🏛 Dept - (LRC) Student Success Center (Hybrid) › Department › Program Review

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Program Mission Statement: The Student Success Center supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Basic skills

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served: 10

I.D.2 Academic Services & Learning Resources: #Students served: 300

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 1

I.E.2 #Student Employees: 5

I.E.3 % Full-time :

I.E.4 #Staff Employees: 1

I.E.5 Changes in Employees/Resources: In summer, 2016 one of the Instructional Support Technicians in Math/Science resigned to take a full-time teaching position in PSME, and wes replaced in January by a new employee. In addition, a 12-month classified Instructional Associate position formerly assigned to Online Education was transferred to the Student Success Center as an 11-month Instructional Support Technician in Math/Science. As of March 2017 hiring for this position is still in process.

II.A Enrollment Trends: Enrollment in LRNA 96, 97, 98 (tutor training) and SKIL 232, 233 (Adjunct
Skills) is only a portion of our program compared to non WSCH generating tutoring and workshops, and depends on campus demand for support. LRNA tutor training classes fluctuate based tutor hiring targets, which in turn is based on budget and student demand. For example, we decided not to offer tutor training classes in Spring 2016 due to a B-budget shortfall in 15-16 and projected cuts for 16-17.   Therefore, total LRNA enrollment in 15-16 decreased from 131 in 14-15 to 90 in 15-16 due to cancelling all

Spring 2017 tutor training courses due to budget issues.
Enrollment in SKIL 232/233 decreased slightly, from 545 in 14-15 to 484 in 15-16. This was due to fewer courses served as department course offerings changed.
Unduplicated headcount (based on SARS check-in data) for all SSC areas 15-16 decreased to ~9,200 from ~9,500 in 14-15. This decrease is likely the result of lower enrollment campus-wide.
Use of Smarthinking online tutoring increased from 1,232 in 14-15 to 1,568 in 15-16, likely due to increased marketing efforts and awareness among students and faculty.

II.B.1 Overall Success Rate: Success rates in LRNA are very high (98%-100%) because new tutors are selected carefully and receive a great deal of support from supervisors and senior tutor mentors. Success rates in SKIL decreased slightly but remain high (91% in 14-15, 86% in 15-16) due to supportive nature of the program. More impressive is the impact that SKIL classes have on success rates in the courses they support. Comparing Fall 2016 grades of those in the supported courses who did and did not enroll in Adjunct Skills, students who took adjunct have grades higher by 0.37, 10 points higher success rate and 4 points higher retention rate in the target course compared to those who do not take Adjunct.
Data indicates that our non-WSCH generating programs (tutoring and workshops) positively impact success rates of courses we serve, Research comparing tutored compared to non-tutored in: EWRT/READ/LART 200 and 211 shows that students who use the WRC succeed at rate of 93% versus 85% for those who do not visit the WRC; ESL 200-level course show that students who use the LSC succeed at rate of 91% versus 85% for those who do not visit the LSC. Success rates are also high when faculty take an active role in promoting and directing tutoring. For example, in Byron Lilly's Business 10 success rates increased from 65% to 71% with the addition of tutoring.

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations: STUDENT EMPLOYMENT GUIDELINES We continue to face the challenge of unintended consequences of student employment guidelines that require full-time status (12 units) and 180 unit limit on student employees. These restrictions dramatically limit our ability to retain our most qualified tutors. The rules have resulted in mid-quarter termination of tutors and damage to our programs. This is an equity issue because most of those who exceeded 180 units accumulated those units in basic skills classes. We make a special effort to recruit student tutors from among targeted student populations, and many of these students begin in basic skills. In addition, student who pursue STEM majors accumulate an average of 100 units in math and science alone. More detail on this issue available per request.

III.A Growth and Decline of Targeted Student Populations: ARGOS queries of targeted students enrolled in subjects supported by the SSC, and SARS data of targeted students using SSC services showed the following percentages:

	13-14	14-15	15-16
Enrolled	20%	22.1%	23%
SSC Users	19%	20.3%	21%

There was a slight increase from 14-15 to 15-16 for both enrolled and those who used SSC services. The percentage of targeted students using SSC services closely mirrors the percentage enrolled in courses we serve.

As a result of continued intensive recruiting efforts, we have steadily increased the percentage of Latino/a student tutors, from 6% in 13-14 to 9% in 14-15 to 12% in 15-16.   This rate now more closely resembles the overall demographics at the college. Latino/a enrollment in SKIL classes has also increased slightly, from 19% in 14-15 to 21% in 15-16, Filipino enrollment increased from 5% to 7% over the same period.

