Mission: Our mission is to support student success and academic achievement by providing students from across the disciplines the skills and resources necessary to achieve learning outcomes which will enable them to attain certificates, degrees and transfer. We accomplish this by offering instruction and services in developing comprehensive learning strategies, foundational skills and current technological skills for academic success.

Description: The purpose of LAR is to provide instruction and support services to Long Beach City College students in cooperation with faculty and staff so that students will be more successful in their academic and occupational programs. Recognizing that our college community is composed of students with diverse educational backgrounds, varied levels of preparedness, and a variety of academic needs, LAR offers instruction and a wide range of programs, services and materials to promote college success. Components of the department include Learning and Study Strategies courses, Basic Adult Education, Supplemental Instruction, Tutorial Services, Supplemental Learning Assistance, the LAC Academic Computing Center, and both Multidisciplinary Success Centers (LAC and PCC).

Summary of Access (see Help for details): While LAR non-credit sections remained steady from the ’12-’13 year to the ’13-’14 year enrollments have slightly increased. LAR credit sections and enrollment both decreased from the ’12-’13 year to the ’13-’14 year.

Summary of Efficiency (see Help for details): Inconsistency and errors in top codes and nomenclature in the President’s Load Study over the past five years have made it difficult to correctly and consistently analyze department efficiency.

Summary of Effectiveness (see Help for details): Student success, retention and completion rates continue to remain constant over time and consistent with college-wide data.

Summary of Equity (see Help for details): LAR credit and non-credit courses disproportionately serve more female than male students while success rates for female students are slightly higher than those for male students. Success rates for African-American students are consistently lower than for all other groups. The percent of African-American students accessing the BAE course dropped from about 30% from 2011 – 2013 to about 15% in the 2013-2014 year.

Additional Analyses (Optional): While the numbers of students served by the program via BAE has decreased since fall 20111 due to the loss of the BAE 601A course, those being served via the Multidisciplinary Success Centers has increased. In terms of the Multidisciplinary Student Success Centers, for fall 2013 and spring 2014 the two Multidisciplinary Student Success Centers served 6,260 unique students for 25,528 visits. In 2013-2014 two Certificates of Completion in Basic Skills for the Workplace were awarded. In terms of equity, it is noteworthy that the percent of African-American students accessing the BAE course dropped from about 30% from 2011 – 2013 to about 15% in the 2013-2014 year.

Internal Conditions (see Help for list): Internal conditions include, but are not limited to, changes in technology, budget, staffing, resources, enrollment, and facilities.

The department underwent an unexpected retirement of a long-time full-time faculty member early in Fall 2013. This loss was especially difficult given the involvement of the remaining five full-time faculty members in college-wide initiatives such as Promise Pathways along with ongoing academic commitments including curriculum and Academic Senate. As the vision of the department is to collaborate and expand its reach as the “academic hub” of the college, the full-time faculty members are spread thinly in outreach and collaboration efforts.
Due to many CTE programs being discontinued, the physical location of the CTE Center was closed and the learning assistance for CTE courses was shifted to the PCC MSDC. The PCC MDSC, which provides all supplemental learning assistance activities for all PCC courses with an SLA requirement, has continued to grow since its 2008 inception; however, each semester the program is challenged with meeting the staffing, scheduling, training and hiring demands of this growing program. The complexities of offering over 290 SLAs are a continual challenge for the department. There has been a shift in the types of services provided in the department as well, away from non-credit basic skills to learning assistance services, but also a shift within the BAE Program to serving students with shorter term learning goals (such as assessment prep). The number of Success Center service hours is expected to rise in the coming semesters as the number of courses requiring SLA grows.

Tutoring at the PCC MDSC has expanded along with SLA disciplines at both MDSCs which has called attention to the need for additional tutoring funds and more cross-training of student, faculty, and classified staff.

While the hiring of one 45% Instructional Aid has been a boon to the department, overall as the department expands its breadth and scope, the overreliance on student workers at the front desks of both MDSCs and the Tutoring/SI Center results in inconsistency in service to our students and increased burden on Instructional Lab Coordinators which draws their attention from other pressing job duties.

The resilience and steadfast nature of the department has been apparent through their continued work and focus on students during a time of inconsistent leadership and advocacy over the past few years due to dean vacancy and turnover.

Lastly, the LAC Academic Computing Center was removed from the Dean of Student Success and placed back under the department's supervision which allowed the department to gain two full-time classified staff members.

