

# ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2020

**Program:** Student Success Center **Planning Year:** 2020-21 **Last Year CPPR Completed:** 2019-20

**Unit:** Academic Affairs **Cluster:** N/A

**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 2020, 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 have remained stable in terms of leadership and staffing with exception to our Instructional Aide positions. In San Luis Obispo, our long-time Instructional Aide focused on lower level Math, Joe Miller left in Spring 2018 and his position was not replaced until October 2019 with Taylor White, who's focus is now on Statistics(247), Math for Humanities(230) and Math for Elementary School Teachers (220). On our North County Campus, our Instructional Aide, Perry Roeder resigned in in September 2019 and a new Instructional Aide, Diane Colegate was hired in February 2020. The Instructional Aides are critical in providing consistent, and reliable math tutoring. They are building long term relationships with the math faculty, understanding the differences by instructor as well as providing vital support and mentoring to our student tutors. With the implementation of AB705, the needs for Instructional Aides are even greater as more and more students are seeking math support in college level courses.

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

The Statistics Lab in Rm 3301 officially opened in Fall 2019 with the support from the Math Department. New computers and chrome books replaced previous desktops, providing students more flexibility to work in small groups and teams. A designated Academic Success Coach, Alysha Nye, is now in the Statistics Lab, working closely with student tutors, faculty, and students to ensure targeted support is provided for each instructor teaching Statistics. The Academic Success Coach is also working closely with faculty teaching the support co-requisite course to provide additional support. Statistics faculty regularly meet with the Coach and provide access to course materials and Canvas access to communicate with their classes. All study materials are now linked to a Statistics Canvas page that all students can access.

Free Stats Crunch access codes are provided at the beginning of the semester, along with study sessions and student success workshops. Students are exposed to the Lab early and encouraged to integrate their study with coming in regularly. The initial data for Fall 2019 for Statistics has been remarkable with over 60% increase in actual number of students successfully completing Statistics compared to previous Fall semesters. Plans to improve our on-line support will be the next step in improving our services.

Math Drop In Tutoring is now being offered most Saturdays in SLO and selected Saturdays in NC in partnership with the Library being open. With the success of Studython, students have consistently expressed the need for Saturday services. Working with the Counseling Department and the Library, open hours have extended to Saturdays with tutoring and counseling offered in the Library. This was piloted in Fall 19 and now fully operationalized in Spring 2020 and current efforts focus on marketing and communication, so students are aware of the new extended hours and services.

In partnership with the NSF LSAMP Grant, the Student Success Center in SLO is exploring later evening hours. Currently the Math Lab is open until 8pm on Tuesdays and starting in week 8 of the Spring Semester, Mondays will be added. STEM students have expressed the need to have later evening hours past 6pm, especially for study groups and greater access to those who are unable to get help during regular hours. An Academic Success Coach, Jamie Bettencourt is connected to the ENGAGE NSF engineering cohort, providing wrap around services to ensure they continue to meet requirements for participation in the grant.

The Student Success Center has also expanded tutoring to our Veterans Center with the support of the Veterans Resource Center Grant. Under direction of our Associate Director, Siboney Guardado, tutors and mentors are embedded in the Veterans Center to support academic success. Providing office hours and drop in tutoring, Veterans can

access more support within the Veterans Center and our tutors are a bridge to introduce students to the wide range of services the Student Success Center and the campus has to offer. Special efforts are planned to work specifically with those on academic probation or dismissal.

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

**Figure 1- Program Collaboration**

<b>Student Success Centers Program</b>	<b>Relationships with Division/Department/Position</b>	<b>Internal (District) External (SLO Community)</b>
<b>Math Lab (Drop-In Tutorial Support)</b>	Math Division	Internal
<b>Drop-In Tutorial Support (all content areas)</b>	All Academic Clusters	Internal
<b>Writing Center</b>	English and ESL divisions	Internal
<b>Academic Success Coaches</b>	Student Services (CAFÉ, Counseling, Enrollment Specialists), DSPPS, Zoom/FYE and all academic divisions, ENGAGE/NSF grant, DHSI/ Teacher Pathways	Internal and External (Community Foster Youth Organizations)
<b>Embedded Tutors/ Supplemental Instruction</b>	All Academic Clusters, Veterans Center, Library, AT Lab	Internal
<b>ESL Evening</b>	Student Development and Success	Internal
<b>Socials/Mixers</b>	ESL Division/ Continuing Education	
<b>Student Prep Workshops</b>	Various Academic Divisions (Math, Art, College Success Studies)	Internal
<b>Student Success Workshops</b>	Counseling Department/ Enrollment Specialists	Internal
<b>Athletics Study Halls</b>	All Athletic teams	Internal
<b>Student Success Classroom Presentations</b>	Counseling Department/Enrollment Specialists/ Academic Success Coaches	Internal
<b>College Success Studies (CSS 168/CSS 768)</b>	Tutors/All Academic Clusters/Distance Education	Internal
<b>College Success (CSS 225)</b>	Student Development/Tutors	Internal
<b>Food Pantry/Snacks</b>	Cougar Pantry	Internal

<b>STUDYTHON/ Saturdays in the Library</b>	Tutors/Faculty/Students/Libraries	Internal
<b>Faculty Office Hours</b>	Various academic divisions	Internal
<b>Online Tutoring</b>	English Department	Internal
<b>Tutoring for Veterans</b>	Veteran's Resource Center	Internal

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

As the Student Success Centers increases in usage, staff have observed students staying past operating hours on the SLO campus. Approx. 20-30 students are staying regularly in the Math Lab as well as the downstairs open area for all other subjects until custodial services closes the building. As a result, many students are not logging out and hours are not recorded accurately. Staff is now making a proactive effort to ask students to log out at closing even if they plan to stay later in order to log complete hours.

Research is also being done to see how we can improve our technology to assist students to sign in and out. We estimate at least 10-15% under-reporting in usage due to students not logging in and out.

**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 special populations outlined in the Student Equity Plan. Our embedded tutoring program is entering its fifth year with 48 tutors in Spring 2020. Instead of increasing the number of embedded tutors, the continual 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 English and math courses in an effort to promote all the support services offered at Cuesta. Academic Success Coaches are also embedded in the Statistic Lab, and support co-requisites in math/English, and targeting under-represented populations such as the Veterans Center 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 utilizing Canvas to communicate with students in Statistics. Current efforts is focused expanding support to our distance education students.

Training tutors remains a top priority with the improved hybrid CSS 168 Tutor Course, monthly meetings/trainings, and the yearly Tutor Retreat. Plans to continue the Tutor mentoring positions remains pending approval.

- 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 current SLOCCCD Strategic Plan 2020-2023. 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 2A:** Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credential, certificates, or specific job-oriented skill sets

**Institutional Objective 3A:** Increase the annual number of students transferring to a CSU or UC

Student Success Centers Services:

- ❖ **Drop-in Tutorial Support:** Drop-in tutorial support remains consistent and continues to improve with the expanded Math Lab upstairs next to the Library and new Statistics Lab, offering more availability and access to all levels of math tutoring. Expanded ESL offerings and science/engineering has also increased.
- ❖ **Student Success Workshops:** Student Success Workshops have expanded for both the San Luis Obispo and North County campuses. Sessions include topics such as time management, with Technology and Active Reading.
- ❖ **Writing Center:** In Fall 2017, the Writing Center was moved to a larger, more centralized and visible location (Rm 3304) with new computers, providing more space for students to receive writing support. Now in our fourth 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 2019 included Writing Center Orientation, MLA & APA Documentation, Thesis Statements, Working with ESL and ELL, and addressing Sentence –Level Errors. In addition, a Writing Center Coordinator is on site to act as resources for evaluation of assignment criteria and support student tutors as they help their peers. Expanded writing help is now being offered to support advanced ESL students who are transitioning from noncredit ESL courses to English credit courses.

- ❖ **Embedded Tutoring:** Over the last four 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 48 tutors in Spring 2020 in 16 different subjects covering Humanities, Social Sciences, Mathematics, and Sciences. Priority is given to Math, English, Sciences, ESL, and gateway courses that have high enrollment of under-represented student populations.
  
