

	ACADEMIC YR: <b>2014-2015</b>	DIVISION/AREA: <b>Learning Assistance Center</b> 12/2/2013	DIVISION CHAIR/DIRECTOR: <b>Paul Grady</b>
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**UNIT PLAN “PART A”**  
**Program/Pathway Update**  
**Form Approved CPC: October 22, 2012**

**Program/Pathway:** Learning Assistance Center

**Date:** December 2013

**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 the tutors for all the labs within the facility and the LAC 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. For example, 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. An effort is also underway to survey individual instructors for tips on how students can study for success in their individual fields. This information will be disseminated to tutors during training workshops.

SLOs pertaining to student success and student independence correlated with the use of the LAC are difficult to assess. Review of the SLOs and adjustment of the process of collecting data using student I.D. numbers requires the continued support of the college Research Office. 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 may 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. Increase LAC visibility on campus via a revitalized home page with links identifying the LAC as “Tutoring/Learning Assistance Center” or “Tutoring/Learning Resource Center” and cross-listing same on the “Student Services” home page and on the home pages of academic departments.
- d. Survey campus instructional staff for study tips for particular subject matter areas. Provide these tips to tutors in tutor workshops so that they can pass these tips to their student tutees. This information should also be posted on the LAC Homepage, as well as in individual department homepages, along with links to the LAC.
- e. 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;
- f. Re-establish SI for traditionally high risk classes or embed tutors in the developmental mathematics courses.
- g. Establish an electronic system for referrals from Counseling and instructors in other departments

**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.

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**Tutorial support.** Assessment for general (individual and small-group) tutoring consists of data collection of grades and student retention in the classes for which students 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. Although, per the college's *Spring 2012 Student Survey Results*, 63.8% of student respondents indicated they had not used tutoring services, 21% indicated that they used these services at least once per semester. Student satisfaction rates, also, according to the 2012 report, were satisfactory, with only 3% of the respondents indicating dissatisfaction with the services.

**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 addition, the 2009, 2010, 2011, and 2012 LAC student satisfaction surveys indicated that students are satisfied with these services. LAC student satisfaction surveys for Fall 2013 are being distributed.

**Open Access Computer Lab.** As of the Fall 2010 semester, tracking of student computer use in the Computer Lab has been suspended. Students using computer for credit classes use the AccuTrack check-in stations which are available at the Check In/Out Counter for open lab tutoring and in the respective labs (Math, Literacy, and Reading, as well as the High Tech Center) to log attendance. The plan to implement the AccuTrack PC Plug-in system has not gone forward. We have been waiting over two 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. However, funding for tutors in the computer lab is not available to cover all of the hours the Computer Lab is open, though plans are being made to enhance hours for the new building. Reactions to tutorial assistance in the lab are positive. The college's *Spring 2012 Student Survey Results* indicate that only 2.8% of the respondents were dissatisfied with the services offer. In the new lab, a full-time IAIT will be required to handle problems associated with software and hardware, especially given that when the LAC moves to the new building, there will be approximately 200 computers to keep in service.

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**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 offerings in this program are being recommended. Initial student satisfaction surveys indicate very positive results. In spring 2013, the LAC math instructor revised the FastTrack program which was composed of Pearson’s online math program, tutoring, and in Math Lab level tests. Students are required to enroll in Pearson’s online math program at a cost of \$88 for two semesters and enroll in a Learning Skills/tutoring class. There was a disparity between initial numbers of enrollees in the Learning Skills class, the number of students who signed up for the Pearson online program, and the number of students who logged on to the Pearson program with consistency. During the 2013 summer intersession, FastTrack students were required to be in attendance in the Math Lab six hours per week. Anecdotal information indicates that greater progress and persistence resulted, as measured by the number of level tests given and the numbers of students that persisted in the program, per AccuTrack and AccuTrack records increased. In fall 2013, this six-hour per week Math Lab attendance requirement was continued.

**Staffing requirements:**

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

**4. 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 continue to need training on using the tracking software program (AccuTrack) and print station machines.

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

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

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**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**

**5. Facilities requirements:**

**New facilities that were to be to be ready during the Spring 2013 semester will not be available until spring 2014. Again, adequate data and wireless services are expected to be available.**

**6. Implementation plan:**

**Several changes will affect the operations of the LAC during the 2014-2015 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 has been hired for the LAC.**

- 1. Work flow procedures for the LAC as a whole, in relation to the Library, and for each of the labs need to be established, procedures involving managing and tracking student activity.**
- 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 few 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 (and expanded) on an annual basis. On campus tutors should be prepared to respond of on-line/Distant Education student needs in real time.**
- 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 service 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	\$10,000 per year (estimated).	Accreditation Standard to offer online services	HCAA13a10
Software Maintenance Contract for AccuTrack	\$2700 per 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. [Note: This number will increase because of the change in California’s minimum wage law coming into effect in summer 2014 and will increase if	<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>



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	oncampus student tutors are tasked with providing tutoring services to online/Distance Education students.		
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\*revision 12/5/12

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

**Instructional Assistant, Information Technology position:** For the past five 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 2014. 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. Because the cost per hour of outsourced online writing assistance is about \$30/hour, the college may want to beef up its student tutoring staff so that it can include online assistance in real time (when the LAC labs are open) or asynchronous tutoring (when the labs are closed).

**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

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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**

## 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, Perkins 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.

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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 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

<b>Priority</b>	<b>Description of activity</b>	<b>Justification</b>	<b>Code</b>
	Bring LAC Web page up to date with interactive links for students on appropriate pages on the college website.	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.