**Faculty & Staff:**
- Full time faculty - 5
- Part time faculty - 23
- Full time classified - 5
- Part time classified - 4
- Exempt employees - 53

**Names & Titles of Dept Planning Participants:**
- Emily Gehrman - Department Chair
- Kim Anderson - Faculty
- Brandi Beard – 45% Instructional Aide
- Alison Bowers - Classified
- Scott Brueckner – Faculty
- Shelly Barnes, adjunct instructor
- Sheila Bedworth, adjunct instructor
- Jodie Butler, adjunct instructor
- Marisela Canela, adjunct instructor
- Annie Chang, adjunct instructor
- Blaire DiGiovanni, adjunct Instructional Specialist
- Sean Dominguez, Tutorial Program Coordinator
- Anthony Duenas, adjunct Instructional Specialist
- Lee Douglas- Faculty
- Steve Freiburger, Instructional Support Lab Technician
- Heidi Neu - Faculty
- Wenda Kanemaru, adjunct Instructional Specialist
- Nong Khong, Instructional Assistant
- Tamara Lincoln, 45% Instructional Aide
Claudia Nguyen, adjunct Instructional Specialist  
Korey Patterson, Instructional Lab Support Assistant  
Crystal Proud, adjunct Instructional Specialist  
Marisol Rodriguez, adjunct Instructional Specialist  
Laura Rantala – Classified  
Oscar Santoscoy, Instructional Support Lab Technician  
Elizabeth Sarvis, 45% Instructional Aide  
Casey Shim, adjunct Instructional Specialist  
Peju Skidmore, adjunct Instructional Specialist  
Katarina Spralja, adjunct Instructional Specialist  
Tepmora Svay, adjunct Instructional Specialist  
Roger Wyatt, adjunct Instructional Specialist  
Emily Yasutomi, adjunct Instructional Specialist  
Kathy Zorn, adjunct Instructional Specialist

**2011-2012 Accomplishments**:  
*The number of students served in Tutoring, the Success Centers, and the Academic Computing Centers steadily rose as compared to the previous academic year.*  
*Worked with Instructional Media to produce videos for the Online Study Skills video series. The department captioned and updated materials for the series.*  
*Collaborated with ADN faculty to produce supplemental learning activities for 6 ADN courses.*  
*Created and refined data collection methods for course and program assessment.*  
*Streamlined method for capturing DLA data as students exit the Success Centers.*  
*Correlated LASSI assessments with LASSI modules to ensure all DLA data is captured.*

**2012-2013 Accomplishments**:  
*Updated course outlines for LEARN 11 and LEARN 11H*  
*Purchased online LTM - programming, and protocols established*  
*Developed Curriculum for the Gear Up Program for LBUSD students*  
*Collaborated with Business Systems Analyst to develop data collection protocols and analysis of LASSI assessment and L11 DLAs*  
*Developed and designed all content & training materials for E-Portfolios*  
*Initiated E-Portfolios for Promise Pathways students*  
*Over 750,00 views of LAR Online Study skills videos*  
*PCC MDSC moved into new facility*  
*Merged LAR tutoring services with PCC MDSC tutoring services and expanded disciplines offered*  
*Implemented the TEAS preparation program at LAC MDSC*  
*Implemented new SLA for VN 220 and 230*  
*Developed ongoing SUO assessment process for PCC & LAC MDSC and CTE*  
*Collaborated with Counseling Department in the development of the Achievement Coaching curriculum and program.*  
*Coordinated coaching services and training of coaches through the Tutoring Center*

**2013-2014 Accomplishments**:  
- Appointment system at PCC for tutoring.  
- LAR collaborated with the TRIO program by training and schedules tutors that provided tutoring to TRIO students.  
- Learn 11 was accepted on the General Education pattern for Plan B, Area E: Lifelong Learning  
- Over 2 million views of LAR Online Study skills videos  
- Providing Part time faculty space in the PCC MDSC for office hours  
- Redesigned LAR study skills downloads and uploaded to department website.  
- Expansion of Tutoring services at PCC to serve newly expanded variety of disciplines.  
- Provided more than 245 classroom orientations at PCC and 75 at LAC per semester in which students & faculty learn about
- Collaborated with faculty from Reading, Library, Counseling, Outreach to develop & deliver entirely new curriculum for Week 1 of Summer Bridge.
- Hosted LBUSD 4th grade tours in Centers
- The department acts as a professional Development “incubator,” meaning that we have grown professionally through the Center, moving from being student tutors level 1/2 to graduate tutors level 4/5 or SI leaders to part time Faculty instructional specialists to FT faculty.
- Staff are active on the Library & Learning Associates committee which raises funds to support student learning in the Library and LAR.
- Collaborated with Assessment to guide students through prepping or remediating for the LBCC Assessment program in the MDSCs
- FaceBook & Instagram presence for Centers on which we announce many of our offerings (linked to College FB)
- PCC MDSC offered space to adjunct faculty for office hours – 2 instructors took advantage
- PCC MDSC and LAR Tutoring/SI provided space for Achievement coaches to meet with students
- Implemented Art 1 DLA pilot

