

**Administrative Services, President's Cluster, and Student Success and Support
Programs, College Centers
Annual Program Planning Worksheet for 2026**

Program: Student Success Centers

Current Year: 2025-2026

Last Year CPPR Completed: N/A

Current Date: 3/9/26

Cluster: Student Success & Support Programs

The Annual Program Planning Worksheet (APPW) is the process for:

- Reviewing, analyzing and assessing programs on an annual basis
- Documenting relevant program changes, trends, and plans for the upcoming year
- Identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- Highlighting specific program accomplishments and updates since last year's APPW

Please complete the following information. Please note that responses are not required for all elements of this document.

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose or direction. Indicate any changes that have been made to address equity gaps.

Over the past year, the Student Success and Learning Resource Centers have continued refining our mission and direction to more intentionally align with Cuesta College's Educational Master Plan (EMP), Guided Pathways framework, and Student Equity Plan (SEP). Our focus has shifted from primarily expanding access to strategically using data to close equity gaps in tutoring participation, course success, and retention for disproportionately impacted students.

A major improvement has been the full transition from SARS to ConexEd. While the platform was implemented previously, Spring 2025 marked the first semester in which we were able to intentionally analyze ConexEd data to better understand who is utilizing tutoring services and where equity gaps exist. This data-informed approach has carried into Fall 2025 and has allowed us to assess student demographics, identify participation trends among Hispanic/Latino, Black/African American, and low-income students, and evaluate gaps in subject-specific tutoring access. Moving

forward, ConexEd will remain central to our efforts to optimize services, align scheduling with student demand, and target outreach toward underrepresented populations.

To address increasing demand, particularly at the North County Campus, we have prioritized the expansion of tutoring services, including the addition of an Instructional Aid focused on writing and English. This role strengthens foundational academic skill development and supports course completion in transfer-level English and other writing-intensive courses, directly aligning with district-wide goals to increase completion and reduce time to degree. Given the significant increase in tutoring participation and FTES growth at NCC, expansion of STEM tutoring subjects at that campus has emerged as a critical need to ensure equitable access across Areas of Study.

Intentional programming has also expanded in response to demonstrated student demand. Based on strong growth in participation and FTES during 2024–2025, Study Jam and Studython will expand from three days to four days beginning Spring 2026. These events not only provide structured academic support but also foster belonging and engagement, aligning with the EMP’s focus on campus community and student-centered support.

To further reduce barriers to access, we continue strengthening virtual tutoring and strategic outreach initiatives to support students enrolled in distance education and those balancing work and family responsibilities. Targeted outreach efforts toward ME First cohorts and other disproportionately impacted student groups remain a priority, ensuring that academic support services are proactive rather than reactive.

Through expanded staffing, increased intentional programming, improved data utilization, and equity-driven decision-making, the department has evolved from a service-centered model to a strategically aligned, equity-focused student support framework. These changes position the Student Success and Learning Resource Centers to more effectively reduce equity gaps, increase persistence and completion, and support Cuesta College’s broader institutional transformation goals.

Data Analysis and Program-Specific Measurements

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary:

- Describe data collection tool(s) used.

In Fall 2024, the Student Success and Learning Resource Centers used SARS to track supervised tutoring sessions and student engagement. In Spring 2025, we transitioned to ConexEd as our primary platform for appointment scheduling, tutoring documentation, and data collection. This marked the first semester we intentionally leveraged its reporting features to support deeper data analysis and equity-focused decision-making.

ConexEd now serves as a comprehensive tool to track tutoring check-ins, course subjects, session duration, and report generation used to calculate FTES. It also captures participation in academic success events such as Study Jam and Studython, allowing us to evaluate engagement trends across campuses and modalities. In addition, ConexEd student data and reports can be shared with our Office of Institutional Research to support deeper analysis and disaggregation, particularly to examine participation among disproportionately impacted student populations including Hispanic/Latino, Black/African American, and low-income students which are key metrics within our Student Equity Plan.

Moving into Fall 2025 and beyond, we are more intentionally analyzing who is accessing services, in which subject areas, and at which locations. This allows us to identify gaps in access, underutilized services, and disparities across Areas of Study. By aligning ConexEd data with institutional research and Student Equity Plan goals, we are strengthening our ability to make data-informed decisions around scheduling, staffing, subject offerings particularly in STEM at North County Campus and targeted outreach. This shift from tracking attendance to analyzing engagement of our disproportionately impacted students represents a significant evolution in our approach. ConexEd is now a central tool in advancing Guided Pathways, supporting equity-driven programming, and aligning academic support services with Cuesta College's Educational Master Plan priorities.

- Include updates to program data results from the previous year, if any.

	<u>NC FTES</u>	<u>NC Student Count</u>	<u>SLO FTES</u>	<u>SLO Student Count</u>	<u>Virtual</u>	<u>DE Student Count</u>	<u>Total</u>	<u>Fiscal Year Total</u>	<u>Difference</u>
<u>Fall 24</u>	<u>10.61</u>	<u>495</u>	<u>50.63</u>	<u>1165</u>	<u>0.49</u>	<u>76</u>	<u>61.73</u>	<u>121.19</u>	
<u>Spring 25</u>	<u>12.32</u>	<u>441</u>	<u>46.55</u>	<u>1115</u>	<u>0.59</u>	<u>74</u>	<u>59.46</u>		<u>34.40%</u>

Table 1. Total Student Count and Unduplicated Student Count by campus and FTES calculations

The chart above presents the unduplicated total student count of individuals who checked in for supervised tutoring services, along with the corresponding Full-Time Equivalent Student (FTES) calculations. FTES is disaggregated by San Luis Obispo (SLO), North County Campus (NCC), and Virtual tutoring modalities, providing a comprehensive view of student engagement across locations and service formats.

Total Tutor Count (2024–2025)

	<u>NCC</u>	<u>SLO</u>	<u>Both Campuses & Virtual</u>	<u>Total Virtual – Not Included in Final (Hybrid Included)</u>	<u>Total Tutors Across All Modalities</u>	<u>Total Math Tutors</u>	<u>Total English & Writing Tutors</u>
<u>Fall 2024</u>	<u>5</u>	<u>68</u>	<u>6</u>	<u>14</u>	<u>79</u>	<u>15</u>	<u>3</u>
<u>Spring 2025</u>	<u>8</u>	<u>60</u>	<u>7</u>	<u>18</u>	<u>75</u>	<u>18</u>	<u>10</u>

Table 2. Total Tutor Count 2024-2025

This chart displays the total tutor count for the 2024–2025 academic year by semester (Fall 2024 and Spring 2025). It breaks down tutors by campus (NCC and SLO), those serving both campuses and virtually, total virtual tutors (hybrid included), total tutors across all modalities, and subject-specific totals for Math and English.