- ❖ **Academic Success Coaching:** Cuesta College currently has three Academic Success Coaches, all with targeted programming including the Teacher Pathways Program, AB705 math/English support co-requisite and the Statistics Lab. 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 their program areas in SLO and NCC.

- ❖ **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.
- ❖ **STUDYTHON and Saturday 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 weekend Library hours and academic counseling. Our goal is to bring services to students rather than having them have to go out of their way to find them. Currently, the Student Success Centers offer Saturday math/science tutoring in collaboration with the Library Saturday hours.

### 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.

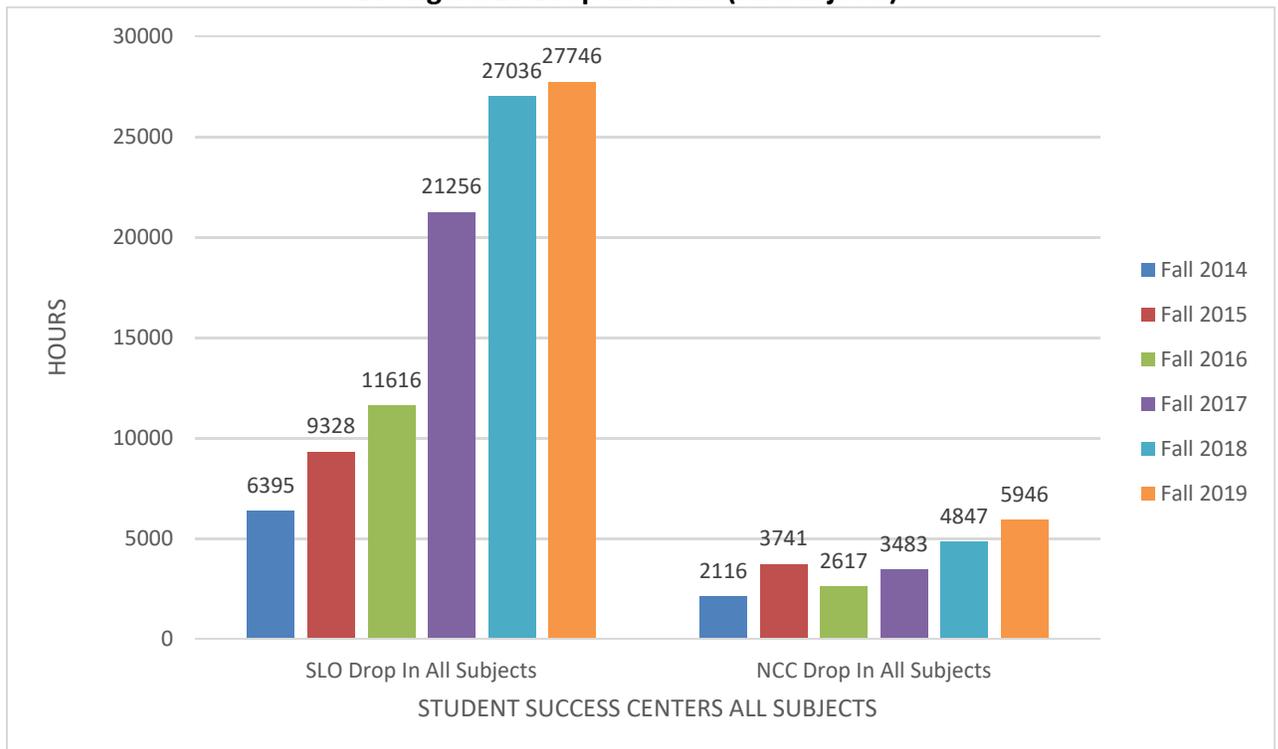
During the 2019-20 academic year, the Student Success Centers utilized three data collection tools: SARS TRAK, Manual Data Collection (internal), and the Student Success Center Fall 2019 Survey.

- **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 2019, the Student Success Centers had an average of xxx compared to 25,397 in 2018, 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:** Fall 2019 survey data collected by Institutional Research 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 as well as a QR code to complete the survey online. The survey was launched towards week 16 during the Fall 19 semester and is currently still open for students to participate. We received 293 responses in Fall 19 and hope to have 500 responses for our target for the year.

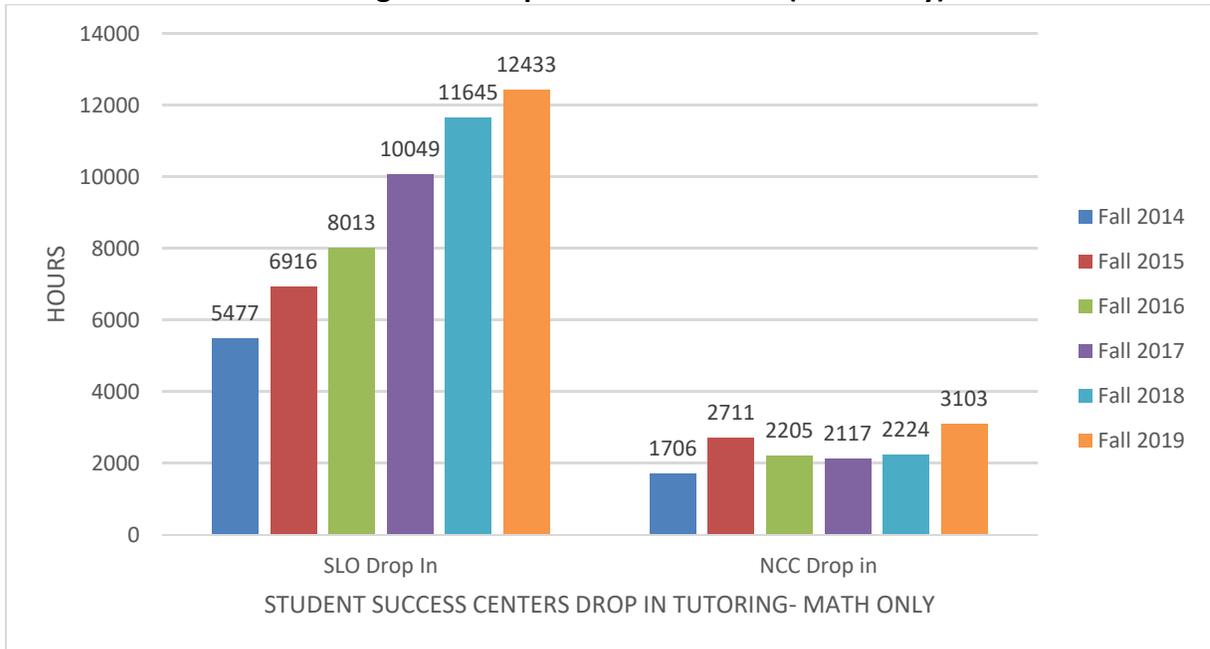
- Include updates to program data results from the previous year, if any.

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 continue to steadily increase in both SLO and NCC. North County Campus continues to grow even with gaps in Math support with the resignation of one Instructional Aide at the beginning of Fall semester. Since 2014, we have seen a 400% growth from 6,395 hours to 27,746 hours of usage in 2020. Our usage remains steady even with it being impacted by the decrease in face to face offerings and increase in distance education. We are currently focused on how to address the increase demand of tutoring for our online courses specifically in Statistics and English 201A. We are also exploring more reliable methods of tracking as SARS Track continues to be challenging and checking in and out remains cumbersome for students.

**B. Figure 2: Drop-In Hours (All Subjects)**



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



These logged hours in SARS generate FTES and has provided an increase in revenue (approx. \$504,000) for the college (figure 3). This does not account for the additional embedded tutoring support students receive in the classroom, study review sessions offered outside of class, and the StudyThon program that generates additional hours each semester. These services are funded through Student Equity funds and due to funding restrictions, hours are not collected in SARS. The increase in tutoring usage is a testimony to all the hard work the staff and faculty have done to provide high quality tutors and a welcoming space for students to study, build community, and feel a sense of belonging.