<table>
<thead>
<tr>
<th>Projects/ Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept_Plan - Learning &amp; Academic Resources - Academic and Instructional Support -</td>
<td>Resources:</td>
<td>Project/ Strategy Progress Updates</td>
<td>Impact of resource received &amp; Follow-Up</td>
</tr>
<tr>
<td>- Collaborate with other departments to modify existing or create new discipline-specific, contextualized study skills courses.</td>
<td>full-time faculty</td>
<td></td>
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<tr>
<td>- Collaborate with other departments to provide comprehensive instructional support and software in the Academic Computing Centers.</td>
<td>Itemized Description of Resources:</td>
<td></td>
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<tr>
<td>- Pilot special topics study skills course with Promise Pathways students.</td>
<td>LAR is requested one full-time faculty member to replace a retired faculty member to assist with curriculum development, implementation, and instruction of a fuller scope of LEARN curriculum as outlined in this project.</td>
<td></td>
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<tr>
<td>- Pilot expanded use of discipline-specific online modules to increase student progress through course sequences and decrease time to completion in selected disciplines.</td>
<td>Resource Requested Category:</td>
<td>Faculty Replacement Positions</td>
<td></td>
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<td></td>
<td>If requesting faculty, specify number:</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>List Faculty requests by priority &amp; discipline:</td>
<td>Learning Skills</td>
<td></td>
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<td></td>
<td>Additional Comments:</td>
<td>The department lost a second full-time faculty member to another department due to the reorganization of the college. The request for a new full-time faculty member will also help fulfill the support that this faculty member provided to the department.</td>
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<td></td>
<td>School/ VP Decision re Resource Needed:</td>
<td>Dept still requests funding</td>
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<tr>
<td></td>
<td>Resources:</td>
<td>Lab Staff</td>
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<tr>
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<td>Itemized Description of Resources:</td>
<td>2. Hire 1 Lab Support Assistant to oversee the PCC Academic Computing Center and support the LAR collaboration with other departments to</td>
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</table>
To support our mission of supporting student success and academic achievement across the disciplines, the department will be more strategic and targeted in the delivery of its curriculum by collaborating with faculty in other academic departments and programs.

Responsible Parties:
LAR faculty and staff

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Department

Name of program or area of concentration: Study skills curriculum

Other Area impacted by this goal/project/strategy: Other

If Other select above, please specify: Instructional Areas

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**Projects/Strategies**

**Resources Needed & Additional Comments / Resources Needed**

<table>
<thead>
<tr>
<th>Project/Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tbody>
<tr>
<td>04/17/2013 - Coaching Curriculum was developed and refined through collaboration with the Counseling Department. E-Portfolio Program Pilot was conducted in fall 2012 for Promise Pathways students.</td>
<td>10/13/2014 - The coaching curriculum for Promise Pathways has been utilized for over 2 years with the students in the program. However, due to lack of administrative support, the E-portfolio is not being utilized as intended.</td>
</tr>
</tbody>
</table>

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Provide instructional support and software in the PCC Academic Computing Center. This staff member would be trained in various types of software and programs to serve as dedicated support to assist all students at PCC in the computing facility as overseen by the department.

**Resource Requested Category:**
New Positions (Faculty, Classified, Management)

**Estimated Cost:**
5150

**Additional Comments:**
Estimated cost calculated by a Range 20 staff member with 6 months at Step A and 6 months at Step B plus 44% for benefits for 1 employee.

**School/ VP Decision re Resource Needed:**
Dept still requests funding

**Resources:**
LTM site licenses

**Itemized Description of Resources:**
Learning Type Measure (LTM) software provides students with individualized assessment of their learning preferences as well as hemispheric preferences which is used to develop students' metacognitive understanding. The LTM is a key portion of any study skills course to be developed.

