

Academic Unit Plan

Division LAC

Academic Year 2010-2011

Division Chair Sally Fasteau

Executive Summary

The Learning Assistance Center was able to maintain its basic operations in 2009-10. Its strength remains to be its dedicated classified staff and student employees who keep the center open and operational. Although budget constraints have limited some staffing needs, those who work in the center have created a team which focuses on internal support and the needs of the students. Despite cutbacks, the LAC was able to find several sources to fund our operations. The Program Review for Spring 2009 was completed and program SLOs were written and assessment has been completed on SLO#1.

Our accomplishments include the piloting of on-line tutoring for on-line classes, new tracking software was purchased through a joint effort of several divisions pooling block grant funds, the Smartxt Universal Design Learning Project pilot has begun, the carpet in the open access computer lab is slated to be replaced in March 2010, We were able to find additional funding through basic skills to increase tutoring in the Writing Center, Math Lab, and Literacy Center. The Literacy Center is now able to be open 6 days per week and three evenings during the week. New reading software was purchased for use in the LAC, Nursing Department, Literacy Center and High Tech Center.

Major problems still exist. There is no money in our line item for student workers (to open and close the center and man the checkout counter) except from other sources, which have also been cut drastically. Additionally, and still pressing is the vacant position of the Instructional Assistant, Information Technology for the open access computer lab. This position is vital to the growth of our digital offerings, student training, security, and maintenance of the center's computers. Maintaining our current level of tutoring is going to be more difficult as special sources of funding dry up. Out of date instructional materials and media need to be replaced. Computers in the open access lab are over 5 years old. During Fall 2009, on the average, on any given day, approximately 25% of the computers were not working. There is a need to provide classroom space to offer student success workshops, on-line tutoring support, expansion of tutor training program which includes training materials, improve the LAC WEB page, and develop brochures and information to disseminate to the campus community.

Recommendations from 2009 Program Review:

- Hire Instructional Assistant Information Technology
- Re-establish the Supplemental Instruction Program
- Fund the Counter Workers for the LAC

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. Fill the Instructional Assistant, Information Technology position. This person is needed to provide supervision in the open access computer lab and the LAC, assist students and staff with their computer questions and assignments, provide training workshops for students and staff, communicate with the pay-to-print company regarding printer operations and supplies, monitor computer use and trouble shoot software/hardware problems for all labs in the LAC and Library. This position is needed to assist in keeping the environment quiet and conducive to learning. Disruptive behavior has been a problem with this lab due to the lack of appropriate supervision. This person will work closely with IT. It is important that this position be filled well before the move into the new Library/Learning Resource Center. The new building will house over 100 computers serving

both the LAC and Library. It will be important for this person to learn how Harbor College, IT, and the Library/LAC operate before making the transition to the new building. Having input from this person regarding the setup of the computers and labs will also assist in the transition to the new building. This position will be divided between the LAC .5 and the Library .5.

Primary College Goal #1: Learning and Instruction:

Strategy 1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment.

Supplementary Strategies: 6.3 Create a college-wide commitment to the care and safety of the campus. 7.4 provide sufficient staff for efficient operation of a comprehensive college.

Portfolio Idea #21 Develop "real" computer labs (not just computers in room)

2. Re-instate operating budget for the LAC checkout counter workers. The LAC checkout counter workers are responsible for opening and closing the LAC. It is necessary to maintain this function of the LAC operational plan on a minimal basis. Funding from other sources is being cut and relying on work study makes it difficult to fully staff the center from the beginning of each semester. It often takes 4 weeks (25% of the semester) to finalize schedules and confirm work study funding. Additionally, new workers must be paired with seasoned workers before they are able to open and close the facility.

Primary College Goal #1: Learning and Instruction:

Strategy 1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment.

Supplementary Strategies: 6.3 Create a college-wide commitment to the care and safety of the campus. 7.4 provide sufficient staff for efficient operation of a comprehensive college.

