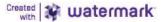# Annual Program Plan Fall 2020

Learning Assistance Center

Created on: 10/21/2020 06:50:00 PM EDT
Last Modified: 10/24/2020 05:49:26 PM EDT

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General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The Learning Assistance Center (LAC) at Rio Hondo College provides our diverse student population with the tools needed for academic success. Empowering RHC's students to cultivate the abilities, tactics, and behaviors of confident, self-reliant, and enduring learners, the LAC contributes to the college's focus on student-driven learning, increased retention, and success rates.

2. Program Description

2.1 PROGRAM DESCRIPTION

Services and Target Audience:
The Program
• Tutoring and support offered for all academic areas including: basic skills, general education, transfer, occupational programs, assessment preparation, and online learning and tutoring.
• A commitment to helping students achieve their academic success by offering a comfortable, conducive to learning, and technologically enhanced facility to meet those ends.

Program Overview
• Services and support include: peer tutoring, group tutoring, online tutoring, access to computers and the internet, research aide via effective search strategies and utilization of closed access data banks (ex."Proquest, JSTOR, PsyArticles..."), provision of topical supplementary materials, test analyses, study skills workshops, and pre-assessment orientation.

Enrollment Trends
• One-to-one and group tutoring have been consistent at the LAC via outreach efforts and as an effect of Gateway tutoring.
• Computer aided tutoring and increased usage with additional LAC computers (prior to pandemic).
• Automatic enrollment of students from basic skills and general education courses has ensured that many new students are introduced and have easy access to LAC services.

Program Diversity
• Diligence toward providing prompt, accurate, and courteous information to all.
• Fostering an environment that honors the individual'(s) respect to privacy, dignity, and with positive tolerance, to honor an individuals' rights to autonomy and self-determination.
• A willingness to share and help highlight resources with all RHC communities.
• Increased involvement with programs of note (ie Gateway, Summer Bridge, First Year Success and Avance) to augment and provide students with a robust means of interrelated mission goals of the center and college.

Changes in Program Performance
• As a response to the Covid-19 pandemic, the Learning Assistance Center, like other campus services, made its services available online. This meant that several changes would have to be addressed. Instructional assistants and tutors had to acclimate to offering services via online conferencing programs such as Pisces and Zoom in addition to a reduction of available tutoring appointments as a result of a reduced budget. Additionally, creating a welcoming environment for student patrons on a virtual platform required training with tutors that were inexperienced with virtual conferencing. Currently, all tutoring is taking place online that are accessible via zoom links to recurring meeting times.

LEARNING ASSISTANCE CENTER

	Enrollment	Visits	Hours
Spring 2006	1,289	7,559	10,370
Summer 2006	505	2,315	3,615
Fall 2006	1,414	9,320	14,332
Spring 2007	1,180	8,618	14,371
Summer 2007	433	2,461	4,429

Fall 2007	1,187	7,109	12,603
Spring 2008	1,022	7,239	12,540
Summer 2008	365	1,921	4,014
Fall 2008	1,139	8,222	15,312
Spring 2009	1,260	9,524	14,836
Summer 2009	506	3,032	5,727
Fall 2009	1,598	7,454	12,438
Spring 2010	1,770	14,652	13,031
Summer 2010	972	4,552	4,862
Fall 2010	1,121	11,258	8,668
Spring 2011	2,567	19,106	16,456
Summer 2011	982	4,337	5,642
Fall 2011	1,625	8,249	8,508
Spring 2012	1,769	18,315	19,314
Fall 2012	2,643	24,972	23,949
Spring 2013	2,670	19,971	21,560
Summer 2013	740	2,845	2,574
Fall 2013	2,610	21,027	22,181
Spring 2014	2,520	20,231	22,122
Fall 2014 (as of 10/17/14)	1,980	10,516	8,584
Spring 2015	2,999	22,631	26,197
Summer 2015	1,101	5,191	5,664
Fall 2015 (as of 10/21/15)	2,438	13,104	13,263
Spring 2016	3,064	21,309	21,783
Summer 2016	865	3,537	4,019
Fall 2016 (as of 10/20/16)	2,448	12,298	11,506
Spring 2017	2,936	19,185	19,745
Summer 2017	925	3,562	4,378