**Resource Requested Category:**
New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)

**Estimated Cost:**
8100

**Additional Comments:**
an ongoing annual cost

**School/ VP Decision re Resource Needed:**
Funded
<table>
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<tr>
<th>Projects/ Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
</table>
| Dept_Plan - Learning & Academic Resources - Success Center Participation - Increase student participation in Success Center and Supplemental learning assistance activities | **Resources:** Class visitation and outreach materials and supplies  
**Itemized Description of Resources:** Duplicating and design materials for program outreach and visitations. To include but not limited to handouts, posters, and example DLAs.  
**Resource Requested Category:** Advertising (beyond normal budget)  
**Estimated Cost:** 1000 | Project completed/ Strategy implemented  
**Decision re Resource Request:** Resource request approved and funded (describe impact of resources received) | 10/04/2013 - With the purchase of the web-based LTM, the key artifact of the LTM results was able to be included in the students' e-portfolios. This would have been impossible with the former version of the LTM. Additionally the web-based system greatly decreased the need for the department to contact IT for technical support throughout the semester. |

1. Increase faculty awareness of Success Center services by  
a. providing discipline faculty with copies of Success Center material and ideas for integration to allow great integration in course syllabi/planning by individual instructors.  
b. Collaborating with faculty to create and include a Center syllabus blurb in their classes.  
c. Conducting LAR in-class visits to introduce students to department and Center services.  
2. Re-brand and promote the Success Centers to student, staff, and faculty through an enhanced Success Center website and marketing materials.  
3. Contact faculty in areas currently not utilizing Success Centers and/or Supplemental Learning Assistance activities.  
4. Identify and collaborate with areas across campus to advertise Success Centers to students at their point of entry to the college.  

**EMP GOAL supported (hold CTRL to select multiple)**:  
EQUITY - A. Student Success
### STUDENT SUCCESS - A. Student Preparedness

**Start Date (use 8/1/year - see help text):** 08/01/2012  
**End Date (use 7/31/year - see help text):** 07/31/2016

**Project/Strategy Status:** In Progress

**Rationale:**  
Studies by Institutional Effectiveness have shown that students who participate in Supplemental Learning Assistance succeed and persist at higher rates than those who do not. (See report "SUPPLEMENTAL LEARNING ASSISTANCE (SLA) AND COURSE SUCCESS AND RETENTION: An Analysis of SLA Participation Rates and Course Success and Retention Rates by SLA Participation for 2008-2009" prepared by the Office of Institutional Effectiveness November 10, 2009). This project will support the goals of the School of Success, the College and Educational Master plan through specific engagements and collaborations with academic departments.

**Responsible Parties:**  
LAR Instructional Specialists and staff

**Campus supported by this goal/project/strategy:** Both

**Estimated Cost:**  92800

**Additional Comments:**  
Estimated cost calculated by a Range 16 staff member with 6 months at Step A and 6 months at Step B plus 44% for benefits for 2 employees.

**School/VP Decision re Resource Needed:**  
Dept still requests funding

**Resources:**  
Instructional Assistant

**Itemized Description of Resources:**  
Increase district funding of the salary of the department's Instructional Assistant from 25% to 100%. Currently 75% of the salary is paid through VTEA.

**Resource Requested Category:** Other (please provide details in "additional comments"section)

**Estimated Cost:**  52215.66

**Additional Comments:**  
Previous administrative decisions regarding funding sources have led to the department’s Instructional Assistant, who is vital to the operation and delivery of service to students at the PCC MDSC, to be funded 75% by VTEA and 25% by District funding. The department can only speculate that this was done since the staff member once worked primarily in the CTE Success Center. However, the use of grant money to fund a permanent employee is inappropriate and the department is requesting the employee return to 100% district funding (as was done in the past) to ensure not only consistent service to students but allow the department to expand and fulfill department projects and goals.

