



ACADEMIC YR:  
**2013-14**

DIVISION/AREA:  
**Learning Assistance Center**  
Revised 12/5/12, Rev. 1/16/13

DIVISION CHAIR/DIRECTOR:  
**Sally Fasteau**

**UNIT PLAN "PART A"**  
**Program/Pathway Update**  
**Form Approved CPC: October 22, 2012**

**Program/Pathway:** Learning Assistance Center

**Date:** October 2012

**Our Mission:** Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

**LAC Mission:** To enhance students' learning experiences by providing access to opportunities which promote student success and retention. We are committed to supporting students as they learn strategies to reach their academic and personal goals. Emphasis is placed on students becoming independent, motivated, confident, and active learners.

**Vision:** The LAC provides a welcoming, stimulating, and comfortable environment where students seek support programs to ensure their academic and personal success.


**1. Assessment of Program Review:**

In the 2009 Program Review, the major concerns of the external evaluator were:

1. The program is "woefully" underfunded.
2. There is a lack of supervision and technical assistance in the computer lab
3. LAC Checkout Counter is underfunded (these positions open and close the center)
4. The LAC tutoring budget funds all the labs within the facility and is not adequately funded.

The SLOs established in previous years for the LAC program address success and retention for students receiving tutoring. These were and continue to be assessed. Changes have been instituted due to some assessment results. E.g. Students who received additional individual tutoring beyond what they were getting in the math lab were not successful in their classes. It was determined that the extra tutoring was not helpful; therefore, all mathematics tutoring is now conducted through the math lab only and more attention is focused on diagnosing students' difficulties in math. Study strategies are also being introduced to students by their tutors to assist with the learning process.

SLOs pertaining to student success and student independence correlated with the use of the LAC are difficult to assess without adequate data. Review of the SLOs and a process to collect data using student ID #s need to occur. These measurements require gathering student ID#s of all students who use the LAC services. The current SLOs address independent learning, persistence and retention. With the advent of ATD on campus, it would be more realistic to look at completions and timelines for completion of goals. Implementation of more features of the AccuTrack program will assist in gathering the data needed to evaluate these SLOs.

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**2. Activities to address program needs:**

- a. Establish a permanent and adequate line item for tutors in the Learning Skills Center program 100 budget (operational plan).
- b. Hire appropriate personnel to ensure adequate student and staff support in the open-access Computer Lab, classrooms, and Learning Lab components of the LAC. Establish in the operational plan
- c. Provide line-item funds to maintain tracking software for the college. Several Divisions currently use the software and the potential for expanded use is evident.
- d. Re-establish SI for traditionally high risk classes or embed tutors in the developmental mathematics courses.


**3. How are your program improvements associated with your SLOs:**

These improvements are directly related to the student success initiative the program supports. The SLOs are all related to student success.

**LAC support services.** Student Surveys pertaining to student satisfaction of services received or accessed in the LAC are used each semester. Results from the 2008 survey indicated that some of the students were not happy with the noise levels in the facility. Subsequent surveys in Spring 2010, Fall 2010, and Spring and Fall 2011 all indicate that issues in the LAC revolve around having adequate computers, printing, quiet atmosphere, and assistance using the computers for classroom projects including online courses are highly valued by students. Problems with noise, disruptive behavior, and computer availability still exist. More and more students indicate that they need assistance with online activities especially taking online courses.

**Tutorial support.** Every semester grades are collected and reported. Assessment for general (individual and small-group) tutoring consists of data collection of grades and retention in individual classes for which they receive tutoring. Results indicate that most students (over 70%) received grades of A, B, or C. For those who dropped or received substandard grades, further assessment is needed. Assessments revealed that none of the students receiving individual math tutoring did well in their classes. Changes made using these assessment results were to suspend all individual math tutoring and refer all students needing assistance in math to the math lab. Study strategies are also being taught to students receiving tutoring.

**Lab Support services for Math, Writing, and Reading programs.** Grades of students using services in their respective labs are tracked and reported through their respective divisions. In

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addition, the 2009, 2010 and 2011 LAC student satisfaction surveys indicated that students are satisfied with these services.

**Open Access Computer Lab.** As of the Fall 2010 semester, tracking of student computer use has been suspended. Students using computer for credit classes use the AccuTrack check-in stations to log attendance. The plan to implement the AccuTrack PC Plug-in system has not gone forward. We have been waiting over 2 years to get it up and functional. Student satisfaction surveys pertaining to the lab were positive except for some comments about the noise factor. Assessment from previous years indicated the need for assistance in the lab. Tutors were hired to work in the lab, which has alleviated the frustrations of students not familiar with using computers, or on-line classes. Reactions to tutorial assistance in the lab are positive.

