STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

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

Program: Student Success Centers **Planning Year:** 2019-20 **Last Year CPPR Completed:** 2014-15

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

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. **GENERAL PROGRAM INFORMATION**

   A. Program mission (optional).

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

   B. Brief history of the program.

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

   In 1975, The Center, along with most of the college, moved to the new campus and was housed upstairs in the Library Building. In the fall of 1981, Tutorial Services was relocated to the lower floor of the Library Building where it remained until the move to the new High Tech Building in 2000. In 1999, Tutorial Services expanded operations by providing support

at the new North County Campus. Tutorial Services in North County is currently located in N3129 and N3130, which are adjoining rooms.

Tutorial Services has reported to different Deans and Vice Presidents during its existence. In March of 2011 the Academic Support Program (ASP) and the Learning Commons Task Force addressed a recommendation suggested in the ASP 2010-2011 CPPR and worked on creating district-wide Student Success Centers. Additionally, the ASP faculty and staff proposed to align Academic Support with the Library/Learning Resources Division. With this organizational placement the ASP reports to the Vice President of Academic Affairs and in January of 2013 Tutorial Services began reporting to the Dean of Humanities. In the summer of 2013, under the direction of the Dean of Humanities, the Student Success Centers (SSC) were officially created and in 2015, the Centers were directed by the Director of Student Equity and Success Centers under the supervision of the Vice President of Academic Affairs.

Leadership changes continued throughout the following years with changes in the Director. In May 2017, under the current Director, a re-organization was approved by the College to replace the Supervisor position for an Associate Director as well as hiring of a Student Success Center Technician to address the growing needs of the Centers and increase support programs for students. An Instructional Support Specialist was hired in 2018 for the North County Student Success Center, providing consistent and equitable services to the Paso campus. The needs of tutorial services continue to increase and in Fall 2017, the SLO campus expanded the Math Lab, taking over the Open Tech Lab across from the Library. The Writing Center also expanded to the former Math Lab space, providing more computers and writing help to students.

The SSC now houses tutorial services, the Math Lab, and the Writing Center on both the San Luis Obispo and North County campuses. Academic Success Coaches are also supervised under the Student Success Centers and provided intentional, targeted academic support for specific student populations. Expansion for a Statistics Lab is planned for Fall 2019, which will be led by an Academic Success Coach. Today the SSC provides support to thousands of students annually delivering approximately 30,000 hours of tutoring each semester. As Cuesta College's tutorial services approaches its 45th year of service to the college, it continues to provide services, education and support to our growing student population and its diverse needs.

C. Include the broad history of the program and significant changes/improvements since the last Program Review.

The Centers continued to experience tremendous growth over the last year. On the SLO campus, the usage increased over 25% with 27,036 hours logged tutoring hours in Fall 2018 compared to 21,256 hours logged in Fall 2017. Given the growing needs of academic support, significant efforts focused on streamlining recruiting and hiring processes as well as increasing training and support for tutors. The Centers hosted the first ever all-day tutoring retreat, focused on best practices in tutoring as well as teambuilding and creating a cohesive team of tutors who can support each other in this important work. Following the

retreat, staff implemented a new tutor mentor program, providing more experienced tutors the opportunity to be in a leadership role in mentoring new tutors. Piloted only among the math tutors in Spring 2019, 6 mentors have been identified and work together to provide shadowing and support to new tutors, meeting and communicating regularly. Expansion plans to include all tutoring subjects are planned for Fall 2019.

Efforts have also focused on providing faculty more training on how to best utilize an embedded tutor. A Flex workshop was offered in Spring and new guidelines including a mandatory training on embedded tutoring will start in Fall 2019. Working closely with faculty who have had embedded tutors for the last 2 years, best practices have been collected and will be the focus for engaging colleagues to work together to strategize on how embedded tutoring can be most effective.

Collaboration with the English department remains strong and consistent in relation to faculty leading Writing Center tutor trainings throughout the year as well as providing one on one mentoring to tutors. Working closely with English faculty, the Student Success Centers piloted on-line tutoring offerings with Distance Education English courses in Spring and plan on expanding services in the next academic year. In light of AB705, there will be an increase in demand and finding new innovative strategies to provide the greatest access to tutoring will be essential.

Academic Success Coaches continue to be embedded in the Centers with the First Year Experience program being housed in Student Success Center spaces as well as the new addition of a Statistic Clinic. The Stats Clinic was piloted this year and led by an Academic Success Coach in collaboration with the math department and its success and high demand has resulted in the commitment to open a Statistics Lab next Fall.

Along with providing direct tutoring support, the Student Success Center spaces have become a central hub on campus for students to gather, hangout, and work in groups. Working across departments, the Centers have provided a location where students can easily access a variety of support services including snacks/food from the Cougar Pantry, referrals to mental health counseling, food/housing information, HSI Teacher's Pathways opportunities, and Library/computer technical assistance. The SLO campus also installed digital monitors on each floor to provide students on-going information on events and services that are happening throughout campus.

