

DATE: September 7, 2018

TO: Gregory Anderson, Vice President of Instruction

FROM: Tom Vitzelio

Director, Academic Support and Achievement Center (ASAC)

SUBJECT: Learning Assistance Center (LAC) Change Proposal

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## **Learning Assistance: The Future**

Why do we need to change?

1. What is Multiple Measures?
  - a. AB 705
    - i. Link to Guided Pathways
  - b. Use of High School GPA and course grades for placement
2. What does it mean for LAC
  - a. Significant reductions in LERN, READ and STDY courses
  - b. Reduction in Learning Assistance faculty
    - i. 6 faculty remaining
  - c. Non-learning faculty using LAC rooms and resources?
  - d. Potential Increase in # of students needing instructional supports
  - e. Confusion from students and an increase in placement questions?
  - f. Opportunities for growth and improvement
  - g. Impact on funding
    - i. College funding formula changes (25% now based on student success)
    - ii. Reduction in basic skills funding
    - iii. Changes in rules for collection apportionment for tutoring
      1. AB 1935
        - a. No more student referrals
        - b. Collection apportionment for credit level course tutoring

How do we respond?

1. A proposal for change
  - a. Change in hours
    1. Decreases and increases
    2. Align with library hours
    3. Consistent area hours
    4. The LAC will dictate hours not classroom scheduling
  - ii. *Rationale*
    1. *Alignment with Library hours and overall building operational issues relating to security and maintenance and operations*

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2. *To establish consistent hours for student access based on need and not on class and staff schedules*
3. *Increase hours in Tutoring to address the anticipated increase in need of transfer level course tutoring*
4. *Decrease hours in LARC to address the reduction in course offerings and student demand*
5. *By adjusting the hours of operations, the LAC will focus the quality of the hours we are open and not the quantity of the hours we are open*
6. *Insures that the LAC will have a consistent staffing level at all times and eliminates the numerous times a day that the LAC is operating understaffed or lacking staff in key contact areas such as the Testing Center.*
7. *Even with a reduction in hours the LAC will have more hours available to students than any other center on campus. See attachment #1*

## 2. Reorganization of the LAC

### a. Consolidate LARC in tutorial services

1. Skill focus and not course focus
2. Rename Tutorial Services
3. More “user friendly.”

#### i. Rationale:

1. *With the significant reduction in the number of LERN, READ and STDY sections due to the implementation of Multiple Measure, the need for a dedicated center to support them is not needed. While the courses might disappear, the needs of the students that lack the foundational skills needed to succeed will not. For that reason combining the two areas will streamline processes and make better use of resources.*

### b. Shift Tutorial Services Math and Science area to LARC area

#### i. Rationale:

1. *Shifting the math and science area of tutorial services achieve to things. First, I will increase the amount of space available for students and tutors. In addition, SI leaders and tutors will have access to 4 work areas that include tables and whiteboards to hold SI sessions and study groups. The second thing that the move achieves is the creation of a “buzz” in the LAC. Many times the LARC has very few students which give it an image of either being closed or a quiet student area. Have students and tutor engaged in discussions and groups will give the area an energy that will draw more students into the area.*

### c. Relocate EOPS tutoring services into location closer to Student Services complex (9B, 9E, 16 A-E)

#### i. Rationale:

1. *While EOPS has been a long standing partner and “roommate” with tutorial services in the LAC, the relationship has led to some issues. The first being confusion among students about where they are to go*

*for services. The second is that it has created an additional log in point for students to check in and out off. Third is that it has created a redundancy in staffing. For example, there are student workers at multiple log in areas and tutors from the different areas that are limited to who they can help. The move will also place EOPS tutoring closer to the EOPS student service office and the resources and services that are available there. Another possible solution that would address some of these issues is to have EOPS tutoring be absorbed under tutorial services where the program would be managed. EOPS funds for tutoring would then be placed in the tutorial services budget to support tutoring operations.*

- d. Create a quiet study from the current Tutorial Services Math area
  - 1. Study corals from LARC will be modified to relocated in the area
  - i. Rationale:
    - 1. *A quiet study area would allow students to have a space on the first floor where they can study without the distractions caused by the conversation going on during tutoring session. This area would also help to alleviate the congestion in the library from students looking for a quiet place to study.*
- e. Create office space for all current LAC staff
  - 1. EOPs office
  - 2. Former LAC faculty offices
  - i. Rationale
    - i. *Currently two full time LAC staff member have office space located in the tutoring areas of the LAC. These location are problematic because they do not provide a secure location for them to store confidential information such as contact information, salaries, and social security numbers. The location also do give these employees privacy to deal with sensitive personnel matters.*
- f. Repurpose current LAC faculty offices into group study rooms and create an SI office
  - 1. LAC Adjunct faculty office
  - 2. Tom's office
  - i. *Rationale: Access to consistent locations to held study groups and SI sessions has been an ongoing challenges for the LAC. Typically, SI leaders have to waiting until the 3 week of the semester to find rooms once the instruction offices has made them available. In addition, many rooms are restricted from SI sessions by the very departments they are trying to serve. Furthermore, SI sessions hold a low ranking on the college's room priority list and can be bumped for a variety of reasons including, student clubs and other college events. Having dedicated rooms for SI sessions and study groups will not only allow sessions to begin sooner, but will help to address the predicted increase in student demand caused by the implementation of Multiple Measures. These rooms will also allow the LAC to more flexible in responding to demand and addressing the needs of students.*
- g. Create consolidated "computer pods" in the new English and Math tutorial services areas (4 computers and printer access)