Embedded Tutor Requests (2024–2025)

	<u>NCC</u>	<u>SLO</u>	<u>Not Fulfilled</u>	<u>Total Requests</u>	<u>Total Emb Tutors</u>
<u>Fall 2024</u>	<u>5</u>	<u>36</u>	<u>5</u>	<u>46</u>	<u>41</u>
<u>Spring 2025</u>	<u>4</u>	<u>24</u>	<u>7</u>	<u>35</u>	<u>28</u>

Table 3. Total Embedded Tutor Request Count 2024-2025

This chart displays embedded tutor requests for the 2024–2025 academic year by semester (Fall 2024 and Spring 2025). It shows the number of requests by campus (NCC and SLO), the number of requests not fulfilled, and the total number of embedded tutor requests submitted each semester.

Study Jam Fall 2024 – Spring 2025 Participation

	<u>NCC Student Count Duplicated</u>	<u>NCC Student Count Unduplicated</u>	<u>SLO Student Count Duplicated</u>	<u>SLO Student Count Unduplicated</u>	<u>Total Duplicated</u>	<u>Total Unduplicated</u>
<u>Fall 2024</u>	<u>158</u>	<u>148</u>	<u>380</u>	<u>321</u>	<u>564</u>	<u>469</u>
<u>Spring 2025</u>	<u>230</u>	<u>195</u>	<u>446</u>	<u>364</u>	<u>676</u>	<u>559</u>

Table 4. Total Student Count and Unduplicated Student Participation by campus

Studython Fall 2024 – Spring 2025 Participation

	<u>NCC Student Count (Duplicated)</u>	<u>NCC Student Count (Unduplicated)</u>	<u>SLO Student Count (Duplicated)</u>	<u>SLO Student Count (Unduplicated)</u>	<u>Total (Duplicated)</u>	<u>Total (Unduplicated)</u>
<u>Fall 2024</u>	<u>173</u>	<u>112</u>	<u>499</u>	<u>386</u>	<u>672</u>	<u>498</u>
<u>Spring 2025</u>	<u>223</u>	<u>191</u>	<u>494</u>	<u>407</u>	<u>717</u>	<u>598</u>

Table 5. Total student count and unduplicated student participation by campus

The charts display participation in Study Jam and Studython events for Fall 2024 and Spring 2025. Data is presented by campus (North County Campus and San Luis Obispo Campus) and includes both total student check-ins (duplicated count) and unduplicated student counts. The duplicated count reflects the total number of check-ins recorded at the events, while the unduplicated count represents the number of individual students who attended, with each student counted only once. This format provides a view of overall engagement as well as the number of unique students served at each campus.

Proctoring Fall 2024 – Spring 2025

<u>Semester</u>	<u>NCC</u>	<u>SLO</u>	<u>Total</u>
Fall 2024	<u>23</u>	<u>114</u>	<u>137</u>
Spring 2025	<u>14</u>	<u>113</u>	<u>127</u>

Table 6. Total count of exams Proctored by campus

The Student Success Center (SSC) administers proctored make-up exams for faculty to support students who are unable to take scheduled exams due to illness, scheduling conflicts, or other extenuating circumstances. The 2024-2025 academic year marked the first full year of offering this service in response to a demonstrated campus need. Proctoring is available four days per week, increasing accessibility and flexibility for students while supporting faculty with secure exam administration.

During Fall 2024 and Spring 2025, the SSC proctored a total of 264 exams across both campuses, reflecting consistent demand and the value of this student-centered service.

Student Demographics Spring 2025

The following charts and graphs provide a detailed overview of the students who accessed SSC tutoring services in Spring 2025. This is the first term in which the Student Success Center achieved full implementation of ConexEd, allowing us to capture comprehensive, unduplicated demographic data across SLO, North County, and Virtual locations.

Tutoring Location	SLO	NCC	Virtual
Hispanic / Latino	403	279	14
White	520	89	16
Two or More Races	101	12	0
Asian	48	6	3
Unknown / Non-Respondent	16	13	2
Black or African American	8	11	0
American Indian or Alaska Native	6	1	0
Native Hawaiian or Other Pacific Islander	0	1	0

Table 7. Demographic counts of students who received tutoring in Spring 2025

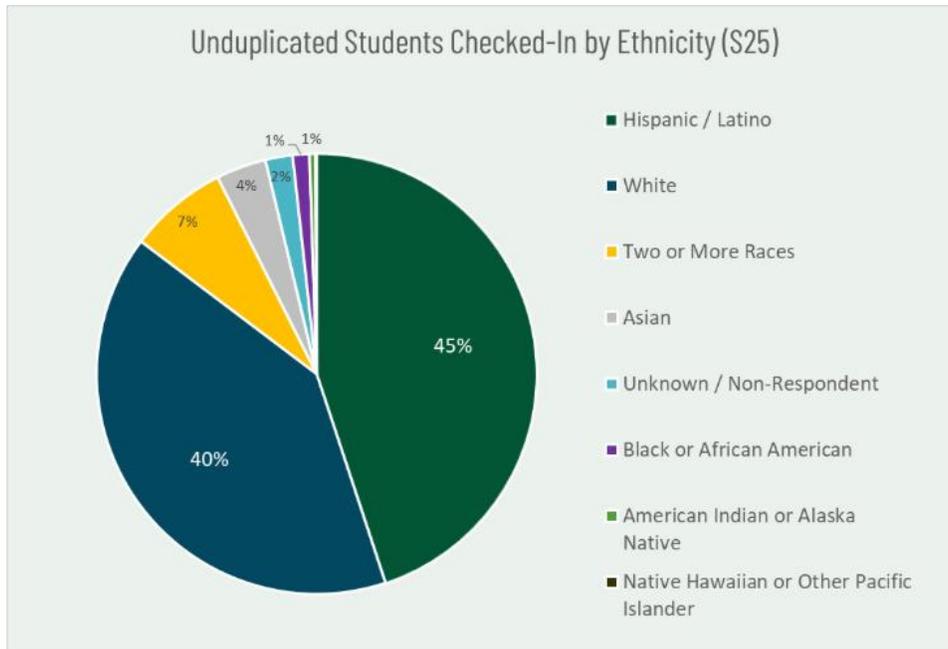


Figure 1. Demographics of students who received tutoring in Spring 2025 by percentage

