance has not improved with the help of tutoring. This is cause for some urgency to better understand why students have reported not having learned through their tutoring process. Are students attending regularly? Are tutors checking for understanding and allowing students opportunities to share what they’ve learned or are learning? The LAC will continue to track this metric as circumstances at the college normalize post-COVID.

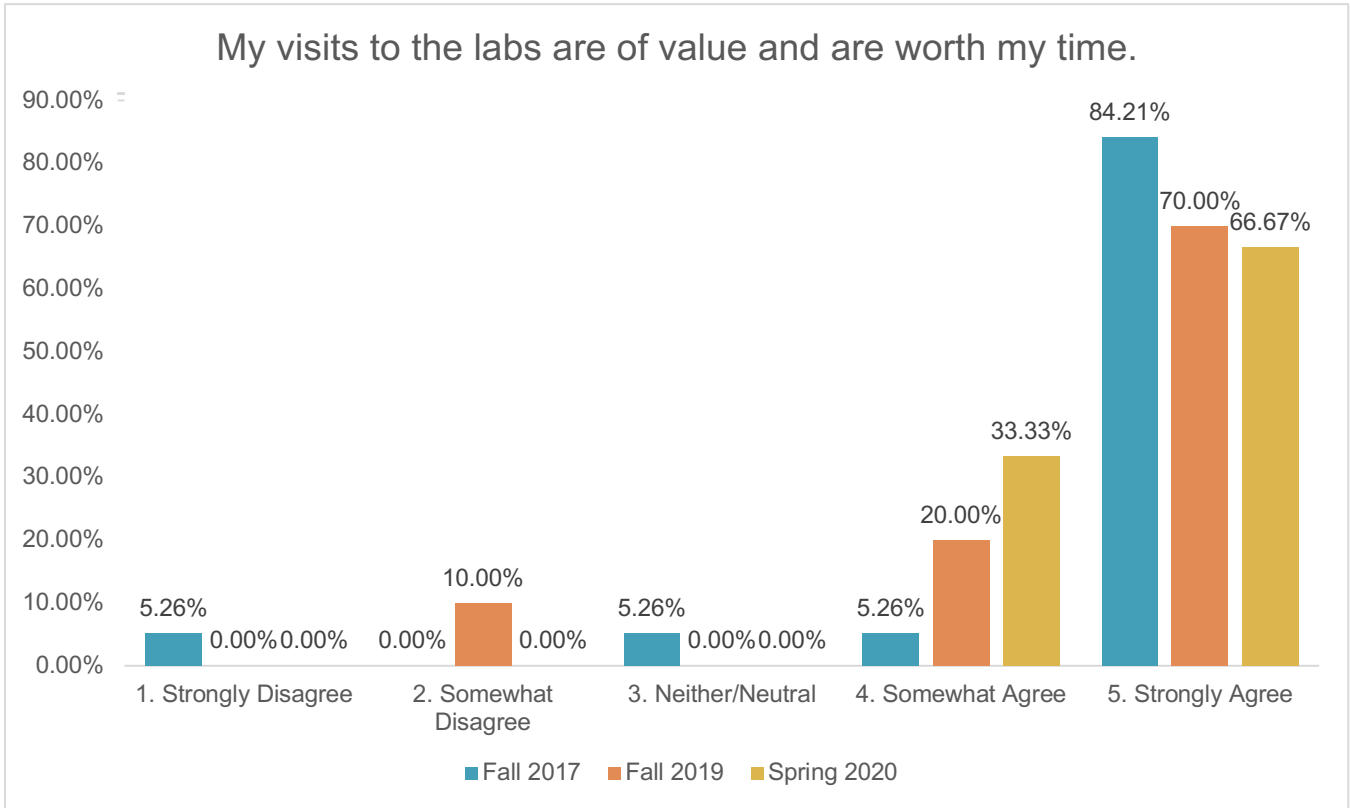


The LAC Experience | Math and Writing Labs



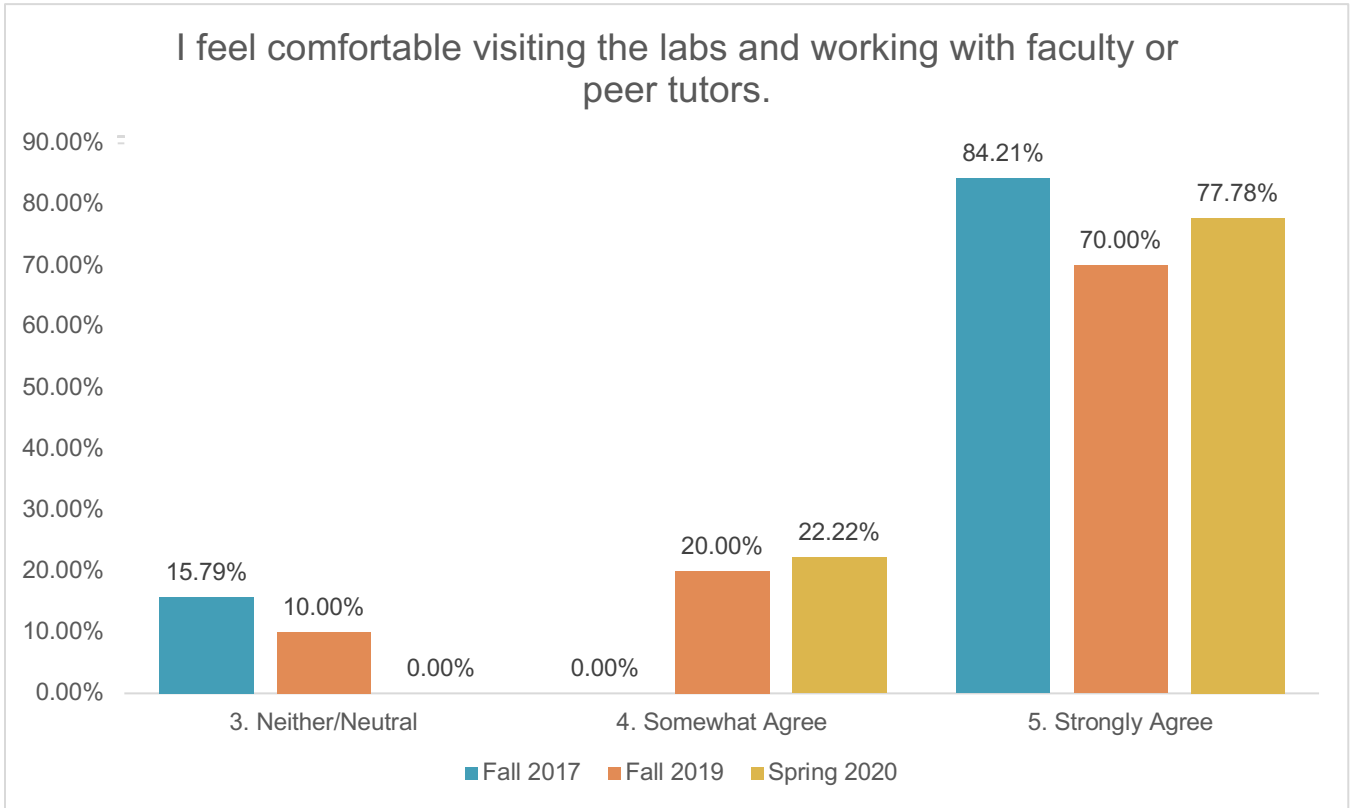
Analysis:

With each survey cycle fewer students report the math and writing labs as being easy to find and access. This is almost certainly due to the fact that the LAC in Ridgecrest (where most tutoring occurs) was relocated to the gym, on the opposite side of campus. Following the move to the gym, during the COVID-19 pandemic, students accessed tutoring online via the LAC Canvas page. Of course, these major changes would be cause for a decrease in accessibility.



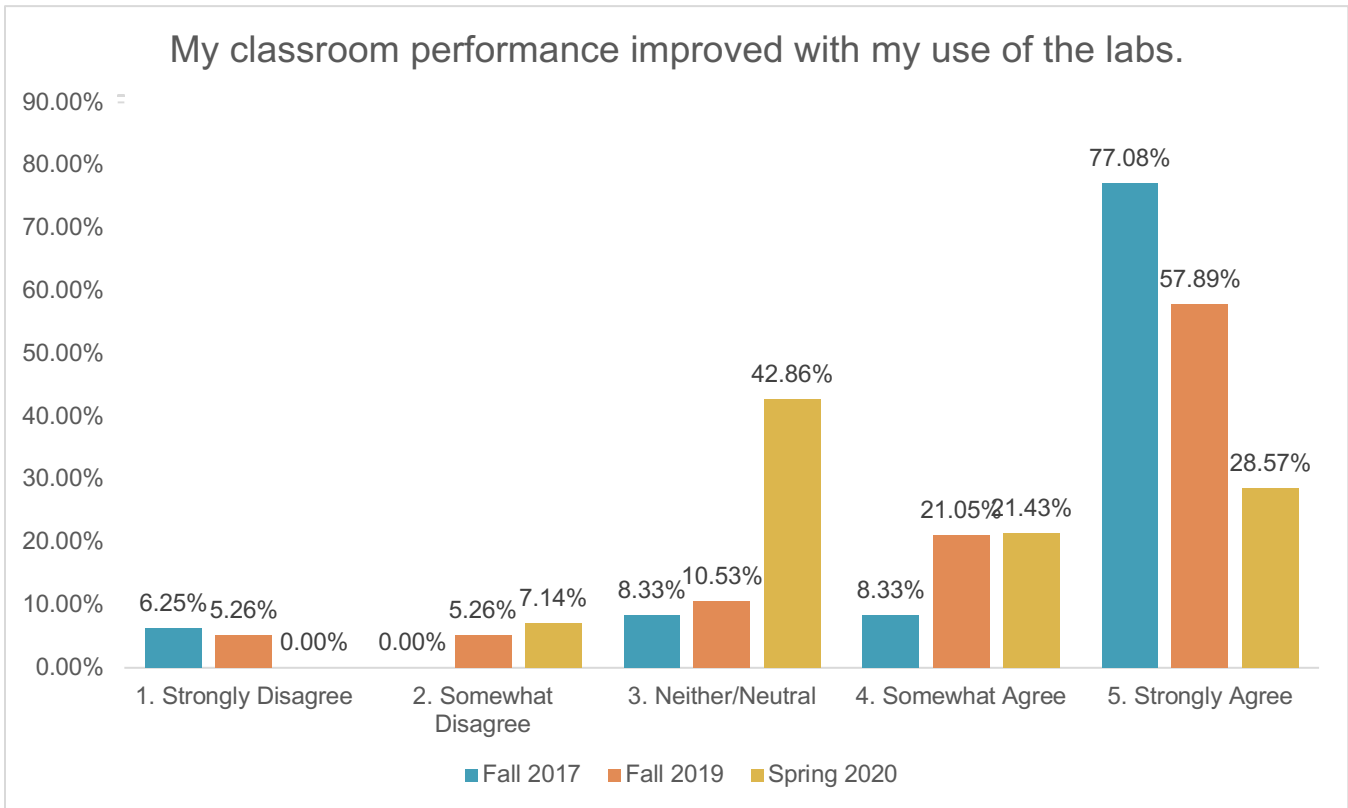
Analysis:

Despite the adversity in the Fall 2019 and Spring 2020, students continued to report that labs were valuable to them and worth their time. In all three survey cycles roughly 90% of students claimed that the labs were of value and worth their time.