**Assessment of the Fast Track Program** indicates that students were able to make progress toward their goals, especially in the Winter 11 and Summer 11 programs. Further evaluation of Spring 11 and Fall 11 offerings in this program are being recommended. Student satisfaction surveys indicate very positive results.

**4. Staffing requirements:**

- a. **Instructional Assistant, Information Technology (IAIT)**
- b. **Unclassified Staff: Tutors, CSTs, and Student Workers**


**5. Technological requirements:**

Filling the IAIT position will assist in providing necessary technical assistance for the new LLRC instructional computers. The number of computers will more than double. The IT department cannot provide a daily on-site employee to assist with the individual needs of students; the IAIT will fill this need; they will monitor computer use, trouble shoot a variety of situations, and assist students and staff in using equipment, software, printing, and data collection. Additionally, the IAIT will maintain the AccuTrack system for the LLRC and the rest of the campus.

Training in software installation and use will be necessary for IAIT and IT staff

All LRC staff will need training on using the tracking software program (AccuTrack) and print stations machines.

Staff will need training on instructional software packages (Kurzweil, Pearson, Reading Plus, On-line tutoring and paper center applications) as follows.

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a. NetTutor On-line tutoring and Paper Center, technician to enroll students and communicate with the vendor.

b. AccuTrack for student data tracking and tutorial support documentation software service agreements and upgrades

c. Direct IT support for Computer Commons area of the current and new buildings.

d. Current software and adequate wireless services


**6. Facilities requirements:**

New facilities to be ready during the Spring 2013 semester. Again, adequate data and wireless services are expected to be available.


**7. Implementation plan:**

Several changes will affect the operations of the LAC during the 2013-14 fiscal year. The new facility will open. Current employees will find themselves in new surroundings with different space configurations. They will be sharing the building with the Library staff and faculty as well. A new director will be hired for the LAC.

1. It is recommended that the LLRC faculty and staff receive some professional assistance (i.e. counseling or coaching) in making the transition to the new facility.
2. It is recommended that the IAIT position be filled in order to give the building adequate technical support for students and staff through the next decades of operation. Ideally this should happen prior to occupying the new LLRC.
3. Tutorial support needs to be addressed through the college's unrestricted budget as well as other funding sources.
4. Funding for upgrades and maintenance of on-line tutoring services and tracking software need to be secured on an annual basis.
5. As institutionalization of new programs (e.g. Fast Track and others) take place, college collaboration in planning for Winter and Summer sessions requires coordination of supervision and opening of the entire building. That is, whenever the building is open, a librarian and learning center instructor or supervisor must be on duty for "line of sight" activities which require supervision.
6. As academic departments grow their support services labs, programs, and courses in the Learning Center, the funding for these programs might be better addressed by their respective divisions. For example, the Fast Track program, started in Winter 2011 as an LAC program has transitioned into a Math acceleration intervention of the ATD project. This intervention is best managed through the mathematics department.

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**Also, as the Literacy Center grows, more support is needed for their credit classes. The funding for instructional assistance, including tutoring might be better served by the Communications Division.**

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**UNIT PLAN "PART B"**  
**Core Personnel/List of Permanent Staff**

Unit: Learning Assistance Center


Date: October 2012

**Example**

Assigned Time	Responsibility	Estimated Cost	Funding Source
1.0	Director LAC	\$124,488	10100/H5790A
1.0	IA, Language Arts	\$55,405	10100/H5790A
	Benefits	\$48,115	10100/H5790A

1. Total cost FTEP = Full Time Equivalent Personnel: \$228,008 Incl. Benefits.
2. Total Hours taught: N/A
3. Total Hours of release time: 35
4. Total Cost for Instructors: \$124,488 (with EB \$152,772)
5. Total Cost for Administrators: N/A
6. Total Cost of Classified Staff: \$55, 405 (with EB \$79,695)

Please attach copy of your current Op Plan.

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## UNIT PLAN "PART C" Core Expenses

Unit: Learning Assistance Center

1. All legally required responsibilities: *Required for health and Safety*
2. *Required by board / State/ Federal/ Accreditation standards( list the minimum requirements here)*
3. *Required by licensing agreement*

Description of activity	Estimated Cost	Justification	Code
*Hire IAIT	\$75,000 incl. EB	Technical Support And Student Success Support – New LLRC will require dedicated technical support for the 200+ computers and a variety of software programs used by students in the facility.	HCAA13a6
On-line Tutoring Contract for NetTutor	\$5000 per year estimated	Accreditation Standard to offer online services	HCAA13a10
Software Maintenance Contract for AccuTrack	\$2700per year	Technological destination – Software Maintenance/upgrades  Data collection is needed to evaluate programs, student success, credit students for course-work, equipment checkout, and positive attendance reporting.	HCAA13a13
*Provide year-round Tutoring in Learning Assistance Center.	\$40,000 per year depending on resources from restricted funding sources.	<b><u>Student Success Support:</u></b> Primary function of the learning center is to provide tutoring. The accreditation standards IIC focus on resources for student support services.	<b>HCAA11a1</b> <b>HCAA6a22</b>

\*revision 12/5/12

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**Narrative justification:** List statutes which require this expenditure.