**School/VP Decision re Resource Needed:** NEW

**Resources:**  
Instructional Lab Coordinators

**Itemized Description of Resources:**  
Increase the 2 MDSC Instructional Lab...
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<tr>
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</thead>
</table>
| Coordinators positions from to 12 months. | **Resource Requested Category:** Increased Percentage for an Existing Position  
**Estimated Cost:** 16814.23  
**Additional Comments:** To support the year-round nature in the Success Centers of of planning for and providing learning assistance in the fall, winter, spring, and summer sessions the department is requesting that both Instructional Lab Coordinators’ positions are increased from 11 to 12 months. | | |
| **School/ VP Decision re Resource Needed:** NEW | | | |
| Resources:  
ISs | | | |
| **Itemized Description of Resources:** Increase hourly instructor budget  
$58/hour x 5 hours/week x 16 weeks for faculty-to-faculty outreach efforts | | | |
| **Resource Requested Category:** Increased Percentage for an Existing Position  
**Estimated Cost:** 4600 | | | |
| **School/ VP Decision re Resource Needed:** Dept still requests funding | | | |
| Resources:  
Online student tracking system | | | |
| **Itemized Description of Resources:** Purchase a new online student tracking system to consistently and accurately track student time spent on and activity completion of supplemental learning assistance. | | | |
| **Resource Requested Category:** New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)  
**Additional Comments:** The current student tracking software (Tutor Trac) does not seem to be able to keep up with the demand and volume of the Success Centers, which adversely affects our ability to serve | | | |
<table>
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<tbody>
<tr>
<td></td>
<td>students in a consistent and timely manner.</td>
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<tr>
<td><strong>School/ VP Decision re Resource Needed:</strong></td>
<td>NEW</td>
<td>04/17/2013 - Faculty DLA activity was developed and implemented.</td>
<td>10/13/2014 - The Faculty DLA has been a marketing tool to introduce new faculty to the Success Center concept and bring new faculty to work with the Instructional Specialists in the Centers.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Tutors</td>
<td></td>
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<tr>
<td><strong>Itemized Description of Resources:</strong></td>
<td>Increase tutoring budget to provide supplemental learning assistance to students in additional disciplines (social science, art, etc.).</td>
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<td><strong>Resource Requested Category:</strong></td>
<td>Increased Percentage for an Existing Position</td>
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<td><strong>Estimated Cost:</strong></td>
<td>8880</td>
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<tr>
<td><strong>Additional Comments:</strong></td>
<td>The cost for a level 3 SLA tutor for each MDSC. LAC MDSC 10 hours/wk. x 16 weeks x 2 semesters PCC MDSC 10 hours/wk. x 16 weeks x 2 semesters</td>
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<td></td>
<td>plus</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School/ VP Decision re Resource Needed:</strong></td>
<td>Dept still requests funding</td>
<td>10/13/2014 - The department has decided to rewrite this project for the upcoming year. Progress is being made on the project as it is</td>
<td>10/13/2014 - The department has decided to rewrite this project for the upcoming year. Progress is being made on the project as it is</td>
</tr>
<tr>
<td>Dept Plan - Learning &amp; Academic Resources - Short Term Programs - Analyze short term program effectiveness</td>
<td>Develop a process for tracking and measuring the effectiveness of College Assessment Test preparation program, and refine TEAS data tracking. Acquire needed data from Assessment Office or Inst. Effectiveness Develop departmental tracking system</td>
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</tbody>
</table>

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Add TEAS effectiveness data to next cycle of assessment data

**EMP GOAL supported (hold CTRL to select multiple):**
- EQUITY - A. Student Success
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment

**Start Date (use 8/1/year - see help text):**
08/01/2012

**End Date (use 7/31/year - see help text):**
07/31/2015

**Project/Strategy Status:**
In Progress

**Rationale:**
The department will further integrate the use of assessment measures throughout program support offerings and will determine effectiveness of program services in support of EMP goals listed.

**Responsible Parties:**
Department faculty, Instructional Specialists, Department Head, Instructional Lab Coordinators

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
LAC and PCC Multidisciplinary Success Centers

**Other Area impacted by this goal/project/strategy:**
Other

**If Other select above, please specify:**
Nursing Department, Assessment Office

<table>
<thead>
<tr>
<th>Dept_Plan - Learning &amp; Academic Resources - Tutoring Services - Increase student participation in a diverse array of tutoring services.</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Increased PCC staffing</td>
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</table>