Analysis:

Math and Writing Labs continue to be spaces where students feel comfortable working with their faculty members and peer tutors.



Analysis:

Effectiveness of the labs seems to be waning. The Spring 2020 shows a majority of students claiming that lab usage has improved classroom performance; however, more than ever, students share that the labs were not particularly effective for them (42.86%). This sharp decline in *strongly agree* responses could be due to the timing of the survey, just weeks after COVID-19 stay-at-home orders that forced all tutoring services online. Though the numbers are a bit alarming, the LAC will continue to monitor student perception and make changes once the department’s services return to normal.

Summary of Usage Data

Although the LAC is able to collect and disaggregate large amounts of data, it has been a challenge to look at the information in terms of location and modality. In Fall 2019, the LAC migrated appointment systems from SARS to EAB Navigate. This migration will make viewing location data more feasible. Additionally, the LAC has plans to build a ISEP location in Navigate to allow tutoring programs that are developed to be tracked in a space where the information will make sense and not be grouped with other site information.

In terms of predictions of future trends, the LAC foresees online variations of our programs to be increasingly popular due to the status of our college. Because many students live outside of our vicinity, we expect that students will continue to take advantage of the online modality for its ease of access. When Math and Writing Lab faculty return to campus, we do foresee an influx of students utilizing physical lab spaces because faculty are the





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reason students come to campus. If faculty are not on campus, students will not be on campus. Online is simply easier for most people with jobs, families, and responsibilities that take precedence over attending school in person.

4.2 - Achievement of Administrative Unit Outcomes

The Learning Assistance Center determines achievement of Administrative Unit Outcomes based on responses to questions on the Student Experience Survey (SES) which is issued every two years. In the last cycle (Spring 2020), a global pandemic caused the survey to be issued off cycle. Thus, the SES was deployed in the Spring 2021, during a time when the LAC was operating completely online. Despite the circumstances, the LAC continued to offer quality peer tutoring, Math and Writing Labs, and embedded tutoring in the online environment via Zoom and Pronto.

In the Spring 2018 the SES was deployed. In reviewing the results of the SES, the LRC determined that the questions seemed to be leading students. Thus, in the Fall 2020, the LRC reviewed and adjusted the SES questions pertaining to the departments AUOs. The Spring 2021 SES results represent the newly adjusted questions.



AUO 1

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

Target:

a rating of 4.0 or greater on a scale of 5.0 [The 2018 SES results, questions were rated on a Likert Scale which produced scores ranging from 0-5. The SES now provides a breakdown of the percentage each possible response garners. With the new scoring system, the LAC is looking for *Agree & Strongly Agree* to make up 80% or more of the responses.]

Assessment Method:

This AUO has been assessed in 2018 and 2020, each year with a different question on the SES.

2020 | Assessed via a multiple-choice question asked in the Student Experience Survey, “The Learning Assistance Center (LAC/Tutoring) provides learning support services that fit my needs.”

2018 | Please rate your satisfaction with the following services: Tutoring Services

Assessment Date:

Spring 2021 and Spring 2018

Results:

	Agree & Strongly Agree	Neutral	Disagree & Strongly Disagree	N/A
SP 2021	80.7%	8.8%	0%	10.5%
SP 2018	45.36%	7.8%	.98%	45.85%

Analysis:

Because these questions have not been asked during two consecutive SES cycles, it is difficult to measure change. The Spring 2018 question addresses student overall satisfaction with the department’s services, not whether the department provides materials and services that support students and their coursework. That said, in the Spring 2021, over 80% of surveyed students said that the LAC did offer services that fit their needs. There is no cause for concern.





AUO 2

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

Target:

a rating of 4.0 or greater on a scale of 5.0. [The 2018 SES results, questions were rated on a Likert Scale which produced scores ranging from 0-5. The SES now provides a breakdown of the percentage each possible response garners. With the new scoring system, the LAC is looking for *Agree & Strongly Agree* to make up 80% or more of the responses.]

Assessment Method:

Question 1: Assessed via a multiple-choice question asked in the Student Experience Survey, “The Learning Assistance Center (LAC/Tutoring) provides support where I need it (at my campus/online).”

Question 2: Rate your Satisfaction with the following student services: Tutoring Services and Proctoring Services

Assessment Date:

Spring 2021 and Spring 2018.

Results

	Agree & Strongly Agree	Neutral	Disagree & Strongly Disagree	N/A
SP 2021	1. 80.7%	1. 7%	1. 0%	1. 12.3%
	2. 85%	2. 15%	2. 0%	2. 0%
SP 2018	1. -	1. -	1. -	1. -
	2. 45.36%	2. 7.8%	2. 0.98%	2. 45.85%

Analysis:

Reviewing the questions as they relate to the information required to assess the AUO, it is apparent that the questions asked should be reworded to better measure the AUO. The first question is intended to evaluate the environment within the LAC and not the satisfaction of the student services offered. Additionally, the questions asked in 2018 were different from those asked in 2021.



AUO 3

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

Target:

a rating of 4.0 or greater on a scale of 5.0. [The 2018 SES results, questions were rated on a Likert Scale which produced scores ranging from 0-5. The SES now provides a breakdown of the percentage each possible response garners. With the new scoring system, the LAC is looking for *Agree & Strongly Agree* to make up 80% or more of the responses.]

