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## **LOS ANGELES HARBOR COLLEGE**

### **College 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.


### **Learning Resource Center**

#### **Unit Plan**

2015 – 2016

**Paul F. Grady**  
**Director, Learning Resource Center**

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## Unit Plan “Part A”

### 1. Assessment of Program Review:

In the 2009-2015 Program Review, the major concerns of the external evaluator were that

1. the program was “woefully” underfunded;
2. the Computer Lab lacked supervision and technical assistance;
3. the Learning Assistance Center (LAC) Checkout Counter (now the Learning Resource Center (LRC) Help Desk), which opened and closed the LAC/LRC, was Underfunded;
4. the LAC (now LRC) is not adequately funded to cover the cost of tutors for all the labs within the LAC

Additional Program 100 funds were provided in 2013-2014 and 2014-2015 with budget augmentation from other funds on campus, lessening the concerns identified in 1, 3, and 4 above for 2013-2014 and 2014-2015. However, this level of funding needs to be continued. Another factor that contributed to the lessening of the pressure on LAC (now LRC) services involved the move to a new building.

The move of the LAC (now LRC) to the new Library + Learning Resource Center (LLRC) building precipitated several changes. The first change was a change of name. The LAC’s name was changed from “Learning Assistance Center” to “Learning Resource Center” (LRC), a relatively low-cost solution to a signage error that had been memorialized and incorporated into the architectural “look” of the building. (The previous building was known as the Learning Resource Center, which housed the Baxter Library and the Learning Assistance Center, with the Learning Assistance Center being a self-contained unit.) In any case, the new name, Learning Resource Center, is an appropriate one, given that the new LRC provides not only tutoring services but also workshops and support to campus students using the Computer Commons, which is an open computer lab several times larger than the closed computer room in the old building.

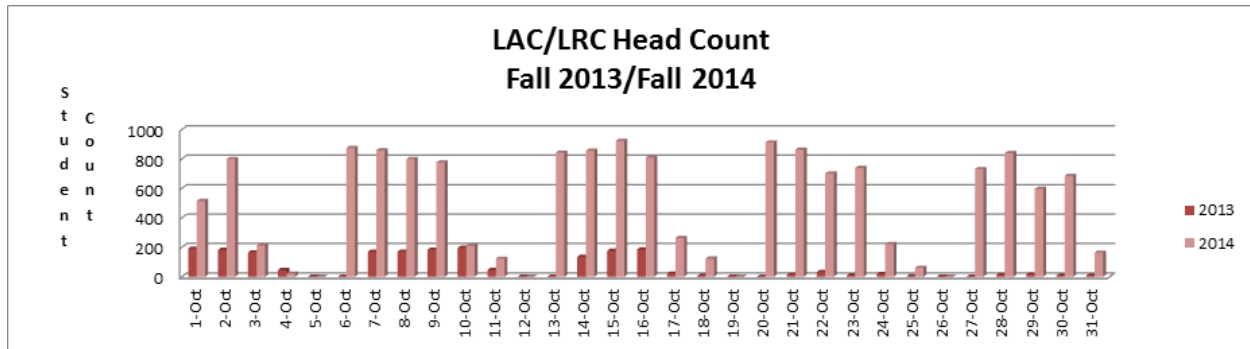
Another change is the dramatic increase in the level of activity in the new LRC when compared to the level of activity in the old LAC building, as reflected in the chart below of headcounts in the LRC (October 2014) and LAC (October 2013) of students using tutoring services and open lab or Computer Commons computers:



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The light-colored taller bars reflect October 2014 activity while the darker-colored bars reflect the activity in October 2013. The dramatic increase in activity has put additional pressure not only on LRC staff but also on the support services provided by IT and by Facilities, Maintenance, and Operations since the activity is intense throughout most of the day.

