

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

Program: Student Success Centers

Planning Year: 2017-2018

Last Year CPPR Completed: 2014-2015

Unit: Academic Affairs

Cluster: Academic Affairs

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

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

As of Spring 2017, the mission of the Student Success Centers is as follows:

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 ALL 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.

B. Describe any changes in primary relationships, internal and external, to the District.

The Student Success Centers experienced major leadership changes over the last year. In Spring 2016, the Supervisor of the Student Success Centers position was filled for a one year interim basis. The Director of Student Equity and Success Centers left in April 2016 and the position was vacant until the new Director arrived in July 2016. The Student Success Centers experienced tremendous growth with the success of the embedded tutoring program and the increased demand of tutoring and support services for students. Due to expanded collaborations with the Basic Skills and Student Outcomes Transformation Program, Athletics, CAFÉ, and DSPS, more and more students are utilizing the space and services of the Centers. With support from the Vice President of Academic Affairs, the Director of Student Success Centers has updated the interim Supervisor job description and developed a new Associate Director position to address the increased need for support and leadership with the Center's programs. The Student

Success Centers have also expanded our academic coaching team with the addition of 2 new Academic Success Coaches, embedded in Zoom, the first year experience program and DSPS.

The Basic Skills and Student Outcomes Transformation Program began implementation on both the San Luis Obispo and North County sites and the Student Success Centers are now overseeing two Coordinator positions and provides embedded tutoring to students in the Zoom/FYE program.

With the on-going expansion of programs and renovations of the space on the San Luis Obispo campus, collaborative relationships with faculty and departments across all areas within the district and San Luis Obispo community continue to grow and strengthen.

The table below illustrates the relationships between the Student Success Centers and various district divisions/departments and external community groups.

Figure 1- Program Collaboration

Student Success Center Program	Relationships with Division/Department/Position	Internal (District) External (SLO Community)
Math Lab A and B (Drop-In Tutorial Support)	Math Division	Internal
Drop-In Tutorial Support (all content areas)	All Academic Clusters	Internal
Writing Center	English and ESL divisions	Internal
Academic Success Coaches	Student Services (CAFÉ, Counseling, Enrollment Specialists), DSPS, Zoom/FYE and all academic divisions	Internal and External (Community Foster Youth Organizations)
Embedded Tutors/ Supplemental Instruction	All Academic Clusters, CAFE	Internal
College Success Lab (CSS 025)	Student Development and Success ESL Division/ Distance Education	Internal
QuickStart to Cuesta (Assessment Prep Workshops)	Math Division and Student Services	Internal and External (local high schools)
Student Prep Workshops	Various Academic Divisions (Math, Art, College Success Studies)	Internal
Student Success Workshops	Counseling Department/ Enrollment Specialists	Internal
Athletics Study Halls	All Athletic teams	Internal
Basic Skills Classroom Presentations	Counseling Department/Enrollment Specialists/ Academic Success Coaches	Internal

- C. List any changes to program service, including changes and improvements, since last year, if applicable.

The Student Success Centers in San Luis Obispo is going through major renovations and continues to strive to create the most welcoming, accessible learner space possible for students. The first phase of the renovation included removing soft scape and adding more tables and seating for more group studying and tutoring. Future phases include updating our reception/ hall area, upgrading our Math lab, and improving signage.

The following is a list of programs and services that have expanded and continue to grow into the 2017-2018 school year. A detailed summary of programs/services is provided in section II.B.

- Drop in Tutorial Support
- Student Success Workshops
- Writing Center
- Academic Success Coaching
- Quick Start to Cuesta College
- Embedded Tutoring
- Net Tutor

- D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

N/A

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

- A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

The Student Success Centers continue to help Cuesta achieve its mission in providing greater support to our diverse student populations. We effectively support students in their efforts to improve foundational skills, with focused tutoring for Basic Skills students in our Math Lab A and Writing Center, and the under-represented populations outlined in the Student Equity Plan. Our embedded tutoring program has almost tripled in growth, increasing from 20 tutors in Spring 2015 to 55 tutors in Spring 2016. The Student Success Centers hired embedded tutors, placed in math, ESL, English, science, and various social science courses. In partnership with Enrollment Specialists, the

Academic Success Coaches are conducting learning support presentations in basic skills courses in an effort to promote all the support services offered at Cuesta. Academic Success Coaches are also embedded in CAFÉ, DSPS, and the Zoom/First Year Experience program, targeting under-represented populations outlined in the Student Equity Plan.