Assessment Method:

2021 | Assessed via 2 multiple-choice questions asked in the Student Experience Survey:

1. “The Learning Assistance Center (LAC/Tutoring) provides support **where** I need it (at my campus/ online).”
2. “The Learning Assistance Center (LAC/Tutoring) provides services to support my learning **when** I need them.

2018 | Assessed via 3 Multiple-Choice questions asked in the Student Experience Survey:

1. “The LRC hours of operation are suitable for my academic needs.”
2. “The number of operational days for the LRC are suitable for my academic needs.”
3. “Having the LRC open on weekends would be helpful to myself and other students.”

Assessment Date:

Spring 2021 and Spring 2018.

Results:

	Agree & Strongly Agree	Neutral	Disagree & Strongly Disagree	N/A
SP 2021	1. 80.7% 2. 84.2%	1. 7% 2. 7%	1. 0% 2. 0%	1. 12.3% 2. 8.8%
SP 2018	1. 70.87% 2. 67.47% 3. 67.47%	1. 7.7% 2. 10.68% 3. 13.59%	1. 7.28% 2. 6.8% 3. 2.43%	1. 14.8% 2. 15.05% 3. 16.5%

Analysis:

Recognizing that the questions asked on the survey have changed from 2018 to 2021, it’s difficult to discern whether the results from 2021 would have been different had we asked the same questions. This year we are drawing a baseline for AUO 3. Of the students surveyed, over 80% felt that the LAC/tutoring was available to them when and where they needed them.





Summary of Administrative Unit Outcomes

SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
AUO 1	80%	SP2018	No	SP2021	Yes		
AUO 2	80%	SP2018	No	SP2021	Yes		
AUO 3	80%	SP2018	No	SP2021	Yes		

a. Gaps and Improvements Made

With the changes made in the department’s AUOs, it is difficult to gauge the improvements that have taken place. It can be said that, for the most part, students who have used LAC services have been satisfied with the department’s work and that services have been available when/where the student needed them.

b. Summary of Administrative Unit Outcome Achievement

Despite modifying the department’s AUOs and adjusting the mechanism used for assessing them, the results of the 2021 assessment are generally positive, with all questions on the Student Experience Survey resulting in 80% or greater *agree or strongly agree* responses. At this time, there is no need for concern other than further honing the assessment tool (SES survey questions) to better address the AUOs (i.e. developing mechanism to survey faculty/staff).

Often times, the department’s AUOs are not discussed directly as they are so central to the work the department does. It is difficult to discuss tutoring services without touching on some aspect of the AUOs. AUOs are typically discussed directly in the Fall of an assessment year (SES distribution) to ensure that the questions on the survey will address the AUOs for both the LAC and library.

4.3 - Achievement of Course Student Learning Outcomes

Student Learning Outcomes (SLOs) for EDUC C005 (recently changed to EDUC C805), the sole course offered within the LAC, were assessed in the spring 2021. The course is a self-paced course that prepares students to take the General Education Development Test (GED). This course’s Student Learning Outcomes have been difficult to assess as each student enrolled in the course studies different material while registered in the class. The class utilizes Edmentum’s PLATO, a third-party software that identifies each student’s needs by way of pre-tests. Thus, it is rare that students are required to study the same areas and quite often, not the same material within those areas. This course does not carry a heavy enrollment so there are few students to assess and even fewer who are studying the same subject. Additionally, this conundrum provides the LAC with very few data points and almost no useable information.

Although the LAC does have another course, EDUC C004 *Supervised Tutoring*, the course has not been offered during this program review cycle. This course is used solely for the purpose of collecting apportionment for supervised tutoring. This has not been offered due to the requirements for collecting apportionment such as, line-of-site supervision for all tutoring appointments that collect apportionment. This requirement became challenging





to track since the LAC Coordinator would have to be present to observe all tutoring appointments and this is a simply impossibility without recruiting other certificated staff to assist in observation when the LAC Coordinator is not available. Of course, this became even more difficult to track at our sites with our limited staffing.

EDUC C005 Student Learning Outcomes (active prior to Fall 2021)

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.
2. Develop and write an effective, correct essay on the computer using GED software. The practice exam provides a score indicative of readiness to take the GED which is to be taken through an outside entity.
3. Comprehend, apply, evaluate, analyze and synthesize information 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.
4. Apply math concepts and formats to accurately solve math problems as measured by a score on the GED practice exam. The practice exam provides a score indicative of readiness to take the GED which is to be taken through an outside entity.
5. Interpret scientific and social science information in text or graphic form 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.

EDUC C805 Student Learning Outcomes (took effect Fall 2021 – not assessed)

1. Apply correct English grammar and proper writing conventions.
2. Comprehend written English and construct inferences from works of fiction, non-fiction, poetry, and drama.
3. Apply mathematical concepts and formats to solve math problems including areas of whole numbers, fractions, decimals, word problems, beginning algebra, and basic geometry.
4. Analyze and interpret data in text or graphic form.