Fall 2017	3,011	17,451	20,079
Spring 2018	2,627	16,156	18,881
Summer 2018	580	1,968	2,253
Fall 2018	2,416	13,025	13,870
(as of 11/20/18)			
Spring 2019	1254	7958	10206.50
Summer 2019			
Fall 2019			
Spring 2020			
Summer 2020			
Fall 2020			

Staffing, Space Allocation, and Budget:

• Staffing includes: 1 full time faculty coordinator, 1 part time/evening faculty coordinator, 1 sr. instructional aide funded 50% through district and 50% through grants, 1 full and 1 part time classified instructional aides, 30 to 40 student/peer tutors.
• Tutors are faculty, departmental, and counselor recommended, having an overall 3.0 GPA, have received a "B" or better in the course(s) they tutor, completed a tutor training class (i.e. ED-090), and have exhibited prowess when observed by LAC staff regarding tutoring effectiveness.

The LAC is physically located in the Learning Resource Center in room LR-114.

The LAC is district funded with a yearly budget of $150,000. Due to cutbacks as a result of the Covid-19 pandemic, the budget for 2020-2021 was reduced. Tutor work hours have been reduced by 50% (from an average of 8 hours weekly to 4 hours).

Grants and Initiatives:

Prior to the pandemic, the LAC was poised to assist incoming cohorts of students that would be affected by the implementation of AB705 by offering a wide range of tutors and available tutoring times.

Professional Development: LAC staff have engaged in training and activities offered by Rio Hondo for transition to remote work including training to work on Zoom.

Program Progress:

LAC Outcome Set

Outcome 1.1 Seeking Services

Students who need instructional assistance will seek lab or tutoring services.

Outcome 1.2 Comprehension and Performance

Students develop an improved understanding of and ability to perform their coursework.

Outcome 1.3 Active Learners

Students become active learners by understanding their individual learning needs and styles, identifying learning and study strategies, and improving self-confidence and motivation.

Action Plan - Objectives

Maintain and enhance standard/daily operations by striving to provide higher level and broader range of services to LAC constituents.

The LAC has done well to maintain connections with faculty, support services/programs, as well as to continue facilitation of the Gateway Tutoring Program and offering academic skills workshops.
•Tutors are hired according to student demand. Some disciplines are in higher demand for tutoring such as accounting, math or chemistry. The LAC makes efforts to stay in contact with faculty and counselors for recommendations of high achieving students who are motivated to help their fellow students as potential tutors.
•The LAC now offers a wider and more robust array of workshops at convenie-nt times for students. Dates and times are made available through a variety of social media.
•The LAC is a conducive learning space. Students can expect a welcoming atmosphere that invites a serious academic attitude.
•Tutor availability has been optimized to cast a broader net of assistance for students. High traffic times have been identified for establishing tutor schedules.

Provide additional support for increasing student demand for tutoring services. Currently the LAC is keeping pace with the increased demand by students for tutoring services. Recent grants have allowed for a slight increase in the number of hours for available tutoring. Students that benefit from our tutoring services spread the word throughout the college community. Maintaining our current support personnel employed will be required for supporting, supervising, hiring, and training tutors.

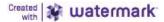## Request for Full Time Classified

Position Title: Sr. Instructional Assistant

Basic Job Description: Senior Instructional Assistant is responsible for overseeing and supervising the day-to-day operations and activities of the College's Learning Assistance Center (LAC) and providing instruction and tutoring to individuals and small groups of students to reinforce classroom lessons and improve student writing abilities. An incumbent is also responsible for assessing students needs and assisting in the development, preparation and presentation of instructional material. Sr. Instructional Assistant also trains and provides work direction and guidance to tutors; hires, schedules, assigns and reviews the work of tutors; oversees student activities and assists in observing and controlling student behavior, and oversees tutoring and supplies budget for the center.

Supporting Rationale: The Senior Instructional Assistant ensures the execution of the day-to-day operations. Currently, the position has been partially funded by the district (47.5%) with the remainder of the salary being funded by grants, which may or may not be renewable. To ensure the security of this essential position, full district funding is highly recommended.

Budget request amount: $30,000.00

Priority: High

Additional Information: Include any additional information about the program in this section, if needed.