Along with NetTutor, the free online, 24/7 tutoring offered through the Student Success Centers, expanded online resources include PrepStep, a free, self-directed learning resource center specifically offering practice exams to identify focus areas for review before assessment testing.

- B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

All programs and services offered through the Student Success Centers support Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses. The Student Success Centers have directly helped the District achieve Institutional Goal 1 of the SLOCCCD Master Plan 2011-2016 in how Cuesta supports students in their efforts to complete transfer requirements, degrees, and certificates. The Student Success Centers have assisted students in reaching their academic goals through completing assignments, understanding concepts, providing extended guided practice opportunities, which influences successful course completion, and further promotes students' ability to meet transfer requirements, degrees and/or certificates.

* Drop-in Tutorial Support: Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared by 2% annually; Institutional Objective 1.2: Increase the percentage of degree- or certificate- directed students who complete degrees or certificates by 2% annually; Institutional Objective 1.4: Increase English as a second language credit course success and improvement rates by 2% annually; Institutional Objective 1.5: Increase basic skills course success and improvement rates by 2% annually and Institutional Objective 1.6: Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.

- Drop-in tutorial support remains consistent and continues to improve with our new Statistics Lab, offering more availability and access to all levels of math tutoring.

* **Student Success Workshops: Institutional Objective 1.4:** Increase English as a second language credit course success and improvement rates by 2% annually; **Institutional Objective 1.5:** Increase basic skills course success and improvement rates by 2% annually and **Institutional Objective 1.6:** Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.

- Student Success Workshops have expanded for both the San Luis Obispo and North County campuses. Along with Basic Skills workshops, sessions include new topics such as time management with Technology and Active Reading.

* **Writing Center: Institutional Objective 1.5:** Increase basic skills course success and improvement rates by 2% annually; **Institutional Objective 1.1:** Increase the percentage of transfer-directed students who are transfer prepared by 2% annually; **Institutional Objective 1.2:** Increase the percentage of degree- or certificate- directed students who complete degrees or certificates by 2% annually; **Institutional Objective 1.4:** Increase English as a second language credit course success and improvement rates by 2% annually and **Institutional Objective 1.6:** Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.

- Expansion of services in the Writing Center, outlined in the 2015-16 Student Equity Plan was fully implemented in Fall 2016 with a partnership with the English Department. Nine English faculty Writing Center Coordinators were recruited and developed a new training curriculum for peer tutoring in the Writing Center. They provide ongoing mentoring, regular training, and oversight to tutors at the San Luis Obispo and North county Student Success Centers. In collaboration with the Director of Equity and Success Centers, faculty Coordinators assist in hiring student tutors, and present monthly trainings on strategies and best tutor practices specific to writing assistance. Trainings in Fall 2016 included Writing Center Orientation, MLA & APA Documentation, Thesis Statements, Working with ESL and ELL, and addressing Sentence –Level Errors. In addition, a rotation of Writing Center Coordinators are on site to act as resources for evaluation of assignment criteria and support student tutors as they offer assistance to their peers.

* **Embedded Tutoring: Institutional Objective 1.1:** Increase the percentage of transfer-directed students who are transfer prepared by 2% annually; **Institutional Objective 1.2:** Increase the percentage of degree- or certificate- directed students who complete degrees or certificates by 2% annually; **Institutional Objective 1.4:** Increase English as a second language credit course success and improvement rates by 2% annually; **Institutional Objective 1.5:** Increase basic skills course success and improvement rates by 2% annually and **Institutional Objective 1.6:** Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.