**Figure 3: Student Success Centers FTES**

Student Success Center FTES				
	2015-16	2016-17	2017-18	2018-19
Fall	24.88	27.24	58.54	72.04
Spring	17.6	21.42	51.62	72.15
Total	42.48	48.66	110.16	144.19

**Statistics Lab:**

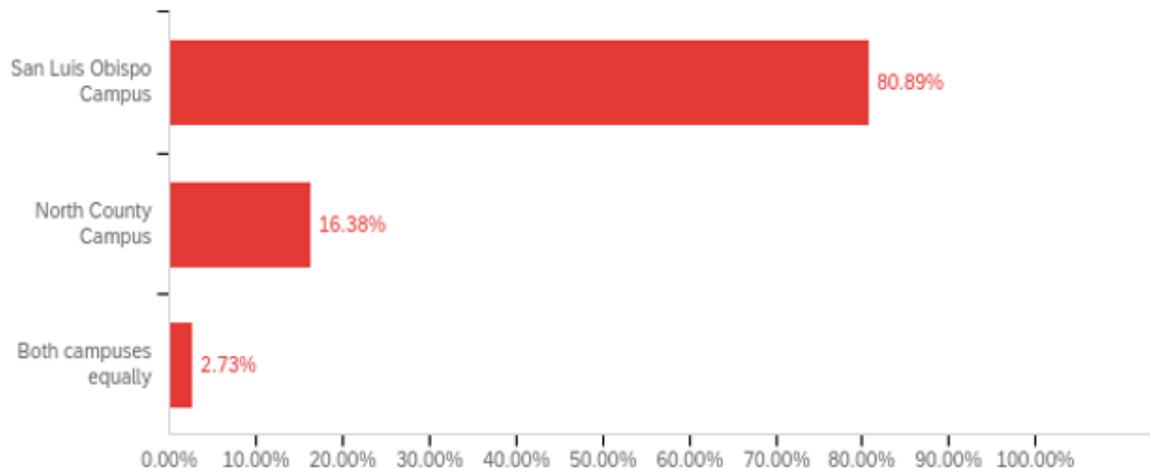
With the new addition of the Statistics Lab and the extending evening and weekend hours, we will be focused over the next year on assessing impact and usage. At this time, these improvements are fairly new and need time to for implementation. In Fall 2019, we had 269 unduplicated students attend the Stats Lab out of 882 enrolled students. This number will increase as the Stats Lab continue to grow and more and more students learn about it. Success rates continue to be positive and the support provided by the Statistics Lab is a contributing factor.

<b>MATH247</b>	Fall 2017	Fall 2018	Fall 2019
Enrolled	517	566	882
Successful Completions	350	363	584
Success Rate	67.7%	64.1%	66.2%

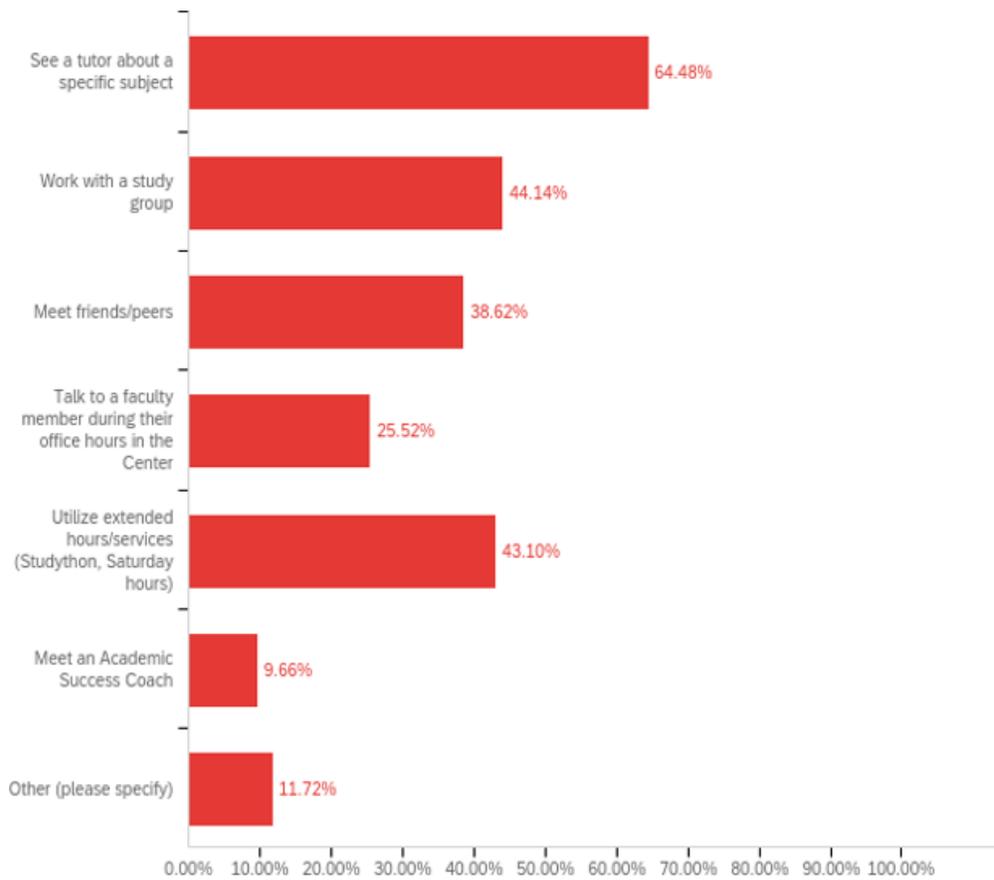
**Student Success Center Experience Survey Fall 2019:**

Below are results of our recent Fall 2019 Student Success Experience Survey conducted through Institutional Research with 293 respondents:

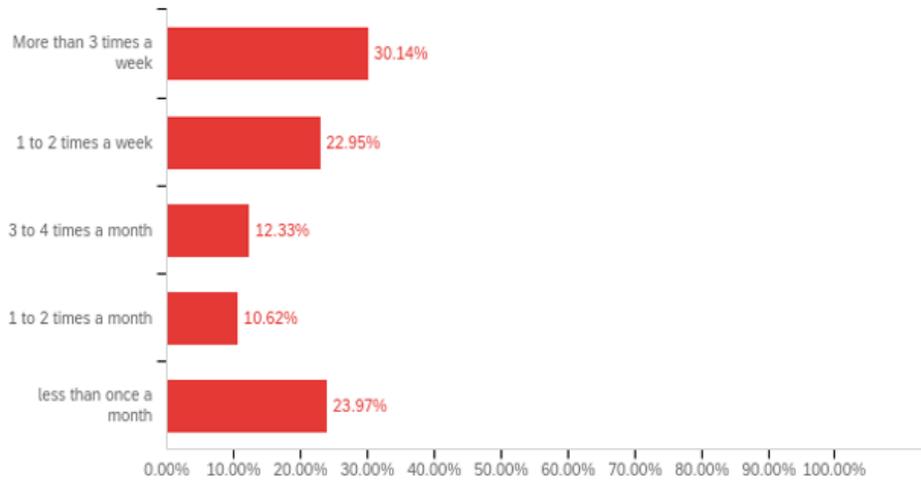
**Q1. Which Student Success Center do you most often attend?**