D. Describe how the Program Review was conducted and who was involved.

The Director of Student Equity and Success Centers led the completion of the Program Review with the support of the Associate Director of Student Success Centers and all staff members working within the Centers. This report was made possible by the contributions, both written and verbal, of the following team members:

Jamie Bettencourt, Academic Success Coach
Elise Caloca, Instructional Support Specialist
Que Dang, Director of Student Equity and Success Centers

Siboney Guardado, Associate Director of Student Success Centers
Jennifer Noriega, Student Success Center Technician
Alysa Nye, Academic Success Coach
Amy Pike, Coordinator of Zoom/FYE
Bryan Potter, Instructional Aide
Marcos Ramirez, Academic Success Coach
Nabil Zakaria, Instructional Aide

Information and data were gathered through past CPPR/APPW reports and Center usage was obtained through SARS reporting. Resource plans were collaboratively worked on as a team, identifying priority areas of needs for the whole area.

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

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

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 fourth year with 47 tutors in Spring 2019. Embedded tutors are placed mainly in math, ESL, English, science, and various social science courses. Along with increasing the number of embedded courses, the focus this year is providing quality training for tutors and faculty as well as ensuring students are accessing the extra support. Increased training opportunities were provided to faculty through FLEX workshops as well as development of a best practices video to share with new faculty.

In partnership with Enrollment Specialists, the Academic Success Coaches are conducting student success presentations in targeted basic skills courses to promote support services offered at Cuesta. Targeted courses have expanded to college level English as well as Statistic courses due to AB 705. Academic Success Coaches are also embedded in CAFÉ, Teacher's Pathways, and the Zoom/First Year Experience program, targeting under-represented populations outlined in the Student Equity Plan and the DHSI grant. 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, there was also an expansion of online resources in math and writing, including study guides, time-saving video tutorials, and tips on how to be a successful student. With the implementation of AB705, the Centers' focus will be on tailoring resources specifically to support students to be successful in Cuesta's college level math and English courses. Along with online resources, the Student Success Centers continues to provide free access

to ALEKS for additional math support for students who cannot afford to buy the program. This work is led by our Academic Success Coaches as they work closely with faculty on identifying the appropriate resources that meets the needs of their classes. In Spring 2019, the Centers piloted online tutoring for Cuesta's distance education students through Zoom Confer. Working with English and Spanish faculty, the Centers are working on improved strategies to provide greater access and support for DE courses. Plans to expand online tutoring is targeted for Fall 2019.

B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

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.

With the implementation of new programs such as Studython/ Midterm Madness, DE tutoring as well as expanding North County hours to accommodate evening ESL students, the Student Success Centers are responding to the needs of our diverse student body, eliminating barriers and creating more ways for students to get tutorial support, resulting in increased completion and retention.

The Student Success Centers supports the following Strategic Plan 2017-20 Objectives:

Institutional Goal 1: Completion, Objective 1.1-*increase rates of completion for degrees, certificates, and transfer-readiness overall for students.* and 1.2-*foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.*

Institutional Goal 2: Access, Objective 2.1 and Institutional Goal 5: Fiscal, Objective 5.1.-*build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.*

The table below illustrates the relationships between the Student Success Centers and various district divisions/departments and external community groups as part of efforts to support objectives in the Strategic Plan.

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
Faculty Office Hours	Various academic divisions	Internal
Online Tutoring	English Department	Internal
Tutoring for Veterans	Veteran's Resource Center	Internal

C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

Cuesta College Institutional Learning Outcomes:
1. Personal, Academic, and Professional Development
2. Critical Thinking and Communication
3. Scientific and Environmental Understanding
4. Social, Historical, and Global Knowledge and Engagement
5. Artistic and Cultural Knowledge and Engagement
6. Technological and Informational Fluency

The following services/programs supports the above Institutional Goals and Learning Outcomes:

Student Success Centers Services/Programs:

Drop-in Tutorial Support: Drop-in tutorial support continues to grow with demand and improve with our expanded Math Lab upstairs next to the Library, offering more availability and access to math, sciences, ESL, and humanities. In Spring 2019, the Student Success Centers had 86 drop-in tutors in 13 subjects areas (Math-all levels, Engineering, Sociology, Chemistry, Physics, ESL, Geology, Writing Center, Spanish, Biology, Computer Information Sciences, Business, and Economics).

Student Success/ Basic Skills Workshops: Student Success Workshops/presentations have expanded for both the San Luis Obispo and North County campuses with the support of Academic Success Coaches and Enrollment Success Specialists. With the implementation of AB705, expanded presentations will be offered to include Statistics and English 201A.

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 third year of implementation, English faculty Writing Center Coordinators continue to train peer tutors in the Writing Center. They provide ongoing mentoring and on-going trainings 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 2018 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 Embedded tutoring has been successful in helping students complete skills-based courses and connect to academic support services when faculty are highly engaged in supporting their embedded tutor. Currently, the embedded tutoring program has 45 tutors in Spring 2019 in 10 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.

student tutors as they offer assistance to their peers.

Embedded Tutoring: Over the last three 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.

- Fall 2017: 35 Embedded tutors covering 9 disciplines in 45 different course sections at both SLO and NC campuses.

- Spring 2018: 37 Embedded tutors covering 14 disciplines in 60 course sections both SLO and NC campuses.

- Fall 2018: 32 Embedded tutors covering 11 disciplines in 46 course sections in both SLO and NC campuses.

- Spring 2019: 47 Embedded tutors covering 13 disciplines in 71 courses in both SLO and NC campuses.

