

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Students Success Centers **Planning Year:** 2014-2015 **Last Year CPPR Completed:** N/A

Unit: Academic Affairs **Cluster:** Humanities

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program

Program Mission Statement

The Student Success Centers (SSC) at Cuesta College promote the academic skills, learning strategies, and habits necessary for academic success in all disciplines. The SSCs at both the SLO and NCC campuses create a responsive, accessible, and learner-centered space for students to attain independent learning and achieve their personal, educational and vocational goals. Additionally, the SSCs support the instructional objectives of faculty by advancing the SSCs as curricular extensions of the classroom. The SSCs also enhance collaboration with the college community regarding our short- and long-term goals. Lastly, the Student Success Centers are a living organization, always evolving and willing to change to meet the needs of ALL students who want to succeed academically.

History of the program

The history of the Student Success Centers dates back to 1970 when the Cuesta College Accreditation report recommended that “the administration and faculty of Cuesta College become actively involved in the Tutorial Center.” In the fall of 1970, several Cuesta College counselors and faculty members active on the Affirmative Action Committee saw the need for a tutoring facility and took their plan to the Board of Trustees. Much groundwork was done by the Inter-Racial Council of Cuesta which ran a volunteer program for two semesters. Named the *Study Center*, it was an innovation in the spring of 1971.

In 1975, The Center, along with most of the college, moved to the new campus and was housed upstairs in the Library Building. In the fall of 1981, Tutorial Services was relocated to the lower floor of the Library Building where it remained until the move

to the new High Tech Building in 2000. In 1999, Tutorial Services expanded operations by providing support at the new North County Campus. Tutorial Services in North County is currently located in N3129 and N3130, which are adjoining rooms.

Tutorial Services has reported to different Deans and Vice Presidents during its existence. In March of 2011 the Academic Support Program (ASP) and the Learning Commons Task Force addressed a recommendation suggested in the ASP 2010-2011 CPPR and worked on creating district-wide Student Success Centers. Additionally, the ASP faculty and staff proposed to align Academic Support with the Library/Learning Resources Division. With this organizational placement the ASP, now reports to the Vice President of Academic Affairs and in January of 2013 Tutorial Services began reporting to the Dean of Humanities and will remain so until the foreseeable future.

In the summer of 2013, under the direction of the Dean of Humanities, the Student Success Centers (SSC) was officially created. The SSC now houses Tutorial Services, the College Success Lab (formerly known as the Academic Support Lab), and the Writing Center on both the San Luis Obispo and North County campuses.

Today the SSC provides support to approximately 12,000 students annually (Appendix A) delivering approximately 16,000 hours of tutoring each year. As Cuesta College's Tutorial Services approaches its fortieth year of service to the college, we continue to provide services, education and support to our growing student population and its diverse needs.

- **Program and significant changes/improvements since the last Program Review**

Program changes:

The campus successfully created a centralized system of learning support by using the Learning Commons concept and established the Cuesta College Student Success Centers. With this centralized system of learning support Tutorial Services and the Academic Support Lab are reported under the umbrella of Student Success Centers (SSC). Tutorial Services will now be known as Student Success Centers Tutorial Services, and the Academic Support Lab will be known as the College Success Lab.

Staffing:

With the establishment of the SSC, the Dean of Humanities also created a new position to supervise the new program. The new position title is Student Success Centers Supervisor. The new supervisor was hired in the summer of 2013. Additionally, in order to meet the needs of the North County students, the SSC Supervisor is scheduled to be present in the NCC SSC 6 times a month, every Tuesday and every other Thursday to establish a consistent presence at both SSCs.

Additionally, the SSC Supervisor has established a more consistent presence on the North County Campus than has been available in the past. The Supervisor hired more tutors than in previous semesters as well as a front desk student assistant to answer general questions and to direct students to SSC available services.

Physical Space:

During the summer of 2013 the Dean of Humanities and the newly hired SSC Supervisor worked on renovating the physical space that had been used for tutorial services in the past on the SLO campus. With the assistance of campus facilities the SSC has evolved into an open, inviting space that can be clearly seen from the entrance and lounge area on the first floor of the High Tech Building. The renovation is partly credited for the increase in number of visits this past fall in comparison to fall of 2012.

Budget:

The SSC is funded through general funds and through donations from the Associated Students of Cuesta College. The budget allocations available to the SSC are just enough to cover operational costs for both centers. However, there are additional salary cost savings available thanks in part to the hiring of the new Supervisor whose starting salary is less than the previous Tutorial Center Supervisors who retired in spring of 2013.

Despite the tight budget challenge, the SSC provided more hours and had more visits in the fall of 2013 than in the fall of 2012. The SSC has used group tutoring to meet the needs of more students while maintaining quality service for the Cuesta College community.