3. Provide additional tutorial support for Math Lab, Writing Center, Literacy Center, and general peer tutoring in the LAC.

Primary College Goal #1: Learning and Instruction

Strategy 1.4 Promote teaching excellence and innovation that result in an effective teaching/learning environment.

Supplementary Strategies: 1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment. 2.1 Promote awareness of and response to students' needs. 2.3 Develop and support teaching/learning strategies and student services that promote student success. 7.4 Provide sufficient staff for efficient operation of a comprehensive college.

4. Expand and update tutor training program. Additional training materials will be purchased to support the guidelines of the CRLA Tutor Program certification process.

Primary College Strategy #1 Learning and Instruction

Strategy 1.4 Promote teaching excellence and innovation that results in an effective teaching/learning environment

Supplementary Strategies: 1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment. 2.3 Develop and support teaching/learning strategies and student services that promote student success.

5. Further develop information on the LAHC web page and create brochures for the LAC.

Primary College Goal #2: Student Support and Services

Strategy 2.1 Promote awareness of and response to students' needs.

Supplementary Strategy 7.1 Establish an effective college communication system.

Portfolio Idea # 12 Implement system for faculty web materials on college website

6. Re-establish Supplemental Instruction Program. This program may be a more efficient alternative for offering assistance for students in selected "high risk" classes. We know that math competency has been a gatekeeper for a large number of students wanting to graduate and transfer. Perhaps a focussed approach to assisting students in this situation may help.

Primary College Strategy # 1 Teaching and Learning

Strategy 1.4 Promote teaching excellence and innovation that results in an effective teaching/learning environment.

Supplementary Strategy 2.3 Develop and support teaching/learning strategies and student services that promote student success.

7. Work with the Math Dept. to explore methods to improve student progress through the mathematics course sequence. Over 90% of students place below college level math. Some have forgotten the basics others have never learned them. Many students are faced with a minimum of 5 courses to complete graduation competency and a sixth course to complete transfer requirements. Creating innovative strategies for teaching and assisting students in this discipline is needed.

Primary College Goal #1: Teaching and Learning

Strategy 1.4 Promote teaching excellence and innovation that results in an effective teaching/learning environment.

Supplementary Strategy 2.3 Develop and support teaching/learning strategies and student services that promote student success.

8. With the assistance of departments and their faculty, purchase new instructional media and weed/discard outdated collection in the LAC check out area. Acquiring or purchasing new media is preferable to converting existing worn out audio and video tapes to digital formats. Additionally, these materials need to be ADA compliant (i.e. captioned video materials).

Primary College Goal #1: Learning and Instruction

Strategy 1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment.

Supplementary strategies: 2.1 Promote awareness of and response to students' needs. 2.3 Develop and support teaching/learning strategies and student services that promote student success. 6.2 Update facilities and equipment to support current and future colleges.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

1. LAC support services. Student Surveys pertaining to student satisfaction of services received or accessed in the LAC. Results from the 2005 survey indicated that students liked the services and tutoring but the materials and equipment were dated. Additionally they thought the facility was dirty and needed updating. The 2008 survey indicated that some of the students were not happy with the noise levels in the facility. The 2009 survey indicated that students were, in the most part satisfied with the services but some voiced concern about the noise in the open access computer lab.

2. Tutorial support. Preliminary results from Fall 2009 indicate that some students did well while others were not successful. Approximately 69% of students receiving a minimum of 3 hours of one to one peer tutoring received passing grades. The two students who received over 20 hours of tutoring (one in Spanish and one in Math) received a D and an F. Assessment for general (individual) tutoring will be conducted by student self-assessment (pre/post tutoring) and by collecting data regarding their retention and grades in individual classes for which they receive tutoring. Currently, tracking software to do this is not in place.