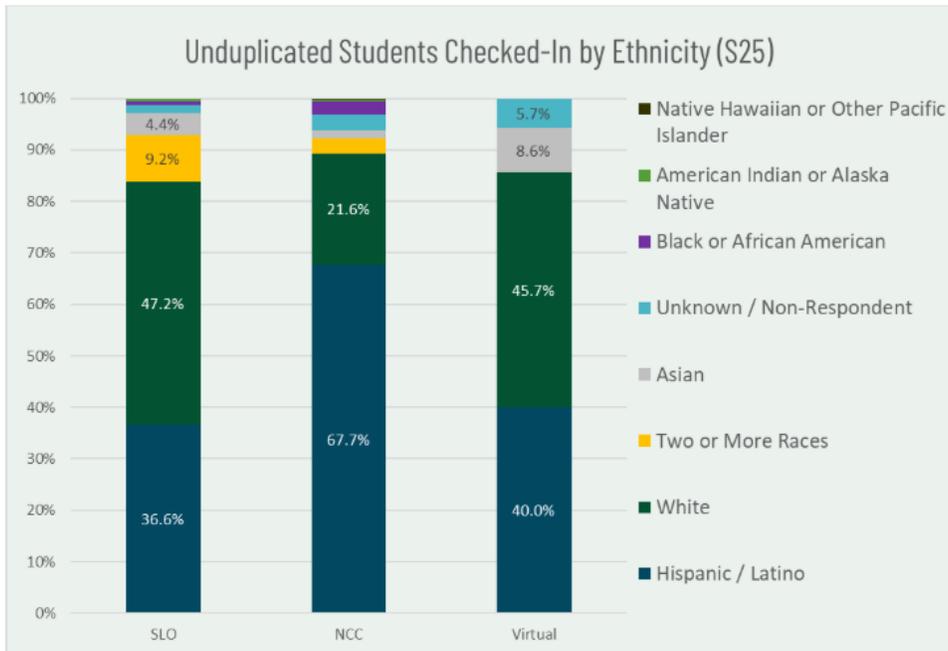


Figure 2. Demographics of students by campus who received tutoring in Spring 2025

Proportion of Total Enrolled	All Sites	SLO	NCC
Hispanic/Latino	35.7%	31.9%	46.6%
White	47.1%	50.1%	43.0%
Proportion of Students Checked-In	All Sites	SLO	NCC
Hispanic/Latino	44.9%	36.6%	67.7%
White	40.3%	47.2%	21.6%

Table 8. Total Enrollment Percentages of Hispanic/Latino and White Students Compared to Hispanic/Latino and White Students Who received tutoring

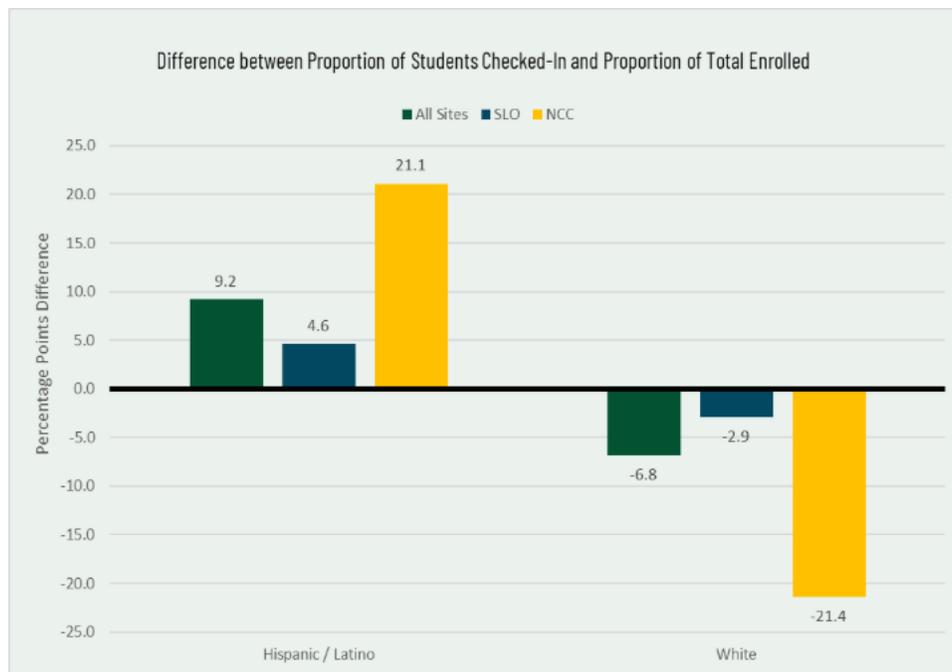


Figure 3. Difference of Hispanic/Latino and White students who received tutoring in Spring 2025 versus the enrollment demographic percent

SEA Metrics Spring 2025

SEA Metrics	SLO	NCC	Virtual
First-Gen	214	172	7
Not First-Gen	888	240	28
Foster Youth	14	8	0
Not Foster Youth	1088	404	35
Pell Grant	338	133	14
No Pell Grant	764	279	21

Table 9. SEA demographic counts of students who received tutoring in Spring 2025

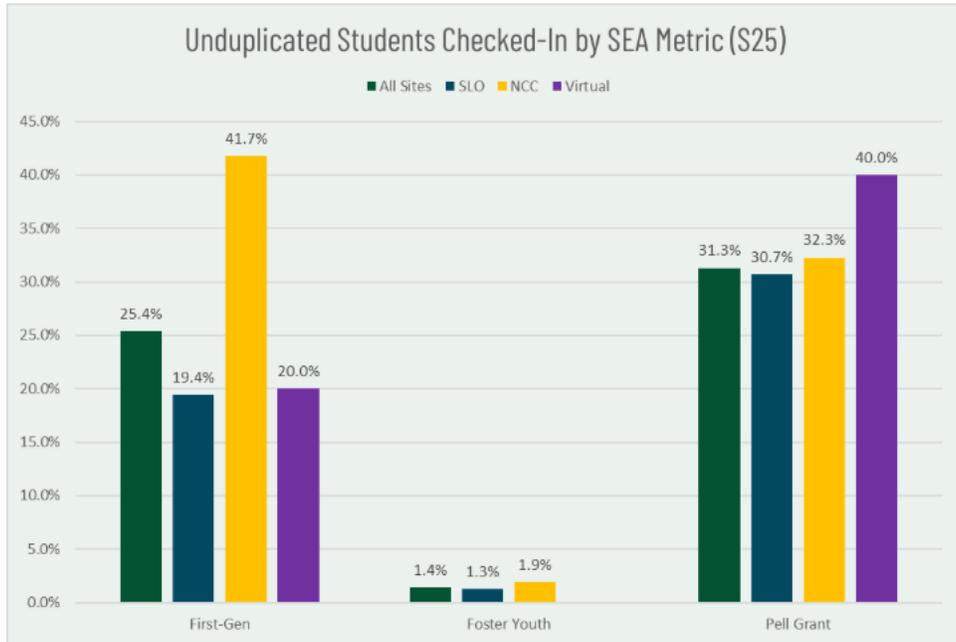


Figure 4. Percentage of students who fall under SEA metrics and checked in for tutoring in Spring 2025.