In the new LLRC, the LRC is more fully integrated with the Library in that the first floor contains both the Library’s Circulation and Reference desks, as well as reserved Library reference materials, the Learning Resource Center’s Help Desk, tutoring labs, tutoring lab tables, the High Tech Lab for students with special needs, and the massive Computer Commons. In the old building, the passageway between the Library and Learning Assistance Center had been blocked because of concern that books from the library collection might inadvertently leave the building without being checked out.

Because of this integration, LRC Help Desk hours have been extended to conform to Library opening and closing times. Also, some of the previous work of the Help Desk is now performed at the Circulation Desk, such as that involved with keeping track of student-use audio-visual materials while more Help Desk student worker time is spent answering questions for students interested in getting tutoring; answering questions about Etudes, the online learning platform that the College uses for online classes and on campus instructors use for posting assignments; helping students in the Computer Commons; and performing an hourly census of facility use on both the first and second floors of the LLRC.

Although Help Desk student workers provide essential support to students in the Computer Commons, there is still a genuine need for an Instructional Assistant – Information Technology (per concern #2, above) for technical support. Help Desk student worker assistance is generally restricted to process issues, ones related to using computer equipment and printers and/or advising student on how to navigate Etudes because Help Desk student workers are not expected to have the technical expertise to resolve technical matters related to computers and the servers. This is an important issue because the computers in the Computer Commons are “virtual” computers, sharing a server. The high levels of use in the Computer Commons affects virtual computer access and a technical problem with the server can slow down or stop students from completing their work in a

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timely manner. (Many students come in at the last minute to either print or write and print papers that need to be turned in “yesterday.” Any further delay creates panic for the student.)

Because of the integration of the Library and LRC, the services provided by the LRC have become more visible to students and, as a result, the number of students seeking tutoring services has increased as have the number of students using the computers in the Computer Commons, as can be seen in the following:


	Students Enrolled in Tutoring (section 8950)	Actual Students Listed on Accutrack
Fall 2014:	542	899
Spring 2014	319	845
Fall 2013:	296	413

A recent study performed by the College’s Office of Institutional Effectiveness of the relationship between tutoring and success in the courses taken was completed in October 23, 2014, utilizing data for students enrolled in sections in 2013-2014 and showed a positive correlation where there was a sufficient sample size to perform analysis.

With regard to English courses, the data “indicate a positive relationship between tutoring and success in the English course taken” (Office of Institutional Effectiveness, *Successful Course Completion of Students in Tutoring Sections 2*). The report also indicates that “the number of tutoring hours seems to show that less than 10 hours may be sufficient for success” (2). It should be noted that because of sample size, the report could only speak to student outcomes for English 28/31 and English 101. A comparison regarding successful course completion of tutored students enrolled in these English courses and overall college English successful completion indicates that there were higher rates of success found with the tutoring cohort at the English 28/31 and 100 levels” (4).

With regard to Math, the report points out that there is “a positive relationship between tutoring and success in the Math course taken” and that 20 hours or less “may be sufficient for success” (5), though it should also be noted that 26.5% of the whole tutoring cohort did not succeed in their math course” (5). In comparing tutoring students who were enrolled in math with overall college math successful completion, “higher success rates were found with the tutoring cohort at the Math 112, Math 213B, and Math 137 levels” (5).

The results of the analysis completed by the Office of Institutional Effectiveness make it clear that there is still much to be done to enhance the effectiveness of the tutoring arm of


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the Learning Resource Center, though one wonders if a more flexible definition of success needs to be devised to include factors related to persistence and retention in the College that are currently not being identified by simply treating a passing grade in a particular subject as the only success.

In any case, areas that the LRC will be working on over the next year will relate to optimizing tutor–student engagement on campus and online. Part of the effort will involve identifying an optimum amount of time for a productive drop-in tutor–student interaction with follow-up interactions for follow-up questions in fixed periods of time, say, an hour or two for particular subject matter areas. Another area will involve enhancing online tutoring services. At present, online students may come in to the LRC for tutoring help or they may use NetTutor, an online tutoring service, if they cannot come in to the LRC. An effort is being made to expand tutoring support services for online students which will include the use of an online whiteboard through CCC Confer for individual and group real time tutoring and asynchronous support using a combination of email and tutor overwrite of online student submitted documents using tablet computers. (See below for a description of online pilot program.)