3. Lab Support services for Math, Writing, and Reading programs. Grades of students using services in their respective labs will be tracked. Currently the tracking software is not operational. Students whose names were gathered on a sign-in sheet who had three or more hours of tutoring had a 97% pass rate in the Math Lab and a 82% pass rate in the Writing center. In addition, the 2008 LAC student satisfaction surveys indicated that students are satisfied with the services.

4. Open Access Computer Lab. Tracking of student computer use has been instituted and is currently being refined. Student satisfaction surveys pertaining to the lab were positive except for some comments about the noise factor. Student use data indicate that between 1000 -1300 students use the lab each week.

5. In the Fall 2008 Student Satisfaction Survey, most of the respondents were not new to the college. This result may be due to the fact that the services and existence of the LAC is unknown to new students. An effort will be made to create more information on the LAC web page and have print information available for students at the information counter, with counselors and at specific service centers throughout the campus.

Staffing Implications: if any request will require additional classified support or training, please describe its extent.

Instructional Assistant, Information Technology (IAIT): This classified position is needed in the open access computer lab (LAC 105A) to provide supervision, and instructional and technical assistance for students and staff. It is also necessary to ensure a minimum of one classified or certificated employee in the LAC at all times. Title 5 regulations require that the excess hours we claim must be supervised so there will be no doubt that the students for whom we claim hours are actually doing school related work. Many students have not had access to computers at home. Additionally, new versions of commonly used productivity tools such as operating systems and office suites are different and sometimes incompatible with software that students use elsewhere. Therefore, an IAIT is needed to assist them. Innovative assistive software and CAI may also be difficult for students to use without assistance of lab personnel. It is important that this person be hired before the final planning stages for technology in the new Library/Learning Resource Center building. Preliminary discussions have begun with the Library Chairperson regarding the 50%-50% sharing of this position.

Technology Implications: if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

1. Hiring the Instructional Assistant, Information Technology will help lessen the load for IT. This person will be able to trouble shoot problems and help solve many of them without contacting the IT department.
2. Support will be needed to maintain connection of pay-to-print system with vendor. This is needed mostly in the imaging of computer labs and setting up the default printers correctly.
3. Any new or upgraded software which might be purchased for the LAC will need to be installed by IT.
4. On-going maintenance of computers will need support of IT.

LA Harbor College Unit Plan Activity Summary Sheet

Division Learning Assistance Center

Academic Year 2010-11

Division Chair Sally Fasteau

Discipline ID#	Department Priority (1 to 99)	College Strategy Supported (separate columns if two)	Student Success Initiative	Technology Access	Department Objective (link to Program Review)	Proposed Activity	Brief Summary of SLO Assessment Results (See attached forms)	List Other Supporting Documents/Links Attached (E.G., WSCH, Wait Lists, Retention, Environmental Scans)	Resources Required (list faculty, equipment, etc.)	Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)
60	1	1.5 6.3 7.4	2.7	X	Provide optimal levels of personnel in order to best serve students. Provide a safe, clean, and secure environment which is conducive to learning.	Fill vacant position of Instructional Assistant, Information Technology to provide supervision and address students' needs in the open access and other computer labs in the LAC and Library. This will also address the need for technical support, liaisons with IT and the pay-to-print contractor. The ATIT will assist in trouble shooting for and monitoring of tracking software needed for all operations in the LAC. This position will be shared with the Library and LAC .5 and .5. It is also imperative that this position be filled within the next year in order to facilitate a smooth transition into the new building.	Student Survey results indicate that the noise level in the open access computer lab is often disruptive.	2008-2009 unit Plan 2009-2010 Unit plan 2006 Program Review 2009 Program Review Student Use surveys. Fall 2009 Fall 2010	Program 100 \$25,000 plus benefits \$7500 note: this is .5 of the position needed for the LAC and Library	
60	2	1.5 7.4			Provide optimal levels of personnel in order to best serve students	Re-instate budget line item for students working at the LAC check-out counter and open access computer lab. These workers open and close the center every day.(equivalent of 20 hours per week x 32 weeks) this money added to the work study and VTEA funds received for this function will cover the costs for two semesters. Additional funds would be needed for winter and summer sessions when they are offered.		LAC Program Review 2005-06 Basic Skills Initiative Planning Matrix for Section D – Instructional Practices		