SSC Online Presence

The SSC Supervisor has aggressively worked on strengthening the programs online presence. In addition to updating the programs website to serve as a valuable resource for online visitors, the Supervisor also created and maintains a program Gmail account, YouTube channel, Google Calendar, a Facebook page and a Twitter account to connect with student through multiple media outlets. Finally, the Supervisor has developed a pilot program to provide online tutoring for distance education students and students who cannot physically make it in to the SSC to receive in-person tutoring.

The following improvements have been made to the SSC website:

- **Calendars Page:** The Supervisor created a Google account for the SSC as well as Google Calendars the list all the tutoring hours that list tutor names and available subjects. Links to these calendars are on the Calendars page on the SSC website
- **Social Media Links:** Links to connect with the SSC Twitter and Facebook accounts are listed on the homepage

- Workshop Videos: Workshop videos that were on DVDs only were dubbed and stored electronically. After the videos were stored electronically they were uploaded to the SSC YouTube page and made available to students through hyperlinks on the SSC website.
- Created multiple Google Drive Forms that are accessible through the website that are for registering for tutoring and tutor evaluations
- Created a 'mailto' link on the homepage for visitors to email the Supervisor directly with any questions, comments or concerns

Professional Development

The SSC Supervisor developed training for writing center staff on how to provide online tutoring for distance education students. This training will be made available for the campus community through Flex Day workshops in the future.

Student Success Centers Workshop Series

The SSC Supervisor brought back the in-person workshops that used to be available through Academic Support. This series of workshops began in the Spring 2014 semester and will continue to be offered in the future. Workshop topics include: How to Succeed in College; Learning Styles and Study Skills; Time Management; and College and Career Planning.

Program Review was conducted and who was involved

This report was made possible by the contributions, both written and verbal, of the following team members:

Dr. Luis A. Gonzalez, Student Success Centers Supervisor
 Claire Hawkins, SSC Classified Tutor
 Madeline Madeiros, ESL/CSS Chair
 Joe Miller, SSC Classified Tutor
 Bryan Potter, SSC Classified Tutor
 Dr. Pamela Ralston, Dean of Humanities
 Ray Robertson, SSC Instructional Associate
 Nabil Zakaria, SSC Classified Tutor

B. Program Objectives:

Measurable statements about what this program will accomplish in support of its mission and in support of the institutional goals and objectives

The SSC has identified the following goals that complement the student learning outcomes:

Student Needs: The SSC staff will work towards meeting the needs of the Cuesta Community at both the SLO and North County campuses by evolving and adapting to changes in technology, resources, and staffing. Staff at the SSC will create a responsive,

accessible, inviting and learner-centered space for students to attain independent learning and achieve their personal, educational and vocational goals.

Additionally, the SSC will offer workshops and Directed Learning Activities (DLAs) developed by faculty to provide students with additional instruction that will improve their understanding of course material, and improve their academic and study skills. These objectives will be measured by student surveys collected throughout the semester.

Tutoring: The SSC will provide comprehensive tutoring, to be measured both by the range of subjects for which tutoring is available and by the different types of tutoring available. Staff at the SSC will also promote learning strategies, techniques, and habits to help students better understand and grasp course material in all disciplines. These academic skills will help students develop into independent learners. These objectives will be measured by student surveys collected throughout the semester.

Resources: The SSC will provide Cuesta students with qualified tutors, both student and classified staff, and support staff. The SSC will also provide up-to-date technology for student access at both centers. The SSC will also provide tutors with the technology needed to implement online tutoring. These objectives will be measured through the number and types of trainings staff receive, levels of experience of hired staff, evaluations collected throughout the semester, and surveys of the tutors/staff themselves as to what they need to be more effective.

- C. **Program Outcomes:** List the program outcomes established for your program as reported on the Student Services Assessment Template

CSS 168, Tutor Training

Students who complete the CSS 168, Tutor Training Course will be able to:

- Demonstrate knowledge of group dynamics and effective communication in the tutorial setting.
- Demonstrate competency in and knowledge of tutoring techniques that are effective in the chosen topic of study.
- Describe effective study skills methods appropriate to the content and format inherent in the select topic.
- Describe problem-solving techniques and demonstrate knowledge of and possible solutions for the unique problems inherent in the learning and study of the selected topic.

SSC in-person visits (Tutoring, Writing Center & College Success Lab)

Students who visit our centers often will be able to:

- Demonstrate comfort level and understand of their course material
- Demonstrate and apply study tools and techniques shared by program staff
- Complete assignments and develop their own skills and independence

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND OBJECTIVES

The Student Success Centers supports the institutional goals and core principles listed below.

Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote students successful completion of transfer requirements, degrees, certificates, and courses

The SLOCCCD Master Plan 2011-2016 states that, “Institutional Goal 1 is the district’s response to Challenge 1: How can the district support students in their efforts to complete transfer requirements, degrees, and certificates?” The Student Success Centers are designed to assist and support students to reach their academic goals whether it is completing an assignment, passing their course, or completing transfer requirements, degrees and/or certificates. The Tutorial Services, Writing Center and College Success Lab all work towards supporting this Institutional Goal.

Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area

The SLOCCCD Master Plan 2011-2016 states that Institutional Goal 2 is, “The district’s commitment to review and revise programs and services as needed to fit the needs of the local community.”

The SSC has extended its hours of operation to provide more services in the late afternoon and early evening for students who work full-time and take night classes. The SSC in San Luis Obispo used to end its services at 4:30pm and now we offer services up until 6pm. The SSC in North County used to end its services at 5pm and now we offer services up until 7pm.

Additionally, the SSC Supervisor has developed a pilot online tutoring offering for distance education students. This includes tutoring in math, science and in the writing center. These services address the needs of the local working community, disabled students, distance education students and others who enroll in Cuesta College courses.

Core Principle 3: Innovation/Competitive Edge/Emerging Technology

With the advent of online tutoring, online registration form, online tutor evaluation form, and the programs YouTube channel for workshop videos the SSC has improved the college’s capacity to meet student expectations for instructional modality, scheduling, and delivery.

Core Principle 8: Student Success

The purpose of the Student Success Centers at Cuesta College is to provide the academic support students need to succeed and to reach their academic goals. All the services we provide are geared toward helping a student succeed in their current and future courses.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

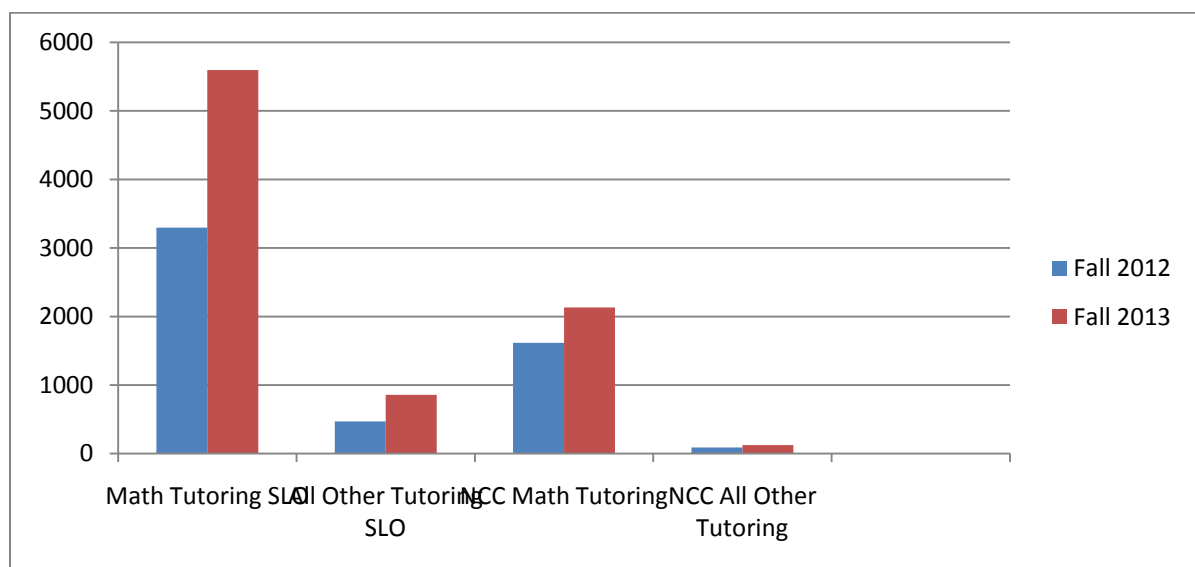
A. Data Summary – Relevant Comments and Analysis

- May include program data that demonstrates the level and kind of effort or volume produced in the previous year.
- May include other pertinent information (e.g. student registrations or DSPS MIS statistics).

The Student Success Centers have had significant changes over the past year including the hiring of a new Supervisor for the centers and a renovation of the space on the SLO campus. One of the first changes the new Supervisor implemented was to provide comparable services to the North County Campus. In years past there were as few as 2-3 tutors available for North County students. This year the NCC has approximately 9 student tutors working at the center. These additional tutors allowed the center in North County to expand its hours of operation by 2 hours/day and increased the subject offering available for tutoring as well. The number of student tutors in SLO was also increased to expand the subject offerings available for students to receive tutoring in. This year we hired 7 more tutors for the fall than in previous years. This allowed our center to offer more available subjects for tutoring, increase our hours by 1.5 hours/day and increase the amount of specialized services available for Disabled Students on campus. In spring 2014 the SSC is providing 18 hours/week of specialized tutoring for DSPS students.