- Over the last year, Cuesta College’s Student Success Centers have implemented an embedded tutor program outlined in the Student Equity Plan. Tutors attend class, participate in class discussions, hold drop-in hours for students and facilitate study reviews. Students are provided opportunities to explore alternative learning strategies outside the classroom with a tutor who has been previously successful in the course and has gained knowledge of effective study strategies. Embedded tutoring has been successful in helping students complete skills-based courses and connect to academic support services. Beginning with only 20 embedded tutors in our pilot Spring 2016

semester, the embedded tutoring program has grown to 54 tutors in Spring 2017 in 16 different subjects covering Humanities, Social Sciences, Mathematics, and Sciences. Priority is given to Basic Skills, Math, Sciences, ESL, and gateway courses that have high enrollment of under-represented student populations. Initial assessments results found that in Fall 2016, 2568 students had an embedded tutor in one or more of their courses, with an overall success rate of 65.5% course completion rate. This is 29% of our 8809 credit student population in Fall 2016.

- ❖ Fall 2016: 41 course sections included Embedded Tutors at both SLO and NC campuses.
 - ❖ Spring 2017: 42 course sections included Embedded Tutors at both SLO and NC campuses.
- **Academic Success Coaching: Institutional Objective 1.1:** Increase the percentage of transfer-directed students who are transfer prepared by 2% annually; **Institutional Objective 1.2:** Increase the percentage of degree- or certificate- directed students who complete degrees or certificates by 2% annually; **Institutional Objective 1.4:** Increase English as a second language credit course success and improvement rates by 2% annually; **Institutional Objective 1.5:** Increase basic skills course success and improvement rates by 2% annually and **Institutional Objective 1.6:** Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.
 - Cuesta College’s first Academic Success Coach was hired in the Spring 2016 to assist CaFE (CalWorks, Foster Youth, and EOPS) In Fall 2016, two coaches were hired, one to support NC Zoom/First Year Experience program and one to support DSPS students in the following areas:
 - ❖ Link students to academic support services, with emphasis on tutoring and Success Center Support.
 - ❖ Collaborate with faculty to meet the instructional needs related to in-class and embedded tutoring and in-class assistance.
 - ❖ Collaborate with Enrollment Specialists to direct students to student services support, such as financial aid, counseling, and student health services.
 - ❖ Track and maintain contact with students throughout the semester, ensuring continued student use of support services, and review student progress.
 - ❖ Assist students in tracking assignments, due dates, missing assignments and the use of a planner.
 - ❖ Assist students with instructional technology, including software, internet, and word processing.
 - ❖ Respond constructively to a wide range of student concerns, not all of which are necessarily academic.

The dedicated Academic Success Coaches will increase the course completion rates students in these programs by collaborating with staff, counselors, tutors, and peer advisors to provide support and assistance in all facets of the student life. This wrap around, case management model will increase foster engagement

and prevent students from falling behind and failing classes. Coaches are also utilizing Canvas as a communication tool to build student communities within the first year experience program in SLO and NCC.

- **Quick Start to Cuesta Test Prep Workshops: Institutional Objective 1.5:** Increase basic skills course success and improvement rates by 2% annually and **Institutional Objective 1.6:** Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.
 - The “Early Start to Cuesta” summer program implemented a pilot program in summer 2016. The goal of the program is to provide students with the opportunity to be prepared for college level courses. Working in collaboration with student services and the math department, the Student Success Centers at both SLO and NCC offered students who initially place into Math 003, 007, and 123 the opportunity to refresh their skills. Initial results found that 49% of students enrolled in Early Start moved up one or more levels in Math after assessment.
 - Rebranded in Fall 2016 as QuickStart to Cuesta, a Winter session was implemented on both the SLO and NC campuses and will be expanded to at least 2 sessions on each campus in Summer 2017. Expansion of services for students after complete Quick Start is in the planning stages, providing extra support to ensure success in their new level math courses. Working with enrollment specialists and academic success coaches, implementing more intrusive services will increase student success.