**Q2. What activities do you come to the Student Success Center for? Mark all that Apply:**

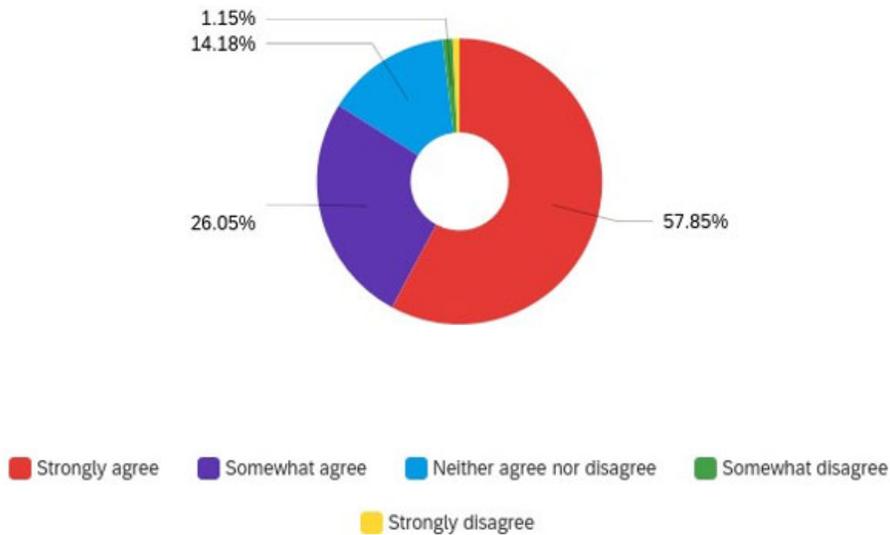


**Q3. This semester, about how often have you used the Student Success Center for tutoring?**

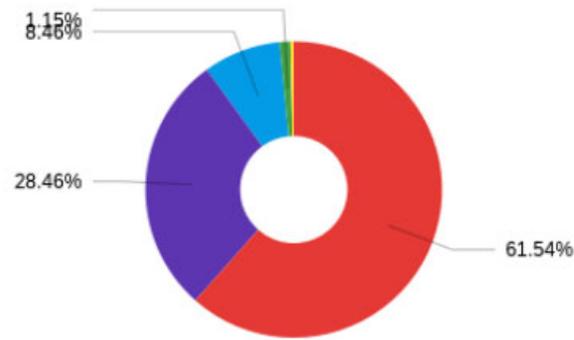


**Q5. My time in the Student Success Center has helped me to feel:**

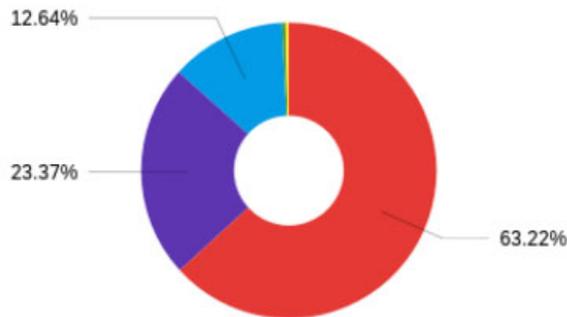
More Directed as a student



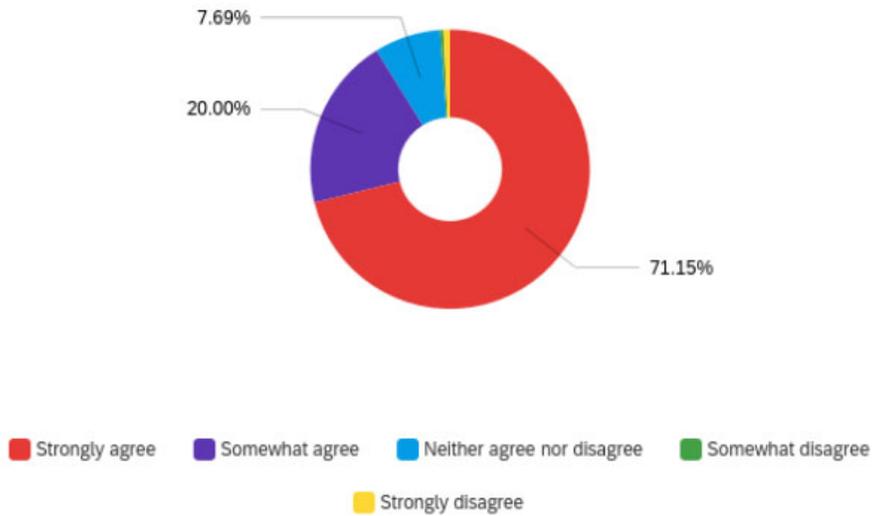
More Focused in my studies



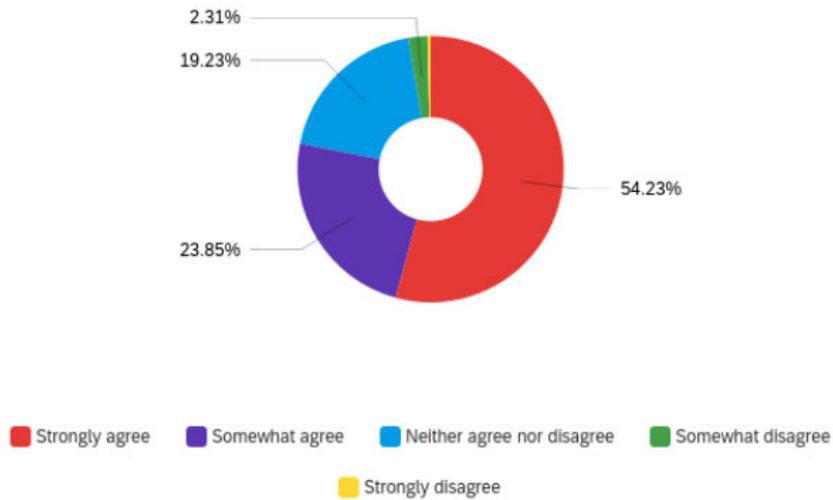
Valued as a student



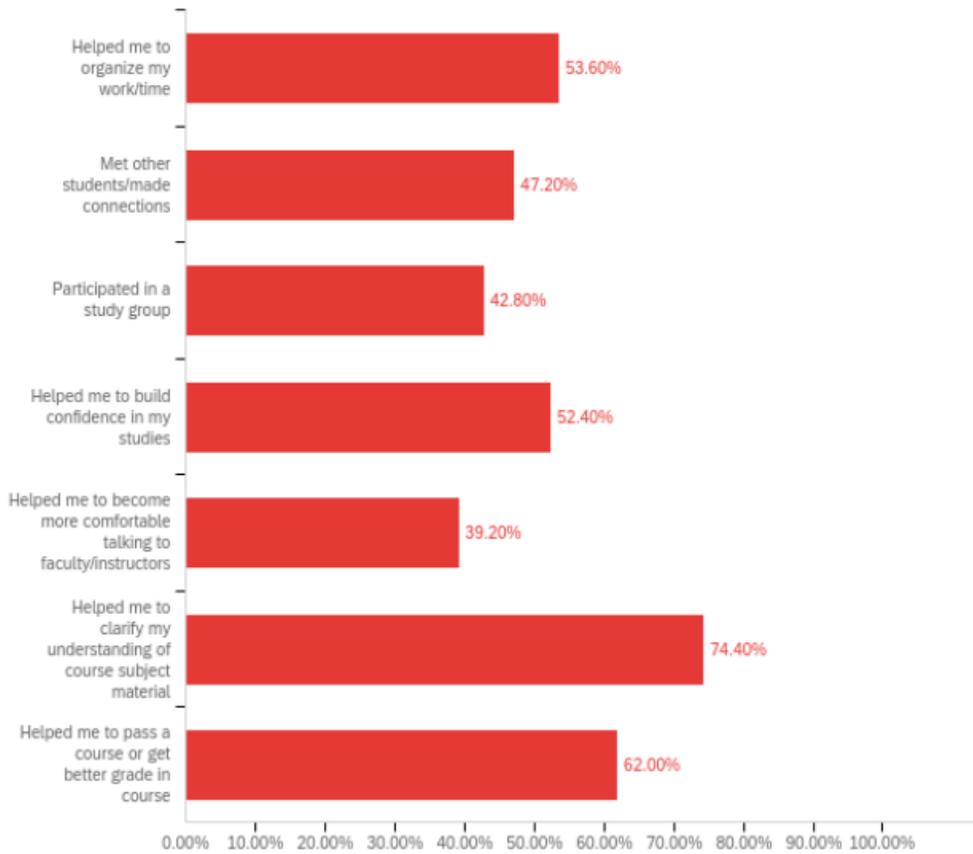