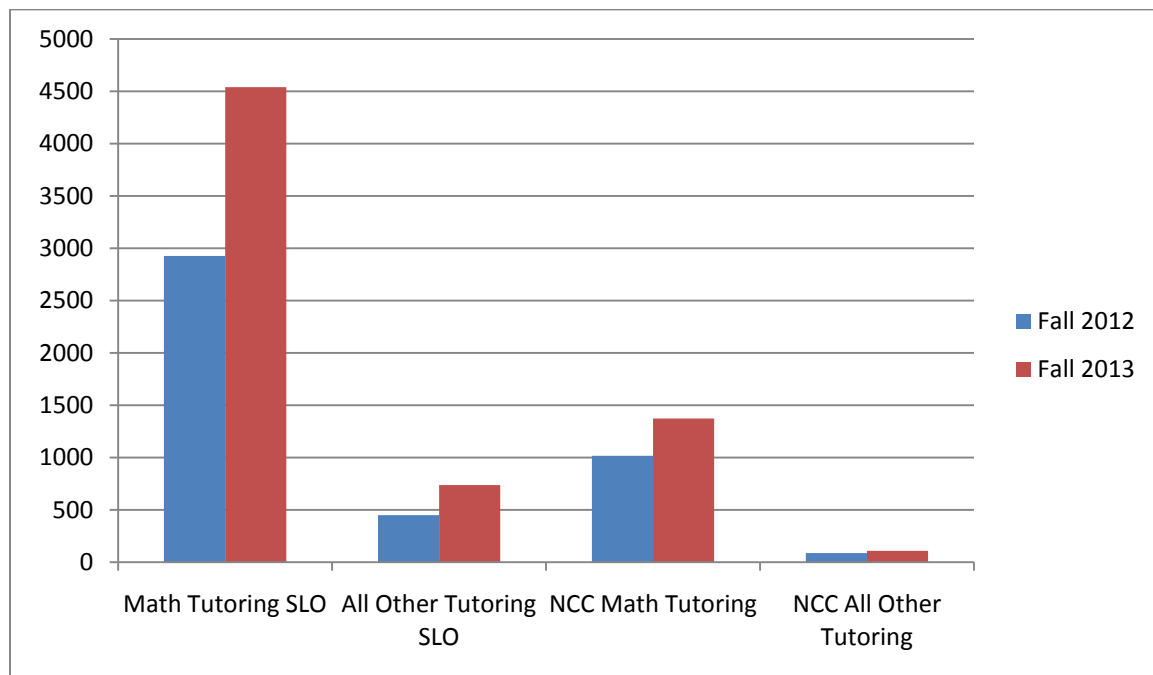
Additionally, the SSC benefitted from considerable faculty exposure thanks in part to the Dean of Humanities, Pamela Ralston, the VP of Academic Affairs, Deborah Wulff and Cuesta College President, Gil Stork. These changes made an impact on our delivery outcomes including the number of visits and amount of tutoring hours received.

The chart below demonstrates these changes and compares the hours of tutoring received by Cuesta students in the fall of 2012 and the fall of 2013. In fall 2012 the SSC provided a total of 3,296 hours of math tutoring and in fall 2013 the SSC provided 5,596 total hours of math tutoring. The graph below also demonstrates that in every category and in both locations the SSC increased the amount of tutoring hours received by Cuesta students.



The chart below demonstrates the amount of visits the SSC had this past fall 2013 in

comparison to fall 2012. Again, the changes had a significant impact on the number of visits the centers received. The math labs in San Luis Obispo (SLO) received 4,540 visits in fall 2013 compared to 2,927 in fall 2012 and the math labs in North County (NCC) had 1,374 visits in fall 2013 compared to 1,017 in fall 2012. There were increases in number of visits in every subject on both campuses as evident in the chart below.



- B. Give interpretations of data and identify areas for change to facilitate program quality and growth.

What this data signifies is that there is a direct correlation between the amount of tutors available and the number of Cuesta students who capitalize on the services the SSC offers. By increasing the number of tutors available and expanding the hours of operation at both sites the delivery outcomes for both sites increased significantly.

In order to maintain these numbers and facilitate continued program quality and growth the amount of general funds allocated to the Student Success Centers needs to increase. The reason the SSC was able to afford these considerable changes this year was due to significant salary cost savings that may not be available in the future. The current funding structure of the SSC budget does not account for student tutors. Therefore, the SSC must request additional funding from the ASCC annually. The funds received from the ASCC vary from year to year and therefore make it difficult to standardize the amount of tutors hired, hours of operation and overall operational management. If general funds were allotted to account for student tutors in addition to our Instructional Associates then the SSC could consistently maintain, and possibly improve on, these increased amount of visits and hours of tutoring received.