- **Net Tutor: Institutional Objective 1.3:** Increase successful completions in distance education courses by 2% annually and **Institutional Objective 1.6:** Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.
 - Beginning summer 2015, Net Tutor went live for Cuesta students. Net tutor offers all Cuesta students the opportunity to receive 24/7 online tutoring support in a variety of content areas. Net Tutor remains the main option for online tutoring but the Student Success Centers will continue to explore additional resources to increase access online.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

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 and Assessment 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.

During the 2016-2017 academic year, the Student Success Centers utilized three data collection tools: SARS TRAK, Manual Data Collection (internal), and the Student Success Center Experience Evaluation. Neither Scorecard Completion nor the Success Dashboard include data specific to the Student Success Centers, as the Centers are not course-specific.

- **SARS TRAK:** Cuesta students seeking drop-in tutorial services in the Student Success Centers are required to log-in/out of the SARS system using their banner ID before and after each tutorial session. The total number of hours, visits, and unduplicated student counts are tracked each semester. Figure 2 (below) illustrates a four-year fall comparison of the number of drop-in hours served in the Student Success Centers.
- **Manual Data Collection/Tracking:** The Student Success Centers track the number of Writing Center one-to-one tutorial hours served using manual reporting functions based on our scheduling system. Figure 3 (below) illustrates the average number of hours per week students received one-to-one tutorial support in the Writing Center.
- **Student Success Center Experience Evaluation:** Survey data is collected every semester using a survey tool for evaluating Students' experiences in the Centers. The tool administered in fall 2016 was divided into two components: 1.) The Physical Space of the Student Success Centers and the Program operating within them and 2.) Tutor quality.

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

Data from Figures 2 and 3 (below) indicate a need to increase tutorial support at both SLO and NCC. North County Campus had a drop in Fall 2016 usage due to a decrease of tutoring hours offered, not due to demand or need for services. Almost 100% of our Spring 2016 NCC tutors graduated or did not return for Fall 2016 and there were major challenges of hiring available and qualified tutors. The overall hours of drop-in tutorial support increased by 2,288 hours at SLO with an increase of 1,097 hours specifically in the Math labs.

Figure 2. Drop-In Tutorial Hours Served to Students (All Subjects)