**Instructional Assistant, Information Technology position:** For the past three years the Instructional Assistant, Information Technology position request for the LLRC has been ranked between 1-4 on the college priority list for funding. Every year this item appears in the Educational Master Plan as one of the top priorities of the College.

We are planning to move into our new building sometime between January and June 2013. The uncertainty has made planning for spring and summer sessions difficult. A major problem is anticipated if we are not able to hire an Instructional Assistant, Information Technology, to replace the individual who retired in 2007. The new LLRC building will house approximately 200 student computers. The campus IT staff is not able to adequately serve our current needs; therefore, hiring a person well-versed in our software needs and operations, who can assist students and staff with technical tasks and problems is our first priority.

**On-Line Tutoring:** Services for distance learning students are made available through a contracted on-line tutoring company. This service is mandated by accreditation standards. Whether it is scalable and sustainable for the coming year will depend on outside sources of funding. The goal is to institutionalize this service, whether it is in-house or out-sourced with a regular line item on either the LAC or Academic Affairs budget.


**AccuTrack Maintenance Contract:** The state requires that all credit and non-credit TBA and open lab classes track student attendance. Additionally all planning needs to be backed up by evidence of need; the AccuTrack program provides data for both.

**In-Person Tutoring:** The LAC provides academic support services via tutoring for the college. Tutoring is a core function of the center.

As programs expand and are added, and students take advantage of the support courses and services, the college budget needs to staff these activity increases. Securing funding for every program's needs has become complex. Some restricted funds are available and can be used. Unrestricted funds are often not available depending on the budget situation of the college. It is important to have the college commit to a tutoring line-item each year in order to avoid disruption of these vital support services.

**Total cost: for Part C: \$127,700.00**



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## UNIT PLAN "PART D" Essential Activities

**Unit:** Learning Assistance Center

Prioritized list of unit needs required for program continuance or improvement

Description

Est. Cost \$189,000

**Only place expendable request in this field.**


Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
<b>1</b>	Tutors Tutors Student Workers	\$40,000 \$25,000 \$5000	Basic Skills CTE	Student success support	HCAA11a1 HCAA6a22
<b>2</b>	Fund Fast Track in Winter and Summer	\$40,000	Title V grant, Perkikns CTE Basic Skills Program 100	ATD Student success intervention	HCAA11a1 HCAA9a HCAA9e  HCAA6a22

**Justification Narrative:** How does your activity support the college Educational Master Plan?

The Educational Master Plan provides for many avenues of student success activities. Many of these avenues are a function of the Learning Center.

1. Tutoring is provided in the open-access computer lab. On-line tutoring, the on-line paper center, and Etudes face-to-face orientation and on-going tutoring are provided by tutors in this lab. Tutors are also provided for the credit and non-credit programs in the Writing Center, Literacy Center, and Math Lab. General subject matter tutoring is provided directly through the LAC tutorial services program. Grants and categorical funds are used to serve the different student populations as allowed. See part C, core functions for unrestricted funds needed for tutoring.

2. The Educational Master Plan supports the basic skills acceleration program, Fast Track, which was piloted in the Winter 2011 session. The initial funding was provided by the Title V grant. The program was successful in Winter and Summer of that year and has been continued into the 12-13 year. It has become a referral source for the Assessment Center, and Counseling offices. Funding for its future, however, has not been secured. Making it scalable and sustainable will be a challenge without a committed budget from the college. The ATD project is supporting this program as one of the pathways for the Math Success and Completion intervention. That is, assisting students to speed up their progression through the developmental series of math classes. Winter and summer sessions will require

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additional assignments for the instructor in charge of the program. Funds for tutorial support for the program will also be necessary.

**UNIT PLAN “PART E”  
Non-cost Essential Activities**

**Unit:** Learning Assistance Center

List Non-cost activities here

Priority	Description of activity	Justification	Code
	Bring LAC Web page up to date with interactive links for students	A web page can be an excellent source of student success strategies as well as informational.	HCAA15a1

**Justification:** How does your activity support the college Educational Master Plan?

Students seeking instructional support services benefit from information and resources provided on the college website.