

ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2024

Program: Student Success & Learning Resource Centers **Planning Year:** 2024-2025

Last Year CPPR Completed: **Unit:** Student Success Centers **Current Date:** March 2024

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 Center (SSC) went through a reorganization and has now been merged with the Learning Resource Center (LRC). The merge of the Student Success and Learning Resource Centers was effective at the start of Fall 2023 and resulted in two Supervisor positions, one who oversees San Luis Obispo Campus and the other at North County Campus. Our mission aligns with the institutional commitments to promote equity, diversity, and inclusion in all our student success efforts.

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

With the merge of the Student Success and Learning Resource Centers, there was also a reorganization of management. There are two Interim Supervisors appointed to a designated campus, one in SLO and the other at North County Campus. There is an active search for permanent positions that will be filled by the end of Spring 2024. The Interim Supervisors currently manage staff at the SSC and the LRC at their prospective sites. This reorganization provides direct management of staff and programming at each campus. Although the two Supervisors attend to the unique needs of their centers and home campuses, they work together and share duties that impact the department's success, vision, and district goals.

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

Since the reorganization, the Supervisors have enhanced collaboration between the Student Success Center and the Library. This stronger collaboration has increased student engagement and support for students utilizing services. Being in proximity of each other, it has been beneficial for the SSC and LRC to join forces on events such as Studython, the Student Success Mixer, joining the Academic Success Workshops series, and aligning other efforts that support student retention and the promotion of

academic resources. We have also seen an increase in services, accessibility, student engagement, and innovative ideas.

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

We do not currently have one.

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

- A. Provide updates, if any, on how your program addresses or helps to achieve the District's Mission Statement in the last year.

In the past year, the Student Success Center (SSC) and Learning Resource Centers (LRC) have remained committed to advancing Cuesta College's mission of inclusivity and student success. Through intentional programming aimed at enhancing academic services and better serving our diverse student population, our programs have played a vital role in supporting students in achieving their educational goals.

Filling vacant positions in the LRC in the fall brought the return of technical services until 8pm Monday-Thursday and drop-in tutoring hours were extended until 6pm Monday-Thursday in the SSC. Both areas remain open until 5pm on Fridays. These efforts have increased access to academic support and campus resources, ensuring that students receive the assistance they need to thrive academically.

The introduction of weekly Student Success Workshops at both campuses has provided students with valuable opportunities to enhance foundational skills, develop effective study habits, and manage academic challenges. By addressing key areas such as time management, testing anxiety, and stress management, these workshops contribute directly to students' academic success and personal growth.

Fall featured the return of Studython to the North County Campus in addition to two nights at the SLO Campus the week before finals. Studython provides essential academic resources and faculty support while also fostering a sense of community and collaboration among students as they prepare for their exams.

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.

- Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets
- Institutional Objective 3A: Increase the annual number of students transferring to a CSU or UC
- Institutional Objective 7A: Build a sustainable base of enrollment by effectively responding to the needs of the district as identified in the SLOCCCD Comprehensive Master Plan 2016-2026: Educational Master Plan

The academic support and resources offered by the SSC and LRC are strategically tailored to address the most pressing needs of our students, facilitating their academic success and progress toward their educational goals. Key efforts such as extended tutoring hours, weekly Student Success Workshops, enhanced technological resources, and Studython events directly support Cuesta's Institutional Objectives 2A, 3A, and 7A.

Drop-in tutoring sessions, alongside faculty office hours within the Success Centers, and the extended hours at critical point in the semester ensure that every student receives personalized academic support tailored to their needs. These student services help to build a supportive learning environment where students can overcome academic challenges, succeed in their courses, and achieve their educational goals. Efforts are being made to better reach and serve the specific academic needs, challenges, and preferences of disproportionately impacted (DI) groups.

The physical spaces within the LRC and SSC serve as hubs for community-building among students, enabling them to make connections, offer mutual support, and reduce feelings of isolation.