**Itemized Description of Resources:**

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<tr>
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</table>
| - Expand tutoring services at both campuses.  
- Train tutors to assist students with a variety of proven student success strategies.  
- Diversify tutoring offering by offering more study groups, small-group sessions, and Supplemental Instruction sessions.  
- Promote LAR Tutorial services campus wide. | Increase staffing at PCC for enhanced training and supervision of tutoring staff and new program development. Develop new position job classification and pay range to achieve this project and that more accurately reflective of the duties and responsibilities performed by the Instructional Assistant currently coordinating tutoring at the PCC MDSC. Based on current LBCC Job Classification Specifications list, this would be a pay range higher than Instructional Assistant and lower than Tutorial Program Coordinator. | | |
| EMP GOAL supported (hold CTRL to select multiple)*:  
EQUITY - A. Student Success  
STUDENT SUCCESS - A. Student Preparedness  
STUDENT SUCCESS - B. Student Goal Attainment | | | |
| Start Date (use 8/1/year - see help text): 08/01/2014  
End Date (use 7/31/year - see help text): 07/31/2015 | | | |
| Project/ Strategy Status: Completed | | | |
| Rationale: To support our mission of supporting student success and academic achievement across the disciplines and the EMP goal of Student Success, the department would like to increase tutoring for transferable classes so that students in all disciplines can receive learning assistance and achieve success. |
| Responsible Parties: Tutorial Program Coordinator, Instructional Specialists, and other Success Center instructional staff |
| Campus supported by this goal/project/strategy: Both |
| Specify if project/strategy is for dept or program: Department |
| Name of program or area of concentration: Tutorial Services |
| Resource Requested Category: New Positions (Faculty, Classified, Management) |
| Additional Comments: A JIQ and justification has been provided to area deans. |
| School/ VP Decision re Resource Needed: NEW |
| Resources: Increased PCC Tutors |
| Itemized Description of Resources: 30 additional tutor hours to expand PCC tutoring services.  
40 additional training hours to train PCC tutors. |
| Resource Requested Category: Other (please provide details in "additional comments" section) |
| Estimated Cost: 9800 |
| Additional Comments: 30 tutoring hours at $10 X 15 weeks = $4500 X 2 semesters = $9000  
40 training hours at $10 = $400 X 2 semesters = $800 |

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<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer would not need any additional funds.</td>
<td><strong>School/ VP Decision re Resource Needed:</strong> NEW</td>
<td><strong>Resources:</strong> Restored LAR Staffing</td>
<td><strong>Resource Requested Category:</strong> New Positions (Faculty, Classified, Management)</td>
</tr>
<tr>
<td><strong>Resources:</strong> Restored LAR Staffing</td>
<td></td>
<td><strong>Itemized Description of Resources:</strong> Re-hire Supplemental Instruction Program Coordinator support the project strategy of diversifying tutoring offerings.</td>
<td><strong>Estimated Cost:</strong> 72000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resource Requested Category:</strong> New Positions (Faculty, Classified, Management)</td>
<td><strong>Additional Comments:</strong> Currently the duties of the SI Coordinator, who resigned in August of 2009, are undertaken by the LAR Tutorial Program Coordinator. Estimated cost calculated by a Range 33 staff member with 6 months at Step A and 6 months at Step B plus 44% for benefits.</td>
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<td><strong>School/ VP Decision re Resource Needed:</strong> NEW</td>
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<td></td>
<td></td>
<td><strong>Resources:</strong> Tutorial Program Coordinators/ Supplemental Instructional Coordinators</td>
<td><strong>Resource Requested Category:</strong> New Positions (Faculty, Classified, Management)</td>
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<tr>
<td></td>
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<td><strong>Itemized Description of Resources:</strong> Upgrade the 2 current full-time Tutorial Program Coordinator positions to 2 full-time Tutorial Program Coordinators/ Supplemental Instructional Coordinators to support the 1) added demand of tutoring at both campuses and 2) to replace the vacated SI Coordinator position.</td>
<td><strong>Estimated Cost:</strong> 152325.34</td>
</tr>
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<td></td>
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<td><strong>Resource Requested Category:</strong> New Positions (Faculty, Classified, Management)</td>
<td><strong>Additional Comments:</strong> These positions would replace the current Tutorial Program Coordinator positions in the department. Therefore the true cost is to move the classifications from range 33 to 35. The</td>
</tr>
</tbody>
</table>
# Dept_Plan - Learning & Academic Resources - Equitable Tutoring Services - Create equitable access to Tutoring for LBCC students

- Strategize with instructors to identify student need and demand for tutoring.
- Diversify tutor offerings by expanding tutoring into additional disciplines
- Promote LAR Tutorial services campus wide.

**EMP GOAL supported (hold CTRL to select multiple)**:
- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment

**Start Date (use 8/1/year - see help text):** 08/01/2015
**End Date (use 7/31/year - see help text):** 07/31/2016

**Project/ Strategy Status:** NEW

**Rationale:**
LAR would like to more closely work with instructors to identify needs for expanded tutoring support in both level and subject matter. The department will investigate offering a more equitable array of services across currently served and new disciplines and at both campuses.