### More Engaged in college



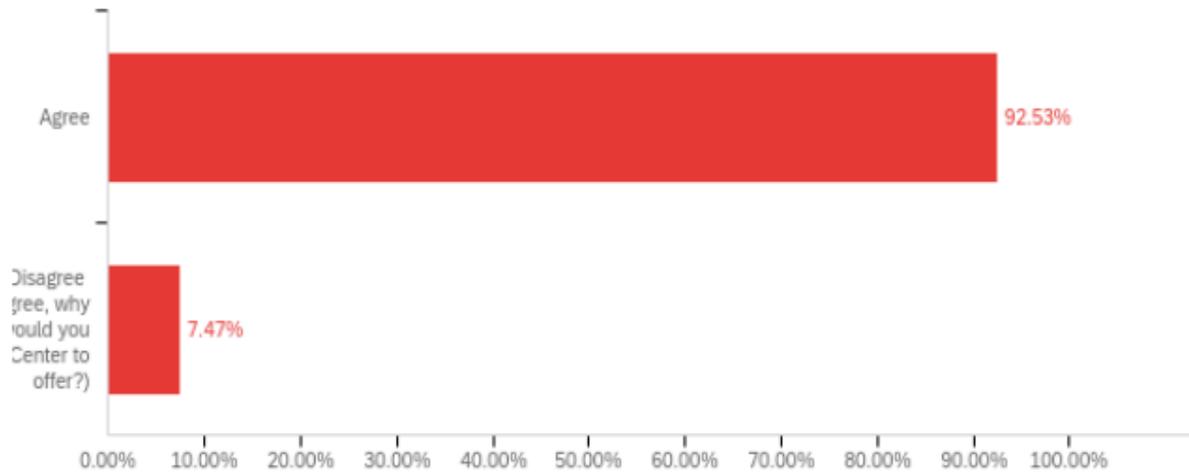
### More Connected to other students and/or campus community



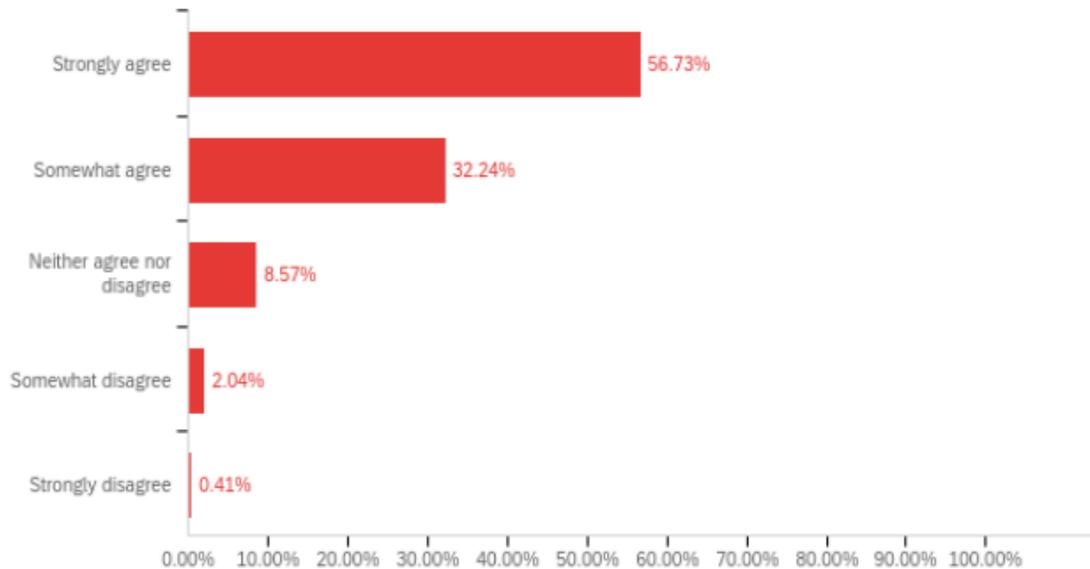
**Q6. How has the Student Success Center improved your student success? Mark all that Apply:**



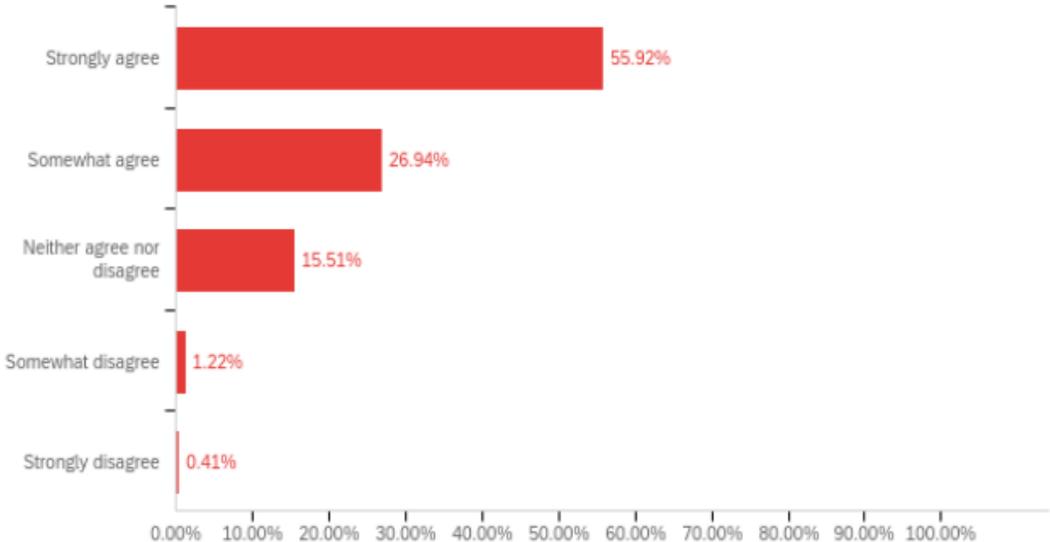
**Q7. Tutoring for the subject I most needed help in this semester was offered by the Tutoring Center.**



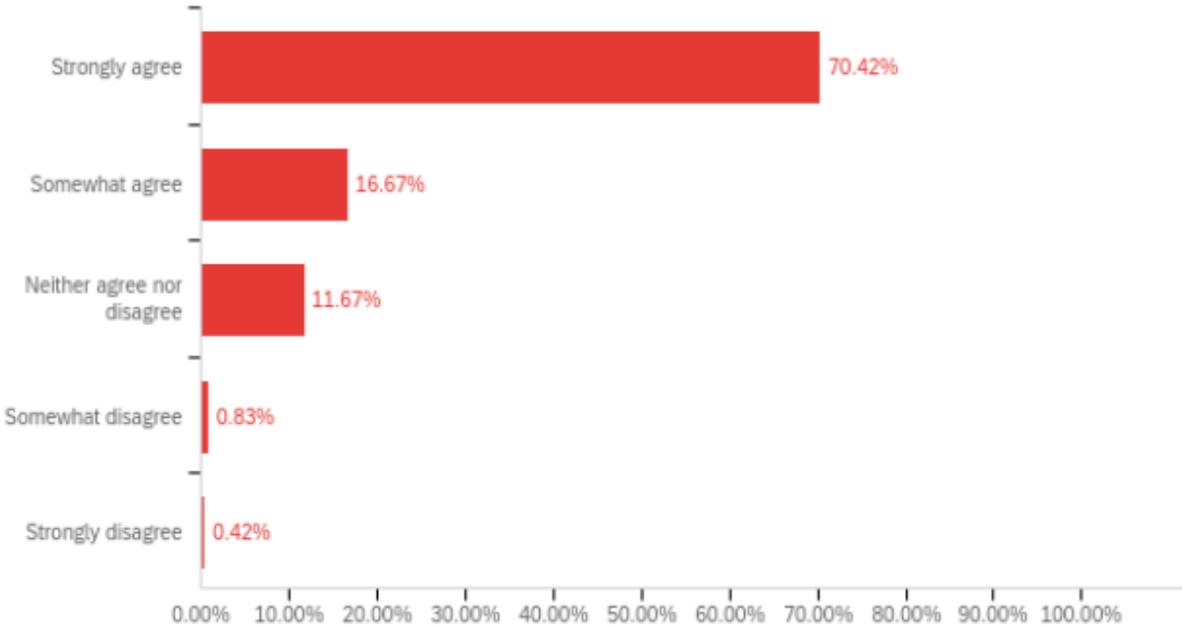
**Q8. When I finish a tutoring session, I feel like I understand the subject material better than I did before the tutoring session.**