Math and English First (ME 1st) Cohort at North County Campus

Offered at Cuesta College’s North County Campus, ME1st connects students to a supportive learning community that includes personalized academic support, dedicated tutoring during a structured support hour scheduled between their math and English classes, and targeted workshops focused on study skills, time management, and college success strategies. Students enroll in Stats C1000 and English C1000 courses as part of a cohort, fostering a strong sense of belonging, connection, and shared purpose from the outset.

The ME1st community is designed to improve student outcomes in transfer-level math and English courses and increase overall retention. By providing structured academic and non-academic support, the program helps students successfully complete their math and English requirements early in their college journey, positioning them on a strong path toward graduation, transfer, and long-term career goals.

	Math F24	English F24	Math S25	English S25	Math F25	Spring F25
Student Count	12	12	12	6	25	26
Overall Pass Rate	75%	54.5%	50%	66.7%	68%	73.1%
Withdraw	2	1	3	2	3	0
Pass rate w/out withdrawals	90%	60%	66.7%	100%	77.3%	73.1%

Table 10. Cohort size, withdrawals count, and pass rate by semester

- B. Data Interpretation: Describe results from previous improvement efforts to the program based on institutional or departmental changes.**

Supervised Tutoring Student Count and FTES Analysis Summary:

Overall, the data reflects strong utilization of supervised tutoring services across the academic year. FTES reached 121.19 for FY 2024–25, representing 94.4% of the 2018–19 pre-pandemic peak and a 34.4% increase compared to the prior fiscal year. This growth demonstrates a significant expansion in student engagement and the impact of tutoring services in supporting student success. In fact, the demand for Student Success Center (SSC) services has rebounded strongly and is now near pre-pandemic levels, positioning the unit to accelerate equity-minded student success efforts. In FY 2024–25, total FTES reached 121.19 representing 94.4% of the FY 2018–19 peak, reflecting sustained, multi-year recovery following the pandemic contraction.

When comparing Fall 2024 to Spring 2025, there is a slight decrease in unduplicated student headcount (-6.1%), which is consistent with typical seasonal enrollment patterns. However, the

corresponding FTES only declined by 3.7%, indicating that while slightly fewer students accessed services, those who did engaged more consistently or for longer durations. This suggests a sustained depth of engagement in tutoring services.

At the campus level, North County Campus (NCC) demonstrated a 16.1% increase in FTES when comparing Fall 2024 (10.61 FTES) to Spring 2025 (12.32 FTES). Despite a decrease in overall student count. This trend indicates that students are utilizing tutoring services more intensively, resulting in higher FTES generation per student. Similarly, Virtual tutoring experienced a 20.4% increase in FTES, further highlighting the value of flexible, accessible support options for students, even as headcount remained relatively stable.

In contrast, the San Luis Obispo (SLO) campus experienced a modest decline in both FTES (-8.1%) and student participation (-4.3%). Given that SLO accounts for the majority of tutoring utilization, this trend presents an opportunity to further explore factors such as course alignment, scheduling, and outreach to ensure continued student engagement. However, when compared year-over-year (Spring 2025 to Spring 2024), SLO still demonstrates overall growth, with a 4.4% increase in unduplicated student count and a 2.7% increase in FTES. This indicates that, despite typical term-to-term fluctuations, tutoring services at SLO continue to show positive momentum and sustained demand over time.

Overall, the data demonstrates that supervised tutoring services are not only reaching a large number of students but also fostering meaningful and sustained academic engagement. The significant year-over-year growth in FTES reinforces the critical role of tutoring in supporting student success and aligns with institutional goals focused on retention, persistence, and equitable outcomes.

Tutoring Count Analysis (2024–2025)

The drop-in tutoring data show a stable and strategically expanding staffing model across NCC, SLO, and Virtual modalities from Fall 2024 through Fall 2025. In Fall 2024, the SSC supported students with 79 total tutors, including 15 Math and 3 English tutors. By Spring 2025, although overall tutor count held steady at 75, the SSC significantly strengthened English/Writing staffing (from 3 to 10 tutors), directly advancing Guided Pathways' support for gateway English and the Student Equity Plan focus on course completion in foundational English skills. Math coverage also increased from 15 to 18 tutors, reinforcing high-demand STEM pathways.

By Fall 2025, the SSC was projected to have its highest level during this period with increase in tutors across all subjects including Math and English. NCC staffing remained strong (5 tutors in Fall 2024 and Fall 2025; 8 in Spring 2025), supporting EMP commitments to geographic equity and North County access. Overall, the trend demonstrates strategic, equity-minded scaling of tutoring resources aligned with student demand, gateway course success, and institutional transformation goals.

Embedded Tutoring Analysis

In Fall 2024, the Student Success Center received 46 embedded tutor requests, with 36 from the SLO campus and 5 from NCC. Of those requests, 41 were successfully fulfilled, while 5 requests could not

be accommodated, likely due to limitations in tutor availability or hiring timelines. In Spring 2025, the SSC received 35 embedded tutor requests, including 24 from SLO and 4 from NCC. Of these, 28 positions were successfully filled, while 7 requests were not fulfilled.

Overall, the data indicates continued strong faculty demand for embedded tutoring support across both campuses. While the majority of requests were successfully fulfilled each semester, the presence of some unfilled requests highlights ongoing challenges in recruiting and hiring qualified tutors in time to meet all instructional needs.

