

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

Program: Student Success Centers
Last Year CPPR Completed: 2014-2015

Planning Year: 2018-19

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 2018, 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 some leadership changes over the last year. In Spring 2017, the Supervisor of the Student Success Centers went on maternity leave and choose to leave her position permanently in May 2017. Under the leadership of the Director of Student Equity and Success Centers, a re-organization was proposed and approved by the College to replace the Supervisor position for an Associate Director to address the growing needs of the Centers and increase support programs for students. Siboney Guardado was hired as the Associate Director of the Student Success Centers in July 2017.

On our North County Campus, Instructional Associate, Steve Smith retired and a re-organization was proposed and approved to hire 2 part-time Instructional Aides and a new Instructional Support Specialist to provide day to day oversight of tutoring and services. Elise Caloca was hired in November 2017 as the new Specialist and Tam Nguyen was hired as a part-time Aide. In Spring 2018, he left and currently both position are unfilled. Plans to consolidate the 2 part-time positions into one .75% position is now being proposed.

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 Centers 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
Zoom First Year Experience	Academic Success Coaches, BSSOT Coordinators	Internal
College Success Studies (CSS 168/CSS 768)	Tutors/All Academic Clusters/Distance Education	Internal
College Success (CSS 225)	Student Development/Tutors	Internal
STUDYTHON	Tutors/Faculty/Students/Libraries	Internal

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

The Student Success Center in SLO Math Lab also expanded and doubled in space with the move to the upstairs Technology Lab. Given the growing demand for increased math tutoring support, this new space enabled the Center to provide more one on one tutoring for developmental and college level math as well as more space for group studying and collaboration between students. This expansion allowed more space for embedded tutoring within the Center's space, resulting in more students staying on campus to study and work together.

The Writing Center moved to the previous Math Lab B space, with more visibility and work areas for students and tutors. Six new computers were installed in the Writing Center to promote more usage of the space beyond drop in tutoring. Also, in Spring 2018, the Zoom First Year Experience cohort had their lab hours in the Writing Center in the efforts to encourage more first year students to utilize writing help and build more community in the space.

The Student Success Center SLO Lobby (Building 3300) was remodeled with sofa chairs, couches, and tables to create more learn and linger areas on campus. The space was under-utilized and with the upgrade, is connected to the Student Success Center with the goal to create a central learning hub for students.

The following is a list of programs and services that have expanded and continue to grow into the 2018-2019 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
- Zoom First Year Study Hall
- Flex Days, Studython, and Midterm Extended Hours

- 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 and Writing Center, and the under-represented populations outlined in the Student Equity Plan. Our embedded tutoring program is entering its third year with 36 tutors in Spring 2018. Instead of increasing the number of embedded tutors, the focus this year is providing quality training for tutors as well as ensuring students are accessing the extra support. 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. The Zoom students in both NCC and SLO are doing study hall/ lab hours in the Student Success Centers, promoting healthy study habits early with full access to embedded and drop in tutors.

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. Along with PrepStep, the Student Success Center is also providing free access to ALEKS for additional math support for students who cannot afford to buy the program.

- 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 the SLOCCCD Strategic Plan 2017-20. The Student Success Centers have directly helped the District achieve these goals in efforts to support students to complete transfer requirements, degrees, and certificates. The 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. All programs within the Student Success Centers supports the following Strategic Plan 2017-20 Objectives:

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs;

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

Student Success Centers Services:

- ❖ **Drop-in Tutorial Support:** Drop-in tutorial support remains consistent and continues to improve with our new expanded Math Lab upstairs next to the Library, offering more availability and access to all levels of math tutoring.
- ❖ **Student Success Workshops:** 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:** The 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. In Fall 2017, the Writing Center was moved to a larger, more centralized and visible location with new computers, providing more space for students to receive writing support. Now in our second year of implementation, English faculty Writing Center Coordinators continue to develop 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 and Associate Director, faculty Coordinators assist in hiring student tutors, and present monthly trainings on strategies and best tutor practices specific to writing assistance. Trainings in Fall 2017 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. Faculty Coordinators have now expanded to ESL faculty, addressing the needs ESL students in relation to writing support. More in-depth trainings are being developed to support advanced ESL students who are transitioning from non credit ESL courses to English credit courses.
 - **Embedded Tutoring:** Over the last two years, 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. Currently,

the embedded tutoring program has 36 tutors in Spring 2018 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 2017/Spring 2018, 1,964 students had an embedded tutor in one or more of their courses.