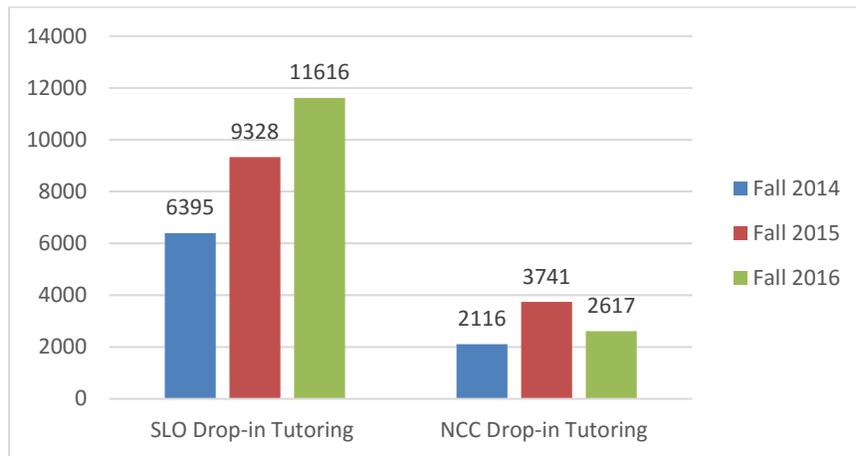
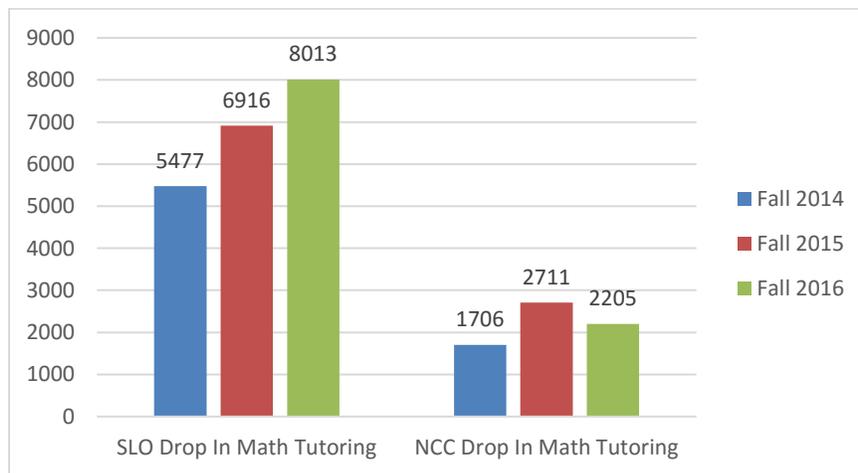
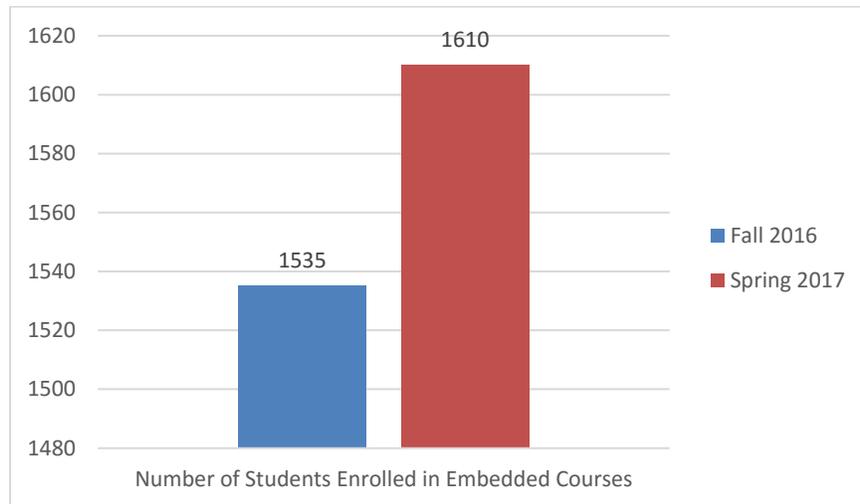


Figure 3: Drop-In Tutorial Hours to Students (MATH ONLY)



Beginning with only 20 embedded tutors in our pilot Spring 2016 semester, the embedded tutoring program has grown to 54 tutors in Spring 2017 in 16 different subjects covering Humanities, Social Sciences, Mathematics, and Sciences. Priority is given to Basic Skills, Math, Sciences, ESL, and gateway courses that have high enrollment of under-represented student populations. Initial assessments results found that in Fall 2016, 2568 students had an embedded tutor in one or more of their courses, with an overall success rate of 65.5% course completion rate.

Figure 4: Embedded Tutoring- Number of Students Served



Data from figure 5 and 6 (below) illustrate feedback received from the Student Success Center Experience Evaluations completed in Fall 2016. Students utilizing programs and services provided positive feedback in relation to tutoring and the impact on the success of their courses.

