

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



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For 2017-18 Submitted by:: Diana Alves de Lima and Melissa Aguilar

APRU Complete for: 2016-17



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 Achievement Awarded:



I.B.2 Number Certif of Achievement-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: 0

I.D.2 Academic Services & Learning Resources: #Students served: -700

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

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

I.E.2 #Student Employees: 0

I.E.3 % Full-time : 0

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: In April, 2017 Marvin Moreano was hired for a 11-month Instructional Support Technician in Math/Science. As of March 2018, the SSC is in process of hiring an Instructional Support Coordinator (ISC) due to Sandy Blackborow's retirement. During 2012 layoffs, the SSC lost two positions, an Instructional Support Technician and Academic Advisor. The General Subjects Tutoring Center lost the fully dedicated classified Instructional Support Technician position. The department as a whole lost the Academic Advisor position that was supporting all SSC areas. The ISC is now the sole remaining staff person for the General Subjects Tutoring Center. The ISC also supports the Writing and Reading Center and has essential SSC-wide duties including processing monthly payroll for all SSC student employees.

II.A Enrollment Trends: Note: LRNA 96, 97, 98 (tutor training) and SKIL 232, 233 (Adjunct Skills) do not conform to typical productivity/enrollment patterns and are only a portion of



our program compared to non WSCH generating tutoring and workshops. Total LRNA enrollment in 16-17 increased 76% from 81 in 15-16 to 143 16-17, with the biggest increase in hiring of math/science tutors. Enrollment in SKIL 232/233 decreased, from 484 in 15-16 to 378 in 16-17. This was due to fewer courses served as department course offerings changed as well as declining enrollment in the courses served.

Unduplicated headcount (based on SARS check-in data) for all SSC areas decreased to ~8,500 in 16-17 from ~9,200 15-16. This decrease is likely the result of lower enrollment campus-wide.

Use of online tutoring increased to 1600 in 16-17 from 1,568 in 15-16, likely due to increased marketing efforts and awareness among students and faculty, along with offering Canvas embedded access to online tutoring.

Since its inception in the Spring 14 quarter, online tutoring has been a successful and highly used tool. In order to expand our reach to all student we embedded online tutoring access within Canvas to allow for quicker and seamless integration to the online education students.

	15-16	16-17
Unique Users	1,700	2,140
Sessions	6,334	4,316
Hours	4,175	2,703

Usage had steadily increased each quarter from S14 through S16, in terms of number of users, sessions and hours. This increase required us to cap the hours of online tutoring hours per student per quarter in order to avoid exhausting purchased hours before the close of the fiscal year. Although there is a decline in sessions and hours in 16-17, that can be attributed to this usage cap per student; the actual number of student users has increased by over 25% from 15-16 to 16-17. We train tutors to assist students with techniques for gaining the most out of their online tutoring sessions and this information is also posted online to assist students. We ask students to carefully prioritize their online tutoring usage by saving hours for high stakes projects and using the service during late evening and weekends when face-to-face SSC services are unavailable.

II.B.1 Overall Success Rate: Success rates in LRNA remained very high (97%) in 16-17 because new tutors are selected carefully and receive a great deal of support from supervisors and senior tutor mentors. Success rates in SKIL also remained high (85%) in 16-17 due to supportive nature of the program. The impact that SKIL classes have on success rates in the courses they support remains impressive. Comparing Fall 2016 grades of students in courses supported by Adjunct Skills classes who completed SKIL 232 or 233 versus those who did not, completers' grades are higher by 0.37. Completers have 10 points higher success rates and 4 points higher retention rates in the target course compared to those who do not take Adjunct.

Data indicates that all our non-WSCH generating programs (tutoring and workshops) positively impact success rates of courses we serve. Research comparing tutored versus non-tutored from 15-16 basic skills found:

English, ESL and reading basic skills enrolled students participating in the Writing & Reading



Center experienced an average success rate of over 15% higher than those that did not participate. Retention for participating students was almost 7% higher than those that did not.

English, ESL and reading basic skills enrolled students participating in the Listening & Speaking Center experienced an average success rate of almost 12% higher than those that did not participate. Retention for participating students was over 5% higher than those that did not.

Math basics skills enrolled students participating in the Math, Science & Technology Resource Center experienced an average success rate of 3% higher than those that did not participate. Students that visited five or more times experience an average success rate of almost 10% higher than those that did not participate. Retention for participating students was almost 3% higher than those that did not. Students that visited five or more times had a retention rate of almost 8% higher than those that did not.

In response to this data, we have increased emails and class visits to reach out to students in basic skills classes who might not otherwise seek tutoring.