The SSC and LRC directly contribute to the objective of increasing student transfers to four-year institutions by enhancing students' academic preparedness, success, and eventual competitiveness for transfer. Student Success Workshops support in areas such as time management, study habits, and stress management, which in combination with technological and reference resources and tutoring services equip students with the necessary skills and support to excel academically, thereby improving their prospects for successful transfer to CSU or UC institutions.

Collectively, these efforts not only boost student success but also support the District's goal of building a sustainable and stable fiscal base through FTEs generated through CSS-099 Supervised Tutoring.

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.

Student Success Centers

In the SSC, SARS software was used to collect data on student use of tutoring services

- Processing SARS Lab: TUTORING - SLO (202307-74331)
 - I. Student Count: 839
 - II. FTES: 33.6
- Processing SARS Lab: TUTORING - NC (202307-73370)
 - I. Student Count: 328
 - II. FTES: 3.7
- Processing SARS Lab: TUTORING - VIRTUAL (202307-73380)
 - I. Student Count: 79
 - II. FTES: .33

Learning Resource Centers

In the LRC, data is collected on electronic device checkouts.

Electronic Device Checkouts per Semester												
Semester	Spring 2023			Summer 2023			Fall 2023			Spring 2024 as of 2/28/24		
Location	SL	NC	Total	SL	NC	Total	SL	NC	Total	SL	NC	Total
Device Type												
Hot Spot	78	48	126	74	33	107	89	84	173	79	109	188
Chromebook	189	111	300	39	34	73	192	151	343	155	126	281
Laptop	27	0	27	0	0	0	39	0	39	22	0	22

In the LRC, data is collected on database visits and searches.

2023-2024	Price	Exp.	Renewal	Fund	July 2023	Aug. 2023	Sept. 2023	Oct. 2023	Nov. 2023	Dec. 2023	YTD	Jan. 2024
DATABASE NAME / PROVIDER	Price	Exp.	Renewal	Fund								DATABASE NAME / PROVIDER
BibliU (Total Visits)		Jan. 2023		SLO/NC							-	BibliU (Total Visits)
(Discontinued 1/23)				C								
Credo Academic Core/Credo Reference (InfoBase) Total Searches	\$6,288.00	Dec. 2024		SLO/NCC	391	290	939	1,008	718	215	3,561	Credo Academic Core (Credo Reference) Total searches
Films on Demand, Master Academic Collection (InfoBase) Total Searches	\$10,481.00	Dec. 2024		SLO/NCC	34	52	59	77	93	62	377	Films on Demand, Master Academic Collection (InfoBase) Total Searches
Academic Search Complete (EBSCO) Total Searches	\$0.00	Jun. 2024		State Pays	871	630	1,997	2,207	2,000	748	8,453	Academic Search Complete (EBSCO) Total Searches
CINAHL Plus with Full Text (EBSCO) Total Searches	\$5,170.00	Jun. 2024		Nursing / Library	131	21	240	809	257	236	1,694	CINAHL Plus with Full Text (EBSCO) Total Searches
Ethnic Diversity Source (EBSCO) Total Searches	\$4,265.00	Jun. 2024		CARES	132	36	130	187	295	248	1,028	Ethnic Diversity Source (EBSCO) Total Searches
PsychARTICLES (EBSCO) Total Searches	\$4,383.00	Jun. 2024		Lottery	0	10	86	179	313	258	3,561	PsychARTICLES (EBSCO) Total Searches
PsychINFO (EBSCO) Total Searches	\$3,763.00	Jun. 2024		Lottery	546	74	433	398	348	326	2,125	PsychINFO (EBSCO) Total Searches
America's Newspapers (Newsbank)	\$12,143.00	Jun. 2024		Lottery	277	865	192	935	719	309	3,297	America's Newspapers (Newsbank)
CampusGuides -LibGuides (Springshare) Homepage Tracking Views	\$2,648.00	Jun. 2024		SLO/NCC	198	306	386	280	257	119	1,546	CampusGuides -LibGuides (Springshare) Homepage Tracking Views
Opposing Viewpoints in Context (Gale) Regular Searches	\$7,274.00	Jun. 2024		Lottery	1,075	95	685	2,588	1,704	584	6,731	Opposing Viewpoints in Context (Gale) Regular Searches
US Newstream, (Proquest) Regular Searches	\$6,995.00	Jun. 2024		Lottery	192	99	281	638	360	158	1,728	US Newstream, (Proquest) Regular Searches
Proquest Black Historical Newspapers, Regular Searches	\$10,104.00	Jun. 2024		CARES	161	84	203	553	323	139	1,463	Proquest Black Historical Newspapers, Regular Searches
Proquest Ebook Central, Regular Searches	\$7,450.00	Jun. 2024		CARES	82	17	47	259	157	81	643	Proquest Ebook Central, Regular Searches
Proquest Central, (Discontinued 6/2023)		Jun. 2023		CARES								Proquest Central, (Discontinued 6/2023)
JSTOR Full Collection Access Fee (Databases A-Z) Regular Searches	\$2,600.00	Jun. 2024		CARES	484	188	404	1,806	1,907	1,037	5,826	JSTOR (Databases A-Z) Regular Searches
Bloomsbury National Theater Collection Regular Searches	\$1,202.00	Jun. 2024		CARES	0	0	0	18	11	2	31	Bloomsbury National Theater Collection Regular Searches
Bloomsbury Screen Studies Regular Searches (Item Investigations)	\$482.00	Jun. 2024		CARES	0	0	1	0	0	0	1	Bloomsbury Screen Studies Regular Searches
Total:	\$85,248.00											Total:
PURCHASED THROUGH EBSCO	Price	Exp.	Renewal	Fund								DATABASE NAME / PROVIDER
Birds of the World (Cornell through Ebsco)	\$570	Dec. 2024		District Funds	0	0	0	0	0	0	0	Birds of the World (Cornell through Ebsco)
SOFTWARE	Price	Exp.	Exp.	Fund								DATABASE NAME / PROVIDER
Turnitin (TFS w/Originality Per FTES)	\$23,079	Jul. 2024		IT Budget	0	0	0	0	0	0	0	Turnitin (TFS w/Originality Per FTES)
Turnitin (Per Campus Fee)	\$1,050	Jul. 2024		IT Budget	0	0	0	0	0	0	0	Turnitin (Per Campus Fee)