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

- A. The LRC Program Review for 2015-2021 is underway. A review of the total number of tutor and Help Desk student worker hours needs to be completed to establish the total hours the LRC needs funded through the Learning Resources Program 100 operational planning budget.
- B. Hire appropriate personnel, such as a replacement for the retired Instructional Assistant—Instructional Technology, to ensure adequate student and staff support in the open-access Computer Commons, which is several times larger and several times more active than the computer lab in the previous LAC (now LRC) location.
- C. Continue to work on increasing LRC visibility on campus via the LRC’s revitalized home page on the College website and provide links on the LRC homepage to support student writing and math needs.
- 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 LRC Homepage, as well as in individual department homepages, along with links to the LRC. The LRC intends to sponsor the making of short instructor-narrated videos regarding subject-area specific learning tips and approaches to getting the most from one’s textbook.
- E. Provide line-item funds to maintain tracking software for the college. Several Divisions currently use the Accutrack software and the potential for expanded use is evident;

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- F. Enhance online tutoring services through the new pilot program, which will include some equipment purchases related to the use of tablet computers and NetopVision software, as well as CCC Confer.
- G. Re-establish SI for traditionally high risk classes or embed tutors in the developmental mathematics courses;
- H. Establish an electronic system for referrals from Counseling and instructors in other Departments.

### 3. How program improvements are associated with SLOs:

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

**LRC support services.** Student Surveys pertaining to student satisfaction of services received or accessed in the LRC are disseminated each semester. The LRC (formerly LAC) moved from the old building to the new Library + Learning Resource Center in April 2014. At the beginning of the semester, there were continuing problems with the printing in the old LAC Computer Lab, and when we moved to the new building, we had a new set of problems related to printing with the new GoPrint system. Additional problems relate to the fact that all of the Computer Commons computers are thin-client computers that lack their own CPUs and run with the assistance of a central server, which is located in a locked area near the Circulation Desk. When the LRC first opened there were a series of server problems that led to unexpected computer shut downs. Server down time, fortunately, has diminished. Another server related problem involves the server and thin-client computer relationship. Each thin-client computer is considered a virtual work station by the server when a student logs on, and because there are only a limited number of virtual work stations that the server can assign—about 125 virtual workstations for 100 computers. On days when there is a high turnover rate of students using computers in the Computer Commons, students may experience a delay of 5 minutes or more before the thin-client computer is reset as a new work station. This fact has caused some frustration among individual students because they think there is something defective with the computer. Thus, overall perception of equipment was about the same as that of the previous semester.

Other issues involved noise and temperature. Satisfaction with noise levels was slightly better in the Spring 2014 survey than in the previous semester. Dissatisfaction with temperature in the LAC was much greater than in the new building, where the air conditioning works and where the heating now works.

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**Tutorial support.** Every semester grades are collected and reported. Assessment for general tutoring consists of data collection of grades and retention in individual classes for which they receive tutoring. Results indicate that most students (over 80% in English and about 70% in Math) received grades of A, B, or C. For those who dropped or received substandard grades, further assessment is needed. Study tips are also being offered 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.

In Fall 2014, a point of service one-question survey was given to students logging out on Accutrack after a tutoring session. The survey question was

Did you get the help you needed today?

a) Yes b) No c) Maybe.

Of the 1140 responses to the question, 88.24% [1006 students] answered Yes; 6.92% [75 students] answered No; and 4.82% [55 students] answered Maybe. Although a follow up question to the No and Maybe answers needs to be asked, the 88% yeses seems to indicate general satisfaction.