We have found that two academic support factors seem to increase success rates across course subjects. First, students report that the sense of community they feel when they work closely with other students and peers increases their confidence and motivation. Our academic skills workshops create trust between students, and evaluation results show that students are motivated to apply the skills they learn to their coursework. In 16-17 SARS data shows 1360 visits to Skills workshops, with 655 unique users. Actual numbers are higher since SARS was not functioning for much of S17. Second, success rates tend to be high when faculty take an active role in promoting and directing tutoring. As a result of word of mouth, division and department meetings, emails and informal marketing, an increasing number of faculty (~40 in 16-17) now know about workshops and offer extra credit for their students to attend workshops. Accounting faculty encourage students to come to our popular Accounting Review workshops in the General Subjects tutoring center. Tutors and staff create review packets based on current materials to help students in all accounting classes prepare for their final exams. In 16-17, 77 sessions were offered in week 11, and 366 students attended. Here's what one student had to say: "...They are one of the most useful sources I have ever received at De Anza while being here for four years. I wouldn't have been able to pass without the help of the amazing tutors as well. The workshops are so helpful because they go into depth about the topics that are most important, as well as provide very clear visuals that help you understand the concepts. I also loved how much time 50 mins-1:20 to learn a chapter or two. It's enough time to learn and tutors are very patient and have no problem taking things at a slower pass. I love that you can ask as many question as you want without being judged!"

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

II.C Changes Imposed by Internal/External Regulations: Student Employment Guidelines: FHDA guidelines that require full-time status (12 units) and 180 unit limit on student employees continued to be a challenge. 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.

Minimum wage increases: See section V.A Impact of minimum wage increases. The fact that new tutors must also pay to enroll in the required tutor training course poses a further challenge in recruiting tutors. For non-residents, their earnings may barely offset the cost of the training course. The result is that student who are most financially vulnerable may not choose to become tutors.

AB 705: As of March, 2018, new guidelines in response to AB 705 are in process that will change how students are placed into college-level or basic skills math and English. These guidelines call for increased academic support for students in college level classes who might previously been placed in basic skills level classes. We look forward to working with departments to help support students, and hope that adequate resources will be allocated to this effort.

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

	14-15	15-16	16-17
Enrolled	22.1%	23%	20.8%
SSC Users	20.3%	21%	19.7%

The percentage differential for 15-16 was 8.7% and for 16-17 was 5.3%, meaning that the percentage of targeted students using SSC services better mirrors the percentage enrolled in 16-17 than in 15-16.

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. Program reviews from other divisions often cite encouraging students to use tutoring as part of their efforts in this area.

The SSC continues to prioritize support for students enrolled in basic skills classes. The CAS (Customized Academic Support) program supports students in 200 level EWRT, READ and LART, and ESL 253 workshops in the Listening and Speaking Center, support students transitioning to the demands of higher level reading and writing. EWRT, READ and LART 200 students may attend 4-week CAS small group modules (verbs and vocabulary) or Skills workshop, or drop-in or weekly tutoring. Completion rates and satisfaction with the small group workshops remain high, with average 95% completion in 16-17. Comments include: "It was interesting because everyone has to be actively involved." and "I like the part that we guess the new words first without looking at the definition."

In addition to academic skills workshops related to math and science, the Math, Science & Technology Resource Center (MSTRC) continues to offer three to four weekly content-specific workshops for students enrolled in basic skills and early college-level math courses, 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.

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. As a result of continued intensive recruiting efforts, we have steadily increased the percentage of student tutors from targeted populations, from 9% in 14-15 to 12% in 15-16 to 16% in 16-17.

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

III.D Departmental Equity Planning and Progress: We continue to work on four areas identified in our departmental equity plans: awareness of services, basic skills, financial limitations and inclusion. We continue to increase systematic outreach to all basic skills classes. Two dedicated TEA positions for outreach and mobile tutoring for all areas would help this effort (see resources request.) We continue to conduct All-Tutor Equity workshops each Winter quarter. In winter 2016, 160 tutors attended and did activities related to assumptions, privilege, stereotypes and prejudice. In winter 2017, the workshop focused on assumptions, empathy and Motivational Interviewing. In winter 2018, the training focused on challenging assumptions, and included student employees in all Equity and Engagement areas.

NOTE: Beginning 17-18, as part of a campus reorganization, the SSC moved from Learning Resources to the new Equity and Engagement division. We have already begun productive collaboration with division partners Equity Office, SSRS, Vida, LEAD, Honors and LinC, including planning and leadership of the Winter 2018 Equity Training.

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

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100

VA Budget Trends: Our main budget challenge continues to be the impact of the January 2016 student salary increase that raised our tutoring costs by 20%, or about \$84,000 per year. More recently, Cupertino's minimum wage increased to \$13.50 on January 1, 2018. While FHDA wages are not required to comply with this, our lower wages (\$12/hour) make it harder for us to recruit qualified potential tutors. We anticipate further mandated salary increase as the California minimum wage increases.

In January 2017, with B-budget standardization, \$85K formerly in augmentation was rolled into ongoing B-budget, 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 changes, however, do not change the fact that SSC depends on unstable, one-time annual allocations from DASB, and Basic Skills (BSI) to pay for tutoring each year. In tight budget times, DASB senators have at times asked why they should continue to allocate 10% of their budget to tutoring when they see that as a college responsibility. As noted previously, in S14 Comprehensive Program Reviews, and in subsequent APRUs, as many as 15 departments refer to their need for additional tutoring support to improve their department equity outcomes. There is no additional funding for SSC to support these requests.





