ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS
ANNUAL PROGRAM PLANNING WORKSHEET FOR 2023

Program: Student Success Centers **Planning Year:** 2021-2022 **Last Year CPPR Completed:** 2018

Unit: Student Success Centers **Cluster:** Student Sucess and Support Programs

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.

The Student Success Centers are designed to promote and support the academic skills, learning strategies, and strategies necessary for students to be successful in their academic success in all disciplines. The Student Success Centers at both the San Luis Obispo and North County Campus campuses create a welcoming, responsive, accessible, and learner-centered space for students to attain independent learning and achieve their personal and educational goals. Additionally, the Student Success Centers support the instructional objectives by collaborating and supporting faculty in aligning tutoring services with classroom instruction, thereby, an extension of what students are learning in the classroom.

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

Siboney Guardado, Associate Director and Student Success Center staff, supports and serves students by promoting academic skills, learning strategies, and building community through tutoring. In November 2022, the Student Success Centers became under a new leadership. Dean, Mia Ruiz was hired as the Student Success Centers and Support Programs and North County Campus. The Student Success Centers is in her cluster of responsibility.

In the summer of 2022, the Instructional Support Specialist resigned, and the North County Student Success Center remained staffed by the NCC Support Technician. The Associate Director distributes her time between both campuses. She continues to oversee the day-to-day operations of the Centers, providing supervisory oversight of classified staff and tutors, and working directly with faculty to meet the students' and center's needs.

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

As noted last year, the COVID-19 pandemic changed tutoring services to move entirely virtually. Updates to the Student Success Center website are continuous to make it friendlier and more straightforward for students to navigate. We have added a page with photos of our staff and a STUDYTHON page to the website. In the 2021 fall semester, the Student Success Centers began providing face-to-face tutoring and continued with virtual

tutoring services, including on Saturdays. However, Saturday virtual tutoring has become less popular after returning to face-to-face tutoring. Since the Center is short-staffed, efforts have been made to continue services during the week, extend services until 6:00 pm, and pause Saturday tutoring.

Regulations for COVID-19 cases are still in place, but most currently, student engagement activities have returned face-to-face. The Student Success Center had an increase of 50% (60+) in embedded tutoring requests from faculty and brought back the STUDYTHON event. STUDYTHON took place during the week before finals and attracted 206 students between 6 pm - 10 pm to the main campus, with an average of 100 students showing up each night. STUDYTHON is an opportunity to collaborate with classmates, tutors, and faculty and prepare for finals. This event displays a sense of belonging and community building, resulting in more students staying on campus to study and work together.

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

AB 1187 was approved by Governor on September 30, 2022 and Title 5 changes were implemented to section 58168 Tutoring.

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' mission is aligned with the District's mission in providing greater support to our diverse student populations. We effectively support students in their efforts to improve foundational skills, have focused tutoring in the Math Lab, STEM high demand focus disciplines, English as a Second Language and Writing Center, and to the special populations outlined in the Student Equity Plan. With the impact of COVID-19 on students, the Centers will continue to respond and ensure flexibility to address the changing needs of academic support. Our embedded tutoring program is in its eighth year and has grown twice the size (60+) in faculty requests per semester. The program has been instrumental in supporting students during the COVID-19 pandemic in and out of the classroom. The COVID-19 pandemic has also continued to impact the availability of hiring student tutors, making it difficult to find student tutors in upper division courses and high demand courses available to tutor. We have retained 60-70 tutors per semester, but the goal is to continue to increase tutoring.

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 continue aligning their services to the District's institutional goals to support students in completing transfer

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requirements, degrees, and certificates. The Student Success Centers have assisted students in reaching their academic goals through completing assignments, understanding concepts, providing extended guided practice opportunities, which influences successful course completion, and further promotes students' ability to meet transfer requirements, degrees and/or certificates. In addition, the Student Success Centers have collaborated with faculty to support the needs of students and bring more awareness to access free tutoring.

As noted last year, the Student Success Centers staff moved quickly to offer entirely virtual services in a week timeframe to support students and ease the transition to an all-virtual environment. We provide consistent services of drop-in tutoring (face-to-face and virtual), embedded tutoring, referrals to Net Tutor, Studythons and Saturday virtual services, referrals to various direct student support services, and a culture that embraces diversity.

The following table outlines the partnerships with the various campus-wide departments and community organizations contributing to the institutional goals.