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

Summary of assessment results for program outcomes.

This year will serve as the SSC's baseline year. This is the first full year of existence for the department known as the Student Success Centers and as such the outcomes included in this report were developed recently and the results from our assessments have yet to be collected.

The data included in next year's Annual Program Planning Worksheet will provide the assessment results for the Student Success Centers' Program Outcomes. We will provide a summary and a strategic plan for improvement based on those results this time next year. Below are the program outcomes and how they will be assessed in the future.

Outcomes for CSS 168, Tutor Training

Students who complete the CSS 168, Tutor Training Course will be able to:

SLO #1: Demonstrate knowledge of group dynamics and effective communication in the tutorial setting

SLO #2: Demonstrate competency in and knowledge of tutoring techniques that are effective in the chosen topic of study.

SLO #3: Describe effective study skills methods appropriate to the content and format inherent in the select topic.

SLO #4: Describe problem-solving techniques and demonstrate knowledge of and possible solutions for the unique problems inherent in the learning and study of the selected topic.

Assessment Method: At the end of the semester students enrolled in the College Success Studies 168 course will be assessed on all four of these outcomes by completing a survey. The survey will ask them a series of questions based on the topics covered in class as well as information they learn as they tutor. The survey will be the final assignment of the course to determine whether or not the students felt as though they met these outcomes through their time in the course in combination with their hands-on training acquired while tutoring.

Results: Results will be provided during the next update

Plans for improvement: Although results have not yet been gathered for these outcomes I can foresee potential improvements and have provided the following plans for the future.

- Provide the same survey to all tutors including those who took the course in previous years or were hired prior to the arrival of the new SSC Supervisor and hence did not take the course. This will help gauge the outcomes of all tutors and whether or not they too met these outcomes at the end of the semester by interacting with their peers and observing their techniques.
- Include results of the tutee evaluation survey as supplemental data for assessing these outcomes.

Outcomes for SSC in-person visits (Tutoring, Writing Center & College Success Lab)

SLO #1: Students who visit our centers will feel more comfortable with and understand their course material through tutoring, group interaction with other students, and study tools and techniques shared by program staff

SLO #2: As a result of regular visits to our centers students will become more independent and interdependent learners. Program staff will work with students on developing their study skills and techniques through assignment repetition and tutorial help provided at our centers.

SLO #3: As students visit our centers they will complete assignments and develop their own skills and independence. This will lead to an increase in student self confidence.

Assessment Method: Throughout the semester students are asked to complete a tutor/tutoring evaluation survey. The surveys are available in hard copy and electronic format. The survey will ask them a series of questions asking about the services received, tutor capabilities, and overall experience at the SSC. The survey will provide multiple questions that will address these three SLOs.

Results: Results will be provided during the next update

Plans for improvement: Although results have not yet been gathered for these outcomes I have provided the following plans for improvement.

- Increase the amount of electronic surveys we receive. One step I have taken towards addressing this has been revising the Student Referral or Registration form that a student must complete their first time at our centers each semester. On this form I have added a section requesting the student's cell phone number and email address. Once all the forms have been received they will be cumulated and their contact information will be added to a listserv for me to send out the electronic survey. A sample of the form with the changes highlighted is provided below.



Student Success Center (SSC) Referral Form

YEAR: 2013 and TERM:
☐ Fall ☐ Spring ☐ Summer

CUESTA
Student Success Centers:
805.546.3150 | 805.591-6245

This form is required to receive tutorial services from the Student Success Centers. There is **NO** charge and **NO** credit earned for this class

| 900 _ _ _ _ _ | *** - ** - _ _ _ _ _ | _____ | _____ | _____ |
Banner ID# | or last four of SSN LAST NAME FIRST NAME M.I.

Referral to:
Select one
(Reason for
visiting the
SSC)

☐ Math Lab
☐ Tutorial Center
☐ Writing Lab

Multiple sites can **not** be
approved on the same form.

Email: _____

Would you like to sign up for **TEXT ALERTS** from the SSC

☐ Yes

☐ No

If you select yes, please provide your cell phone number: _____

STANDARD DATA FEES AND TEXT MESSAGING RATES MAY APPLY BASED ON YOUR PLAN WITH YOUR MOBILE PHONE CARRIER. As mobile access and text message delivery is subject to your mobile carrier network availability, such access and delivery is not guaranteed. You may opt out of text delivery at any time by texting us STOP.