V.B Funding Impact on Enrollment Trends: 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): Though we understand that in the current budget climate requesting additional staff is unrealistic, we continue to push for more support for 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 equity effort requires a great deal of staff time during our 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 TEA 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. 5 Input/output console upgrade for ATC flat-panel displays as per ETS (used in tutoring and workshops, not user-friendly)
2. 10 Security cables and stands for iPads.
3. 10 Tablets and security cables to allow SARS sign-ins at drop-in tables
4. 9 Touch-screen monitors for SARS check in at all centers $300 \times 9 = \$2,700$
5. 4 portable whiteboards for S43 Math/Science and ATC 304 General Subjects area for tutors to use with students $400 \times 4 = \$1,600$
6. Scanner (ie Fujitsu Snap ix500, 2@ \$400 each)
7. 3 Wireless microphones <https://www.amazon.com/innopow-80-Channel-Microphone-Interference-Continuous/dp/B0749L15PF> 3 @ \$135 each)
8. 4 speaker wall-mounted large room sound system \$2000
9. Commercial display \$1500
10. 2 Elmo Document Camera (ie HV-5100XG 2 @ \$2799)

V.E.3 Equipment Justification:

1. Current system with remote causes difficulties when presenters (students, tutors, volunteers and staff) use the displays for tutoring, workshops and trainings. Current set up is not user-friendly and does not allow for quick changes between different device types.
2. iPads need to be secured so that students can have immediate access to device in the open study space. Currently, they are under-used because they must be checked out.
3. The MSTRC has long queues for signing-in and -out of the center. We loose valuable data when students do not sign in. Having a SARS check-in station at every drop-in tables will allow students to easily sign in and out of their session for more accurate tracking, and tutors will be able to better monitor whether their tutees have signed in.



4. Students are constantly touching our SARS sign-in screen to login. Having touch screen will speed up the process and reduce queues.

5. The General Subjects Tutoring Center needs 3 boards to engage/tutor individual or groups of tutees at drop-in table and at computer stations. There are whiteboards mounted within the group areas, but are not accessible to the drop-in tables when groups are present. The MSTRC (S43) needs an additional board for the large space, particularly in the back of the center where many weekly individual tutoring sessions occur. In general the large mobile whiteboards are great for students with different learning styles, or physical and learning differences.

6. Staff need to be able to scan documents for student use. Scanning is important in expediting signatures for important documents via email, versus walking paperwork across campus.

7. For use at large meetings, such as equity training, in ATC to facilitate participation and audience comments. Students commented on evaluations that they can't hear comments from other side of large room.

8. To increase audio quality and engagement in large room trainings within the department, division and greater campus (ie equity training)

9. To stream videos and presentations for students in S43

10. For use in workshop area--Accounting review worksheets, CAS, etc.

V.F.1 Facility Request: 1. Tall table with power outlets 1 x \$1,500 = \$1,500 and tall chairs 6 x \$300 = \$1,200 for S43 east window area

2. ADA wheelchair access opener on door to ATC 304.

2. FOB for S43.

3. PSME needs the S4 computer lab doors keyed for access to the classroom labs (S42, S44 and S48) from the outside of the building.

4. Double key from both sides of the doors from S43 to the S42, S44 and S48.

5. 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.

V.F.2 Facility Justification: 1. To provide additional sit/stand work space for S43 North window area. S43 is overcrowded and there are times when all seats are filled.

2. To comply with ADA regulations and provide access to students in wheelchairs.

3. S43 has an on-going security issue and materials have been stolen.

4. Access to these computer labs are via S43 and they cause disruptions to students studying when whole classrooms walk through the study areas to get to their classroom computer labs. Also, the S43 door has been left open over evening and weekends when individuals are passing through to access a computer lab.

Double key from both sides of the doors from S43 to the S42 and S48. There are two doors per computer lab that pose security issues because unauthorized access to S43 has occurred after hours.

5. 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

V.G Equity Planning and Support: Same request as on previous APRU: Equity work reveals 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: Same request as on previous APRU: 3 commercial copiers (~\$15K) Our current copiers expected to last about 3 years more.

V.H.2 Other Needed Resources Justification: Photocopier To copy handouts, directed learning activities and workshop materials for student support. As per Lily Liang, print services maintains but does not replace broken machines. We understand that instructional Equipment cannot be used for this, but hope that some funding is available other than B-budget that should be used for tutor salaries.

V.J. "B" Budget Augmentation: 1. Same as previous APRU: 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. Same as previous APRU: 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: As stated last year, 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.

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.

For 2016-17 Submitted by: Melissa Aguilar aguilarmelissa@fhda.edu x5422

Diana Alves de Lima alvesdelimadiana@fhda.edu x8485

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