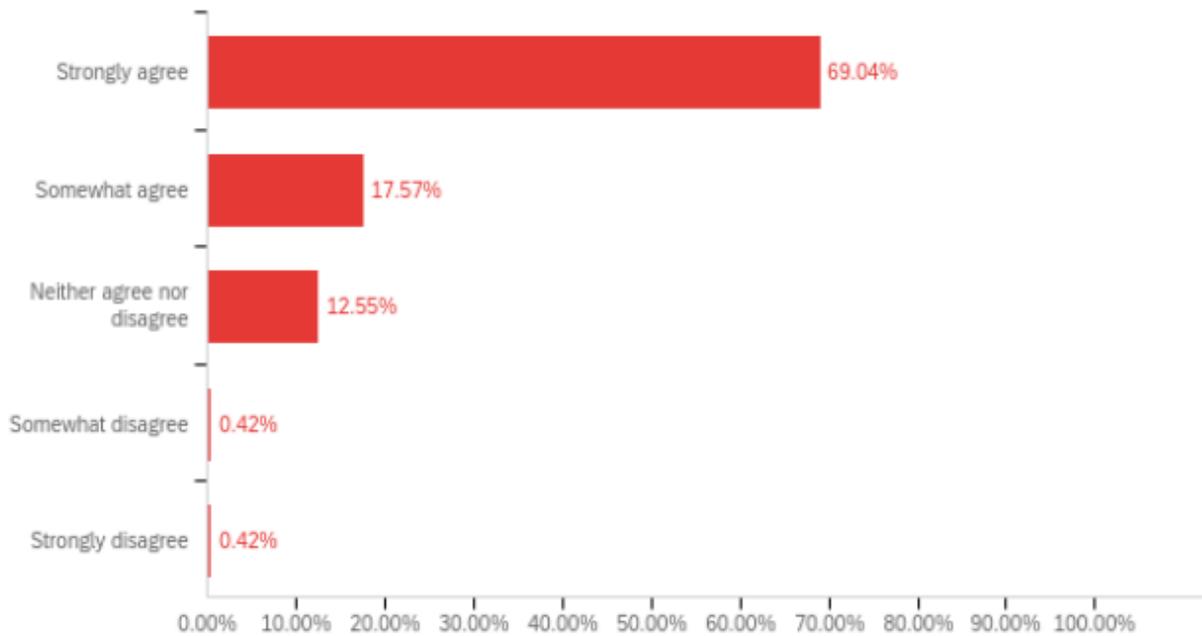
**Q9. Attending tutoring sessions this semester helped improve my course grade(s) in the subject(s) I got tutoring in.**



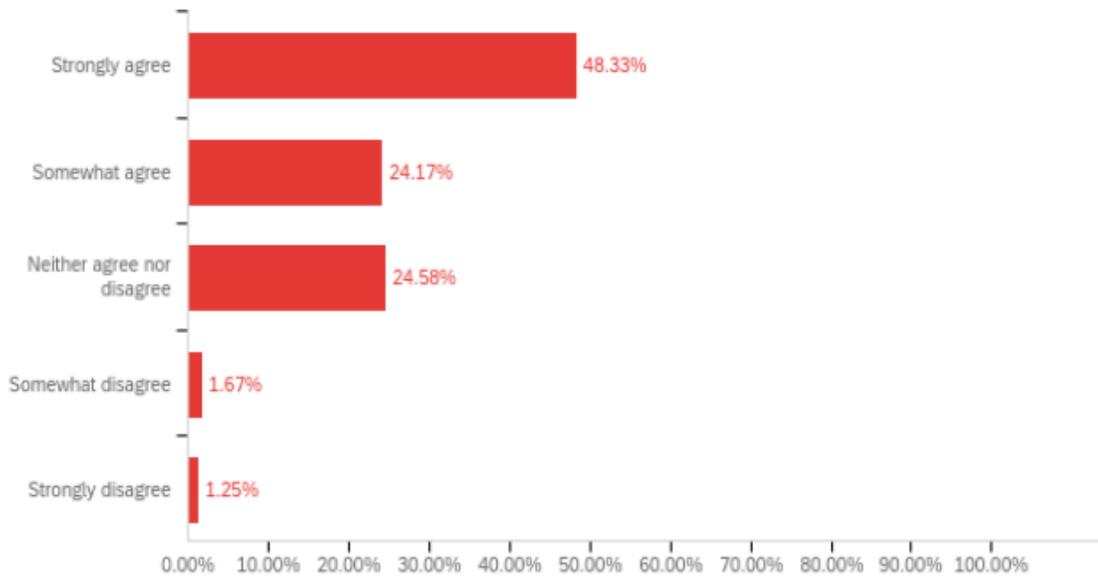
**Q10. My tutor(s) was/were knowledgeable of the subject material.**



**Q11. My tutor(s) improved my overall understanding of the subject material.**



**Q12. My tutor(s) helped me with improving my study skills (e.g. test taking, time management, study habits).**



**Q13: What has been the most valuable experience you had in the Student Success Center this semester:**

Spending time working with my instructor in Chemistry one-on-one. It was extremely helpful in gaining a better understanding of the material and it was reassuring to know that he was there, reliably, if I didn't quite get it in class. I never felt like I was lost in doing homework or unable to complete an assignment because I had him to go to 3 times a week.

I know that the tutors are available, knowledgeable, and free, but I have never set foot in the center. I work 72 hours a week and take all my classes online.

math lab

the life coaches, especially janet who helped me out with my major

spending time with friends

When a tutor helped me understand a reading I was having trouble understanding for my english class.

Deeper understanding

Working with my group and having the aid of the tutor available in order to finish the assignment before it's due

Seeing the college community come together to help one another.

Learning more about chemistry and getting help with the assignments I needed it in.

I haven't been into the Student Success Center this semester, but in previous semesters I found it very valuable to have an embedded tutor in my classroom.

having a silent place to study away from home

Being diligent every week and going to office hours that my teacher held at the student center

The tutors in the stats lab are really helpful and all understand the material so well. I feel like I get the information a lot better after they explain it to me. They are always so calm, patient, and so nice!

I learned to prioritize my time when it came to doing homework efficiently

Studying.

Utilizing the study rooms.

Taking full advantage of the extra help provided for each and every course within the campus.

Seth and Fred are awwwwwesome!

I had a special academic counselor they really help me with my personal stuff that I was struggling with at the DSPS office

This has been my first math class since 2008. I don't think I would have made it through without the Stats lab! I really hated the book, and the tutors were essential in helping to clear up my understanding.

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Alex (physics tutor) has been extremely helpful and instrumental to my semester. He exhibits a friendly attitude and has understanding of the material at hand. He shows interest in the students and seems to genuinely care about their success.

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The tutor Terry, who left around October, was the best tutor I've ever had.

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Everything

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Being able to have an amazing tutor and study group.

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Using the extended hours on Saturdays to study more  
Just going to a place that was available for school work. That I didn't need to be quiet but I still had to focus on work.

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Getting helped on homework or subject I didn't understand from lectures

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Building friendships with study groups

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The Saturdays they stayed open Would like more weekend hours or days

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It helps me have a nice quiet area to go and study and just relax and feel more comfortable learning my material.

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There is no way I would have had the knowledge or resources or confidence on my own to complete the course I took without the tutors

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The math lab

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Getting tutoring help in English for my essay papers.

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The helpful tutors and staff helped me to improve my grade in the difficult subject of Calculus. Without the center and their tutors I probably would not be successful in this course so far.

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Help from the tutors

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Learning.

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The most valuable experience has been time. Studythons and Saturdays are the best

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Helping me understand the subjects material better and feel connected with the school as a student. I also like the food and snacks they offered

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Martha being knowledgeable.

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I came to writing center the week before finals and received a lot of help, especially from Matt who was extremely patient, knowledgeable, and helpful. I came multiple times during the extended studython hours which I thought was super helpful and I appreciate a lot because I'm not always able to come get help during the normal hours.

