ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS
ANNUAL PROGRAM PLANNING WORKSHEET FOR 2022

Program: Student Success Centers   **Planning Year:** 2020-2021   **Last Year CPPR Completed:** 2018

Unit: Student Success Centers   **Cluster:** Student Success and Support Programs, College Centers

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 ALL 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. Lastly, the Student Success Centers are a living organization, whereby, staff are creating new strategies 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.

   In Spring 2021, Dr. Elizabeth Coria was appointed as Interim Assistant Superintendent/Vice President of Student Success and Support Programs/College Centers. In the latter part of Fall 2021, Dr. Coria was appointed as the permanent position of Assistant Superintendent/Vice President of Student Success and Support Programs/College Centers. Dr. Escobedo, Dean of the North County Campus and Student Success and Support Programs continues to report directly to Dr. Coria.

   As noted in the last year's report, Dr. Escobedo was assigned to be administrator of the Student Success Centers and has continued to work alongside Siboney Guardado, Associate Director and staff of the Student Success Centers ((tutoring) to support students with tutoring services. Ms. Guardado continues to oversee the day-to-day operations of the Centers, provide supervisory oversight of classified staff and tutors, and works directly with faculty to meet the students tutoring needs.

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

During this reporting period, with the COVID-19 Pandemic restrictions the Student Success Centers continued to provide virtual tutoring services. As the COVID-19 restrictions changed in the 2021 Fall semester, the Student Success Centers began providing some limited face-to-face tutoring and continued with virtual tutoring services. Most currently, as COVID-19 regulations have continued to change in the 2022 Spring Semester, the majority of tutoring services are now face-to-face with scaled down tutoring services in the virtual modality.

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

There have been no changes to statutory authority/program regulations or compliance issues during this report period.

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 to the District's 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, STEM focus disciplines, and Writing Center, and special populations outlined in the Student Equity Plan. Our embedded tutoring program is entering its seventh year which has been instrumental in supporting students in the classroom and outside of the classroom. The COVID-19 Pandemic has continued to have an impact on the availability of hiring student tutors, pre-pandemic there were an average of 100 tutors in any given semester to 50 to 60 students, per semester.

Since COVID-19, the Student Success Centers main focus has been to maintain clear communication and the infrastructure to provide comparable virtual services through Zoom. With the impact of COVID-19 on students, the Centers continue to respond quickly and ensure flexibility to address the changing needs of academic support. The staff continue to pivot to address basic technology needs for students to transition on Zoom and Canvas successfully.

2 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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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 to align their services to the District's institutional goals in efforts to support students to complete transfer requirements, degrees, and certificates. The Student Success Centers have assisted students in reaching their academic goals through completing assignments, understanding concepts, providing extended guided practice opportunities, which influences successful course completion, and further promotes students' ability to meet transfer requirements, degrees and/or certificates. In addition, the Student Success Centers have collaborated with faculty and campus-wide departments to support the needs of students.

As has been noted throughout this report is the impact on the ability to provide direct student support services during this COVID-19 Pandemic. The Student Success Centers moved from fully virtual services during a portion of this reporting period to a blended model of services (face-to-face and virtual) starting in the 2021 Fall semester. The consistent services of drop-in tutoring (face-to-face and virtual), embedded tutoring, and referrals to Net Tutor, Studythons and Saturday virtual services, and referrals for various direct student support services. Of importance to note, the staff have seen a significant increase in student requests for technology support for various technology needs. It is important to note that the District does not have an area where students can be guided to get technology support, therefore, departments like the Student Success Center staff are doing what they can to assist students with technology support.

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In addition, the following table outlines the partnerships with the various campus-wide departments and community organizations that contribute to the institutional goals.

Student Success Centers Partnerships

Areas of Collaborations	Department/Divisions
Math Lab (Drop-In Tutorial Support)	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/Tutors
Student Life & Leadership Cougar Pantry	Student Referrals to the Cougar Pantry
Studython: Student Life and Leadership & Student Equity	Student gift cards sponsored by the ASCC and Student Equity for Studython events

It is important that as part of the reorganization/restructure in 2020, as noted on last year's report, the staffing model for the Student Success Centers was split, whereby the Academic Success Coaches and the Director of Student Equity are no longer part of the Student Success Centers. As a result, the Academic Success Coaches are now utilized as a referral for student support services and no longer available to be a direct staff support to the services and endeavors of the Student Success Centers.