III.B Closing the Student Equity Gap: The SSC continues to contribute to decreasing the equity gaps in departments across campus, especially in the basic skills areas.

The CAS (Customized Academic Support) program continues to support students in lowest level (200(EWRT, READ and LART. In the Listening and Speaking Center, ESL 253 workshops support students transitioning to the demands of higher level reading and writing. Classroom visits and constant email outreach to these students results in increased awareness of services. In 14-15, 154 EWRT, READ and LART 200 students attended CAS small group module (verbs and vocabulary). That increased almost 60% in 2015-16, with 246 students in 200 level classes attending the 4-week small group modules. Comments include: "I found it helpful to take things slowly while annotating. I learned new ways to find meanings of words I do not know." and "It was a friendly place to be in, and I will tell other students about it."

The Math, Science & Technology Resource Center (MSTRC) continues to offer three to four weekly content-specific workshops for students enrolled in basic skills math courses (Math 210, 212 and 114), in addition to several finals review workshops during week 11.   The MSTRC offers two hours of Weekly Individual Tutoring (one-on-one) for basic skills enrolled students versus one hour for non-basic skills. We also have targeted outreach to students enrolled in these courses and give orientations to the MSTRC. With the additional support of the new IST position we hope to expand workshop offerings.

We continue to increase the percent of student peer tutors from targeted groups. Based on data inquiry on tutor training (LRNA) courses, in 13-14, 7.4% of our tutors were from targeted groups; in 14-15, 8.1% were from targeted groups; and in 15-16, 11% of our tutors were from targeted group, which could be higher as 9% identified themselves as having two or more ethnicities.

Requirements to become a tutor, especially in math, are quite high. By systematically cultivating and recruiting new tutors from those receiving help in basic skills classes, we ensure that our tutors reflect the populations we serve and bring empathy and equity-mindedness to their tutoring.

We know our programs are most successful when there is a high level of faculty involvement. An example of how thoughtful planning and collaboration with faculty can impact the equity gap is Byron Lilly's Business 10 focused tutoring for exams. After

tutoring, the success rate gap between targeted and non-targeted groups in this class decreased to just 3%.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: Our departmental equity plan identified four critical issues for our students: awareness of services, basic skills, financial limitations and inclusion. We have made progress increasing our systematic outreach to all basic skills classes, but it requires an enormous amount of staff time. Two dedicated TEA positions for outreach and mobile tutoring for all areas would help this effort (see resources request.) As a result of Equity Walks we continued to scrutinize the physical layout, look and feel of our areas to make them more welcoming and inclusive. In addition to changed signage, re-arranged furniture we added more student-made posters from tutor training sessions. We continue to conduct All-Tutor Equity workshops each Winter quarter. Winter 2016 160 tutors attended and did activities related to assumptions, privilege, stereotypes and prejudice. Winter 2017 the workshop focused on assumptions, empathy and Motivational Interviewing.
NOTE: We look forward to implementation of the proposed LR and AS reorganization which will include the Student Success Center in a tentatively titled "Equity and Engagement" division beginning 17-18. We see great potential to impact equity efforts from synergy and work with likely new division partners Equity Office, SSRS, Vida, LEAD, Honors and LinC.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 62

V.A Budget Trends: Our most crucial budget challenge continues to be the impact of the student salary increase, effective January 2016, that increases our tutoring costs by 20%, or $84,000 per year for our average expenses over the past several years.
We were pleased that in January 2017 with standardization $85K formerly in augmentation was rolled into ongoing B, whose base of $68K had remained unchanged for over a decade. We were also pleased that $100K was allocated to pay for online tutoring. These welcome changes, however, do not change the fact that SSC depends on one-time annual allocations from DASB, and BSI to pay for tutoring each year. Tutoring services for all De Anza students would benefit from ongoing B-budget increase to cover the cost of the 20% student salary increase. As noted previously, in S14 Comprehensive Program Reviews, as many as 15 departments referred to their need for additional tutoring support to improve their equity outcomes. There is no additional funding for SSC to support these requests.

V.B Funding Impact on Enrollment Trends: If additional funding does not offset the costs of student salary increase we will have to limit tutoring hours and number of students served. As noted previously, as many as 15 departments referred to their need for additional tutoring support to improve their equity outcomes in their program reviews. There is no additional funding for SSC to support these requests.
(Note: in F16 and W17 we implemented budget cuts to all areas, and their impact was felt acutely by students and faculty. Wait times often exceeded 60 minutes for drop-in tutoring, and we turned away many students who requested weekly individual tutoring.)