Faculty Signature: _____ Div/Dept: Student Success Centers Date: _____

I wish to enroll in the Supervised Tutoring. **Student's Signature:** _____ Date: _____

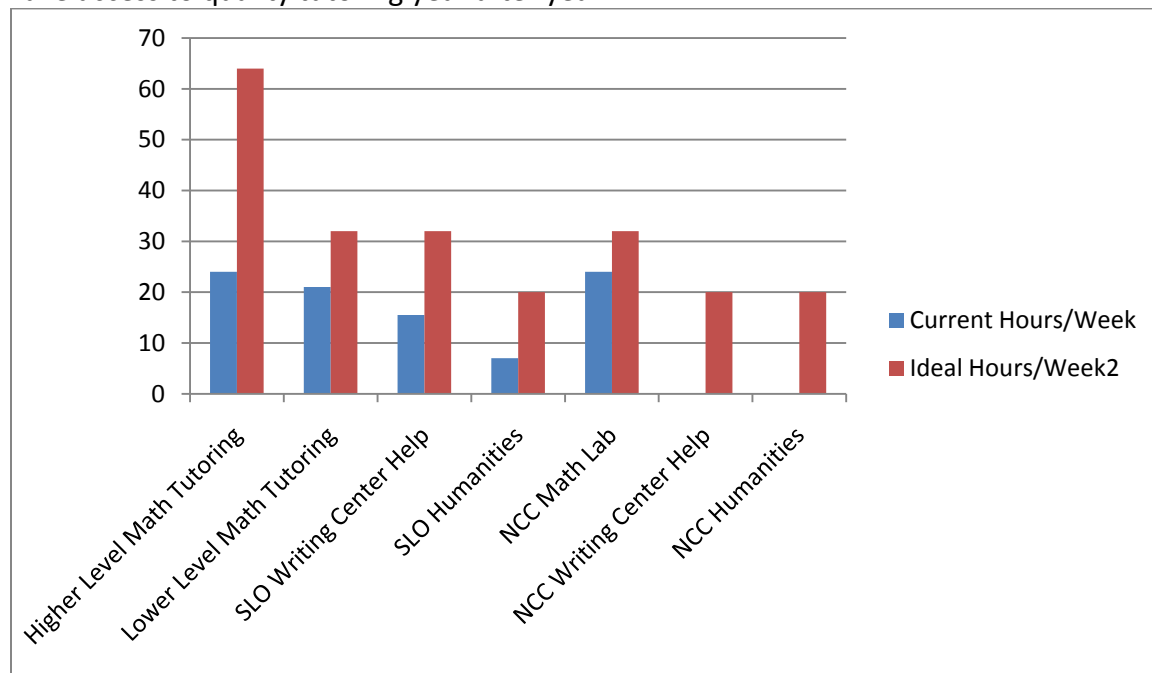
Recommended changes and updates to program funding based on assessment of program outcomes.

As mentioned previously, this year has been established as our baseline year and as a program we have developed outcomes, protocols, and assessments for which have yet to collect and compile data for. Therefore, more recommendations will be included in future reports. However, based on the experience of two full semesters of existence and one full semester with a Supervisor for the Centers the following recommendations have been identified through student and staff feedback:

- Increase the amount of hours the Instructional Associates (IAs) are available on the SLO campus. These staff members tend to be the most knowledgeable staff available to help students with their assignments and course work. By supplementing the student tutor hours (which vary year to year depending on ASCC funding) with more IAs hours we can increase the amount of hours of tutoring received and amount of visits per year while simultaneously increasing our highest quality tutoring available to students. This recommendation will require increased general funds allotted to the Student Success Centers for Instructional Associates. The table below depicts the current amount of hours our IAs are available for tutoring categorized by subject and compared to how many hours we would ideally like to have them for, which in most cases is 8 hours/day, 4 days/week. Some areas do not require as much availability due to student usage. Therefore, in these areas the ideal amount of hours per week will

not be as much as previously stated but is still more than what is currently offered.

While we do have student tutors who fill in where necessary, their wages are funded through ASCC contributions which vary from year to year and are not guaranteed. Therefore, increasing the IAs hours guarantees Cuesta students will have access to quality tutoring year after year.



- Increase the amount of general funds allotted for Student Tutors. Currently the Student Success Centers do not receive general funds for student employees and therefore have to rely solely on the ASCC funding which is not secured and may vary from year to year based on ASCC's budget, amount of requests received and priority determined by the ASCC board. The majority of the tutoring offered at both sites is facilitated by student tutors. Without consistent and secured funding for student tutors the hours and subjects available at the SSC will decrease dramatically and directly, negatively impact our outcomes.
- Update and maintain the PLATO software license at our College Success Lab (formerly known as the Academic Support Lab). Besides providing online curriculum for College Success Studies courses and Nursing Courses, this software provides students with online tools and techniques that help improve students' academic skills. Additionally the software provides assessment test preparation materials that help students prepare for campus assessment tests. This software does and will continue to impact our program outcomes as well as the campus and several other departments/programs on campus' outcomes due to the fact that the software prepares students for assessment tests. Edmentum continues to add new software for its PLATO product making it a valuable tool for helping students at all levels.