College Success Studies 168, Tutoring Training: All tutors hired in the Student Success Centers are required to successfully complete this 1 unit (credit or noncredit), 5 weeks course as part of their formal training to be a tutor. This year, there was significant investment to revamp the course in collaboration with faculty to ensure that the course was in line with providing a strong foundation on how to be an effective tutor. Within this course, students leave with effective tutoring strategies, problem-solving techniques, and ways to build learner motivation among those they tutor. The CSS faculty with close consultation from the Associate Director of the Student Success Centers, updated curriculum and readings and created a new hybrid course that more effectively meets the needs of tutors. As a result, new tutors are better prepared and confident to tutor.

Academic Success Coaching: Cuesta College's first Academic Success Coach was hired in the Spring 2016 to assist CaFE (CalWorks, Foster Youth, and EOPS) In 2017, 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 increase the course completion rates for 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 increases 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. An Academic Success Coach piloted a Stats Clinic this year, working closely with Math faculty to provide targeted support to students taking Statistics. Collecting syllabi and test schedules, the Coach was able to tailor tutoring to fit the needs of students and what they were currently working on while communicating regularly with faculty with what they were seeing as common areas of difficulty.

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 were 2 sessions in NCC and in SLO in Summer 2018 for math as well as an expansion with English, funded by the Basic Skills Student Outcomes Transformation Grant (BSSOT). Although the results were positive, attendance was below target (58 total on both campuses) and the College is looking into long-term sustainable options to help students who struggle early on in the semester. This include upgrades to the Student Success Centers website with resources targeted specifically to support success in college level math and English. This will be a collaboration between faculty and the Academic Success Coaches.

QuickStart SLO Summer 2018 Results

Math

Combined Sessions 1 and 2							
	Number of students starting workshop	Number of students who completed workshop and Re-assessed	Workshop Completion Rate	Overall number of students assessing up 1 or more	Overall success rate of those re-assessing	Number of successful students assessing up 2 or more levels	Percentage of the successful students who assessed up 2 or more levels
NCC	24	20	83%	9	45%	3	33%
SLO	30	26	87%	20	77%	8	40%
Overall (combined campuses)	54	46	85%	29	63%	11	38%

QuickStart Summer English 2018 Results

Combined Sessions 1 and 2							
	Number of students starting workshop	Number of students who completed workshop and Re-assessed	Workshop Completion Rate	Number of students assessing up 1 or more levels	Overall success rate of those re-assessing	Number of successful students assessing up 2 or more levels	Percentage of the successful students who assessed up 2 or more levels
NCC	7	4	57%	1	25%	1	100%
SLO	10	8	80%	6	75%	3	50%
Overall (combined campuses)	17	12	71%	7	58%	4	57%

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. 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. Now in it's final year of the grant, the Centers will be assisting in identifying new ways to sustain a first year experience and continue providing support to new students.

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. Now in its second year of implementation, students look forward to the tradition of studying together before finals. In Fall 2018, we had an average of over 200 students each Studython night/weekend with over 1640 tutoring hours logged. These hours are in addition to our SARS tracking hours as this program is supported through Student Equity and restricted from collecting FTES.

III.   **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**
      This should be an update on the data analysis from the last CPPR
      Program data is available on the [SLOCCCD Institutional Research and Assessment website.](#)

Data Summary

Since the last CPPR in 2015, the Student Success Centers utilized multiple data collection tools: SARS TRAK, Manual Data Collection (internal), and the Student Success Center Tutor Survey, the StudyThon Satisfaction Survey, and the Student Success Center Tutor Feedback Survey. Institutional Research also provided data on student participation and success in connection to CRNs associated with embedded tutoring. 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 embedded out of the classroom study review/ tutorial hours served using manual reporting functions based on our scheduling system. Students sign in through JotForm and manually document attendance. Due to embedded tutoring funded through Student Equity Funds, FTES cannot be generated so the Center relies on non-SARS options such as paper sign in sheets and jotforms.

- **Google Analytics for Website**: In 2018, the Student Success Centers had an average of 25,397 page views compared to 15,918 page views in 2017, with a majority of views focused on reading comprehension. We continue to analyze the analytics more in-depth every year to improve the website and include additional student tools and on-line support systems. This year's focus has been on promoting NetTutor as well as improving our math and writing resources links and content.

- **Student Success Center Surveys:** Student Surveys serve as the Center's primary form of data collection to gather information on what students want and need in relation to tutorial services and out of the classroom support. Below are summaries of student feedback the Center collected over the last 5 years.

  Data from figure 2 and 3 (below) illustrate feedback received from the Student Success Center Experience Evaluations completed in fall 2015. Students utilizing programs and services at the SLO campus reported technology upgrades, cleanliness, furniture improvements, noise level, insufficient work space due to crowding and the need for more

tutors as the main areas for improvement within the SLO Student Success Centers. Students utilizing programs and services at the NCC indicate the need for more tutors, increased hours, and more qualified tutors (particularly in higher level math courses) as the main areas for improvement.