### Resources

- Expanded tutoring hours

### Itemized Description of Resources:

- Additional content tutoring hours at both campuses to support the demand of adding additional tutoring disciplines.
- 10 additional tutoring hours per week to expand PCC tutoring services.
- 40 additional tutoring hours per week to expand LAC tutoring services.

**Resource Requested Category:** Other (please provide details in "additional comments" section)

**Estimated Cost:** 18648

**Additional Comments:**
10 additional tutoring hours per week to expand PCC ($12.50/hour - level 3) tutoring services x 16 weeks x 2 semesters plus 11% benefits
40 additional tutoring hours per week to expand LAC ($10/hour to split the difference between levels 2 and 3) tutoring services x 16 weeks x 2 semesters plus 11% benefits

**School/ VP Decision re Resource Needed:** NEW

**Resources:**
- Increase Tutorial Program Coordinator

**Itemized Description of Resources:**
<table>
<thead>
<tr>
<th>Projects/ Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase 2 Tutorial Program Coordinator positions from 10 months to 12 months to support the year-round demand on learning assistance (fall, winter, spring, and summer).</td>
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<tr>
<td><strong>Resource Requested Category:</strong></td>
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<tr>
<td>Increased Percentage for an Existing Position</td>
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<td><strong>Estimated Cost:</strong></td>
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<tr>
<td>28933.2</td>
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<tr>
<td><strong>Additional Comments:</strong></td>
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<tr>
<td>This increase from 10 to 12 months mirrors that of the Instructional Lab Coordinators across all Success Centers to provide year-round learning assistance to students. This position also allows for timely planning of services to students.</td>
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<tr>
<td>Estimated cost is range 33 at 2 months X 2 employees.</td>
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<tr>
<td><strong>School/ VP Decision re Resource Needed:</strong></td>
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<tr>
<td>NEW</td>
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<tr>
<td><strong>Resources:</strong></td>
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<tr>
<td>Instructional Aide</td>
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<tr>
<td><strong>Itemized Description of Resources:</strong></td>
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<tr>
<td>1 full-time Instructional Aide for the Tutoring/SI Center at LAC to manage the added demand of students and variety of services offering in the Center.</td>
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<tr>
<td><strong>Resource Requested Category:</strong></td>
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<tr>
<td>New Positions (Faculty, Classified, Management)</td>
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<tr>
<td><strong>Estimated Cost:</strong></td>
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<td>46400</td>
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<td><strong>Additional Comments:</strong></td>
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<tr>
<td>Estimated cost calculated by a Range 16 staff member with 6 months at Step A and 6 months at Step B plus 44% for benefits.</td>
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<td><strong>School/ VP Decision re Resource Needed:</strong></td>
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<td>NEW</td>
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<tr>
<td><strong>Resources:</strong></td>
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<tr>
<td>Tutoring/SI Coordinator positions</td>
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<tr>
<td><strong>Itemized Description of Resources:</strong></td>
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<tr>
<td>Increase the current 2 Tutorial Program Coordinator positions to Tutorial Program and SI Coordinators. This would assist the department in 1) expanding service to students 2) account for</td>
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</tr>
<tr>
<td>Projects/ Strategies</td>
<td>Resources Needed &amp; Additional Comments / Resources Needed</td>
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<td></td>
<td>work currently being undertaken (out of class) by the Tutorial Program Coordinator after the SI Coordinator position was dissolved many years ago.</td>
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<td><strong>Resource Requested Category:</strong></td>
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<td></td>
<td>New Positions (Faculty, Classified, Management)</td>
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<td></td>
<td><strong>Estimated Cost:</strong></td>
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<td>152325.34</td>
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<td></td>
<td><strong>Additional Comments:</strong></td>
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<td></td>
<td>This request is to increase the current range 33 Tutorial Program Coordinators (one at each campus) to new positions of Tutorial Program/SI Coordinator at range 35. The estimated cost reflects 2 full positions at range 35 and NOT the increase from range 33 to range 35 for 2 employees.</td>
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<td><strong>School/ VP Decision re Resource Needed:</strong></td>
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<td>NEW</td>
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</table>

**Dept_Plan - Learning & Academic Resources - CTE Pathways - Support CTE pathway development via the integration of modularized skills development for specific career pathways.**

- Participate in CTE industry advisory board meetings to gather information on program and industry needs.
- Work with CTE Senate subcommittee to see how program can support various CTE programs.
- Collaborate with CTE programs to modify and market the Certificate of Basic skills for the Workplace.
- Support CTE programs by working with programs to identify needed learning assistance for students.