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 for all drop-in tutoring and eSARS for scheduled Writing Center virtual tutoring appointments where Instructional Specialist and Writing Center tutors provide the tutoring. During the reporting period, virtual tutoring services were available fall 2021, and tutoring began using a hybrid model of face-to-face and virtual services. In the current spring 2022 semester, face-to-face tutoring hours increased, and virtual tutoring hours have slightly decreasing based on student use of the respective modality. During this reporting period, for the year 2021, the number of tutoring services provided by tutors: 8,279 visits from 1,852 unduplicated students. This is a decrease in tutoring services from the last reporting period.

FTES: During these past two years since the COVID-19 Pandemic began (March 2020), the Student Success Centers have seen a drastic drop in generating FTES during 2020-2021: 211 FTES for 2021, 16.1 FTES for 2022 – respectively comparted to the 2019-2020 of 115 FTES.

Google Analytics: The Student Success Centers utilizes the "Google Analytics" program to determine the level of student inquiries of information/referral sites that are used by the Center. The Associate Director works directly with the District's Electronic Communication Coordinator in retrieving the data.

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

Google Analytics for Website: During this reporting period, according to District's Electronic Communications Coordinator, the Student Success Centers page-views has increased from 408,067 to 530,002 with a majority of views continuing to focus on reading comprehension. We continue to analyze the analytics more in-depth as we continue to improve the website and include additional student tools and on-line support systems, especially given our virtual reality. In addition, we continue to see an increase of student use on the Canvas course "shell" from the Center's website.

B. Data Interpretation:

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

Tutoring Services: As the COVID-19 Pandemic cases decrease and regulations and limitations are relaxed, so have the restrictions under which the tutoring services are being implemented. The Student Success Centers have seen an increase in students accessing tutoring services.

FTES: The FTES generated by the Student Success Centers has dropped dramatically since the beginning of the COVID-19 Pandemic. The leadership of the Student Success Centers are working on strategies on increasing the FTESs generated by providing tutoring services.

Google Analytics: As noted above, in the area of Google Analytics for the Student Success Centers increased during this report period from 408,067 to 530,002 page-views with the larger interest in the areas of "reading comprehension". It is important to the Centers' website to be a location where they find additional information beyond tutoring services.

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

Dr. Escobedo, Dean and Siboney Guardado, Associate Director of the Student Success Centers have identified as one of their goals to find strategies that will increase the number of tutors for the Centers. As noted in last year's report, pre-Pandemic the Student Success Centers averaged 100 to 110 tutors who were providing services and during the Pandemic timeframe the Student Success Centers averaged 50 to 60 tutors who were providing services, an estimated 50% drop in tutors being available to provide such an important service that impacts student success.

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

See Resource Plan Worksheets

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.

As has been noted throughout this report, the COVID-19 Pandemic has created challenges and opportunities for higher education. More specifically, the Student Success Centers' managers and staff developed strategies that meet the needs of the students in providing tutoring and keeping in line with the regulations and limitations of the COVID-19 guidance from the District.

- The Student Success Centers model for providing services will enhance their standard model of services and will continue with face-to-face and virtual tutoring services. This model has provided students the opportunity to receive services based on student needs.
- Continue with Saturday and evening tutoring services to meet the needs of student demands.
- Continue providing writing support on a drop-in basis and by appointment.
- Statistics lab location reopened with liaison focusing on specific faculty study groups.

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.

None

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 – None

B. Internal and external organizational changes
There have been no internal and external changes to the program since the restructure/reorganization in 2020. The Student Success Centers continue to be under the Student Success and Support Programs Division. Siboney Guardado, Associate Director and the Center staff continue to report to Dr. Maria T. Escobedo, Dean of the North County Campus, Student Success and Support Programs.

C. Student and staff demographic changes
During this reporting period, the Instructional Support Specialist and Student Success Center Technician were moved to full-time positions. The needs for the increase in these positions was to meet the needs of the operations of the center and enhance student access and services to the Student Success Centers at both the North County and San Luis Obispo Campuses. In addition, a second full-time Student Success Center Technician was added to the North County Campus to meet the staffing needs and provide comparable services that are being offered on the San Luis Obispo Campus.

D. Community economic changes – workforce demands

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

F. Providing service to multiple off-campus sites – None

G. Anticipated staffing changes/retirements - None

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VI.   OVERALL BUDGET IMPLICATIONS

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

Elements:

A. Personnel

B. Equipment/furniture (other than technology) - None

C. Technology
Upgrade of the student computers on the North County Campus Math Lab area.

D. Facilities
The San Luis Obispo Campus Student Success Center is currently housed on two separate floors with the Library and Learning Resource Building. The goal to better serve the students and management of the Student Success Center on the San Luis Obispo Campus will be to begin identifying a location where all of the services can be housed on one floor. The estimated cost of this space/location is undetermined at this time.

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