Study Event Participation (2024-2025)

Study event participation across 2024-25 shows clear and meaningful growth, with particularly strong engagement increases at the North County Campus. Study Jam participation rose from 564 to 676 duplicated students and from 469 to 559 unduplicated between Fall 2024 and Spring 2025. Both campuses contributed to this gain, though North County expanded at a much faster rate, increasing from 158 to 230 duplicated (+45.6%) and 148 to 195 unduplicated (+31.8%), compared to SLO's more modest growth of 380 to 446 duplicated (+17.4%) and 321 to 364 unduplicated (+13.4%). This disproportionate rise at NCC reflects rapidly strengthening engagement in a region; the EMP highlights geographic equity and reduced access barriers.

A similar pattern appears in Studython participation, which increased from 672 to 717 duplicated (+6.7%) and from 498 to 598 unduplicated (+20.1%) over the same period. Again, North County drove the strongest gains, rising from 173 to 223 duplicated (+28.9%) and 112 to 191 unduplicated (+70.5%), the single largest increase across any event or campus, while SLO remained stable with small unduplicated growth from 386 to 407.

Combined across both event types, NCC participation grew from 331 to 453 duplicated (+36.9%) and 260 to 386 unduplicated (+48.5%), underscoring the depth of engagement emerging at this campus. Importantly, unduplicated participation increased at a higher rate than duplicated participation, especially within Studython. This indicates that more *new* students are entering the academic-support pipeline rather than only repeat attendees. This pattern suggests that outreach, faculty partnerships, communication strategies, and event timing are broadening access and drawing in students who may not otherwise utilize tutoring services which is a critical lever for closing equity gaps and improving persistence. The consistently positive movement in both campuses, and especially the significant gains in North County, also provide clear evidence of institutional effectiveness and the high impact of coordinated, equitable academic-support programming.

Proctoring Fall 2024 – Spring 2025

As shown in the table above, the Student Success Center proctored a total of 137 exams in Fall 2024 and 127 exams in Spring 2025, indicating a consistently strong demand for this service across the academic year. The San Luis Obispo (SLO) campus accounted for most of the proctoring activity, with 114 exams in Fall 2024 and 113 in Spring 2025, while the North County Campus (NCC) supported 23 exams in Fall 2024 and 14 in Spring 2025. Although there was a slight decrease in total proctoring requests in Spring 2025, overall usage remained steady. Additionally, the SSC expanded proctoring availability by adding an additional day of service, making proctoring now available four days per

week, which helps increase accessibility and flexibility for students.

Spring 2025 Student Demographics Analysis

With the full implementation of ConexEd in Spring 2025, the Student Success Center (SSC) can now generate detailed reports that can be shared with Institutional Research to analyze participation by campus location, ethnicity, gender, and Student Equity and Achievement (SEA) metrics, and to compare SSC users with the overall enrolled student population.

As shown in Table 7 and Figure 1, Hispanic/Latino students represent the largest group utilizing tutoring services, accounting for 45% of all unduplicated SSC users, followed by White students at 40%. Smaller proportions of students identified as Two or More Races (7%), Asian (4%), and Unknown or Non-Respondent (2%), while Black or African American, American Indian or Alaska Native, and Native Hawaiian or Pacific Islander students each represent approximately 1% or less.

When examining participation by campus (Figure 2), notable differences emerge. At the North County Campus (NCC), 67.7% of students utilizing tutoring services identified as Hispanic/Latino, while 21.6% identified as White. At the San Luis Obispo (SLO) campus, the distribution is more balanced, with 36.6% Hispanic/Latino and 47.2% White students.

To assess whether SSC participation reflects the overall student population, Table 8 and Figure 3 compare the demographics of all enrolled students with those who accessed tutoring services. Hispanic/Latino students represent 35.7% of total enrollment but 44.9% of SSC users, a 9.2 percentage-point higher representation in tutoring services. This difference is especially pronounced at NCC, where 67.7% of tutoring users are Hispanic/Latino compared to 46.6% of enrolled students, indicating strong engagement with SSC services among this population.

In contrast, White students represent 47.1% of total enrollment but 40.3% of SSC check-ins, with the largest difference again at NCC (43.0% enrolled vs. 21.6% of SSC users). These patterns will continue to be monitored as tutoring services expand and outreach strategies are adjusted by campus and course mix. Additional insights are shown in Table 9, which highlights participation across SEA metrics. First-generation students represent a significant portion of SSC users, particularly at NCC, while Foster Youth participation remains small but present across campuses. Pell Grant recipients also represent a substantial share of tutoring users, indicating that SSC services are reaching students who may face financial barriers to persistence.

Overall, these findings demonstrate that SSC tutoring services support a diverse student population and are particularly reaching Hispanic/Latino and first-generation students, especially at the North County Campus. These trends align with the college's Educational Master Plan, Student Equity Plan, and Guided Pathways initiatives, while also informing future outreach and service expansion efforts.

ME First Analysis Summary

Analysis of ME1st outcomes from Fall 2024 through Fall 2025 shows improvement in student success and persistence, particularly in English. In Fall 2024, Math 247 had a 75% pass rate (90% excluding withdrawals), while English 201A had a 54.5% pass rate (60% excluding withdrawals). By Fall 2025, outcomes improved across both areas. Statistics (C1000) had a 68% pass rate (77.3% excluding

withdrawals), and English C1000 achieved a 73.1% pass rate with no withdrawals, reflecting strong persistence and course completion.

English outcomes showed the most substantial gains. Pass rates increased from 54.5% in Fall 2024 (60% without withdrawals) to 73.1% in Fall 2025, with zero withdrawals. This represents both improved academic success and stronger student persistence. Math outcomes remained relatively strong across cohorts, even as enrollment increased from 12 students in Fall 2024 to 25 students in Fall 2025. While pass rates in Fall 2025 (68% overall, 77.3% without withdrawals) were slightly lower than Fall 2024, the larger cohort size and improved retention demonstrate the program's ability to scale while maintaining solid outcomes. A key driver of improved results in Fall 2025 was the reduction in withdrawals, particularly in English.

Spring 2025 outcomes showed some variability, particularly in math (50% pass rate, 66.7% excluding withdrawals), while English maintained stronger persistence (66.7% pass rate and 100% excluding withdrawals). Several contextual factors contributed to these results, including staffing changes that affected coordination and student tracking, as well as student-reported barriers such as mental health challenges, transportation issues, and family responsibilities that impacted attendance and tutoring participation. During this semester, the program also piloted ConexEd as a case management system, allowing faculty to flag early alerts and enabling staff to document outreach and coordinate timely interventions.

Building on these insights, coordination and student tracking improved in Fall 2025, contributing to stronger retention as the cohort expanded from 12 students in Fall 2024 to approximately 25–26 students while maintaining solid success rates. The program also supported re-engagement efforts for students who had previously withdrawn and were ready to return to college.