- Purchase new computers to replace the outdated ones in our math labs and College Success Lab in the San Luis Obispo SSC. In addition to the PLATO software, that are utilized at our centers and installed on our computers. MiniTab is a Mathematics software program that students use in our math labs for assignments and tutoring. We also have keyboarding software installed on our computers for other coursework assignments. These programs are installed on fairly old and outdated computers at our San Luis Obispo center. In order to better serve the students and increase the use of these programs and improve our outcomes we would need to update these computers.
- Purchase PC tablets to implement the newly developed online tutoring for distance education students and others who cannot physically make it to campus. The SSC will require the touch screen capabilities of the tablet that the Centers currently do not possess in any other hardware. In order to provide online tutoring the SSC will need to purchase and maintain at least four Windows Tablets due to the software and touch screen capabilities they offer. These tablets and our online tutoring will directly impact the SSC and campus outcomes in regards to distance education.
- Complete the renovation that began in the fall of 2013. This fall the amount of visits and hours of tutoring received increased at the SLO campus SSC due in part to the physical renovations made over the summer of 2013. Cubicle walls were removed in order to open up the space at the entrance of the SSC. This made the SSC more visible and inviting from outside the center. Additionally, upon entering the SSC students are greeted by tutees and tutors working on course work, which has led to an increase in visits. In order to maintain this increase and improvement the SSC will need to continue renovating the physical space and bring down more cubicle walls, add soft furniture, increase the amount of table space available for group work, and increase the amount of dry erase board space available for math, science, and other curriculum work that utilizes this resource. This will directly improve the popularity of the SSC among students and further impact visits, hours, and outcomes.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

A. Regulatory changes

The SSC has established a protocol for providing online tutoring for the writing center and for our other subjects as well. Once the centers are equipped with the necessary hardware staff and students will be able to benefit from this resource and will likely lead to additional fine tuning and changes.

Additionally, the SSC Supervisor developed a referral process for 1 on 1 tutoring for DSPS students in the fall of 2013. This process will likely be revised with a year of experience of implementation.

B. Internal and external organizational changes

With the ongoing budget issues that the campus faces, it will be critical for the SSC to continue to advocate on behalf of program and student needs. We continue to strive to meet the needs of students at both SLO and North County campuses and will continue to collaborate with other support agencies such as the ASCC to provide the SSC with supplemental funding needed to cover the cost of student tutors. However, given the current numbers of FTES the ASCC has less funds to distribute and will therefore impact future budget requests they receive. This will be a challenge for our centers in our quest to improve our outcomes, and increase the amount of visits and hours of tutoring received.

C. Student demographic changes

The Student Success Centers will continually assess student demographics to ensure that we are meeting their needs for program services. One change that will take effect soon, perhaps as early as the summer of 2014, will be the online tutoring we have developed. This was developed to meet the needs of distance education students, which are a growing demographic state wide.

D. Community economic changes – workforce demands

The Student Success Centers will continue to work with the Workforce Development office to provide students with job placement opportunities at our centers. We currently have three students whom we've hired through the Workforce Development office and we look forward to that continued partnership in the future.

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

Technology will play a significant role in our service delivery in the future. First and foremost is the development and implementation of our online tutoring services which will be made available this year. Our workshop videos/presentations will be made available via YouTube and students will have access to them anytime, anywhere.

Additionally, the Student Success Centers currently utilize SARS TRAK for tracking and data collection purposes. With the development of online tutoring we will look to expand the current capabilities of SARS TRAK to include mobile tracking on a tablet or other mobile device as well.

F. Distance Education impact on services

Distance Education has led to the development of our online tutoring services. As described throughout this section the online tutoring protocol and process has been developed and we are now waiting for the purchase of the hardware needed to implement it. Our online tutoring services were directly impacted by distance education and our services will directly impact distance education.

G. Providing service to multiple off-campus sites

The Student Success Centers offer services at both the SLO and North County campus. We offer the same services to our North County students that we do to our SLO campus students. These services include Tutoring, Writing Center help, Workshop videos/presentations, and ESL tutoring. Additionally, given the student population at North County we have longer evening hours at our center there to meet student needs. Furthermore, with the development of online tutoring we have the capability to offer tutorial services and writing center help to our students on the South County campus as well.

H. Anticipated staffing changes/retirements

Currently the Student Success Centers do not have any anticipated retirement or staffing changes for the future.

VI. PROGRAM DEVELOPMENT FORECAST

The Student Success Centers will continue to offer quality academic support to Cuesta College students at each of our center sites. The SSC will solicit input from students, student staff, and professional staff and work towards addressing their needs, requests and/or concerns.

Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV

The Student Success Centers have developed two key new services for students that will begin this year. Our online tutoring services will be available to distance education students and others who cannot physically make it into our centers. Additionally, we have developed and implemented a workshop series for students that cover topics such as: How to Succeed in College; Choosing a Major/Career; Study Skills and more. The Student Success Centers will collaborate with the ASCC to develop a leadership program that will provide students with different workshops and presentations that will develop their leadership, communication, study, and time management skills. At the conclusion of the workshop series students will earn a leadership certificate from the SSC and ASCC.

B. Plans for improvement

The Student Success Centers will continue to assess program services and develop improvement plans based on current student needs, changing demographic needs and student feedback. Below are potential plans for improvement that have been identified thus far:

- Implement, facilitate and improve our online tutoring services

- Continue renovation of SLO campus SSC by adding soft furniture, and creating more student friendly space and environment that promotes group work and interaction
- Hire additional tutors at both sites to increase available subjects for tutoring and maintain extended hours in the evening
- Extend hours at the SLO campus by one hour in the evening to meet student needs
- Incorporate the use of Savvy Student service available to Cuesta staff to promote our services, schedules, and hours of operation via Constant Contact emails to students
- Review, update and revise course content for CSS 168, Tutor Training and research up-to-date material on tutoring techniques, study skill practices, etc. to provide Cuesta students with high quality service.

C. Support for institutional goals and objectives

The Student Success Centers' services and objectives are fundamentally aligned with those of the institution. All of our support services promote the successful completion of courses, transfer requirements, degrees and certificate programs. The SSC will continue to provide the support services that align with the institutional goals and objectives.

D. Student and program outcomes evaluation

The Student Success Centers continually assesses Student Learning Outcomes to ensure that the program is meeting the needs of the students. Additionally, program staff is also asked to assess our services in order to provide a wide range of input and perspectives on how we can improve our programs and services.

E. Recommendations from external agencies NA

F. New service coordination and collaboration – internal and external programs

In spring 2014 the SSC began collaborating with the Counseling Department on multiple projects including in person workshops for students and the Student Success Fair. The workshops have been advertised as the SSC Student Workshop Series and are available to all Cuesta Students. The counseling department is looking to make participation in these workshops mandatory for at-risk students.

The Student Success Fair is an event that the Counseling department is piloting this spring. The SSC Supervisor and Counseling Department Director have been meeting to discuss collaborating on the planning, promotion and implementation of the event. Several student service offices and staff will be tabling at this event to provide students with access to general information about services, hours of operation and contact information.

G. Anticipated job description revisions based on program changes NA

H. Staff training/professional development needs

With the development of the online tutoring services staff will need to be trained on how to use the hardware and software necessary to implement or new service. The SSC Supervisor will provide this training once the hardware is purchased and available for use.

VII. OVERALL BUDGET IMPLICATIONS *Will be reflected in district planning and budget process*

Elements:

A. Personnel

With the growing student need for higher level course tutoring we will need to increase the hours of our Instructional Associates who are currently employed as 33%, and 17% employees. Ideally, these staff members would be available to Cuesta students 4 days a week, 8 hours a day. This would increase their employment with the SSC to 80% employees.

Additionally, we will need to increase the hours of classified tutors staffed at the writing center to at least 20 hours a week. Currently the writing center is staffed by faculty and student staff. The faculty staff the writing center for only a few hours per week and the student tutors can't provide the same level of assistance as the faculty and classified tutors. Ideally we would supplement the faculty hours with classified tutor hours.

Finally, we currently have student tutors who handle the majority of our tutoring at both sites. These student tutors are paid through ASCC funds which are not guaranteed year after year and may vary depending on the ASCC budget. Furthermore, student tutors are paid the state minimum wage, which is set to increase a full \$1/hr on July 1, 2014. Without general fund dollars to support this operational cost the valuable hours of service that student tutors provide may decrease significantly.

B. Equipment/furniture (other than technology)

The SSC on the San Luis Obispo Campus has gone through a significant remodel this past year. It has become a more open and inviting space. However, there is still room for improvement. There are still a few walls that would need to be removed and furniture added including a few round tables for group work, and soft furniture for reading space.

C. Technology

The Student Success Centers are requesting Windows tablets for the online tutoring services we will be launching this year. Additionally, we are requesting new computers for the San Luis Obispo campus to replace the old, out-dated and slow computers currently available to students at our center. Along with the new computers we need to pay to maintain the PLATO software that student's access on those computers as well. Details about these requests are available in the unit plan worksheet.

D. Facilities

As referenced in part B of this section there are still a few cubicle walls that need to be removed in our San Luis Obispo center in order to open up the space even further.

Moreover, if the additional round tables are purchased as well as the soft furniture that we are requesting then some of the built-in table space in our area will need to be removed as well.

- A. **SIGNATURE PAGE** Faculty, Director(s), Manager(s), &/or Staff Associated with the Program
Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there are no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name. Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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