60	3	1.4	1.5 7.4 2.3 2.1	3.4	Provide optimal levels of personnel in order to best serve students	Provide additional tutoring to meet unmet requested needs. This equates to approximately 850 hours (one-one basis) for both Fall and Spring semesters combined. Hiring tutors and exploring the use of on-line tutoring services may also address this issue	Assessment results indicate that approximately 60% of students who receive tutoring are successful in their classes. Current records indicate a range between 5 – 11% tutor requests were unmet	LAC Program Review 2005-06 LAC Program Review 2009 Basic Skills Initiative Planning Matrix for Section D – Instructional Practices (Effective strategy D. 10.5)	LAC Director IALA, LAC	Work Study and Basic Skills: \$22,000
60	4	1.4	1.5 2.3	x	Provide adequate training for LAC staff and tutors.	Expand and update tutor training program. Additional training materials will be purchased to support the guidelines of the CRLA Tutor Program Certification process.	New expansion...SLOs not assessed	Title 5 Requirements Program Review 2005-06 Program Review 2009 2009-2010 LAC Unit Plan	LAC Director Training Materials	Program 100 \$1500 \$250
60	5	2.1	7.1	x	Provide information to the campus and community about the LAC	Further develop information on the LAHC web page and create brochures for the LAC.	Student Survey results indicated that very few first year students were using the LAC. It was recommended in the Program Review to disseminate more information about the LAC	2008-09 LAC Unit Plan 2009-2010 Unit Plan Program Review 2009	Web Master LAC Director LAC, IALA	No cost for Web page \$500 for Brocures
60	6	1.4	1.2	x	Provide supplemental instructional activities for the LAC and learning labs.	Re-establish Supplemental Instruction Program. This program may be a more efficient alternative for offering support for students in selected "high risk" and gatekeeper classes. We know that math competency has been a problem for a large number of student wanting to graduate and transfer. Perhaps a focussed approach to assisting students in this situation may help.	N/A	2005-06 LAC Program Review 2009 LAC Program Review Basic Skills Initiative Planning Matrix for Section D – Instructional Practices (Effective strategies D.6.1, 6.2, D.10.3)	LAC Director Grant Writer VP of economic development Math Department Chair and Faculty	Possible grants \$3600 per class. X 4= \$14,400
60	7	1.4	1.5 2.3	x	Provide supplemental instructional activities for the LAC and learning labs	Work with the Math Dept. to explore methods to improve student progress through the mathematics course sequence. Over 90% of students place below college level math. Some have forgotten the basics others have never learned them. Many students are faced with at a minimum of 5 courses to complete graduation competency and a sixth course to complete transfer requirements. Creating innovative strategies for teaching and assisting students in this discipline is needed.	Proposed Idea – No SLOs yet	World Café open discussions Aug. 2008 Basic Skills Initiative Planning Matrix for Section D. Instructional Practices (Effective Strategies d.6, 6.2, 10.3) Environmental Scan Vision 1 & Vision 4 Portfolio Idea # 11, 13, 15	LAC Director Essential Skills Committee Division Chairs and Faculty Grant Writer	BSI from the District or a variety of campus funding sources may be available to pool together. \$68,000
60	8	1.5	2.1 2.3 6.2	x	Provide sufficient and appropriate instructional media to support instruction in	With the assistance of faculty, weed current collection of instructional materials, purchase new media, software licenses, and audio-visual equipment to accommodate students'	Results from 2004 student survey indicate that 63% of student respondents said the instructional materials and equipment was functional but	LAC Program Review 2005-06 LAC Program Review 2009 LAC Unit Plan 2009-10	Faculty LAC Director and staff.	Divisions Block Grant CTE and VTEA