Student Success Centers Partnerships

Areas of Collaborations	Department/Divisions
Math Lab (Drop-In Tutorial Support, ALEK & Statistics Codes)	Math Division
Drop-In Tutorial Support (all content areas)	All Academic Clusters
Writing Center	English and ESL divisions
Academic Success Coaches	Referrals for student support services
Embedded Tutors/ Supplemental Instruction	All Academic Clusters, Veterans Center, and Library
Student Prep Workshops	Various Academic Divisions (Math, Art, College Success Studies)
Student Success Workshops	Counseling Department/ Enrollment Specialists
Athletics Study Halls	All Athletic teams
College Success Studies (CSS 168/CSS 768)	Tutors/All Academic Clusters/Distance Education
College Success (CSS 225)	Student Development
Student Life & Leadership Cougar Pantry Basic Needs Center Cal Fresh Financial Aid	Student Referrals and Program Presentations

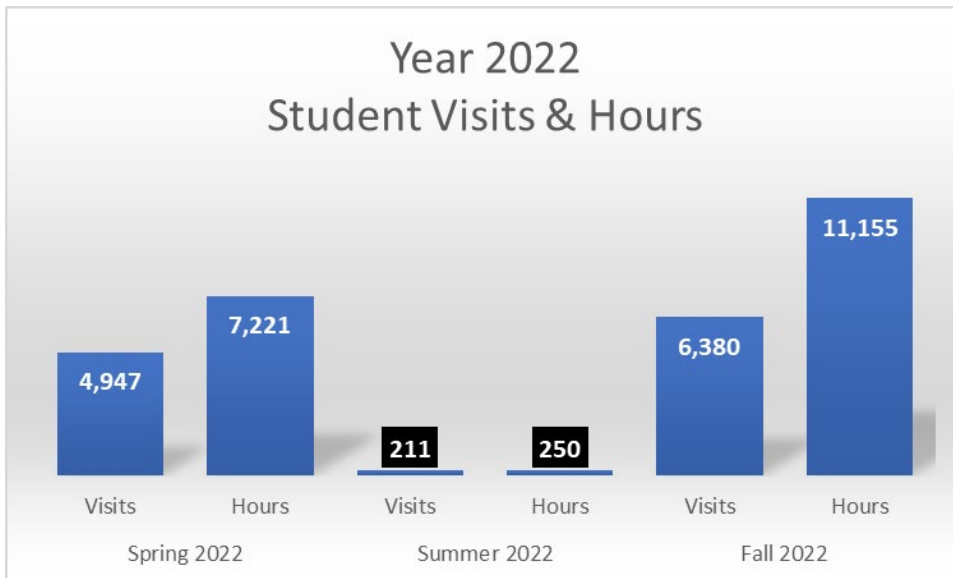|	
Veterans Office **International Students** **Non- Credit Students**	
STUDYTHON - Student Life and Leadership & Student Equity	Event sponsored by the ASCC, Student Equity, and Foundation

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 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.

Tutoring Services: The Student Success Centers continue to use SARS Enter software to track all drop-in tutoring and have stopped using eSARS for scheduled Writing Center virtual tutoring appointments since the drop-in model was easier to use and find for students, eliminating barriers for students. In the spring 2022 semester, face-to-face tutoring hours increased, and virtual tutoring hours slightly decreased. During this reporting period, for the year 2022 (spring, summer, and fall semesters), the number of tutoring services provided by tutors: was 11,538 visits from 2,075 unduplicated students for 18,626 student hours, which is an increase from the last reporting period.

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Year 2022
Student Visits & Hours

	Spring 2022		Summer 2022		Fall 2022	
	Visits	Hours	Visits	Hours	Visits	Hours
	4,947	7,221	211	250	6,380	11,155

FTES: During these past two years since the COVID-19 pandemic began (March 2020), the Student Success Centers have seen a drastic decline in FTES: 16 FTES for 2021 (Summer & Fall), 44 FTES for 2022 (Spring, Summer, & Fall). The Associate Director works directly with IT and Institutional Research Office in retrieving the data.

NetTutor: NetTutor was the resource most used by community colleges during the pandemic. NetTutor offers all Cuesta students the opportunity to receive 24/7 online tutoring support in various content areas. The Student Success Center also provides online tutoring support, but in-person tutoring continues to be the preferred way for most students.

CANVA: The Student Success Centers depend on CANVA to host virtual tutoring. Traffic for virtual tutoring for 2022 totaled 1,544 visits. All Cuesta College students who are enrolled have access to the CANVA shell.

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

    FTES: 16 FTES for 2021 (Summer & Fall), 44 FTES for 2022 (Spring, Summer, & Fall)

    As mentioned in the last report, for the year 2021, the number of tutoring services

    provided by tutors: was 8,279 visits from 1,852 unduplicated students. For the year 2022, was 11,538 visits from 2,075 unduplicated students.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

Tutoring Services: The Student Success Centers have seen an increase in students accessing tutoring services compared to the last reporting. Under our new Dean, we plan to expand services and create student engagement opportunities in the centers.

FTES: FTES across all community colleges have dropped dramatically. The leadership of the Student Success Centers is working on strategies on increasing the FTESs generated by providing student engagement opportunities during tutoring services. Collaborations across campus with other programs during student events will introduce the Student Success Centers to new students and continue to strengthen partnerships.

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

The Associate Director of the Student Success Centers will develop a strategic plan to improve tutor recruitments and expedite the on-boarding process to ensure tutors across all disciplines are accessible to students.