- Fall 2017: 35 Embedded tutors covering 9 disciplines in 45 different course sections at both SLO and NC campuses. Need from Jenn new data
- Spring 2018: 37 Embedded tutors covering 14 disciplines in 60 course sections both SLO and NC campuses.

❖ **Academic Success Coaching:** Cuesta College's first Academic Success Coach was hired in the Spring 2016 to assist CaFE (CalWorks, Foster Youth, and EOPS) Over the last year, two additional coaches were hired, one to support NC Zoom/First Year Experience program and one to support the SLO Zoom/First Year Experience program. In Spring 2018, an additional bi-lingual coach was hired to support our Developing Hispanic Serving Institution grant. All coaches focus on 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:** 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.

Rebranded in Fall 2016 as QuickStart to Cuesta, a Winter session was implemented on both the SLO and NC campuses and continues to expand every year. January 2017 Winter Intercession results found that 50% of students enrolled in QuickStart moved up one or more levels in Math after assessment. There will be 2 sessions in NCC and in SLO this Summer 2018. Expansion of services for students after they complete QuickStart included a piloted Early Alert program, 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. The College is looking into long-term sustainable options to help students who struggle early on in the semester.

- ❖ **Net Tutor:** 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. In 2017, students logged over 120 hours in Net Tutor support. Net Tutor remains the main option for online tutoring but the Student Success Centers will continue to explore additional resources to increase access online, particularly related to embedded on-line tutoring.
- ❖ **Zoom Study Hall:** In collaboration with the Basic Skills and Support Transformation Grant, the Student Success Centers provides the Zoom First Year Experience student cohorts in SLO and NCC a study hall area with access to drop in and embedded tutors. As first year students are developing their study habits, it is essential for them to experience tutoring and services in the Centers as the norm and integrated in their learning at college.
- ❖ **STUDYTHON and Midterm Extended Hours:** The Student Success Centers identified the need to provide extra support for students during impacted exam times during the semester and during Finals. In the efforts to provide greater access to tutoring as well as increasing peer/group learning and community building, the Centers extended night and weekend hours during crucial exam periods. Students had access to faculty review sessions, drop-in tutoring, group support, food, snacks, and test materials. In partnership with the Library and Counseling, students also had access to extended Library hours and academic counseling in the Centers. Our goal is to bring services to students rather than having them have to go out of their way to find them.

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 2017-2018 academic year, the Student Success Centers utilized three data collection tools: SARS TRAK, Manual Data Collection (internal), and the Student Success Center New Math Lab Survey. 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.
- **Google Analytics for Website:** In Fall 2017, the Student Success Centers had an average of 15,918 page views each month, with a majority of views focused on reading comprehension. We are looking to analyze the analytics more in-depth as we continue to improve the website and include additional student tools and on-line support systems. A major area of growth is increasing marketing for students to use Net Tutor.
- **Student Success Center Experience Survey for New Math Lab:** Fall 2017 survey data collected for the new Math Lab location indicated positive outcomes. Paper copies were available for students at the front desk near the sign-in computer area and near the Student Success Center Specialist's desk. The survey contained five rating questions and two open-ended questions. Rate levels between one and five were given to each question; one being the lowest/strongly disagree and five being the highest/strongly agree. Seventy-four (74) surveys were collected in four (4) days. This survey will be updated every year to address current needs of the Centers.

Figure 2: Math Lab Survey Results

Questions #1-#5	The Math Lab learning environment is welcoming (clean and friendly).	The Math Lab has helped to increase my understanding of mathematics	The Math Lab has helped improve my confidence with mathematics	The staff I interacted with were friendly and helpful	I would recommend the Math Lab to my friends
Average	4.86	4.89	4.79	4.92	4.95