Because of the higher visibility of tutoring activities in the 2014-2015 time period, more students are signing up for tutoring. For example, in Fall 2014, 542 students were officially enrolled in Supervised Learning (section 8950) as compared with 314 in Spring 2014 and 296 in Fall 2013. The actual numbers are larger because students log on to Accutrack before and after tutoring. In Fall 2014, 899 students received tutoring while only 542 formally enrolled in Supervised Learning (8950) and in Spring 2014 some 845 students logged on to Accutrack and only 314 students turned in Add Permits for Supervised Learning (8950). The 800 or so unenrolled students make it clear that the Director and the Instructional Assistants need to do a better job of ensuring that tutees are enrolled in Supervised Learning not only because of the loss of positive attendance funds but also because the loss appears to interfere with our ability to track our effectiveness in serving students.

**Online Tutorial Support.** Online students have always been welcome to use all of the tutoring services provided by the LRC and/or NetTutor.com. However, to enhance online tutoring services, a pilot program is being established in which the LRC hosts a live online tutor trained in peer-tutoring techniques as well as in the technology to be used (Etudes and CCC Confer). A description of the pilot program is as follows:

The LRC proposes to host a live online tutor, trained in peer-tutoring techniques as well as the technology to be used, e.g. Etudes and CCC Confer. The tutor would be available via Etudes and CCC Confer to answer questions asynchronously as well as in real-time sessions, in person in the LRC but most importantly online. The online tutor could also help direct students to Net Tutor for additional online support. Target students are from English 101, PACE section 7685, History 052, sections 7633 and 7643 and from History 082, section

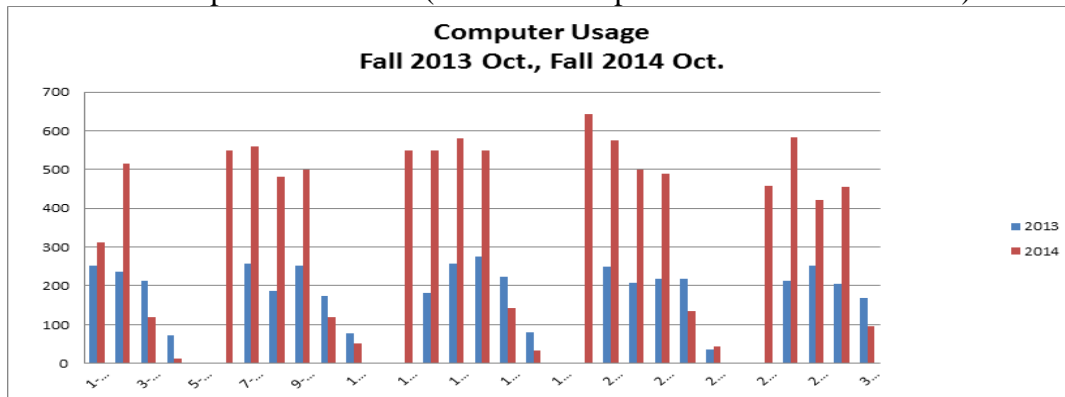


7646. Students will be encouraged to utilize tutoring services by enrolling in an online section of Supervised Learning, automatically placing them in the Etudes Supervised Learning course shell. The course shell will house resources for students such as writing tips, examples, samples, websites to visit, as well as an integrated way to access Net Tutor.com and the Net Tutor Paper Center. Etudes also allows for discussion forums, for students to ask questions and tutors to answer, specifically regarding writing, not course content.

(Lange “Online Tutor Pilot Program”)

**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 were positive, as were those for the LRC in the new building for Spring 2014 and Fall 2014.


**Computer Commons/Open Access Computer Lab.** The LRC does a head count of students using the Computer Commons on an hourly basis, and computer use has increased significantly. The following chart comparing computer use in the Computer Commons for the month of October 2014 with computer use in the LAC Open Access Computer Lab for the month of October 2013 using head count data gives an indication of the dynamic increase in computer use in the new Computer Commons (even with the problems mentioned above):



Students using computers for credit classes use the AccuTrack check-in stations which are available at the Help Desk Counter. Students logging in for LRC open lab tutoring in subject matter areas such as Anatomy and Accounting use the Help Desk Accutrack station, while students logging in for tutoring in the Math, Literacy Center, and Writing labs, as well as the High Tech Center, use the Accutrack log in stations in the respective lab to log attendance.