Figure 5: The Tutor Helped Me Understand the Course Material

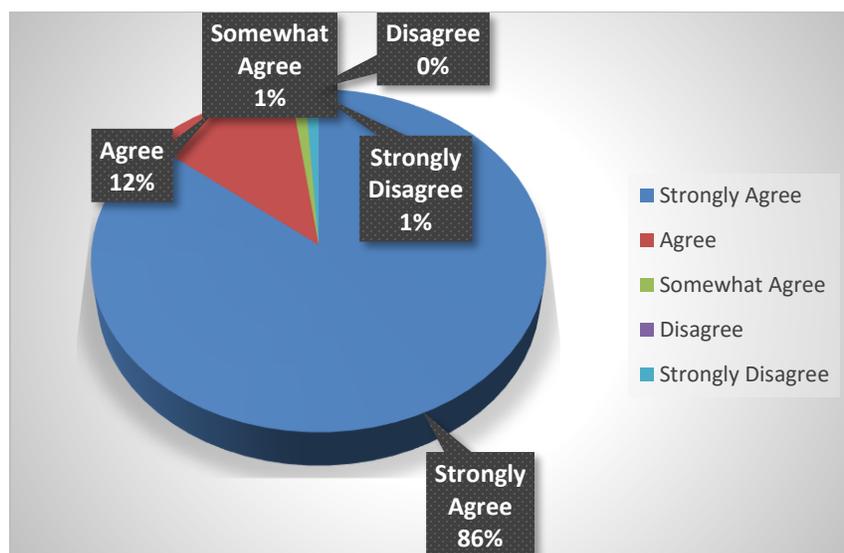
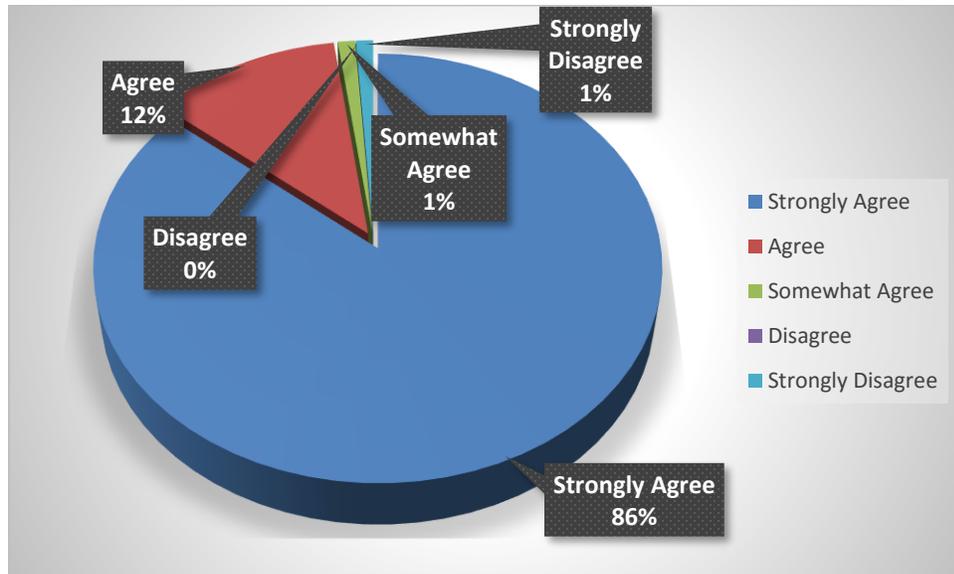


Figure 6: The Tutor Listened to Me and Addressed My Concerns/Questions



B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
 - Increased number of embedded tutors
 - Increased promotion of tutorial schedule located on website
 - Remodel of tutorial space to include more collaborative group study space
 - Increased hours for a new Statistics Lab
 - Increased student success workshops in both SLO and NC campuses
- Identify areas if any that may need improvement for program quality and growth.
 - Continue funding Instructional Aide positions
 - Add Instructional Aide position in NCC Math Lab
 - Add Student Success Center Technician in NCC
 - Add drop in Academic Coaching to SLO campus
 - Create more extensive online survey tools for both drop-in and embedded tutoring
 - Streamline student success report tracking students use of tutorial, writing center, and math labs

- Increase tracking and evaluation of embedded tutoring courses in relation to course completion and student success
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.
 - Hire Instructional Aide for NCC math lab
 - Hire more tutors specifically in math, sciences, and humanities
 - Hire more clerical support for NCC

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

Program learning outcomes were first established for the Student Success Centers in Spring 2016 and will be assessed at the end of Spring 2017.

- Program Learning Outcomes are as follows:
 - Students utilizing the following Student Success Centers' programs/services: Drop-In Tutoring, Writing Center, Embedded Tutoring, Academic Success Coaching will complete the course for with services were received with a 'B' or better; as measured by course completion reports.
 - Students utilizing the Student Success Centers for the following programs/services: Drop-In Tutoring, Writing Center, Embedded Tutoring will find the centers physical space and support staff to provide a positive learning environment; as measured by Student Success Center Experience Evaluation Survey Tool.
 - The number Student Success Center hours and or/visits utilizing the following programs: Drop-In Tutoring, Writing Center, Embedded Tutoring, will increase by 5% as compared to data from the previous fall semester; as measured by SARS TRAK reporting.