Beyond academic outcomes, the ME1st cohort model continues to strengthen students' sense of belonging by linking math and English courses with a structured support hour. This model helps students build relationships with peers, tutors, and staff, creating a supportive learning community that encourages persistence and helps students remain connected to the college. In addition, the growth of the ME First cohort from 12 students to over 25 students while maintaining strong persistence outcomes demonstrates the scalability of this model and its potential to support early completion of transfer-level math and English requirements.

Identify areas if any that may need improvement for program quality and growth:

Guided Pathways – Scheduling and Student-Facing Technology

Continued growth in tutoring participation, particularly at the North County Campus (NCC), highlights the need for more intentional, data-informed scheduling practices. Aligning tutor staffing with peak usage periods at both the San Luis Obispo (SLO) and NCC locations will help ensure adequate coverage during high-demand hours. Additionally, implementing enhanced student-facing technologies such as automated reminders, improved queue management, and real-time availability

updates could help reduce wait times and improve the overall student experience for students seeking tutoring support.

Distance Education and Virtual Tutoring

While virtual tutoring currently generates a smaller share of FTES compared to in-person services, it remains an important modality for students enrolled in online courses or balancing work and family responsibilities. Maintaining strategically scheduled online tutoring windows during high-demand periods such as evenings or prior to major exams will help ensure modality parity and support working learners who may not be able to access services during traditional daytime hours.

DEIA and Student Equity Plan (SEP) Alignment

Growth in tutoring participation at the North County Campus has expanded geographic access to academic support services. However, opportunities remain to further increase engagement among disproportionately impacted (DI) student populations. Targeted outreach efforts for ESL students, Rising Scholars, student parents, and student athletes could help close remaining access gaps. Expanding bilingual communication strategies, strengthening partnerships with cohort-based programs, and offering tutoring during evening blocks may further reduce barriers to participation for these student groups.

Early-Semester Intervention and Case Management

Early academic intervention remains a key opportunity for improving student outcomes. Expanding early-semester outreach strategies through early alerts, STAR Signals, and a focused “first three weeks” tutoring push can help connect students with support services before academic challenges escalate. Leveraging Student Success Specialists to conduct personalized outreach and provide warm handoffs to tutoring services can strengthen student engagement. Additionally, the center will explore offering short, structured academic support appointments for transfer-level English and Math courses utilizing the support of Instructional Aides. These targeted sessions would provide students with timely assistance in high-impact gateway courses while complementing existing drop-in tutoring services.

Recommend any changes and updates to program based on the analysis above.

For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

Based on the analysis of tutoring utilization, participation trends, and equity-focused data, several program updates are recommended to strengthen service quality, expand access, and support continued growth across campuses.

Tutor Recruitment and Staffing Expansion

To better meet student demand—particularly at the North County Campus (NCC)—the Student Success Center will strengthen early-semester coordination with faculty to identify potential tutor candidates. Faculty will be contacted earlier in the semester to recommend high-performing students who may be eligible to serve as tutors. Additionally, targeted recruitment campaigns will be implemented to promote tutoring

employment opportunities at NCC, where recruiting qualified tutors can be more challenging. These efforts will help ensure adequate tutor coverage across high-demand subject areas and improve service availability for students.

Expansion of Distance Education and Virtual Tutoring

Although virtual tutoring currently represents a smaller portion of overall FTES, it remains an important service modality for students enrolled in distance education courses and those balancing work or family responsibilities. To strengthen virtual engagement, the SSC will implement targeted outreach to students enrolled in online courses and increase promotion of virtual tutoring services. Strategic scheduling of online tutoring hours during evening periods and before major exams will help support working learners. The center will also explore the use of hybrid tutoring models, allowing tutors to support both in-person and virtual students when appropriate to maximize coverage and flexibility.

Strengthening Faculty and Program Partnerships

Expanding collaboration with faculty and campus partners will remain a priority to increase student awareness and utilization of tutoring services. Targeted outreach efforts will include coordination with instructional faculty, as well as partnerships with programs such as EOPS, Rising Scholars, and other student support programs, to ensure students who may benefit most from tutoring are connected with services early in the semester. Increased faculty referrals and program-based outreach will help strengthen early engagement with academic support resources.

Early Intervention and Structured Referral Processes

To improve coordination of academic support referrals, the SSC will work to develop a clearer referral workflow for STAR Signals, early alerts, and faculty referrals. Creating a standardized process and visual flow chart will help ensure that students identified as needing support are connected quickly and efficiently to tutoring and other academic resources. Strengthening these referral pathways will also improve collaboration between faculty, counseling, and SSC staff.

Targeted Academic Support and Skill-Building Services

To complement drop-in tutoring services, the SSC will explore offering limited one-on-one academic support appointments for transfer-level English and Math courses using ConexEd and the support of Instructional Aides. These focused sessions would provide students with additional support in gateway courses that are critical to persistence and completion. In addition, Student Success Specialists may provide individualized meetings focused on academic success strategies, resource navigation, and study planning. The SSC will also revisit the development of small-group workshops or targeted support sessions on topics such as time management, study strategies, and effective learning habits to further strengthen student success skills.

Together, these updates aim to expand access to tutoring services, strengthen early intervention efforts, and ensure that the Student Success Center continues to support equitable student outcomes across campuses and modalities.

Annual Program Outcomes (ASOS and SSOS), Assessment and Improvements

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A. Current Program Outcomes:

The Student Success Centers have established the following Student Service Outcomes (SSOs):

- SSO 1: Students will learn to access and effectively utilize academic resources available through the Student Success Centers.
- SSO 2: Students will demonstrate academic success behaviors (e.g., time management, study strategies, notetaking, critical thinking, and help-seeking behaviors).
- SSO 3: Students who utilize tutoring services will successfully complete (earn a passing grade in) transfer level Math and English courses for which they seek support.

These outcomes align with the Educational Master Plan's priorities of improving student access, persistence, completion, and equity-centered academic support.

B. Describe your program assessment:

Program outcomes are assessed using data collected through ConexEd tutoring check-ins, workshop attendance records, participation in academic success events (such as Study Jam, Studython, and Student Success Workshops), and FTES generation reports. Participation data provides insight into students' awareness and utilization of available resources (SSO 1), while engagement in workshops and tutoring sessions supports the development of academic success behaviors (SSO 2). Future assessment efforts will continue to focus on linking tutoring participation with course success outcomes in transfer-level Math and English (SSO 3).