The Associate Director of the Student Success Center will collaborate with the Guided Pathways Student Success Teams to identify academic support strategies for students. The Associate Director will lead the Success Centers to expand academic support beyond tutoring services. The Success Centers have the opportunity to become the hub for academic services identified by the Student Success Teams, Area of Study. This activity will be a priority during the next year.

The Associate Director has a identified a service gap for students enrolled in the Psychiatric Technology and LVN programs at North County Campus. The Associate Director will collaborate with the LVN and Psych Tech programs to identify a strategy to support these students.

Recommend any changes and updates to program based on the analysis above.
For elements that require funding, complete the Resource Plan Worksheet (download from this folder) and review the Resource Allocation Rubric

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.

The COVID-19 pandemic created challenges and introduced opportunities in higher education. We must support students with innovative ways to build community among

peers and faculty. As the Student Success Centers continue to expand awareness with faculty on campus and more in-person classes are offered. The Associate Director will lead the efforts to implement innovative strategies to increase student engagement .

• The Student Success Centers will continue with the drop-in model providing services face-to-face and virtual tutoring services. This model has allowed students to receive tutoring based on student needs on two different platforms and maximize tutors' availability.

• Former statistics lab location reopened as a study lab for all disciplines, study groups, workshops, and student engagement activities.

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet (download from this folder) and review the Resource Allocation Rubric.

V. **ANTICIPATED SERVICE CHALLENGES/CHANGES**
Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Suggested Elements:

A. Regulatory changes
B. Internal and external organizational changes
Vacant positions impact our ability to open the North County Campus Center and serve students. Coverage at the North County Campus (NCC) is limited due to two vacant positions – Instructional Support Specialist and NCC Support Technician Positions. The Associate Director will continue to cover two days per week on the North County Campus until fully staffed.

C. Student and staff demographic changes
D. Community economic changes – workforce demands

E. Role of technology for information, service delivery and data retrieval
The data retrieval through tableau was restricted to classes and disciplines, making it difficult to disaggregate data for the Student Success Centers. A conversation with the Institutional Research Office and IT will need to continue to find a solution, possibly an Argos report, that can be specific to the Student Success Centers.

SARS Trac and SARS Enter are the software used by the Student Success Centers to track student traffic and for reporting. The Centers collect apportionment, so tracking is critical. The software has been inconsistent and giving error messages, where IT has

been involved. Being unable to rely on SARS Enter will present a future challenge for the Student Success Centers tracking purposes.

F. Providing service to multiple off-campus sites
As mentioned before, coverage at the North County Campus (NCC) is limited due to the two vacant positions – Instructional Support Specialist and NCC Support Technician Positions. The Associate Director will continue to cover two days per week on the North County Campus until fully staffed.

G. Anticipated staffing changes/retirements

VI.   OVERALL BUDGET IMPLICATIONS
Provide a brief description of the immediate budget request(s) made in your Resource Plan (download from this folder) (after having reviewed the Resource Allocation Rubric). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel
B. Equipment/furniture (other than technology)
C. Technology
D. Facilities

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SIGNATURE PAGE

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

Student Success and Support Programs, College Centers 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
	Sibany Ghershob.	Mar 6, 2023
Name	Signature	Date
	Mia Ruiz	Mar 6, 2023
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

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Resource Allocation Rubric (please review while preparing this Worksheet)

ACCJC Standards

Strategic Plan Initiatives (where to find the Institutional Goals and Objectives)

Institutional Standards of Achievement

Institutional Learning Outcomes

Rank	Program (Prefix)	Item/Description	Cost (est.)	Item Category	Instructional	Frequency	Time Frame	Location (be as specific as possible)	Justification
1	SSC	Instructional Aide for LVN program at NCC	Range 23	Personnel	Instructional	On-going	Immediate (Next Year or Sooner)	NCC - SSC	Assist with retention. Can't find consistent tutors that want to work for high demand course at NCC. This would increase FTES apportionment and support for LVN program.
2	SSC	Instructional Aide for Chem in SLO	Range 23	Personnel	Instructional	On-going	Immediate (Next Year or Sooner)	SLO Campus - SSC	Need consistent tutoring for high demand course across all chemistry courses and it's hard to find tutors at SLO campus that can do all courses. Would increase FTES apportionment and support for students.
3	SSC	Rehire for Instructional Specialist	Range 39	Personnel	Instructional	On-going	Immediate (Next Year or Sooner)	NCC - SSC	Not enough coverage at NCC center and assist with recruitment and oversight of tutors, plus outreach.
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2023APPW_ResourcePlan_SSC_Final

Final Audit Report   2023-03-07

Created:	2023-03-07
By:	Amy Pike (amy_pike@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAcvuVwBg5APTZcG9YO90sgzeckj3-EyYh

"2023APPW_ResourcePlan_SSC_Final" History

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