Program's Strengths
Strengths
• Diversity of tutors representing enrolled students.
• Dedication of staff and ability to accommodate and meet a vast range of student needs.
• Provision of a wide-range of subjects and courses tutored.
• With one-to-one and group tutoring and workshop help, tutors and tutees develop and maintain a rapport over the course of the semester.
• Offer workshops that address the need for academic college skills such as 'Note Taking, Test Prep, Understanding/Developing College Vernacular, Time Management, etc.'
• Take the academically "at risk" students that others are not able to provide the extra time required for an individualized approach.
• Provides bilingual tutoring in French, Spanish, and Chinese.
• LAC staff work with a wide range of students that are not accommodated by other programs.**
• Utilize computers in tutoring for specific coursework (ex.Canvas, My Writing Lab, and ALEKS in math).
• Assist students in online classes and discussion groups and various other educational platform forums.
• Assist the Basic Skills Program.
• Facilitator of Gateway tutoring program.
• Assist students in navigating through AccessRio.
• Assist students with financial aid (ex. FASFA).

Program's Weaknesses

• Tutors are high achieving students, turnover is over 30% a semester, as they graduate and transfer.
• LAC staff and tutors need additional training in dealing with at risk learners.
• LAC staff needs program information prior to a student referral from other programs (ex. EOPS, CARE, Assessment Ctr.)
• Need additional staff conducive to supporting a balanced distribution in: online, standard appointment, and walk-in tutoring.
• LAC staff and academic faculty need greater-continued involvement with each other.

Program's Opportunities
• Working with the Student Success and Retention (Basic Skills) program in staffing and expanding the Gateway Tutoring Program has significantly increased opportunities for both LAC staff and services.
• LAC staff provides instructional workshops to improve and further develop student skills for college success. This is critical to addressing the aforementioned student needs outlined in "Weaknesses."

Program's Threats

• Budgetary constraints could effect the provision of workable hours available to student (s)/student worker(s).
• In addition to the aforementioned, increased budget for online staff will be needed to effectively implement a viable online tutoring program.

Program's Accomplishments and Recommendations for Improvement

Accomplishments:
• Classified staff members have functioned as direct contacts for appointment-making, LAC presentations, and study skills workshops during the transition to remote work. Their work has resulted in regular tutoring appointments

and lab usage;
• The LAC maintains a stable of model tutors for the center. Our hiring process, which includes teacher recommendations, is the reason the LAC hires students with a high level grade point average and a willingness to be an active contributor to their fellow students of Rio Hondo. Additionally, these same students are motivated to foster cooperative collaboration within shared academic and civic goals,which co-aligns with LAC program goals.
• The LAC, as the central hub for the Gateway Program, has maintained its offerings to faculty. Basic skills and general education courses have been supplied with gateway tutors; fifty percent of the courses serviced with Gateway tutors are basic skills courses and the remaining 50% are General Education courses.

Recommendations:

• With new generations of students being more accustomed to online communication, an online tutoring portal is the next logical step in offering supplemental peer instruction.

Program's Strategic Direction
• The strategic direction is clear to the LAC and Basic Skills Program staff. We need to continue to implement creative tutoring strategies that take into account Rio Hondo's educational communities' unique socio-demographic, educational, as well as cultural needs. In essence, the LAC will continue to inculcate our student population with the necessary study skills and supplemental instruction for academic success.

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

File Attachments:

1. **LAC Closing_the_Loop_Outcomes_Component_for_2020_Program_Plans_07312019.pdf** (See appendix)

3.2 PROGRAM OUTCOME STATEMENTS

Learning Assistance Center Outcome Set

Outcome 1.1 Seeking Services
Students who need instructional assistance will seek lab or tutoring services.

Mapping

Institutional level Outcomes (ILO): V. B. Utilize college resources to support their educational goals.

Outcome 1.2 Comprehension and Performance
Students develop an improved understanding of and ability to perform their coursework.

Mapping

Institutional level Outcomes (ILO): V. B. Utilize college resources to support their educational goals.

Outcome 1.3 Active Learners
Students become active learners by understanding their individual learning needs and styles, identifying learning and study strategies, and improving self-confidence and motivation.

Mapping

Institutional level Outcomes (ILO): V. B. Utilize college resources to support their educational goals.

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

Learning Assistance Center Outcome Set

Outcome

Outcome: Outcome 1.1 Seeking Services
Students who need instructional assistance will seek lab or tutoring services.