Responses to Math Lab Survey Question #6 What was your favorite thing about the Math Lab? Why?	
<ul style="list-style-type: none"> • plenty of good tutors and open many hours • the expertise of math tutors as well as their abundance • doing math • help with homework because it has improved my grades • lots of whiteboards, helps with long solutions and reworks • realizing that people were there to help you do better • availability of tutors • Studython • the tutors • having a place to study with other students from my class • we can meet with friends in class and get the help we need • friendliness, everyone is here to help • the tutors • open to all • the ability to ask tutors a question, and them helping me solve the problem • there are lots of tutors available so your questions are answered • that everyone is doing math • getting help to overcome the difficulties faced in math • the friendly staff (*) • the fact that it has given me a place to learn, get help and improve my grade! 	<ul style="list-style-type: none"> • all of the awesome tutors, they were very knowledgeable and honest if they don't understand a concept • environment • the availability of tutors • having a ton of students that are doing the same as you and tutors are there to answer and questions • being able to consult someone with recent exposure to the types of problems I was working • I like that is relatively stress free and that everyone is friendly and helpful. i have also made friends in here which is also nice. • being able to come in with math questions and get clarification • the tutors are freaking awesome, I do encourage my peers to utilize the center • the friendly environment (*) • white boards, could use more of the smaller ones • helpful and happy • communal learning • How the tutors have a strong understanding of what they help with. • the food and drinks, how friendly people were, very smart and welcoming. • my awesome tutor of choice • having help with difficult problems • Everyone is nice and helpful. not just the tutors but other students as well. • the tutors are very helpful!

<ul style="list-style-type: none">• the ability to group up with others to work with math problems and receive external help• studython• i usually come in confused and leave feeling much better• the tutors are extremely helpful and I would be failing my class without their help!• all the amazing tutors! the math lab has so many resources, a very positive and supportive environment (*)• passing calculus• having really nice tutors explain and patience• the tutors, they always have a great attitude!• the people were friendly• very helpful• being helped with math• tutor is always willing to help until I understand the material	<ul style="list-style-type: none">• always available and the staff is very knowledgeable. very friendly environment• helpful people, clean• helped me pass• The tutors are awesome the environment is great. (*)• great environment study and get work done tutors are great. (*)• the laid back feel of it. The free coffee!!• Being able to talk about Math with others helps to gain a greater understanding.• tutors are helpful• the whiteboards are huge <p>(*) Most repeated responses</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Responses to Math Lab Survey Question #7
What was your least favorite thing about the Math Lab? Why?

- needs more snack distribution and water to drink
- not enough math majors
- more rectangular tables (*)
- seating (*)
- weird lighting, no printing, sometimes weak wi-fi
- the wooden chairs very uncomfortable
- gets loud(*)
- lack of space, uncomfortable chairs (*)
- sometimes there was not enough tutors
- more upper division tutors and hours
- need more upper division math tutors
- needs more tables, runs out of space to sit quickly
- nothing, my favorite place to study
- not much variety in different math courses
- tables and seating, more of both are needed
- some teachers who teach classes not applicable try to help, but it doesn't
- ideally having private tutoring available
- not enough pencils and pencil sharpeners!
- nothing
- never considered anything negative about the math lab, it works/nothing comes to mind
- a few times when I've come here there were no places to sit
- the space and number of tutors. Even though there was a bigger space is still didn't seem enough and with the increase space the tutors stayed same amount.
- not open on weekends

- the lack of colors/variety for the markers
- when it gets packed during finals there is nowhere to sit.
- sometimes things are over explained
- when you aren't given a helpful answer
- the wood chairs and the lack of physics tutors and computers. all around a fantastic place and resource.
- waiting for my turn to be helped
- the artificial lighting and more important the chairs suck!
- not enough seating (*)
- not enough tutors for different kinds of math
- lack of food/coffee need it every day!
- Need more computers
- Not enough expo markers
- sometimes needs more tables (*)
- Sometimes it will take a very long time for the staff to help you. Like 30 mins.
- Closing at 9pm is too early
- Coffee or tea would be nice
- signing in
- A lot of times tutors do the problem for you instead of walking you through it while you attempt to do the work. It's a fun environment but some tutors should not just hang out with their friends. great place to study!
- sometimes I get nervous
- the tutors have a tendency to over explain.
- at times the tutors would stay with a group for a long time
- the dried out markers

(*) Most repeated responses

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

Data from Figures 2 and 3 (below) indicate the growing need for increased tutorial support at both SLO and NCC. The overall hours of drop-in tutorial support increased by **9640** hours in SLO with an increase of **2036** hours specifically in the Math lab. In NCC, overall hours of drop-in tutorial support increased by **866** hours. Although NCC usage data is not representative of the need for tutorial support due to the on-going challenges of getting qualified tutors, particularly in higher-level math. Although the NCC re-organized and gained two additional part-time Instructional Aides, it has been difficult to identify, hire, and retain staff in these positions. Tam Nguyen was hired in Fall 2017 and left before the end of the semester. Plans to propose combining two part-time positions to one .75% is targeted for Fall 2018.