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When I got a tutor as good at explaining math as they are doing math alone I learned more in a few mins than I have elsewhere. Very encouraging!

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The support of the people who work there and having a place to get free help, which is crazy private tutoring is so expensive. The SSC is such a gift.

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The tutors are PATIENT. They reassure you to believe in yourself and not quit. They actually are willing to help you work through your studying. When they come to tutor that is what they do. Their time is spent either one on one or helping in groups.

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Studying with friends

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Learning different techniques to solve the same problem

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Doing Homework

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Tutoring assistances

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Talking to Robert about chemistry.

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Understanding the subject.

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Dr. Novitsky holds his office hours in the Student Success Center. It makes him very reachable. The stress of meeting with professors (one on one) in their offices can sometimes intimidate me to where I just won't go to office hours at all. So seeing him in the Student Success Center helped exponentially!

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I got an A on a test because of my tutor.

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Being in a space where I'm surrounded by people studying keeps me excited to learn. Being around people in general is much better than studying at home.

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Extra hours since my schedule is all over the place.

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I became more confident importing and exporting files in Lightroom.

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Studython

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Getting feedback on papers.

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Meeting tutors I am comfortable with that can help me understanding math, I typically don't "speak math" but some of these tutors were able to really slow math down in a way I can understand.

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Getting through Calculus one, and getting the help to do the homework, the professor's lectures don't cover many of the ideas needed, and the tutors help to make the homework and lecture blend and answer the unknowns as to how we approach some problems that professors don't cover how to perform necessary work.

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getting help

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A tutor named Liam gave me helpful suggestions on the archaeology paper I was working on (which hasn't been graded yet).

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Having the solid space, and available time to work on major projects

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Alex helped immensely with my physics coursework this semester as well as last semester. When feeling overwhelmed and overworked, Alex helped placed the concepts and courses into perspective.

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I would say that my most valuable experience in the Student Success Center was actually last semester, studying with Alex, my physics tutor. He was unbelievably competent, approachable, and effective in his role as my tutor. I recommended him to everyone in my class. He was essential to my grade in that class.

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Free tutoring with math, having someone to explain the stuff I didn't understand

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They were great thank you

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Working with other peers in the student success center has helped me make study partners!

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I was able to complete all my math homework even if I didn't understand something. They helped me understand.

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Tutoring

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Meeting my teacher in his office hours here and having a place to study and meet other classmates outside of class.

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The Math lab has helped me immensely. I am getting an A in math because of the tutors here. Without this math lab I would not have passed my algebra class.

---

Working with Liam in the Writing center

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I'm not sure that this is the absolutely most valuable experience, but I pushed myself, and went to the writing center for the first time. The girl at the desk in the front of the downstairs success center was super helpful and friendly. I recognized her from the math lab upstairs which I have used very regularly when enrolled in math classes.

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I visited the writing center a total of three times the first two were a bit vague. However, the third time I went was a lot more eye opening.

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Making a break through each time I go and getting the answers I need to understand .

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Unity

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Being able to understand chemistry in college

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Help and kindness from staff

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Study groups and working with other students

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The tutors, especially Nabil helped me improve my grade substantially. I thought I might have to drop the course until I found out about the student success center and gave it a try. Everyone has been really helpful and understanding and I'm glad we have such an excellent resource on campus and available to all at no cost.

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Helped me stay ahead of my math homework.

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just being able to do my homework and if i need help i can ask anyone it was probably have those people there in case you can do something on your own your not stuck at a wall

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Scoring high on my term paper with the help of Alyse.(sorry if its misspelled)

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Getting to meet with tutors who can help me on problems I need help with

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## Q14: Are there any improvements or suggestions you have for the Student Success Center?

I know it would be difficult but if the Student Success Center could coordinate with professors and supply tutors with cheat sheets on their teaching style methods and or material it would help tutors tremendously and save tutors and students time.

Yes, don't have tutors that have been so long away from the subject that they are tutoring in that they need as much help as the student seeking the tutoring. They also need to understand that we are all under time constraints.

Everything is good already, but maybe add more tutors in the morning.

More help for nursing students

get a tutor for public speaking! And have coffee available more often and after 3pm

free coffee

no, every tutor is amazing. I have yet to have a bad experience

all this time I do not have any suggested improvements

I know its a problem not possible due to staffing but a small or big area that would be open 24 hours to study would be great

Include more food for study sessions/quarterly "studython" events I LOVED IT I think this will bring students closer as a community

more whiteboards for the math lab physics/bio/engineering all other study sections

more training for tutors

The physics lab is significantly understaffed compared to the math lab. I have gone on multiple occasions and there were no physics tutors there. The ones in the math lab cannot always help,

More tables and whiteboards and a lounge/ discussion area

n/a all good here

tutoring for accounting is a need

no, I think it is really well done and very helpful

Just in educating more tutors to understand statistics without the use of technology. (my instructor is old school did everything by hand)

it would be helpful to have longer hours for tutors. It would be nice to have tutors on the weekends as well

some tutors need refresher courses in some subjects/ physics needs to be in the math lab or adjacent

offer more business classes for tutoring

If possible to be open later

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more group studying

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more student involvement

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Nothing--everyone was really helpful!

---

stay open on weekends

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Success Center could possibly have a one to one math tutoring session with tutor and student if the student really needs.

---

I would like to see them bring back the History and Social Sciences tutors. Even when I am not taking those courses it would be useful in writing papers and speeches for other classes that someone with that knowledge base be available for questions. History especially plays a part in almost all of the other subjects.

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more couches

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I love the staff. They are all really friendly. I guess more couches.

---

more wheel chairs

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Improvement of writing

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Not that I can think of.

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More chemistry tutors then just Robert.

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More embedded tutors for classes.

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Headphone jacks on the computers would be great, a lot of students like listening to white noise

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Someone to remind students that this isn't social time, this is study time. Some students were very distracting because they were loud and obnoxious.

---

There should be a couple more writing lab tutors because I've gone in there for help a couple times, and there's around 1 or few tutors sometimes. They are super helpful when there are tutors but I don't see too many in there at least when I've gone in.

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Offer snacks :)

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Yes please let the front desk know that she is distracting when she comes into the Physics center and talks all day with Alex very loudly. Many girls come into the physics center and talk to Alex and distract the whole room with their problems.

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I would recommend that we have at least more tutors this time around.

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Needed Econ tutoring...

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No I just have to apply it for next semester

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A box of earplugs for when it gets noisy. Sometimes focusing is a challenge, and it can get a bit loud.

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It seems there may be a fair amount of student staff that "float" about socializing loudly. The staff seem to exhibit a relaxed attitude towards such socializing, which can affect the study environment.

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Get better tutors, more student/peer interaction

There were a couple of times when I would go into the student center 2 hours before the supposed closing time, and there wouldn't be any tutors in there for the following hours. Which makes it difficult with schedules, it would be really helpful for those who would like to utilize those last two hours! Also, it would be nice for tutors to maybe welcome students or address with a name tag or something because the tutors I know have their own work, but working constantly with their head down made it hard to figure out... just some suggestion! Thank you for your time and effort for us students!

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More tutors for chemistry

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More tutors! Pay them all the dollars!

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Have healthy snack and drinks available for longer time periods.

---

Study Thon should be extended on Saturday during finals week to 10pm to allow students like me, who have jobs and families, more time to come study after work. Late hours are necessary for a student such as myself.

---

The front desk employees are often loud and disruptive

---

Great department

---

keep up the awesome work

---

It will be nice if we can get some paper copy and print at SLO campus

---

More stats tutors.

No I think everything is being run amazing. I really appreciate the help that's available to students, and providing us with snacks and meals really shows that you all care about our success which feels really nice. I wish more people were utilizing these resources because I think a lot of students can benefit as much as I am.

\*need something like a "Take a number" system so help isn't taken out of turn from you by the most aggressive students. They don't care if you've been in line for 30 mins. They just want help NOW. \*Maybe suggest groups of students no longer working on homework who've moved on to eating and talking and socializing continue in the library collaboration area or somewhere else so its quiet enough to think in the student Success center.