Institutional data provided by Institutional Research is also reviewed to compare tutoring participation with broader enrollment, retention, and success trends. Over the past year, assessment results indicate continued growth in student engagement with supervised tutoring services, particularly at the North County Campus and during high-impact programming events. Increases in tutoring visits, FTES generation, and participation in intentional programming demonstrate that more students are accessing and utilizing academic support services. The expansion of virtual tutoring has also improved accessibility for students enrolled in distance education or balancing work and family responsibilities.

A key advancement this year is the shift from measuring overall participation to analyzing engagement through an equity lens. Using ConexEd's disaggregated reporting capabilities, the SSC now examines utilization patterns among disproportionately impacted (DI) student populations, including Hispanic/Latino, Black/African American, and low-income students. This analysis allows the program to identify participation gaps, differences in subject-area utilization, and potential barriers to access across campuses and service modalities. Preliminary review indicates that while overall participation has increased, further analysis is needed to fully understand how tutoring participation influences course success outcomes for disproportionately impacted students.

To strengthen assessment and improve service delivery, the following actions are planned for the upcoming year:

- Targeted outreach to DI student populations, including ME First cohorts and other equity-centered programs.
- Expansion of tutoring in high-demand gateway and STEM courses, particularly transfer-level Math at the North County Campus.
- Continued development of culturally responsive and inclusive programming to foster community, belonging, and student retention.
- Increased collaboration with faculty partners to promote tutoring services to students enrolled in transfer-level Math and English courses.
- Utilization of a case-management approach through ConexEd referrals and STAR Signals to support early intervention efforts, including personalized outreach, phone check-ins, appointments, and small-group workshops focused on study strategies and time management.

This evolution in assessment practices reflects a broader shift toward data-informed and equity-driven decision-making. Moving forward, program success will be measured not only by overall participation growth but also by the program's ability to reduce equity gaps in access, persistence, and course success. Assessment results are reviewed annually and used to inform program planning, resource allocation, and continuous service improvement.

C. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year:

Over the past year, the Student Success and Learning Resource Centers implemented targeted improvements that advanced all three Student Service Outcomes (SSOs), as reflected in rising FTES and increased participation in high-impact academic support programming. Overall, SSC-supported FTES continued its upward trend, reaching 121.19 FTES in 2024–25, representing 94.4% of the pre-pandemic 2018–19 benchmark and demonstrating a strong recovery and expanding reach of academic support services.

This growth corresponds with significant increases in student engagement at large-scale academic support events. Study Jam participation increased from 564 to 676 duplicated visits and from 469 to 559 unduplicated students, with the North County Campus showing the largest gains, growing from 158 to 230 duplicated visits and from 148 to 195 unduplicated students. Similarly, Studython participation increased from 672 to 717 duplicated visits and from 498 to 598 unduplicated students, driven largely by strong growth at North County, including a 70.5% increase in unduplicated participation (112 to 191 students). The higher growth rate in unduplicated participation across both events suggests that more first-time users are accessing SSC services. This trend reflects progress toward SSO 1, as more students are learning to access and utilize academic support resources through expanded outreach, improved communication, and increased campus presence.

These events also support SSO 2, as participation encourages students to engage in key academic success behaviors such as time management, structured study planning, and proactive help-seeking.

Within tutoring sessions and study events, tutors model effective learning strategies and guide students in using course materials, textbooks, and online tools to strengthen their study processes.

Increased FTES and higher event participation at the North County Campus further demonstrate expanded equitable access, consistent with the Educational Master Plan's DEIA and Guided Pathways commitments. Improvements related to SSO 3 are also reflected in the targeted expansion of tutoring and study support in gateway Math and English courses, which represent the majority of SSC tutoring demand. The growth in Study Jam and Studython participation suggests that more students are receiving timely academic support aligned with key course deadlines, which supports persistence and progress through transfer-level English and Math.

Overall, the data from 2024–25 provide strong evidence that recent improvements in outreach, scheduling, campus coverage, and event design have strengthened student engagement with SSC services. More students are accessing academic support resources, developing academic success behaviors, and receiving structured support aligned with successful completion of transfer-level Math and English courses. Together, these improvements demonstrate measurable progress toward the SSC's Student Service Outcomes and support institutional goals related to equity, persistence, and student success.

D. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

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Anticipated Service Challenges/Changes

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged consequently.

Suggested Elements:

A. Regulatory changes

Ongoing statewide initiatives such as Vision 2030 focused on student-centered funding formulas, equity metrics, and accountability continue to shape service delivery expectations within the California Community College system. Increased emphasis on disproportionately impacted (DI) student outcomes, retention benchmarks, and documented intervention efforts requires more robust data tracking and documented case management practices. Additionally, compliance requirements related to accessibility and reporting accuracy will require continued monitoring and staff training. Strengthened data collection systems, improved reporting capacity, and ongoing professional development to ensure compliance and equity-aligned practices.

B. Internal and external organizational changes

Internally, the college’s transition to a 16-week calendar continues to influence student help-seeking behaviors, compressing academic timelines and increasing demand for early-semester intervention. Additionally, the continued implementation of Guided Pathways and case management frameworks (including expanded collaboration with Counseling and special programs) requires more coordinated outreach and structured referral systems. Externally, partnerships with K–12 districts (CCAP & Dual Enrollment) and workforce partners may increase expectations for bridge programming and early academic support services. Earlier and more proactive outreach, structured communication workflows, and stronger cross-department coordination will assist in mitigating these challenges.

C. Student and staff demographic changes

Enrollment growth at the North County Campus, along with increasing numbers of first-generation and Hispanic/Latino students, requires expanded culturally responsive programming and bilingual outreach. Students are also presenting with more complex academic and basic needs gaps, particularly in transfer-level math and English. On the staffing side, onboarding new tutors requires structured training, mentorship, and professional development to ensure consistent service quality. Continued collaboration with CSS 168/768 Tutor Training faculty, along with ongoing tutor training, culturally responsive practices, and targeted academic skill-building support, will help strengthen the foundation needed to effectively serve these evolving student demographics.

D. Community economic changes – workforce demands

Regional workforce demands continue to emphasize career education pathways, STEM fields, and transfer readiness. Students' balancing employment and coursework often require flexible tutoring hours, virtual options, and additional academic support within career-focused programs. Economic pressures (cost of living, housing insecurity, employment demands) may impact student availability for in-person services and increase demand for efficient, high-impact academic interventions. Flexible service modalities, extended hours during peak academic periods, and integration of tutoring into high-demand workforce programs are potential avenues to explore.