Assessment from previous years indicated the need for assistance in the LAC Computer Lab and limited assistance was provided. There is an even greater need for assistance in the LRC Computer Commons, and Help Desk student workers have been providing general assistance in logging on, using the GoPrint system, and explaining how to log on through Etudes for online classes. Fortunately, some of the responsibilities of the Help Desk have shifted to the Circulation Desk, leaving more time for student workers to help students with Computer Commons



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problems. What is still needed is an IA-IT who can resolve technical issues related to Computer Commons thin computers, the server, and the GoPrint interface.

**Assessment of the Fast Track Program.** The Math Department determined that the Fast Track Program was not meeting student needs and in Fall 2014 stationed a Math faculty member in the Math Lab to work with students in courses below Math 123A. The Math Department is also considering establishing a separate lab in the NEA Building that will be restricted to students in math classes below Math 123A. Two recommendations made by the Math Department were that Math Lab tables be set aside for different math levels and that Statistics be set off as a separate subject since many of the math tutors do not feel comfortable working with Statistics. The first recommendation was tried a semester ago and abandoned because tables would fill up and students would sit down at other tables with fewer students. However, an effort will be made to reinstitute these tables and enforce their use. The second recommendation is going to be implemented at the beginning of the Spring 2015 semester.


#### 4. Staffing requirements:

- A. Instructional Assistant - Information Technology (IAIT)
- B. Unclassified Staff: Tutors, CSTs, and Student Workers

#### 5. Technological requirements:

Filling the Instructional Assistant – Information Technology (IAIT) position is a very high priority because it will enhance the LRC’s ability to provide services to students and enhance student satisfaction by limiting computer, printer, and system down time when technical issues arise affecting the 100 plus computer stations in the LRC. The IT Department cannot provide a daily on-site employee to assist in resolving technical issues related to individual computers, the student’s use or misuse of same, or issues related to the server. (The recent transfer of a senior IT staff member to another college may further exacerbate the problem because there will be no IT person available on campus after 5 p.m.) The IAIT will lighten the IT Dept.’s day-to-day responsibilities in the LRC, will monitor computer use, troubleshoot technical problems, 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 its use will be necessary for both the IAIT and the IT staff. All LRC staff will continue to need training on using the tracking software program (AccuTrack) and print station machines. The IAIT should also be able to provide staff with the operation of specific instructional software packages (Kurzweil, Pearson, Reading Plus) and assist with the following:

- A. NetTutor Online tutoring and Paper Center technician to enroll students and

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communicate with the vendor.

- B. AccuTrack for student data tracking and tutorial support documentation software service agreements and upgrades
- C. Backup IT support for Computer Commons area in the LRC is IAIT position can be filled. If not, IT needs to be able to provide direct support.
- D. Renewal of current software for ReadingPlus, Accutrack, Kurzweil (Cambium Learning), and NetTutor (Link System)
- E. Renewal of Cambium Learning/Kurzweil (\$3000); renewal of LinkSystem NetTutor (\$4500)
- F. HP 20 Notebook Charging Station (\$1,444.25)
- G. Five ( 5 ) Tablet Computers for group and online tutoring (\$1500 – 5000)
- H. Purchase additional license for Netop Vision Pro (\$949)

**\$. Facilities requirements:**

The new facilities are world class. Some problems with airconditioning in the server room. Other problems crop up from time to time, as can be expected in a new building.


**6. Implementation plan:**

The move to the new Learning Resource Center was completed in April 2014 and the first few months new work flow procedures were established.

The challenges facing the LRC relate to an increase in activity overall, which puts pressure on personnel and equipment. In particular, tutoring activity has increased with the move to the new building and the College needs to consider increasing funding for tutoring, especially through the College's unrestricted budget, as well as other funding sources.. The Help Desk student workers' hours have also been extended to conform to Library and Computer Commons hours.