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

Student Success Centers

	totals visits	duration	unduplicated students
fall 2023 slo as of 10/25/23	4077	7,049 hrs 20 min	638
fall 2023 slo as of 12/13/23	7360	14,885 hrs 54 min	872
spring 2023 slo	3616	5,945 hrs 1 min	505
fall 2022 slo	3852	6,364 hrs 24min	574
studython fall 2022 slo	207	630 hrs 16min	161
studython spring 2023 slo	272	542 hrs 56 min	208
studython fall 2023 slo	350	1,607 hrs 59 min	270
studython fall 2023 nc	52	98 hrs 23 min	49

	total visits	unduplicated	duration
spring 2023 NC	195	48	303:27:00
fall 2023 NC	1230	364	1658:07:00
spring 2024 NC as of 01/25/24	181	110	205:40:00

B. Data Interpretation:

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

Learning Resource Centers

Based on the number of electronic device data, there has been a steady increase of electronic checkout per semester. We were able to secure funding for additional Chromebook and hotspots to address this need and expand the resources available in the LRC. As of February 28, 2024, we have already surpassed the number of hotspots checked out in comparison to Fall 2023 semester.

The top used databases are Academic Search Complete, Opposing Viewpoints in Context, and JSTOR

Student Success Centers

A new Dean was appointed in November 2022 which led to a restructuring of leadership in the Student Success Centers and a merger with the Library Resource Centers. The restructuring provides direct leadership and supervision of the Student Success and Learning Resource Centers at both campuses. These efforts in part have led into a 133% increase of hours logged in the Student Success Centers as well as the return of Studython to the North County Campus. In addition, bringing back the Tutor Training course CSS168/768 supports the development of our tutorial team's skills and abilities.