SLO ASSESSMENT 5-YEAR HISTORY

Course	SLO #	Target	Term	Met?	Term	Met?
EDUC C005	SLO 1	70%	FA15	Yes	SP21	Yes
	SLO 2	70%	FA15	Yes	SP21	-
	SLO 3	70%	FA15	No	SP21	Yes
	SLO 4	70%	FA15	No	SP21	Yes
	SLO 5	70%	FA15	No	SP21	Yes

4.4 - Assessment Schedule for Next Program Review Cycle

AUO ASSESSMENT CYCLE



Version 2018-19

Approved by PR, 9-7-2018



LAC	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025
AUO 1	X				X				X
AUO 2	X				X				X
AUO 3	X				X				X

SLO ASSESSMENT CYCLE

EDUC C805	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025
SLO 1	X					X			
SLO 2	X					X			
SLO 3	X					X			
SLO 4	X					X			

a. Gaps and Improvements Made

In this assessment cycle, no student attempted SLO 2. Aside from SLO 2, all SLOs were met.

b. Summary of Student Learning Outcome Achievement

For the purpose of continuous improvement, SLOs are not helpful in this course due to the individualized nature of the course. EDUC C005 (now C805) is tailored to fit the needs of each students. The SLOs are designed to assess student learning across the four subject areas of the GED test; however, each student is not required to study all four areas and most study within one or two subject areas during a semester. Further, subject area content is not universal for all students. Based on the outcomes of pretests, students may not be required to study each unit within a subject area.

Part 5 – Action Plans

5.1 - Effectiveness and Efficiency

Whether the LAC receives feedback from students, counselors, faculty, or staff, or LAC employees discover issues; all input is accepted and viewed as opportunities for improvement. Currently, there is no real mechanism for receiving faculty and staff input, aside from informal discussions. The LAC reviews resource needs with LAC constituents each year. Goals and plans for the subsequent year are outlined by the LAC Coordinator based on survey results, perceived needs of programs, necessary streamlining of processes, or development of new programs to fit the needs of students.





The largest hurdles that have made achieving the department’s goals a challenge have been those that are out of our control, earthquakes in 2019 and COVID-19. In the Summer of 2019, the LAC (IWV campus) was moved across campus into the aerobics room in the gym. During that year the LAC noticed that students were less likely to use the space for general study and that drastically affected the number of students we were able to service. Additionally, the space was not conducive to learning as the room was loud (wood floors and mirrors around the room).

At the end of the 2019-2020 academic year (spent in the aerobics room), the LAC was preparing to move back into the freshly repaired LRC when COVID-19 pushed all students, staff, and faculty to their homes for the remainder of the 2019-2020 academic year and the entirety of the 2020-2021 academic year. While the LAC does recognize a growth and improvement of online services during this time, the number of students served and the number of peer tutors in the LAC remain far lower than pre-COVID/earthquake. These are, without doubt, the largest issues to be resolved within the department.

5.2 - Current Strengths

The Learning Assistance Center, over the past few years, has learned how to be flexible. The circumstances that affect the LAC’s work have continued to change from semester to semester and the department has managed to maintain an adequate level of service to students. The flexibility and persistence of the team in the LAC is outstanding. Despite major challenges, the team continued to innovate and develop to match the changing times and the needs of students.

In the Fall 2019, the Learning Assistance Center adopted EAB Navigate as a scheduler and check-in/kiosk mechanism. The tool, though new and still being worked out, has made scheduling and data tracking easier and has made tutoring data accessible to Cerro Coso’s Counseling Department. The tool will continue to improve as the department discovers the best methods for employing the tool and proceeds to train tutors and Math and Writing Lab faculty to use the tool.

Lastly, a strength that the department has had for quite some time is tutor recruitment and training. The department’s connection with faculty has allowed it to continue to recruit high quality tutors for various subject areas. The process for hiring tutors for the LAC requires that a new tutor receive recommendation from a subject area professor. This process has ensured that the tutors who are recommended are strong academically, good communicators, and helpful individuals. The LAC could not provide high quality tutoring without the help of faculty who take time to consider students for a tutor role and make an effort to submit the recommendation to the LAC. Training tutors is a crucial aspect of tutor development. The LAC strives to instill core principles that guide its tutors’ work and have a lasting impact on the tutors’ understanding of

5.3 - Improvements Needed

The LAC functions rather well; however, there are a few important areas that have regressed during earthquakes and COVID. The LAC recognizes that the past two years have been challenging for most departments and that our current circumstances are understandable; however, to fulfill the mission of the department the LAC must rebuild a team of tutors capable of addressing the needs of our students, re-establish the LRC as a gathering space for studious students, and ensure consistent collection of usage and results.

5.4 - Response to Previous Strategies

The LAC identified four three-year goals and two six-year goals in the 2016 program review.





Improve the LAC’s website and presentation of learning supports – simplify and improve aesthetically – improve accessibility | Two-Year Strategy

Completed | At the time of the last program review, the department was designed to service students on-ground with very little focus on the online environment and creating access to services from a distance. Realizing that many Cerro Coso students do not access services on-ground, the LAC has shifted so that they are designed to service all students, regardless of physical location.

- The LAC webpage [CerroCoso.edu/lac]
 - The community facing webpage now directs students to Canvas to access all services. This measure ensures that only students can access learning support services as well as places the services where students often need them, on Canvas.
 - The webpage now reflects information that is found in Canvas – these pages used to be completely different which leads students to varying experiences depended on how they choose to access LAC services.
 - The Math and Writing Lab schedule has been removed from the community facing cerrocoso.edu/lac and it now resides in Canvas, behind a single sign on (SSO).
 - A “Meet our Staff” page was added to place faces with names and create a more welcoming environment.
 - A new web banner refreshed the page with an up-to-date feel.
- Canvas
 - The LAC now hosts online Math and Writing Labs where students can connect with professors and peer tutors in real time via a link from the schedule.

Develop Mechanisms for evaluating AUOs | Two-Year Strategy

In Progress | The Student Experience Survey was identified as the conduit for receiving feedback regarding the LAC’s performance on its AUOs. The LAC realized that the department did not have a mechanism in place to survey faculty, staff, and administration. This strategy will persist into the next review cycle.