E. Role of technology for information, service delivery and data retrieval

Technology continues to play a central role in service delivery through ConexEd and data tracking systems. As reliance on technology increases, so does the need for:

- Accurate real-time data analysis
- Disaggregated equity reporting
- Improved dashboard capabilities
- Ongoing staff training in platform utilization

There is also a growing expectation from students for seamless digital access, appointment reminders, and user-friendly scheduling interfaces.

F. Providing service to multiple off-campus sites

Growth at the North County Campus requires continued expansion of in-person tutoring coverage, subject diversity (particularly STEM), and intentional programming. Ensuring parity of services between campuses presents logistical and staffing challenges, especially during high-demand periods such as midterms and finals. With the growth of CCAP and dual enrollment students at Cuesta College, collaboration will need to continue in how tutoring services will be able to support our dual enrollment learners while maintaining supervised tutoring practices through Title V to acquire apportionment.

G. Anticipated staffing changes/retirements

While no immediate retirements are confirmed, turnover among tutors and classified support staff remains a consistent operational challenge. Recruitment, onboarding, and training require ongoing time investment to maintain service continuity. Additionally, increased service demand may outpace current staffing levels, particularly during peak periods.

Overall Budget Implications

Provide a brief description of the immediate budget request(s) made in your Resource Plan ([download from this folder](#)) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

Expansion of Tutor Hours

Given the documented increase in FTES, rising study-event participation, and continued faculty demand for embedded tutoring, additional tutor hours are necessary to maintain service levels and expand support in high-demand gateway courses such as transfer-level STEM and English.

To better support student access, the Student Success Center has expanded tutoring services into the evening, now operating until 8:00 p.m. This expansion has improved access for working students and those with daytime commitments, but it has also increased the need for additional tutors to sustain service levels across both campuses and modalities. To meet this continued growth in demand for both on-campus and virtual tutoring, a budget request of \$100,000 is proposed to increase tutor availability across all modalities. This investment will help ensure timely academic intervention, maintain adequate coverage during peak periods, and expand support in high-demand subject areas. It will also support the development of bilingual tutoring services, further enhancing access for disproportionately impacted student populations.

Professional Development and Team Development

Center is requesting funding to support professional development opportunities for SSC supervisors and staff, including ACTLA membership and conference attendance. While previous funding has supported supervisor participation, expanding access to include SSC/LRC staff and tutors is critical to ensuring consistency and quality across all student-facing services. Providing staff with opportunities to attend conferences and trainings will strengthen their ability to effectively serve diverse student populations and remain current with evolving practices in student support. Additionally, funding is requested to implement structured tutor training, such as the ACTLA online tutor training program, that can help reinforce effective tutoring strategies, promote culturally responsive, equity-minded practices and standardized tutoring training pipeline. Complementing these efforts, investment in team-building and structured engagement activities will strengthen collaboration, morale, and communication across the team, ultimately enhancing the overall quality and consistency of the student experience.

B. Equipment/furniture (other than technology)

North County Campus Furniture and Signage Enhancements

Due to recent space reconfiguration and increased student traffic at the North County Campus, additional tables and the replacement of existing chairs are requested. Current seating includes outdated furniture that no longer adequately supports the volume of daily student usage or extended study sessions, limiting both capacity and student comfort. Additionally, investment in updated signage for the Student Success Center and tutoring spaces is requested to improve visibility and accessibility. The SSC's current location situated beneath the main stairwell with a narrow, less visible library entrance, can be difficult for students to locate and may be perceived as a private office rather than an open, student-facing resource. Enhanced signage will help increase awareness, improve wayfinding, and ensure students can more easily access available support services.

Instructional Equipment – Anatomy Models

The purchase of anatomy models is requested to strengthen STEM tutoring support, particularly for high-demand biology and allied health courses. A significant number of students enrolled in Anatomy courses currently utilize the AT Lab, which operates separately from the SSC. Providing anatomy models within the SSC will increase accessibility to course-specific support and allow the center to capture additional FTES through expanded student engagement.

Program Supplies and Academic Materials

Through programming such as Study Jam and Studython, the SSC provides study materials, academic supplies, and learning resources that directly support retention and academic success. Demand for supplies has increased significantly, particularly at the North County Campus due to higher student participation. Continued funding is also necessary to maintain testing materials for proctoring services, which remain an essential academic support function.

Snack and Coffee Stations

The continuation of open coffee stations at both campuses is requested. These stations have become an important supplemental resource for students, particularly at NCC where food pantry hours are limited. With expanded SSC evening hours and increased student presence, maintaining this resource supports student well-being, persistence, and sustained study engagement.

Updated Signage (North County Campus)

Improved and more visible SSC signage is requested to enhance wayfinding, increase student awareness of services, and support early intervention outreach efforts.

C. Technology

Smart Board for Instructional Use

A Smart Board is requested to enhance workshop facilitation, tutor training, group study sessions, and interactive instructional delivery. This technology will modernize service delivery, increase student engagement during workshops, and improve collaborative learning opportunities. It will be especially beneficial for tutoring in STEM courses, such as biology, where tutors can display and

annotate visual materials to support learning. For example, the ability to project detailed images will enhance study sessions for anatomy and physiology, allowing students to better visualize complex concepts and engage more actively in the learning process.

Facilities

D. Facilities

There are no anticipated need for additional facilities to support the Student Success Center for the 2025-2026 academic year.

Signature Page

List the names and titles of managers, faculty, and classified staff who contributed to the annual planning and program review process.

Gladis Villalpando	Supervisor
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Name	Position
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Mason Cleek	Supervisor
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Name	Position
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Daniel Orr Gutierrez	Student Success Specialist
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Name	Position
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Name	Position
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Name	Position
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Student Success and Support Programs, College Centers and Administrative Services Programs: Managers completing this process must sign. All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Gladis Villalpando	Supervisor	<i>gladis villalpando</i>	3/9/2026
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Name	Title	Signature	Date
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Mason Cleek	Supervisor	<i>Mason Cleek</i>	3/9/2026
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Name	Title	Signature	Date
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Daniel Orr Gutierrez	Student Success Specialist	<i>Daniel Orr Gutierrez</i> <small>Daniel Orr Gutierrez (Mar 9, 2026 17:52:30 PDT)</small>	Mar 9, 2026
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Name	Title	Signature	Date
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SSC_APPW_2025_2026 (Final)

Final Audit Report

2026-03-10

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