Measure: LAC Student Survey
Program level Indirect - Survey

Details/Description:	The Learning Assistance Center, will utilize a student survey. Questions in the survey will capture reasons for visit, satisfaction with the lab, work completed, and suggestions.
Acceptable Standard:	
Ideal Standard:	

Outcome: Outcome 1.2 Comprehension and Performance

Students develop an improved understanding of and ability to perform their coursework.

Measure: LAC Student Survey
Program level Indirect - Survey

Details/Description:	The Learning Assistance Center, will utilize a student survey. Questions in the survey will capture reasons for visit, satisfaction with the lab, work completed, and suggestions.
Acceptable Standard:	
Ideal Standard:	

Outcome: Outcome 1.3 Active Learners

Students become active learners by understanding their individual learning needs and styles, identifying learning and study strategies, and improving self-confidence and motivation.

Measure: LAC Student Survey
Program level Indirect - Survey

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Acceptable Standard:	
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3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

Learning Assistance Center Outcome Set

Outcome

Outcome: Outcome 1.1 Seeking Services

Students who need instructional assistance will seek lab or tutoring services.

Measure: LAC Student Survey
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Details/Description: The Learning Assistance Center, will utilize a student survey. Questions in the survey will capture reasons for visit, satisfaction with the lab, work completed, and suggestions.

Acceptable Standard:
Ideal Standard:

Findings for LAC Student Survey

No Findings Added

Outcome: Outcome 1.2 Comprehension and Performance
Students develop an improved understanding of and ability to perform their coursework.

Measure: LAC Student Survey
Program level Indirect - Survey

Details/Description: The Learning Assistance Center, will utilize a student survey. Questions in the survey will capture reasons for visit, satisfaction with the lab, work completed, and suggestions.

Acceptable Standard:
Ideal Standard:

Findings for LAC Student Survey

No Findings Added

Outcome: Outcome 1.3 Active Learners
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Measure: LAC Student Survey
Program level Indirect - Survey

Details/Description: The Learning Assistance Center, will utilize a student survey. Questions in the survey will capture reasons for visit, satisfaction with the lab, work completed, and suggestions.

Acceptable Standard:

Ideal Standard:

Findings for LAC Student Survey

No Findings Added

4. Data Analysis

4.1 DATA ANALYSIS

5. Objectives & Resource Requests

5.1 OBJECTIVES

No outcome sets attached

5.2 FULL-TIME FACULTY REQUEST

5.3 FULL-TIME CLASSIFIED REQUEST

Actions

Learning Assistance Center Action Plan 2019-2020

Objective

Objective: Maintain and enhance standard/daily operations by striving to provide higher level and broader range of services to LAC constituents.
The LAC has done well to maintain connections with faculty, support services/programs, as well as to continue facilitation of the Gateway Tutoring Program and offering academic skills workshops.
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•The LAC is a conducive learning space. Students can expect a welcoming atmosphere that invites a serious academic attitude.
•Tutor availability has been optimized to cast a broader net of assistance for students. High traffic times have been identified for establishing tutor schedules.

Action: Full Funding of Sr. Instructional Assistant

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Sr. Instructional Assistant
Basic Job Description:	Senior Instructional Assistant is responsible for overseeing and supervising the day-to-day operations and activities of the College's Learning Assistance Center (LAC) and providing instruction and tutoring to individuals and small group of students to reinforce classroom lessons and improve student writing abilities. An incumbent is also responsible for assessing students needs and assisting in the development, preparation and presentation of instructional material.
	Sr. Instructional Assistant also trains and provides work direction and guidance to tutors; hires, schedules, assigns and reviews the work of tutors; oversees student activities and assists in observing and controlling student behavior, and oversees

	tutoring and supplies budget for the center.
Rationale:	The Senior Instructional Assistant ensures the execution of the day-to-day operations. Currently, the position has been partially funded by the district (47.5%) with the remainder of the salary being funded by grants, which may or may not be renewable. To ensure the security of this essential position, full district funding is highly recommended.
Budget request amount:	$30,000.00
Priority:	High

5.4 FULL-TIME ADMINISTRATOR REQUEST

5.5 FACILITIES REQUEST

5.6 TECHNOLOGY REQUEST

5.7 INSTRUCTIONAL EQUIPMENT REQUEST

5.8. BUDGET AUGMENTATION REQUEST

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT

Appendix

A. **LAC
Closing_the_Loop_Outcomes_Component_for_2020_Program_Plans_07312019.pdf**
(Adobe Acrobat Document)