Figure 2:
SLO Student Success Center Fall 2015 Student Feedback (Service Improvements)
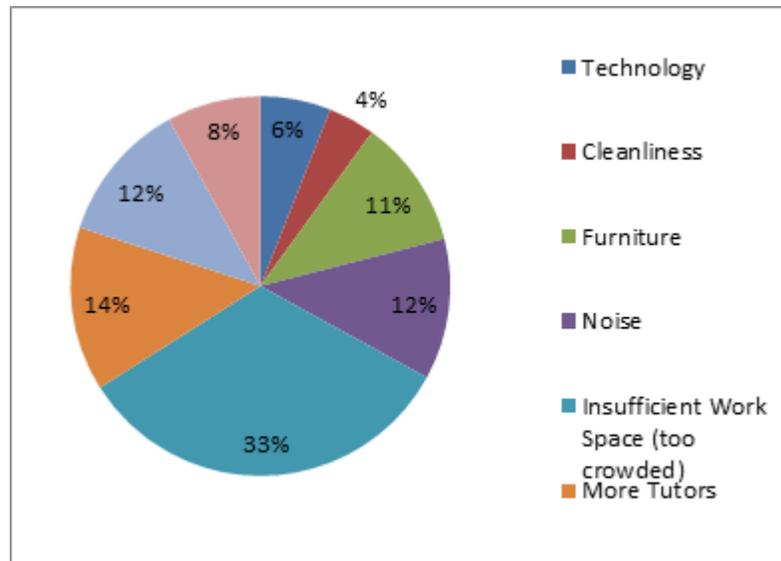
Figure 3:
NCC Student Success Center Fall 2015 Student Feedback (Services Improvements)
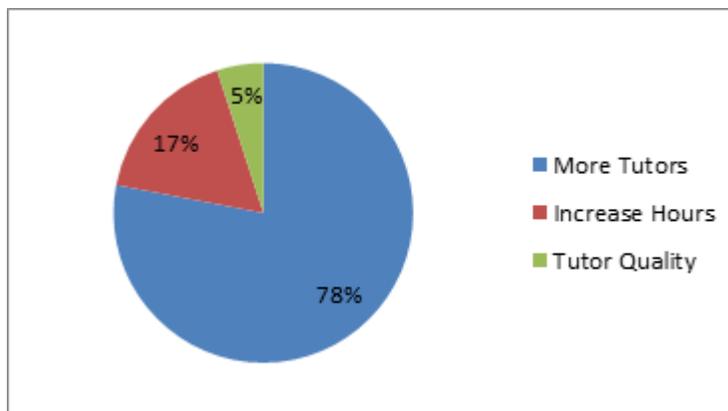
Fall 2017 survey data (figure 4) collected for the new Math Lab location indicated positive outcomes. Paper copies were available for students at the front desk near the sign-in computer area and near the Student Success Center Specialist's desk. The survey contained five rating questions and two open-ended 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.

Figure 4: 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?	
• 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	• 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.

|	
• getting help to overcome the difficulties faced in math	• my awesome tutor of choice
• the friendly staff (*)	• having help with difficult problems
• the fact that it has given me a place to learn, get help and improve my grade!	• Everyone is nice and helpful. not just the tutors but other students as well.
• the ability to group up with others to work with math problems and receive external help	• the tutors are very helpful!
• studython	• always available and the staff is very knowledgeable. very friendly environment
• i usually come in confused and leave feeling much better	• helpful people, clean
• the tutors are extremely helpful and I would be failing my class without their help!	• helped me pass
• all the amazing tutors! the math lab has so many resources, a very positive and supportive environment (*)	• The tutors are awesome the environment is great. (*)
• passing calculus	• great environment study and get work done tutors are great. (*)
• having really nice tutors explain and patience	• the layed back feel of it. The free coffee!!
• the tutors, they always have a great attitude!	• Being able to talk about Math with others helps to gain a greater understanding.
• the people were friendly	• tutors are helpful
• very helpful	• the whiteboards are huge
• being helped with math	
• tutor is always willing to help until I understand the material	(*) Most repeated responses

In Fall 2108, all students who utilized services during StudyThon received a survey requesting feedback on whether extended hours benefiting them in preparation for finals. On a scale of 1 to 5 (1=strongly disagree, 5=strongly agree) students responded with an average of 4.71 for Studython helping increase their study time and an average of 4.3 for Studython helping them improve confidence before finals. The four most helpful services/offerings during Studython were final review sessions with faculty, drop-in tutoring, extended hours, and the convenient locations (Math Lab, SSC, Library, Writing Center).

Figure 5: StudyThon Feedback Survey Fall 2018

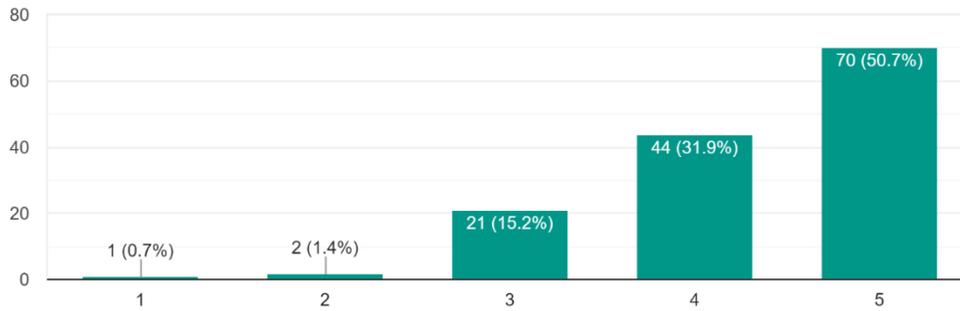| Questions #1 & #3 (On a scale of 1-5)	Studython has helped me increase my studying time	Studython has helped me to improve my confidence before finals	
Average	4.71	4.30	