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: Part-time employees to deliver and coordinate outreach to basic skills, at-risk and targeted groups, including visits to classroom and campus gathering spots. It is important to intensify outreach to students in lowest level basic skills classes, who are most at-risk and least likely to seek support on their own. This important equity effort requires a great deal of staff time during busiest weeks for tutor-tutee assignments. We know that help-seeking behavior is essential to student success, and that many at-risk students do not come in to SSC areas for help. We would like to intensify outreach to meet students where they are, in the library, Campus Center, and other gathering spots on campus. We hope to serve students who might otherwise be intimidated or lack the confidence to come to our centers, and in the process increase the number of students from targeted populations. We would like to hire two part-time professionals 15-20 hrs/week to deliver and coordinate mobile tutoring and outreach.

V.E.1 Equipment Requests: Over $1,000

V.E.2 Equipment Title, Description, and Quantity: 1. Mobile Presentation System with Projector at a cost of ~$5,500
2. iPad Charging Cart at a cost of ~$1,200 for secure storing and charging of our department iPads
3. Webcams for Zoom recording and remote meetings/webinars

V.E.3 Equipment Justification: 1. For ongoing large team meetings and training sessions including our All-Tutor Equity workshop (~120 tutors)
2. For secure storing and charging of our department iPads.
3. For Zoom recording and remote meetings/webinars

V.F.1 Facility Request: 1. See S14 CPR V.A.7 and previous APRU's for math/science Outdoor Learning Environment
Outdoor Commercial Awning, Outdoor Solar Outlet Charging Station, Outdoor Commercial Circular Table with Seating, Outdoor Commercial Circular Table with Seating and Wheelchair Accessible seating.

2. Tall table with power outlets   1   x $1,500   = $1,500
3. Tall chairs   4   x $300   = $1,200

V.F.2 Facility Justification: 1. See S14 CPR V.A.8
As described in 10-11 and 11-12 APRUs and 2014 CPR: Installation of SSC outdoor learning environment.
Users: students, tutors, faculty and staff engaged in one-on-one and group learning.
Impact without Facility: Without additional seating and space, students will continue to suffer in the overcrowded, noisy and inadequate S43 space. The Center is often filled beyond capacity, receiving up to 400 visits per day. With seating capacity for only 130.

Life Expectancy of current facility: This is a request for a new facility, not a replacement.

The additional space will address our program outcomes. Students will:
(a) use effective learning skills
(b) express a more positive attitude towards the subject;

In addition, the space supports the strategic goals of Individual Attention to Student Retention and Success by serving students with various preparation levels. It supports Equity by contributing to narrowing the success and retention gap between groups

2. Provide additional seating area for sitting or standing.
3. Provide additional seating area for sitting at tall table.

V.G Equity Planning and Support: Equity workreveals continuing need for intensive training for tutors on stereotypes, discrimination and privilege. Request continued funding to pay for annual All Tutor Equity Training.
175 tutors x 3 hours x $12/hr = $6,300.

V.H.1 Other Needed Resources: 3 commercial copiers (~$15K) Our current copiers expected to last about 3 years more. As per Lily Liang, print services maintains but does not replace broken machines.

V.H.2 Other Needed Resources Justification: To copy handouts, directed learning activities and promotional materials for student support.

V.J. "B" Budget Augmentation: (See V.A)
1. B-Budget increase of $84K (beyond the $85K augmentation) to cover student salary increase and reduce dependence on one-time funds from DASB and BSI and prevent cuts in tutoring services;
2. Funding of $40K to pay for two TEA positions to deliver and coordinate mobile tutoring and outreach (see below).

V.K.1 Staff Development Needs: Our staff takes full advantage of training offered by Staff and Organizational Development and Technology training. We would love to see technology training expanded and perhaps request custom training sessions on use of social media for outreach and multimedia for orientations and presentations. We have already arranged for a custom quick training in Canvas so SSC staff can track LRNA and SKIL and NetTutor usage beginning Fall 2017.

V.K.2 Staff Development Needs Justification: No specific data, but we know that the more present and engaging our online resources are, the more students we can attract and engage. Students will also benefit from enhanced orientations to our services.

V.L Closing the Loop: We will assess affects of additional staff and facilities by comparing usage and survey data.

Submitted by: Melissa Aguilar aguilarmelissa@fhda.edu x5422
Diana Alves de Lima alvesdelimadiana@fhda.edu x8485

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APRU Complete for 2016-17: Yes

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