Figure 2: Drop-In Hours (All Subjects)

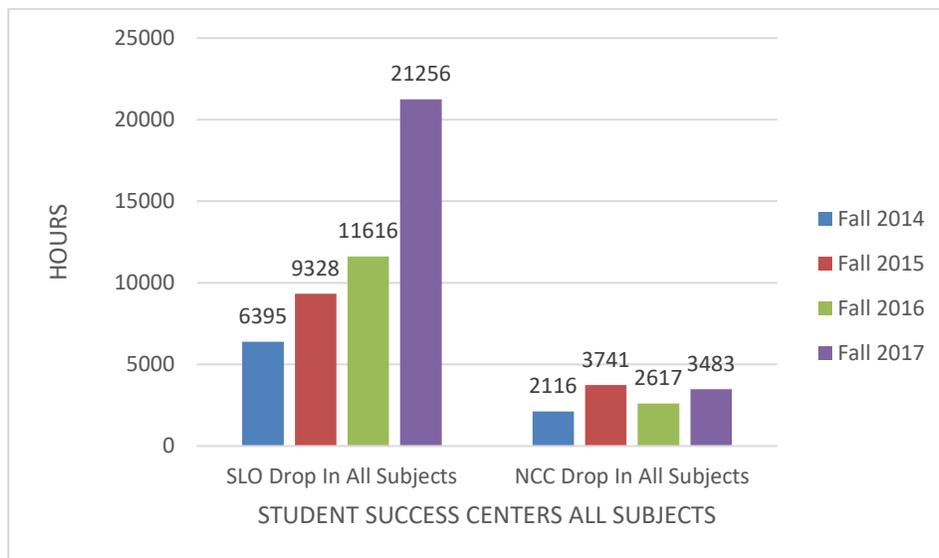
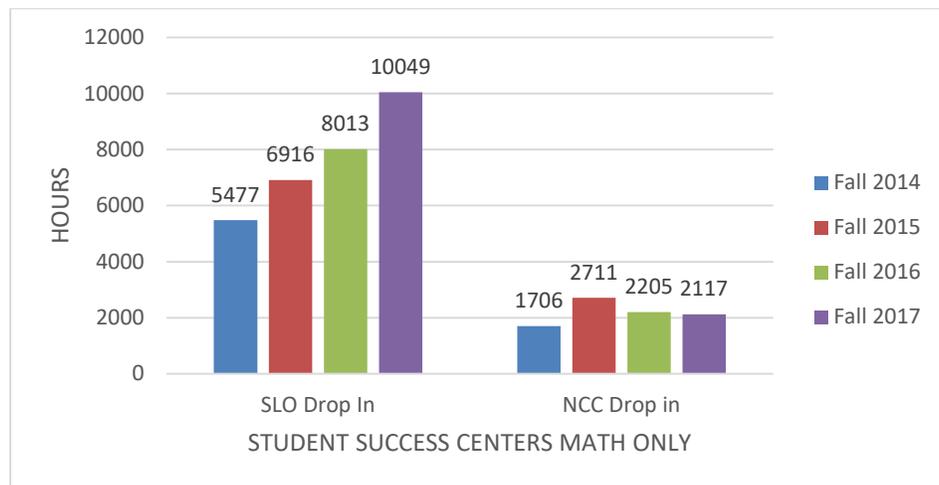


Figure 3: Drop- In Tutorial Hours (Math Only)