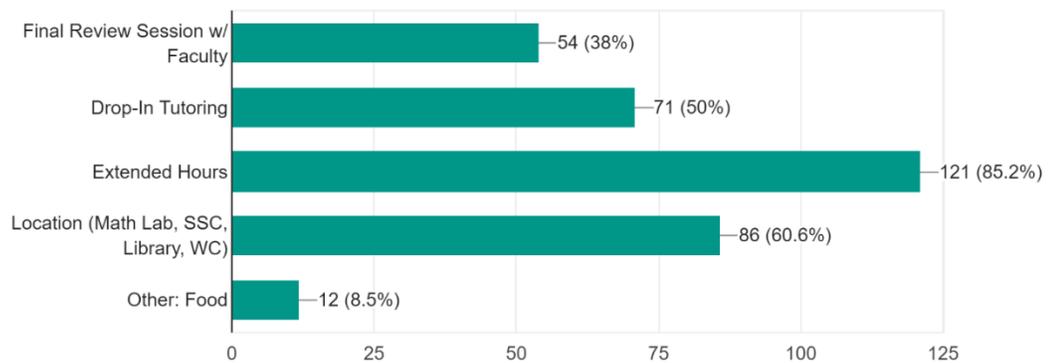## Studython has helped me increase my studying time

139 responses
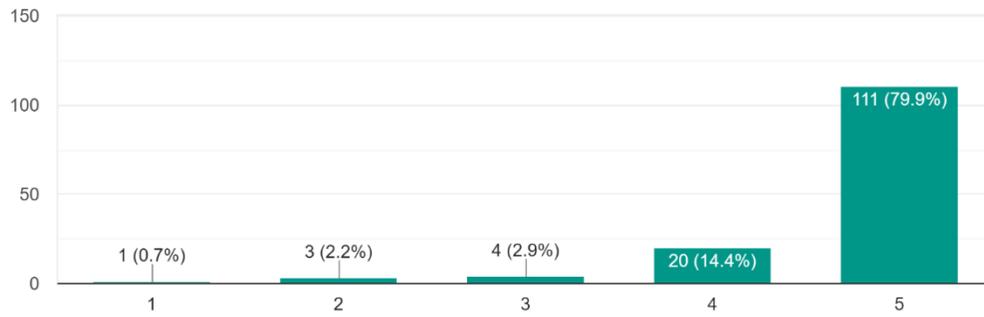
Studython has helped me to improve my confidence before finals

138 responses

Most Helpful during Studython (select all that apply):

142 responses

Responses to Studython Fall 2018 Survey Question #4

What was your favorite thing about the Studython? Why?

- Extended library hours (*)
- Extended hours (*)
- Free food (*)
- Environment
- Community spirit
- The fellowships forged in the fires of war
- Extended hours because our library always closes REALLY early
- Extended hours, tutors, food
- Dr. Baxley tutoring in mastering chem
- English professor made a big scary paper feel approachable
- I am motivated to work
- Extended library hours; encourages me to study outside of my home
- Extended hours; especially library and study rooms
- Being able to have more time on school work
- Extended hours, faculty tutoring (*)
- The great service, resources, snacks, and late hours
- Studying with friends (*)
- You fixed and served dinner to us, how kind!
- Access to faculty
- Free test materials (scantrons) (*)
- Faculty tutoring (*)
- Food, because I needed it
- The late hours and pizza
- The free coffee and printing
- The staff and their willingness to help
- The food and coffee
- Studying
- The help because I really need it
- A great environment!
- Extra credit from professors (*)
- An abundance of students about the study areas, and the extended open times
- My favorite thing was that I went from feeling like I am going to have a full blown panic attack about the final to only having some anxiety.
- The pizza was good

- Love everything (*)
- Tutors (*)
- Free food to keep me nourished
- Dr. Baxley (*)
- Free food, it dissuaded me from leaving campus
- Extended hours because I study in the evenings
- Resources
- The communal help. People coming together to figure out old problems. Some people's strengths help other's weaknesses.
- The staff was super friendly and helpful
- Having a quiet place to study that isn't a coffee shop
- My embedded tutor 1 on 1 time
- Teachers being here (*)
- The Writing Center (*)
- Good study environment for higher classes
- Free food, and tutors having different ways of explaining things
- Quiet environment. Longer hours allowed me to come after class and work
- Free food 😌 because I showed up hungry
- Having more time to study at school with other people
- Extended hours; usually library closes at 8pm and it's too loud at home so this is very helpful
- The atmosphere and support helped me focus more
- Community to study with others (*)
- Creates a space with minimal distractions
- Gives me a wide range of time to come in and study!
- Being out of my house. Water cooler. Wheelchairs. High, big desks.
- Open space; water cooler.
- Meeting others
- Pizza was bad
- The stress balls! Greatly helped me prepare for my Calc 3 final! Tutors are AMAZING!!
- Rice Crispy treats and getting 90% on my oral exam

(*) Most repeated responses

Responses to Studython Fall 2018 Survey Question #5

What is an area of improvement for Studython? Why?