Identify data sets to be used semester over semester to create a consistent method of assessment of effectiveness | Two-Year Strategy

Complete | After performing analysis of LAC data for several years, the LAC has established a set of metrics by which the LAC is able to derive a clear view of the students each LAC service serves. Currently, this data is housed in an organizational tool called Notion; however, in the future the LAC may consider utilizing a college sponsored tool.

- Quantitative Data
 - Student Experience Survey | College-wide survey, includes questions related to AUOs
 - Service usage over time
 - Percentage of currently enrolled students being served by the department (aggregate)
 - Equity Groups
 - By service | Number of student visits for each service
 - Peer Tutoring



Learning Resource Center | Learning Assistance Center

- Online Peer Tutoring
- Math and Writing Labs
- Embedded Tutoring
 - Courses most tutored (percentage of overall usage)
- Qualitative Data
 - LAC Experience Survey | In-house survey distributed to students who have used an LAC service

Assess EDUC C005 Preparation for the GED Exam | Two-Year Strategy

Complete | Course Student Learning Outcomes were assessed in the Spring 2021 and the course was revised through Curriculum and Instruction Committee during the Fall 2020 semester (Course ID changed to EDUC C805).

Increase usage statistics of academic supports and AUO results | Five-Year Strategy

Dropped | After reviewing this goal year after year, it was decided that improving AUO outcomes isn't likely, and that general usage statistics aren't a telling data point to gauge efficacy of the program. Thusly, the LAC will continue to improve by developing its programs and making the services more user friendly, approachable, and more useful.

Implement equitable programs across all Cerro Coso sites and online | Five-Year Strategy

Complete | This goal deals with the development of programs to ensure students have equality of access to services or comparable services. With Cerro Coso's unique demographics and physical space, this goal was accomplished by establishing Math and Writing Labs at each site (or online) and by creating access to faculty and or peer tutors on campus and online.



5.5 - Two-Year Department Strategies

Action Plan for 2-Year Strategy 1

Concise Description of Strategy	Establish early connections with students through development of a first-year workshop/course series including topics relevant to new students
Measurement of Completion	The workshop series is developed, scheduled, marketed, and has occurred.
Timeline	Develop: Fall 2021-Spring 2023 Implement: Fall 2023 Evaluate for future developments: Spring 2024
Responsible Person	LAC Coordinator
Rationale	This plan would 1) begin to address the challenge the LAC has in making students aware of our services 2) allow the LAC an opportunity to provide useful information that new students will find useful, such as how to plan and time manage, file management (local storage and cloud storage), email etiquette, campus engagement opportunities, note taking, navigating online classes, etc., and 3) build community with each new semester.

Action Plan for 2-Year Strategy 2

Concise Description of Strategy	Rebuild Team of Tutors
Measurement of Completion	The LAC has enough tutors to support the needs of students across college locations and online.
Timeline	Completed by Spring 2023
Responsible Person	LAC Coordinator
Rationale	Over the past few years, the LAC has lost many tutors that it has not been able to replace, mostly due to COVID. Having a strong tutor team is critical to the department's ability to accomplish its mission.



5.6 - Five-Year Department Strategies

Action Plan for 5-Year Strategy 1

Concise Description of Strategy	Reintroduce Supplemental Instruction or a model like supplemental instruction
Measurement of Completion	<ul style="list-style-type: none"> • LAC Coordinator attends formal training from University of Missouri-Kansas City (online or in-person) • Program description is developed • Support documents developed • Trainings developed for supplemental Instruction (faculty and peer tutors)
Timeline	Implemented by the Fall 2025
Responsible Person	LAC Coordinator
Rationale	The LAC employs Embedded Tutoring as a model to support courses that are practice based (Math and English). Tutors who are to be embedded in high-risk, lecture-based courses require different skills and practices from those embedded in practice-based courses. The goal in developing a second course-section-specific model of tutoring is to ensure that peer tutors are trained appropriately to function within their assigned course.

Action Plan for 5-Year Strategy 2

Concise Description of Strategy	Develop evaluation process and tool for LAC programs
Measurement of Completion	Tool developed or adopted for compiling LAC data sets each semester.
Timeline	In development through the program review cycle Spring 2025
Responsible Person	LAC Coordinator
Rationale	Analysis of data in the LAC can be messy. The department retrieves data from numerous sources (Navigate, Jotform, Banner, etc.) where it is then compiled into larger spreadsheets and then analyzed. This plan would get the LAC to a routine where the same analysis can take place each year without recreating the process. This can be thought of as a program review template that is specifically for the LAC, using metrics and data that is pertinent to a learning center.