As mentioned above, the 58 hours that the Computer Commons is available per week and the high use of the computers make it clear that an IAIT needs to be approved.


Funding for upgrades and maintenance of on-line tutoring services and tracking software need to be secured (and expanded) on an annual basis. A pilot program, as mentioned above, to enhance

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online tutoring is in the works. In addition, on campus tutors need to be prepared to respond to on-line/Distant Education student needs in real time.

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.

As academic departments grow their support services through their labs in the Learning Resource Center, the academic departments (Math, Communications, and Developmental Communications) might consider supplementing tutoring activity in the LRC.

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## Unit Plan “Part B”

		<b>Approx. Yearly Cost (2015-16)</b>
Divisions Core Personnel/Permanent Staff	2	\$130,453 + 58,674
Resulting # of sections to be assigned permanent staff per semester*		N/A
Reassigned time per semester (in section equivalents)		
Remaining sections to be assigned permanent staff per semester*		
*as part of regular full load		

<b>Discipline: Supervised Learning (Tutoring)</b>		<b>Approx. Yearly Cost (2015-15)</b>
Disciplines Core Personnel/Permanent Staff		
Resulting # of sections to be assigned permanent staff per semester*		
Reassigned time per semester (in section equivalents)		
Remaining sections to be assigned permanent staff per semester*		

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)

<b>Discipline: (Name of Discipline)</b>		<b>Approx. Yearly Cost (2015-16)</b>
Disciplines Core Personnel/Permanent Staff		
Resulting # of sections to be assigned permanent staff per semester*		
Reassigned time per semester (in section equivalents)		
Remaining sections to be assigned permanent staff per semester*		

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)

<b>Discipline: (Name of Discipline)</b>		<b>Approx. Yearly Cost (2015-16)</b>
Disciplines Core Personnel/Permanent Staff		
Resulting # of sections to be assigned permanent staff per semester*		
Reassigned time per semester (in section equivalents)		
Remaining sections to be assigned permanent staff per semester*		

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in “C” & “D”:		Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in “C” & “D”:		Approx. Yearly Cost (2014-15)



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Discipline: (Name of Discipline)	Approx. Yearly Cost (2015-16)
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":	Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":	Approx. Yearly Cost (2014-15)


Discipline: (Name of Discipline)	Approx. Yearly Cost (2015-16)
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":	Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":	Approx. Yearly Cost (2014-15)

Discipline: (Name of Discipline)	Approx. Yearly Cost (2015-16)
Disciplines Core Personnel/Permanent Staff	
Resulting # of sections to be assigned permanent staff per semester*	
Reassigned time per semester (in section equivalents)	
Remaining sections to be assigned permanent staff per semester*	

Discipline	Course #	Course	Units	Fall 14 sections offered:	Fall sections assigned to permanent staff:	Remaining fall sections for listing in "C" & "D":	Spring 2015 sections offered	Spring sections assigned to permanent staff:	Remaining spring sections for listing in "C" & "D":	Approx. Yearly Cost (2014-15)

<b>New facilities funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	
None listed	
<b>New equipment funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$
None listed	
<b>Supplies funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$
None listed	

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### Unit Plan “Part C”

Offerings denoted as “C” above: that is, offerings mandated by law or other binding requirements per semester but not assigned to division permanent staff because no regular instructor is technically eligible for the assignment.

Discipline	Course #	Course	Units	Fall 15 sections offered:	Spring 2016 sections offered	Approx. Yearly Cost (2015-16)
		None listed as 'C' above				

<b>New facilities funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$0
None listed	
<b>New equipment funded from Program 100 essential for the delivery of sections taught by permanent staff 5 tablet computers (for both online and on campus tutoring)</b>	\$5000
None listed	
<b>Supplies funded from Program 100 essential for the delivery of sections taught by permanent staff</b>	\$
Cambium Learning/Kurzweil: \$3000; LinkSystem/NetTutor: \$4500; Netop Vision Pro: \$949 = \$8449	\$8449



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