- None (*)
- Better food
- Everything is great! (*)
- Tacos (*)
- My English paper
- Couldn't find the Twizzlers
- More students need to join and realize the benefits of Studython to keep it alive
- Perhaps having a quiet section for students who like studying in silence. I just put my headphones in and I was fine.
- More tutors, there were about 30 tutors for 20+ students (*)
- Need more tutors for all subjects (*)
- Tutors for ALL subjects including Organic Chemistry! Please and thank you.
- More tutors/ teachers (*)
- Clowns
- More extended hour days like Friday and Sunday (*)
- Cutting down on tomfoolery of some attendants
- More days (Monday-Friday x2)
- More food? Don't really know
- Needs more designated studying maybe
- More notice before, I didn't know it was happening until the day before.
- More review sessions for more classes. Bio, etc…
- It was great (*)
- Studython on Friday and Sunday! (*)
- More food
- Area and space to study
- Vegetables
- Childcare
- More publicity, because I only heard about this because class was held in the study area.
- Childcare please! Parents have to find babysitting, etc…

- Try to get more teachers to review for the final. It would be better to have more study time with our own class teacher.
- I thought it was effectively run
- It would be great if we could purchase cold ice water or other beverages during the evening.
- Food wasn't very good
- It would be nice to have some short 20-minute activities to give students a break from studying. Also, maybe doing this as a 2-week thing.
- Do it on Friday too (*)
- Not just STEM classes with tutors. Wider variety. (*)
- Have more available tutors for higher level math (*)
- Make it earlier in the day for students who don't want to get out so late at night (*)
- Advertise more (*)(*)
- Water (*)
- Need to give out some water or sodas
- Everything is okay thank you 😊
- Longer hours
- The more extended days, the better. Give them money.
- Nothing (A+++)
- All was well, thanks!
- More extended hours (*)
- More tutors please! Every tutor was busy
- Chocolate
- Hot drinks
- More snacks
- Have drinks available. Have dogs available for petting.
- Water bottles (*)
- Helped me improve my Calculus 2 skills

(*) Most repeated responses

In Fall 18, Math tutors were asked to provide feedback on how well the Centers were serving students and any improvements they wanted to share. Reponses are listed in Figure 6 below:

Figure 6: Tutor Feedback Survey

Staff Meeting 2018 Question #1:
List one positive feedback about the Student Success Center?

- Tutor are always willing to spend a long time helping someone.
- The feel environment is very open and conducive to being willing for students to admit they don't know something and need help.
- Thanks for the food, meetings, SSC and tutor appreciation.
- Pro it is very nice that you go out and have tutors for many courses.
- Great community of students and faculty.
- I think that the bio and engineering tutors do great job. They are always engaging their students.
- Word needs to get out to all the teachers to remind them we are ready willing and able to help the students.
- Love the inviting vibe and welcoming feeling that other tutors put off.
- Flexible hours good idea and explanation of math lab to upstairs.
- lots of support among tutors al can ask for assistance from any of the other math tutors if al stumped by one any tutees without feeling like a failure.
- More tutors would be great. also, healthy snacks in writing center.
- I am grateful for the friendly coworkers and supervisors.
- I like the free coffee I wish tutors gut it more often.
- I like how welcome the center is.
- Our busyness has improved.
- Good seems like we have a lot more students this semester than in previous semester so whatever marketing were doing great.
- The presentations are informative and I enjoy spending time with tutors from another subject.
- Really love I make a differ in helping students understanding the material.
- I give a calmer area to work math lab.
- Good there is an ample number of students tutors available.

Staff Meeting Fall 2018 Question #2:
List one area of improvement for the Student Success Center?

- Could use more tutors during midterms and finals.
- Petty drama not a high school campus this is bringing toxicity to the center.
- I don't like how there are no windows in the building
- On occasion students in groups socialize this can be distracting to some.
- Physics and math should be in the same area because the calculation overlap.
- Physics not in the same area as math tutoring.
- I think the entrance to the downstairs is slightly confusing for few students.
- The students are still afraid to raise their hands or approach the tutor.
- I feel like I didn't have much support when I first started tutoring maybe work a little more with unexperienced tutor.
- In the math lab there is a class from where there is testing that need to be moved.
- Sometimes it's hard to find where to work on different levels in the math lab.
- People using center as a social place and disrupting those that are trying to study and learn.
- More hands-on activities.
- More spaces to study or tutoring. The computer with the schedule sometimes does not work and is confusing.
- Happy with more students coming on maybe tell more people about writing center.
- We need coffee available at all time upstairs and downstairs.
- It would be nice if all the downstairs tables had outlet access.
- No stats tutor, physics split for math should be together.
- I would love if there was separate section of math lab for embedded tutors' session.

Data from Figures 7 and 8 (below) indicate the growing need for increased tutorial support. The overall hours of drop-in tutorial support increased by **5780** hours in SLO with an increase of **1596** hours specifically in the Math lab. NCC usage also increased by **1364** hours and the data is not a true 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 an Instructional Support Specialist and an Instructional Aide, it has been difficult to identify, hire, and retain staff in these positions. An Aide was hired in Fall 2017 and left before the end of the semester and a replacement started in late Fall 2018.