Pair with professors and offer quizzes before tests or exams that students can voluntarily take before exams to see what they are lacking to better prep and study for the actual in class exam. (Maybe professors will give out extra credit) the quizzes can be taken inside the math tutoring labs.

---

Give these people a raise they work hard and I'm glad to have them as a resource

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Open Later

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Keep the noise level down.

It's extremely loud and used as a hang out...which is a major deterrent for those of us who cannot focus when it is loud. I made it a point to go to Dr. Novitsky's office hours in the Student Success Center, but that's the only studying I could do in there. Once he would leave, I would go study in the library.

---

Free food so I don't have to leave campus and disrupt my studies.

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It would be nice if some of the tutors were trained better. Some of them don't know how to teach very well and often don't know the way to solve a problem, it ends up wasting studying time in the long run, so I'm very careful who I ask help from.

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Extended hours for ESL.

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More hours for studython

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I think that it might be helpful for tutors to have a little background knowledge in dealing with DSPS students.

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One of your workers is always very friendly, however, she is SO loud and distracting.

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Better Friday lab hours and adverting tutors I could also pay to help me out at home.

---

Keep up the good work while improving from the tutors and students as you go through the growing pains of each semester, Don't believe that all semesters are cookie cutter models, and tutors have to evolve with the environment and students.

---

I think that the student assisting the checking in/out could be a little better at greeting students and explaining where they should go. I don't have any social anxiety, and still felt a little nervous and unsure of where to go or how to meet with a tutor when I first walked into the Student Success Center. If the student worker greeted students walking into the center with a big smile, and asked how they were doing and how they could get them connected with the tutors, I think that would be helpful for students with mild apprehension about approaching strangers and asking for help.

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Tutors with more knowledge and also more willing to approach the student rather than the other way around.

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They were great thank you

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Possibly more organized tutoring in the physics center. Having Tutors preparing themselves on what the students are being lectured on to ensure max time efficiency! (Tutors take a long time)

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More Tutoring hours

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More hours

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more snacks and coffee to fuel students who are studying hard and have a low budget/ don't pack themselves food.

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Nope! It is just right!!

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More interaction tutor to student, I provided writing work and I asked for help in improving areas in my essay, but they basically heard my questions gave me my work by and said ok now do it. Leaving me in square one, I was not guided in the right direction. Meaning if I take my work and ask for help in figuring out how to properly format my essay don't give it back to me and expect me to figure it out on my own. Direct me on how to start, for example: paragraph one needs to be indented, never end a body paragraph with a quote, never leave an orphaned sentence etc.

---

Yeah I'm not sure of his name but the tutor with gray hair semi older gentlemen. Please just let him know that making comments about lack of skill in my subject that I'm getting help in is not encouraging I'm obviously there for help not to be discouraged and put off and that is exactly what he did.

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More coffee oatmeal

A water bottle refill station would be great so students don't have to walk all the way to the cafeteria to refill their reusable water bottles.

Have better control over the disruption from students not studying in the center

Needed some to be more visual and our there,. A lot of services I did not know about. Need more flyers promotion

The microbiology tutor was never available.

Some of the tutors had a hard time helping me at times and sometimes they seemed uninterested in helping out, but most of them were great.

Sometimes there are not enough tutors.

its doing pretty well so far I'm sure there is something but nothing at this time

the whole I-can't-help-you-solve-the-problem-but-let-me-show-you-an-example thing. I know how to do the problem but I don't know how to solve that problem. It's frustrating and doesn't help me at all.

More coffee

I think the stats lab needs a lot of attentions. There is a women in there, she was absolutely horrible. She was mean and kept leaving when I and other students needed her the most. She would always avoid the questions I had and this happened on multiple occasions. I did not feel helped at all. I was then suggested to go upstairs and get help in the math lab which was so much better.

#### B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
  - Greater quality of tutoring services through increased training and faculty collaboration
  - Expanded ESL usage due to expanded outreach efforts to evening students
  - Expanded services (STUDYTHON) and weekend drop in hours
  - Expanded collaboration with math faculty with the implementation of Stats Lab
  - Expanded lobby area as a learn and linger space, creating the SLO Center as a hub for student support, group work, and area to access student services support

#### C. Identify areas if any that may need improvement for program quality and growth.

- Increased marketing of Writing Center services and space
- Continue funding Instructional Aides positions in Math
- Create more extensive distance education tutoring services for online

courses

- Streamline and increase accuracy of student success report tracking students use of tutorial, writing center, and math labs
  - Increase tracking, training, and evaluation of embedded tutoring working with faculty
  - Increase support to future grants and new programs
  - Accurate SARS Reporting, especially getting students to sign out. Research is now being done for a swipe or scanning option for students.
  - Increase faculty collaboration including involvement in StudyThon and office hours within the Centers
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheets](#).
    - Hire Student Support Site Specialist for SLO to assist with line of sight and front desk coverage
    - Hire more tutors specifically in math, sciences, and humanities
    - Provide peer mentorship and training with seasoned tutors
    - Streamline hiring processes to address growth
    - Expand ESL and English support to grow support for the Writing Center
    - Provide tutors continuous training and professional development
    - Increase faculty collaboration with the new roll of Faculty Coordinators
    - Hire Instructional Aide focused on Sciences

#### **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.

- Expanding Math offerings with the opening of a Statistics Lab with a designated space and tutors to provided targeted support to AB705;
- Expand access to tutoring with extended hours on Saturdays and targeted evenings.

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:

#### A. Regulatory changes:

- Restrictions remain on utilizing Student Equity Funds for drop in tutoring resulting in tracking embedded programs and other programs such as Studython becomes restricted and limited.
- With AB705 in full implementation, tutoring is in higher demand especially for students needing extra support in co-requisite offerings.
- Due to increases in minimum wage, expenses continue to rise in terms of labor costs.

#### B. Internal and external organizational changes

- New hiring rules and regulations has created an increase workload on staff hiring processes and paperwork, resulting in delay of tutoring services. Given the requirement to rehire every semester instead of every academic year, this has doubled workload for hiring.

#### C. Student and staff demographic changes

- Student enrollment continue to decrease every semester impacting student usage especially as face to face courses decrease and distance education increases.
- 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 better data in relation to tracking students and evaluating student success with expanded services and programs. SARS Trak crashes on a regular basis creating gaps in tracking.

#### F. Providing service to multiple off-campus sites

As both sites continue to grow, oversight and management demands continue to increase with the challenge of providing equitable services, especially in North County.

G. Anticipated staffing changes/retirements

N/A

**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

- 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:
  - Student/Temporary, hourly tutors – The SSC general fund budget needs to be increased for support in our tutoring labs, which continues to grow in numbers and hours every year.
  - 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.
  - 2 Instructional Aide II (SLO/NC) Positions (.75% each): To provide lead tutorial support in the Math and Sciences. Given the challenges for finding student tutors, it is necessary to address this growing need to provide more professional tutorial support.

B. Equipment/furniture (other than technology)

- New tables and chairs for the new Statistics Lab- with the removal of old desktop computers, we are now able to re-model to include communal round tables for group work.
- 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 SLO but not NCC.

#### C. Technology

- Staff computers to replace the ones identified with a technology life span of over 6 years
- Virtual reality goggles for anatomy students. 'Perfect Fit': IMAX 3D Movie/Immersive VR Game Virtual Reality Headset 360 Degree Panoramic Live, Games, video, Images Model: VR360
- Student Success Center NCC Math Lab Computers to replace the ones identified with a technology life span of over 6 years.
- Printer to address the removal of GO Print from the SLO location to allow students to print for free

#### D. Facilities

- Installation of door in between N3130 and N3114A. This will create further access and line of sight for tutoring groups who are using the classroom.
- Water Bottle Re-filling Stations: The water foundations are outdated, and students have requested over and over to have water bottle re-filling stations for them to use throughout their study and class time.
- Charging Stations: Providing an area where students can charge their electronic devices will bring another draw for students to stay on campus and utilize tutoring and other services offered on campus.
- Outside Picnic Tables: The Student Success Centers and Library area are central learn and linger areas on campus and upgrading the current concrete tables to accommodate more lounge areas is needed.

## 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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Division Chair/Director Name	Signature	Date
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