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- i. *Rationale: The creation of “computer pods” will give tutorial and SI staff access to resources that currently requires them to leave the tutoring areas and go to the Learning Lab. What makes this recommendation so easy is that the technology resources that are necessary are already located in the areas. The only things that are need are tables that can accommodate the computers and place them in a centralized location.*
- h. Establish one central log in desk Create single log in system for all LAC areas
  - a. Current front LAC counter
  - b. Learning Lab and Consolidated Tutorial Services
  - c. Standardize login processes
- i. *Rationale: a single login station will address the follow issues and concerns that currently exist:*
  - 1. *The collection of data for apportionment and student impact reports would be accurate, consistent and easier to management.*
  - 2. *Login procedures for students would be easier for students to enter and exit the LAC*
  - 3. *A consolidate station will ensure that staffing levels for the public point of contact will be consistent and constantly monitored.*
- e. Expand the duties and role of the LALIs in the LAC
  - i. *Rationale: Currently the roll of the Learning Assistant Lab Instructors (LALIs) is vague and lacks specific duties that related to all areas of the LAC. The expand duties and roles of the LALIs would include outreach, curriculum development, tutor training and evaluation, assistance with non-instructional related issues such as testing center coverage, computer and technology assistance and program planning.*
- f. Increase tutoring coverage in the Learning Lab
  - 1. Improve tutoring area in the Learning Lab
  - 2. Increase tutor visibility
- i.
- g. Rename the Learning Assistance Center
  - 1. A new unifying title
  - 2. New title will be the basis for the name of tutorial services and the Learning Lab
- i. *Rationale:*
  - 1. *Renaming the LAC will assist with the units the changes in placement and the overall college’s view that the LAC is “only for basic skills students and for students in READ, LERN and STDY courses.”*
  - 2. *Rebrand the LAC as the “one stop shop” for instructional support at MT. SAC.*
  - 3. *Consolidating the LAC’s three areas under one name will limit the confusion of what and where we are and support our rebranding as a “one stop shop.”*
  - 4. *A common name will help breakdown the “silos” that currently exist in the LAC and will help to unify staff.*

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## **Proposal for a changing the name of the Learning Assistance Center**

In response to wide ranging changes at the state and college level regarding student placement, academic support and funding, and to create a title that is more in line with our mission and vision, the Learning Assistance Center (LAC) is proposing to change its name to the Academic Support and Achievement Center (ASAC). The change will be in effect at the start of the fall 2018 semester. In alignment with the adoption of a new name, the ASAC will be revising our organizational structure and facility layout to better serve you and your students. This process has been ongoing for over a year and involved classified staff, faculty, management and students.

We are working with campus stakeholders to ensure a swift and smooth transition. We appreciate your patience as we attempt to make all necessary changes within the next few months. In the short term, we have focused our efforts primarily on those areas most directly affected.

What lead us to change our name?

- **A desire to re-brand ourselves as a new and improved academic support center.**
- **The necessity to address the shift away from developmental course work to transfer-level course work brought on by the implementation of Multiple Measures, Guided Pathways and the Student Centered Funding Formula.**
- **The desire to create a name for our center that would reflect our more universal scope rather than the limited one implied by the old name.**

What do these changes mean for faculty, staff and students?

- **There will be no change in our hours of operation at the ASAC.**
- **The Testing Center and computer lab will still be available.**
- **There will be more seamless and integrated “one stop shop” for resources, tutoring and other academic support services such as make up testing for faculty and students.**

Even though our name will change, the ASAC will still be a team of highly enthusiastic, energetic and dedicated academic support professionals with a commitment to supporting faculty and students. Our Vision is to be recognized and valued as supporters of faculty and students through empowerment and a commitment to student achievement and the learning process. The Mt. San Antonio College, Academic Support and Achievement Center places the success of students and the support of faculty at the heart of our mission by providing quality supplemental learning opportunities, instructional resources and a highly qualified and trained staff to enhance the learning process and increase academic success.

We thank you for your continued support and look forward to supporting you and your students in the upcoming year.