Figure 7: Drop-In Tutoring (All Subjects)
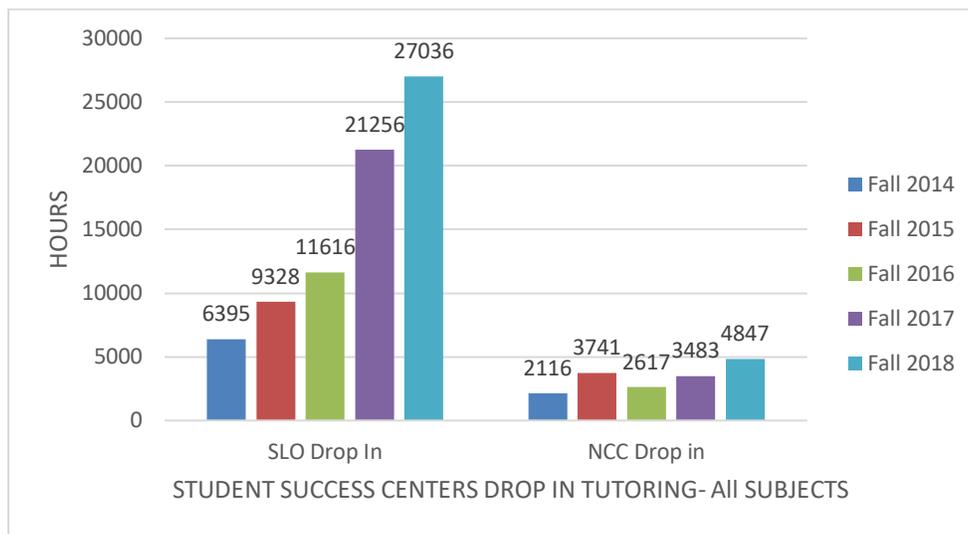
Figure 8: Drop-In Tutorial Hours (Math Only)

21 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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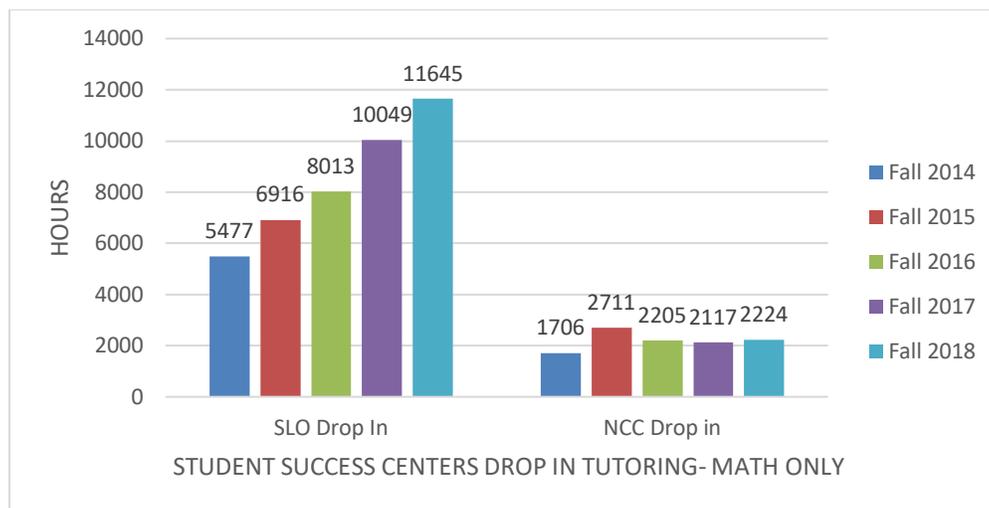
IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

Program Learning Outcomes are as follows:

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

Although it is difficult to measure the full impact of the Student Success Center's program and services, through the tracking of usage and student surveys collected over the years, staff can respond to the growing and changing needs of students. Efforts to create the most positive learning environment has resulted in the expansion of the Math Lab on the second floor of Building 3400, the remodel of the downstairs lobby space, the addition of a new Writing Center with computers, and upgrade of new furniture including whiteboards, larger tables, chairs with wheels, and new digital screens.

Student Success Center usage has increased over 400% in SLO from 2014 to 2018 with hours logged going from 6395 hours in Fall 2014 to 27036 hours in Fall 2018. These logged hours in SARS generate FTES and has provided an increase in revenue for the college (figure 9). 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 over 1600 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 9: Student Success Centers FTES

Row Labels	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Grand Total
Fall	24.88	27.24	58.64	72.04	182.8
Spring	17.6	21.42	61.62	0	100.64
Grand Total	42.48	48.66	120.26	72.04	283.44

B. Recommend additional improvements to the program based on assessment of

outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- Recommendations to continue hiring student tutors, providing more availability will be the top priority;
- 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 engineering software to the Student Success Centers area;
- Increase faculty collaboration including involvement in StudyThon and office hours within the Centers.

C. Recommend changes and updates to program funding based on assessment of program outcomes.
- For elements that require funding, complete Section D – Resource Plan Funding Requests.

Please see attached resource plan worksheets.

Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

Due to the major increases in need for tutorial services, it is essential to identify alternative sources of funding outside of General Funds. Currently, General Funds do not meet the needs of services and requests and increase in funding requests are reflected in the Resource Plan. In addition to General Funds, the Centers rely on Academic Affairs, Student Equity Funds, Associated Student of Cuesta College (ASCC), Basic Skills Funds, and Cuesta Foundation to support current services.

Budget requests related to student learning outcome assessments focus on hiring more tutors and Instructional Aides to support students completing college level math and English courses.

V.   ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

A. Regulatory changes

Although the Chancellor's Office is providing more support in relation to tutoring and apportionment, funding restrictions remain in relation to Student Equity funding expenditures and do not allow support for FTES generating drop in tutoring.

Due to the implications of AB705, increased academic support will be crucial to support student completion of college level math and English. With the increase of students entering college level English as well as Statistics and Math for Humanities, the Centers will need to increase targeted support in these areas.

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B. Internal and external organizational changes

Expanded programs falling under the Student Success Centers will require more staffing in relation to Instructional Aides and administrative support.

Implementation of Guided Pathways resulting in clear pathways for student success- the Centers will play a key role in Pillar 3 and 4: Stay on the Path and Ensure Learning.