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

We need to be intentional in our efforts to reach students who are not currently utilizing the services of the SSC and LRC, including disproportionately impacted students. Furthermore, diversifying our tutoring recruitment and identifying ways to increase accessibility, diversity, and inclusion.

Another goal is to also enhance our tutoring manual, training, and standardized policies and procedures to reflect best practices. In Addition, expansion of hours of operation to include some nights and weekends, expanding services, and clarifying the role, funding, and duties of embedded tutors.

- Recommend any changes and updates to program based on the analysis above.
For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#)

See resource plan worksheet

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 SSC and LRC did not have SSOs during this cycle but worked with Dr. Kelli Gottlieb and within the Student Services Leadership Team in fall 2023 to develop the following SSOs:

- SSO 1: Students will learn to access and utilize the academic resources at the Student Success and Learning Resource Centers
- SSO 2: Students will demonstrate academic success behaviors (e.g., time management, study skills, notetaking, critical thinking) and habits
- SSO 3: Students will achieve a passing grade in the course(s) in which they are utilizing tutoring services

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#).

The above-listed SSOs will now be reviewed annually in alignment with the District's IPPR process.

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

- No state apportionment shall be claimed for tutoring courses being fully paid for by state categorical funds. To be eligible for apportionment, some portion of the direct education costs for the course must be paid for using district unrestricted general fund dollars (as indicated in prior legal opinions, this portion should be more than a trivial amount). The term "direct education cost" includes all expenses specifically traceable to a class, such as the salaries and benefits of the instructor, instructional assistants or aides, and non-instructional staff directly supporting the class (e.g.,

proctors); instructional materials and supplies and equipment, along with any other direct expense or cost required for the particular class in question. Districts should have a policy in place that outlines what portion of the direct education costs for a course will be paid using unrestricted general fund dollars where a district intends to claim FTES for apportionment. These decisions should be made in the context of an established district policy.

B. Internal and external organizational changes

- The two interim supervisor positions over the SSC and LRC are currently in recruitment for the permanent positions

C. Student and staff demographic changes

- As Cuesta shifts focus back to more in-person courses, we must continue finding ways to serve students that are only online. Additionally, those students who are only on campus in the evening. Many students have work and additional responsibilities on top of their studies at Cuesta College. The SSC and LRC must look at meeting the needs of these students by extending hours into the evening and on weekends.

D. Community economic changes – workforce demands

- NA

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

- Following the transition to ConexEd, will work on developing more complete data on resource utilization in the LRC

F. Providing service to multiple off-campus sites

- Will continue efforts to support students who are off campus with virtual tutoring and hybrid Student Success Workshops

G. Anticipated staffing changes/retirements

- As previously noted, the Supervisor positions are moving from interim to permanent. The NCC Support Technician position is currently in recruitment and an additional classified position that serves both campuses is in development.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

1. The SSC is looking to add a Specialist/Proctor position that will support both campuses while also allowing for evening and weekend tutoring services
2. As more students return to campus, the SSC will need to recruit and hire additional tutors to expand hours and subjects supported.
3. The Supervisors of the SSC will stay current with best practices by attending the annual ACTLA conference.

B. Equipment/furniture (other than technology)

1. Improved signage inside the Success Centers and Libraries to designate areas of SSCs for specific disciplines/areas of study and locations of key technology (e.g., printers, copiers), and descriptions of circulation desk. Adding foam core sandwich board signs outside of the building directing students to centers.
2. Through programming such as Midterm Jam and Studython, the SSC provides study materials, academic supplies, and resources that support student retention efforts and learning.
3. The continuation of our open snack and coffee stations located in the SSC at both campuses. Our snack stations have served as a vital alternative source of food and energy on campus. With the limited hours of food pantry, especially at NCC, it has been a highly sought-after resource.
4. We would like to order promotional items/swag that represent the Student Success and Learning Resource Centers for outreach events, promotional purposes, and exposure to our resources.

C. Technology

- A Chromebook cart is needed to store and maintain charge of the loaner computers provided by the Learning Resource Center

A. Facilities

VII. 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
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