Over the last 2 ½ years, 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. This year focused on ensuring embedded tutors were matched with courses that were best structured to utilize an embedded tutoring. Many original courses during the first piloted year with embedded tutors identified drop in as a better fit for extra student support. Appropriate training for faculty and tutors will continue to be high priority next year.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
 - Greater oversight of NCC Student Success Center with the re-organization and hiring of new Instructional Support Specialist
 - Expanded Math Lab SLO resulting in more drop in tutors and collaborative group study space
 - Expanded services (STUDYTHON) and oversight in SLO and NCC with the hiring of new Associate Director
 - Expanded and improved tutor training, mentorship, and supervision
 - Expanded lobby area as a learn and linger space, creating the SLO Center as a hub for student support and group work
 - Writing Center new open lab space providing more visibility for students to know there is writing help
- Identify areas if any that may need improvement for program quality and growth.
 - Continue funding Instructional Aide positions in Math
 - Add Instructional Aide position in NCC Math Lab
 - Add drop in/ Early Alert Academic Coaching to SLO campus
 - Increased marketing of Writing Center services and space
 - 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 , training, and evaluation of embedded tutoring courses in relation to course completion and student success
 - Add mentoring programs to support tutors and students
- 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 and SLO math lab
- Hire more tutors specifically in math, sciences, and humanities
- Hire more clerical support for SLO and NCC
- Streamline hiring processes to address growth
- Expanded ESL tutor support in Writing Center

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 continue to be assessed yearly.

- 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 Surveys.
 - 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.

See 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:

- Regulatory changes:
 - a. Less restrictions in Student Equity funding expenditures in relation to drop in tutoring will provide more streamlined services with embedded tutoring in the Centers. Tracking becomes restricted and limited.
- Internal and external organizational changes
 - a. Implementation of Guided Pathways resulted in clear pathways for student success- staff will need to work closely with faculty to provide needed tutorial support
- Student and staff demographic changes
 - a. Student enrollment continue to decrease every semester impacting student usage;
 - b. Increased need for ESL support in the Writing Center given the changing demographics of our student body
 - c. Current political climate impacting enrollment of student from immigrant communities resulting in less usage of tutoring services;
- Community economic changes – workforce demands
 - a. N/A
- Role of technology for information, service delivery and data retrieval
 - a. Increase demand for better data in relation to tracking students and evaluating student success with expanded services and programs.
- Providing service to multiple off-campus sites
 - a. As both sites continue to grow, oversight and management demands continue to increase with the challenge of providing equitable services
- Anticipated staffing changes/retirements
 - a. Instructional Aide, Joe Miller plans to retire at the end of Spring 18;
 - b. Combine two part-time Instructional Aides for NCC to one .75% position

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:

Personnel:

All current categorical funded positions including the Director, Student Equity & Success Centers, Associate Director, Student Success Centers, Student Success Center Technician, and Academic Success Coaches need to be continued.

Due to a major increase in the number of program coming under the jurisdiction of the Student Success Centers, the following positions are needed and not currently being funded:

2 Instructional Aide II (NCC) Positions (.75% each) - To provide lead tutorial support in the Math Lab for all subjects. Given the challenges for finding tutors in NCC, it is essential we have professional staff to continue to the consistency of services offered.

1 Instructional Aide II (SLO) (.75% each)- To provide lead tutorial support in the Math Lab for all subjects. Due to planned retirement of our Basic Skills Instructional Aide, there will be a gap in services for our developmental Math students. Given the major increase of tutorial demand on our SLO site (1000+ hours increase from last year), it is necessary to address this growing need to provide more professional tutorial support.

Student Support Site Assistant (SLO/NCC) (.50% each)- Given the high traffic in the Student Success Centers due to increased growth and usage, having a front desk assistant to greet and support students has become needed. Many students are coming into the Center asking questions about other services as well as needing help to navigate our growing services. Although students now fill this role, it is better suited as a professional position.

Equipment/furniture (other than technology):

-Large TV monitors are needed to streamline communications for students and promote all campus activities and services in SLO and NCC.

-New rolling and hanging whiteboards for NCC to optimize the limited space and support increased group study sessions and collaborative work among students

- STEM Models- to assist students in Nursing, Biology, and Physiology in their course. Currently these models are only available in departments labs or offices at certain restricted hours.

-Headphones for students to negate noise levels in the Student Success Centers.

Technology:

-Staff computers to replace the ones identified with a technology life span of over 6 years

-Student Success Center NCC Math Lab Computers to replace the ones identified with a technology life span of over 6 years.

Color printer to address the expansion of the SLO SSC to provide staff printing on both floors.

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.

Division Chair/Director Name	Signature	Date
------------------------------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------