C. Student demographic changes

As Distance Education continues to grow and be in demand, so will the need to increase our online tutoring services. This includes the need to upgrade technology and train tutors appropriately.

Increased need for ESL support in the Writing Center given the changing demographics of the student body

D. Community economic changes – workforce demands

N/A

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

Increase in demand for data, tracking students and evaluating student success will be needed as programs and services expand.

F. Distance Education impact on services

Increase in distance education courses will increase the demand for online tutoring offerings beyond NetTutor. Working closely with faculty will be vital to the success of connecting distance education students to effective tutoring support.

G. Providing service to multiple off-campus sites

Services in both SLO and NC will continue to grow and demand for extended hours are anticipated. Challenges to provide equitable services will continue.

H. Anticipated staffing changes/retirements

There are no anticipated staffing retirements in 2019-20. Increased hiring of student tutors and Instructional Aides are anticipated to meet the current need.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

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

The Student Success Centers plans to open a new Statistics Lab in SLO starting in Fall 2019, taking over a former math classroom adjacent to the Student Success Center. Based on implementation of AB705 and the growing needs of math support, an Academic Success Coach will be providing guidance to tutors and working closely with faculty to provided targeted support to Statistics. The Centers are also training more tutors to support the Math in Humanities classes as these will also have a significant increase in enrollment due to Ab705.

The on-line tutoring pilot with specific English faculty will help determine the larger expansion for Fall 2019. Given the large increase in enrollment for distance education courses, the Centers will need to find effective strategies and resources to support students who cannot physically make it into the Centers.

Expanding to evening hours will be examined as students are staying later and later. NC currently is open until 6:30pm to accommodate ESL students and SLO may need to expand hours given the growing demand. Looking at resources to staff the Centers for extended hours will be a challenge.

B. Plans for improvement

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

- Expanded online tutoring for the Writing Center;
- Expanded Statistics tutoring with identified Academic Success Coach;
- Improved CSS 168 Tutor Training and ongoing support with regular workshops, yearly retreat, and Tutor Mentors Program;
- Increase faculty trainings on how to effectively work with an embedded tutor;
- Provide key student success workshops to all math and English courses with new co-requisite.

C. Support for Institutional Goals and Objectives and Objectives

The Student Success Center's services and objectives ae aligned with those of the institution. All our support services promote the successful completion of courses, transfer requirements, degrees, and certificate programs. Given the Chancellor's Vision for Success and the new funding formula, the work of the Student Success Centers will play a more significant role in support of student success.

D. Student and program outcomes evaluation

The Student Success Centers continually assesses Student Learning Outcomes to ensure that the program is meeting the needs of students. Staff, Faculty, and Students all play a critical role in providing a wide range of input and perspectives on how to improve programs and services.

E. Recommendations from external agencies: N/A

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

The Student Success Centers continue to collaborate with other departments internally and externally. All academic departments, the Library, Counseling, Outreach and Enrollment, Veteran Center, Monarch/Dream Center, ASCC, and the Health Center are key partners. Because the Centers work closely with a significant number of students, connections to housing and food support, mental health services, and local industry all are important to connecting students with as many resources as possible.

G. Anticipated job description revisions based on program changes: N/A

H. Staff training/professional development needs

Professional development for all staff continues to be a priority area. Along with annual attendance to the Association of Colleges for Tutoring and Learning Assistance Conference, staff will be attending IEPI and 3CSN sponsored trainings and institutes. Assistance in development of tutor and faculty trainings will be a focus in the next year.

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

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 programs coming under the jurisdiction of the Student Success Centers, the following positions are needed and not currently being funded:

Student Tutors: Historically, the Centers have relied on General Funds to cover the costs of hiring tutors. Given we have increased tutoring usage by over 400% in SLO within the last 5 years but no increases in general fund, the Centers rely heavily on other sources that are not consistent and long term.

2 Instructional Aide II (SLO) Positions (.75% each): To provide lead tutorial support in the Math and Sciences Lab. Given the challenges for finding student tutors, it is necessary to address this growing need to provide more professional tutorial support.

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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. Also, have a consistent person will help ensure every student is checking in and out, which is critical as we continue to collect FTES.

Academic Success Coach (SLO) 10 months moved to 11 months: In support of the implementation of AB705, this position will be embedded in the Statistics Lab and needs to be available during Summer session.

B. Equipment/furniture (other than technology)

New round tables: There is a need in the NCC to upgrade the space for students to study collaboratively and promote group work.

New rolling and hanging whiteboards for SLO/NCC: To optimize the limited space and support increased group study sessions and collaborative work among students, there is a need for more whiteboards.

STEM Models: These models 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.

C. Technology

Staff computers: New computers are needed to replace the ones identified with a technology life span of over 6 years.

Student Success Center NCC and SLO Computers: New computers are needed to replace the ones identified with a technology life span of over 6 years.

Surface Laptops and related equipment: These laptops will be used by tutors to offer on-line tutoring options, specifically in math and English- 3 in SLO and 2 in NCC

Touchscreen Monitors (2): The NCC Student Success Centers need to upgrade the current check in station

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

D. Facilities

North County Remodel: Removal of wall to wall cabinets to create more study space for students is needed as well as creation of a door from the Center to N3114A, providing line of site and better usage of the adjacent 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.

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SIGNATURE PAGE

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

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

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

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

| Name | Signature | Date |

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