**Resources:**

- ISs

**Itemized Description of Resources:**

- ISP back fill and support to free full-time Instructional Specialists to work with CTE programs and participate in advisory board meetings.

**Resource Requested Category:**

- Other (please provide details in "additional comments" section)

**Estimated Cost:**

- 4800

**Additional Comments:**

- $60 x 10 hours/moth x 8 months = $4800

**School/ VP Decision re Resource Needed:**

- 10/13/2014 - The merging of the PCC MDSC and LAR tutoring services allowed for a more streamlined and efficient to be offered to students while not adversely affecting the department budget.
### Projects/ Strategies

<table>
<thead>
<tr>
<th>EMP GOAL supported (hold CTRL to select multiple)*:</th>
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</thead>
<tbody>
<tr>
<td>EQUITY - A. Student Success</td>
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#### Resources Needed

<table>
<thead>
<tr>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
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<tr>
<td>Dept still requests funding</td>
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#### Project/ Strategy Progress Updates

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<tr>
<th>Project/ Strategy Progress Updates</th>
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<tr>
<td>In Progress</td>
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</table>

#### Impact of resource received & Follow-Up

**Rationale:**
The department has long provided learning assistance support to students and faculty in many CTE programs. As the programs in CTE have been recently realigned to meet College mission and goals, the department seeks to align its services in a similar manner. In developing effective career pathways for their students, CTE programs may be seeking ways to integrate student supports in order to help students complete certificates and degrees in a timely manner without undue unit loads. The development of career pathways will necessitate integration of learning, career and basic skills that will provide students the skills to perform to industry standards on the job. This goal will seeks to fill that integrated need.

**Resources:**

**PLATO Instructional Software**

**Itemized Description of Resources:**

Purchase a package of PLATO instructional software with as assessment tool for modularized skills development for specific career pathways.

**Resource Requested Category:**

New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)

**Estimated Cost:**

8000

**Additional Comments:**

Annual cost. VTEA/Perkins funding

**School/ VP Decision re Resource Needed:**

NEW

<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Skills Tutor software</td>
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</tbody>
</table>

**Itemized Description of Resources:**

Purchase a package of Skills Tutor software to provide students with individualized and modularized instruction to support career pathways.

**Estimated Cost:**

4925

**Additional Comments:**

Annual cost. VTEA/Perkins funding

**School/ VP Decision re Resource Needed:**

NEW
<table>
<thead>
<tr>
<th>Dept_Plan - Learning &amp; Academic Resources - Equitable Supplemental Instruction Service - Create equitable access to Supplemental Instruction for LBCC students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Strategize with PCC instructors to identify student need and demand for Supplemental Instruction</td>
</tr>
<tr>
<td>-Create a strategic and targeted approach to offering Supplemental Instruction</td>
</tr>
<tr>
<td>-Expand SI Sections in disciplines at LAC and PCC</td>
</tr>
</tbody>
</table>

**DEPARTMENT**

- CTE support
- Other

**NAME OF PROGRAM OR AREA OF CONCENTRATION:**

- CTE support
- Other

**IF OTHER SELECT ABOVE, PLEASE SPECIFY:**

- CTE areas

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</table>

**RESOURCES:**

- Increased SI sections

**ITEMIZED DESCRIPTION OF RESOURCES:**

- Additional SI support for expansion at PCC and to expand disciplines at LAC.

**RESOURCE REQUESTED CATEGORY:**

- Other (please provide details in "additional comments" section)

**ESTIMATED COST:**

- 46886.4

**ADDITIONAL COMMENTS:**

- PCC averages about 1-2 SI sections per semester which is not keeping up with the demand of the expansion of GE classes at that campus. At LAC several departments have identified SI as a successful strategy and have requested additional SI support for their courses.

- The estimated cost is an SI Leader 2 ($11/hr.) X 12 hrs/wk. x 32 weeks plus 11% benefits x 20 classes (10 for each campus).

- It should be noted that staff positions listed in the "Equitable Tutoring Services" project also directly support this project.

## Additional Information

**School/ VP Decision re Resource Needed:**

- NEW

**Rationale:**

- NEW
<table>
<thead>
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LAR would like to more closely work with instructors to identify needs for Supplemental Instruction and offer a more equitable array of services across currently served and new disciplines and at both campuses.

**Responsible Parties:**
Tutorial Program/SI Coordinator

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Learning Assistance