Learning Resource Center | Learning Assistance Center

Part 6 – Supporting Documentation



Version 2018-19

Approved by PR, 9-7-2018



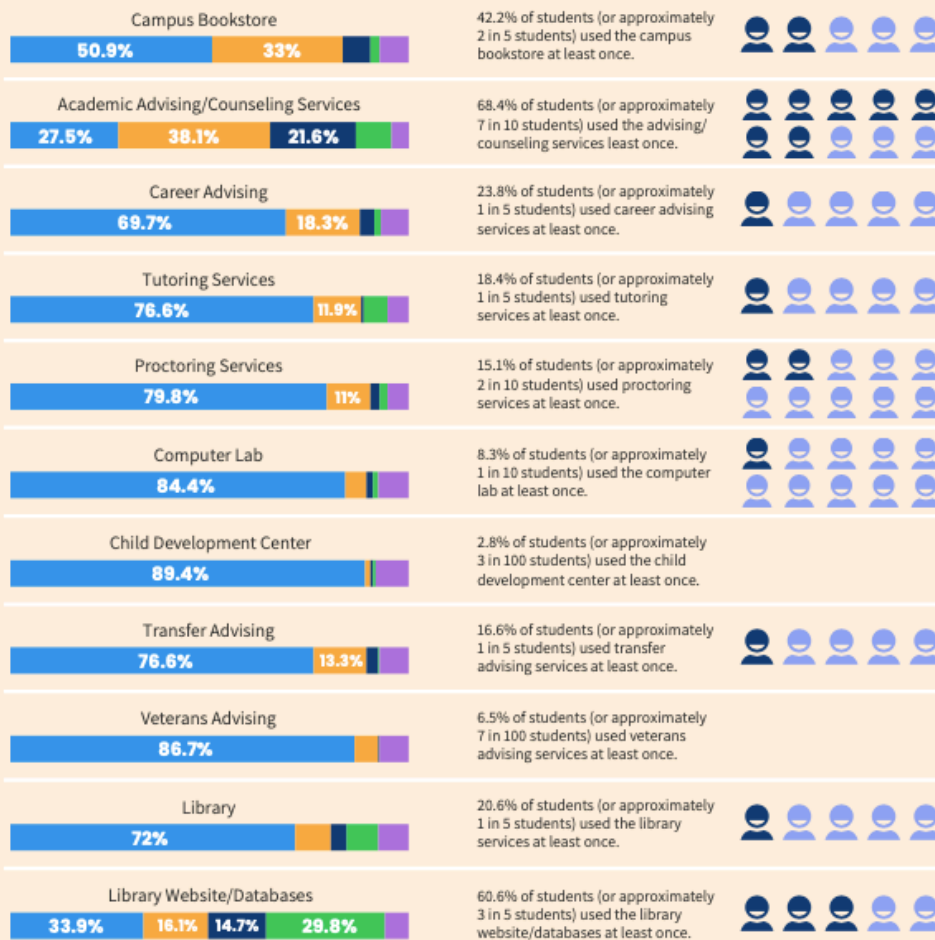
Learning Resource Center | Learning Assistance Center

Student Experience Survey Data (Q31-Q32 and Q33-Q34)



How often have students used the following services during AY 2020-2021? n = 218 students

- Never
- 1-2 Times
- 3-5 Times
- 6+ Times
- N/A Unavailable at my campus



Version 2018-19
Approved by PR, 9-7-2018



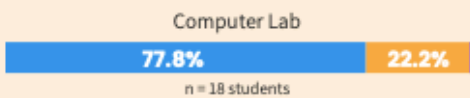
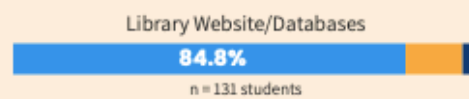
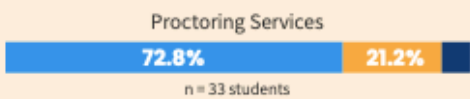
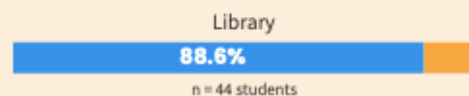
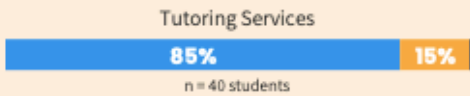
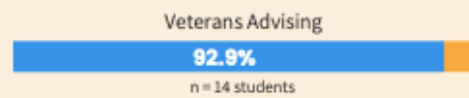
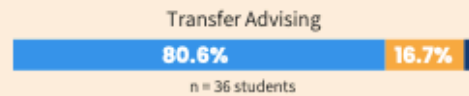
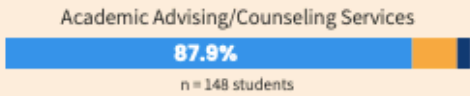
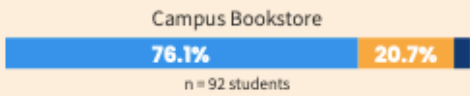
CERRO COSO COMMUNITY COLLEGE

2021 Student Experience Survey

Q31-Q32 Student Services

Rate your satisfaction with the following student services:

● Satisfied & Very Satisfied ● Dissatisfied & Very Dissatisfied
● Neutral

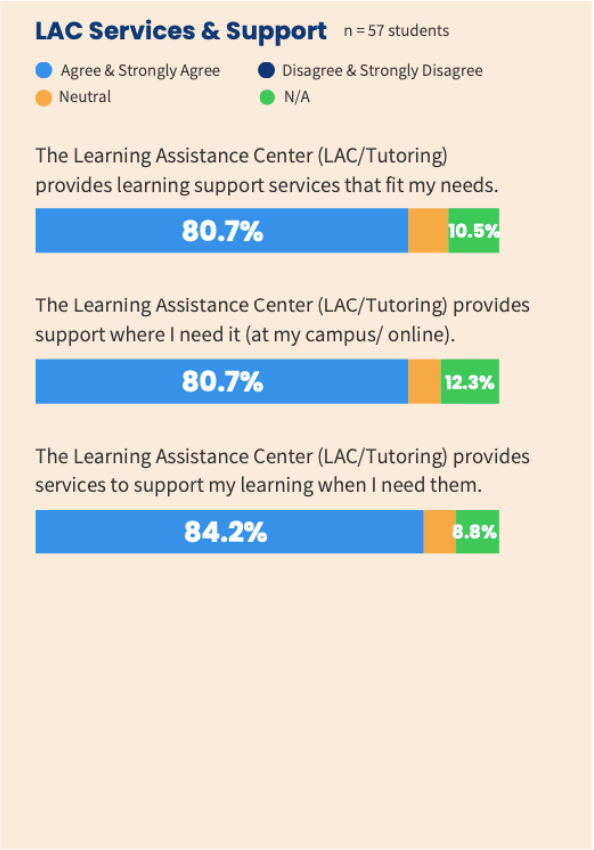
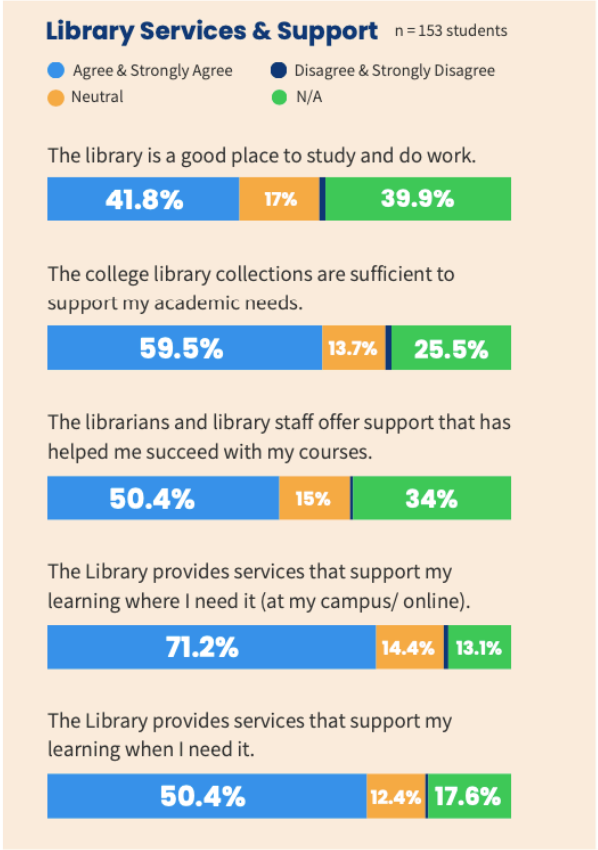
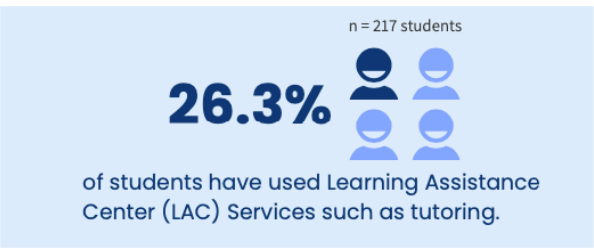
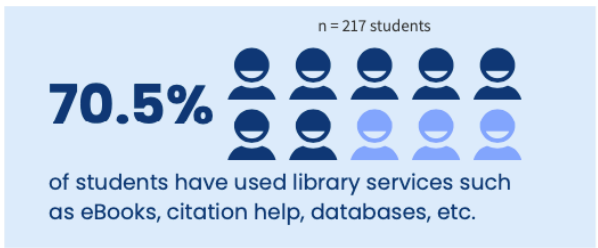




CERRO COSO COMMUNITY COLLEGE

2021 Student Experience Survey

Q33-Q34 Library & Learning Assistance Services





Learning Resource Center | Learning Assistance Center

LAC Experience | Tutoring Services (Internal Survey Tool)



Learning Assistance Center (LAC) Student Experience Survey

You are the reason we are here! Let us know what your **Tutoring Experience** was like on your campus.

This survey will take 2-3 minutes to complete. The information you provide is completely confidential, so please let us know what's on your mind.

We thank you and appreciate your input!

At which campus(es) do you receive LAC services? *

- Ridgecrest, IWV
- Lake Isabella, KRV
- Tehachapi, EK
- Bishop, ESCC-B
- Mammoth, ESCC-M
- Online

Which form(s) of tutoring did you participate in at the LAC? *

- One-to-One Peer tutoring (one student working with one tutor with an appointment)
- Math and Writing Lab - Peer Tutoring (no appointment, drop-in study session with a student tutor)
- Math and Writing Lab - Professor (no appointment, drop-in study session with a professor)
- Embedded Tutoring



One-to-One Peer Tutoring

Please indicate your level of agreement with the following statements related to your experience with your peer tutor(s):

	1. Strongly Disagree	2. Somewhat Disagree	3. Neither/Neutral	4. Somewhat Agree	5. Strongly Agree
My sessions with a tutor are practical/informative and are useful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutoring sessions are of value and are worth my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable participating in sessions and communicating my needs to my tutor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classroom performance has improved with the help of tutoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Embedded Tutoring

Please indicate your level of agreement with the following statements related to your experience with embedded tutoring:

	1. Strongly Disagree	2. Somewhat Disagree	3. Neither/Neutral	4. Somewhat Agree	5. Strongly Agree	N/A
The embedded tutor was helpful in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedded tutor workshop session times were clearly advertised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable participating in sessions and communicating my needs to my tutor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor played a role in my success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Math and Writing Lab

Please indicate your level of agreement with the following statements related to the math and writing lab.

	1. Strongly Disagree	2. Somewhat Disagree	3. Neither/Neutral	4. Somewhat Agree	5. Strongly Agree
The math and writing labs were easy to find and easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My visits to the labs are of value and are worth my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable visiting the labs and working with faculty or peer tutors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classroom performance improved with my use of the labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any additional thoughts or comments regarding math and writing labs?



General Questions

Have you stop attending tutoring with the LAC? *

Yes

No

What was your reason for stopping your tutoring sessions?

Please share any additional insights about your experience at the Learning Assistance Center. Let us know how we can improve our services to you and other students. (e.g. What could make this service more useful or more accessible? How can the LAC better assist you?)

Submit