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets and review the Resource Allocation Rubric.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

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

Suggested Elements:

A. Regulatory changes:

- Less restrictions in Student Equity funding expenditures will allow support in the Student Success Centers remodeling efforts to upgrade to increase study and tutor areas.

B. Internal and external organizational changes

- Due to the expansion of the embedded tutoring program, more students are accessing study review sessions and tutoring with within their embedded courses instead of drop in tutoring in the Student Success Centers. As a result, FTES generated with drop in tutoring is impacted. As the embedded tutoring program continues to grow, this impact will need to be taken into consideration.

C. Student and staff demographic changes

- Increased ESL support (tutorial) in all areas of SSCs (especially in the Writing Centers).
- Current political climate impacting enrollment of student from immigrant communities resulting in less usage of tutoring services.

D. Community economic changes – workforce demands

- N/A

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

- Increase demand for data, tracking students and evaluating student success with increased services and programs.

F. Providing service to multiple off-campus sites

- N/A

G. Anticipated staffing changes/retirements

- In December 2016, one Instructional Aid position focused on Humanities on the SLO campus was vacated.
- In Spring 2017, the Supervisor of the Student Success Centers will be replaced with a new Associate Director of Student Success Centers position.

- The Instructional Associate in North County Campus plans to retire at the end of Spring 2017.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

Due to an increase in the number of programs coming under the jurisdiction of the Student Success Centers, the following administrative/clerical positions are needed:

- In July 2015 4 Instructional Aides and 1 Instructional Associate were approved to increase FTE from .33/.17 FTE to .75FTE. Student Equity dollars were allocated to fund this increase. Later, it was determined that Student Equity was not allowed to fund the increase due to restrictions in supporting programs generating FTEs. Approximately \$114,000 (cost of the increase for these positions) was moved to the general fund budget. At this time the SSC's current general fund can no longer sustain the cost of these positions and are currently being funded through the Basic Skills Initiative. These classified positions are crucial to the success of the drop-in tutorial centers at both campuses; however more general fund dollars are necessary to sustain the positions past July 2017.
- In order to keep up with the increase in demand of tutoring services and expand to longer evening hours, the SLO SSC needs an additional .5 administrative/clerical assistant.
- The NCC SSC will require a .75 FTE administrative/clerical staff to meet the increase in open hours and programs/services provided.
- Rehire/Fill the vacancy of the Instructional Associate in NCC with two half-time Instructional Aides.
- The Associate Director position is currently being funded 100% out of Student Equity Funds but it is the recommendation of the Director of Student Equity and Success Centers that the position receives a minimum of 50% funding through the general funds.
- The SLO SSC Technician is currently being funded 100% out of Student Equity Funds but it is the recommendation of the Director of Student Equity and Success Centers that the positions receives a minimum of 50% funding through general funds.

B. Equipment/furniture (other than technology)

- New tables and chairs are needed for the outside reception area in the SLO Student Success Center. Although recently remodeled, all areas are full and students are in need of more areas to study and build community. Changing out

the water fountain to an eco-water bottle dispenser will also draw more students to the Center spaces.

- New desks and tables are needed for Math Lab B to create more collaborative study spaces. Old cubicles need to be removed and replaced with larger tables for group work.
- Electrical wiring updates are needed for all the tables and study areas of the SLO Student Success Center along with a needed charging station. Currently, extension cords are utilized, creating possible hazards.
- Large flat screen monitor is needed to streamline communications for students and promote all campus activities and services.

C. Technology

- With the growth of the Writing Center, a new check in station is needed for easy access in front of the Writing Center location

D. Facilities

- New carpeting in the SLO Student Success Centers ins needed.
- More small room tutoring space is needed due to our expanded embedded tutoring program. Currently, library areas and empty classrooms are utilized but are not sufficient.

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

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