School of Student Success

Mission:
The School of Student Success cultivates and promotes student intellectual growth and achievement by providing high-quality programs to address the broad range of academic needs of students in a student-centered, caring environment.

Alignment to college-wide goals:
The School of Student Success provides course and discipline-specific learning assistance, instruction in basic skills development, and the learning and technology skills and resources necessary for students to access successfully pathways to certificate, career, degree, and transfer programs in alignment with Board, President, and Educational Master Plan goals to improve student success and ensure academic excellence.

How does School support Dept/ Program goals?:
The Dean of Student Success and the Associate Dean of Student Success provide leadership and operational responsibilities for all aspects of the campus Student Success Agenda. They also assist in fostering a culture of transfer and completion and guiding the campus in creating systemic change in the way faculty and staff meet the academic needs of LBCC's diverse students. The School of Student Success supports courses and services offered by Learning and Academic Resources, the Success Centers, the LAC Academic Computing Center, the PCC Academic Computing Center, Tutoring, Supplemental Instruction, and Basic Adult Education.

Summary of Access, Efficiency and Effectiveness:
The academic departments in the School of Student Success ensure academic quality in their programs and services by conducting student learning outcomes assessment and evaluating outcomes data at the course, program, and service unit level. All of the core programs have completed the assessment and evaluation cycle and have a long history of conducting course outcomes data collection and research. For example, the Learning and Academic Resources department's LEARN 11 stand-alone course has completed three assessment cycles.

The overall success rate for courses in the Learning and Academic Resources department has remained relatively constant at approximately 65% from 2011-2012 to 2013-2014.

After an increase in LEARN 11 enrollment to 1,461 students in 2012-2013 due to inclusion in the Promise Pathways program, enrollment dropped back down to pre-Promise Pathways numbers, 1,058 in 2013-2014, as the course was no longer included.

In fall 2013, the Basic Adult Education program load was 49.14% of the college-wide load. However, given the direction of adult education due to AB86, the Learning and Academic Resources faculty are optimistic that the Basic Adult Education program will become more robust in the next few years.

In fall 2013, the Learning and Academic Resources program load was 85.85% of the college-wide load. The department is working diligently with discipline faculty to develop additional courses to meet the needs of students (e.g., LEARN 11M1) as well as conducting continuous outreach to educate the faculty and students about the benefits of LEARN 11.

Summary of Enrollment Management Efforts:
The School of Student Success has followed the Enrollment Management Plan by creating efficient scheduling and reviewing student needs as a part of the scheduling process. FTES targets for the area have been met in past semesters.

In response to the request for a robust winter 2014, Learning and Academic Resources offered one LEARN 11 course.

In collaboration with the History department, Learning and Academic Resources is offering two late-start, 12-week LEARN 11 sections in spring 2015 that cater to History students who are struggling after the first few weeks. The instructors agreed to direct students to these late-start LEARN 11 sections based on student performance. The department is very excited to see the results for students due to this type of collaboration.

Evidence of Academic Quality:
Institutional Effectiveness conducts studies of the effects of the Supplemental Learning Assistance provided by the Success Centers on student success and retention. In addition, the four Success Centers have collaboratively established a program level mission statement, Service Unit Outcomes, and related assessments. SLO and SUO data indicate both qualitative and quantitative achievement and overall student satisfaction with programs and services offered through Learning and Academic Resources.

Identify programs/ activities requiring attention:
Performance issues with the student tracking system (with both components, TutorTrac and LabTrac) severely impacted all of the centers during the 2013-2014 year, into the 2014-2015 year. The system is slow, often shuts down entirely, and has resulted in extended student wait times and has burdened staff with having to track student activities manually and enter them later in the system. This directly impacts data quality and the ability to track hours for 320 reporting accurately.
In addition, the centers cannot collect data on which services and activities are being completed by students. As a result, they are unable to conduct the analyses needed to assess the efficacy of the services provided. This type of analysis is crucial to identify areas for revision and augmentation.

Another area requiring attention involves software renewals. Currently, funding for software for the School of Student Success is cobbled together from various areas including IITS and VATEA funds. As a result, considerable staff time is spent tracking down purchase orders, verifying past funding amounts, etc. Moving forward, at an institutional-level, a decision needs to be made to determine if IITS will centralize software purchases or if the responsibility will fall with individual Schools. The School of Student Success has several software renewal requests outlined in the goals section, with the hope that there will be some clarity on who will pay for these renewals.

Curriculum & Instruction: Emerging needs:
With the passage of AB86, a clear emerging need will involve adult education. The Learning and Academic Resources department is currently involved in the preliminary meetings of the Long Beach Adult Education Consortium and will continue to participate in the process, ensuring that LBCC is informed and prepared to serve this population.

Student Equity is also an important area for curriculum and instruction. The Learning and Academic Resources department will examine the disproportionate impact data for their courses to identify any gaps that need to be addressed. Curricular change is one possible method for addressing any gaps. In addition, Learning and Academic Resources is open to collaboration with other departments to help students achieve their educational goals.

Issues & Concerns re Curriculum / Instruction:
Curriculum issues are addressed in the full-time faculty staffing priorities section.

Full-time faculty staffing priorities:
The School of Student Success values collaboration. The Learning and Academic Resources department works diligently to foster quality working relationships with other departments that will lead to activities and resources that promote student success. Given the time-intensive nature of this work, an additional full-time faculty would allow the Learning and Academic Resources department to continue outreach. In addition, any curricular changes in response to disproportionate impact and adult education reform will most likely require a full-time faculty. Thus, a full-time faculty hire is a proactive step the college can take to support growth and innovation on campus.

Part-time faculty staffing (FTEF) trends:
The School of Student Success does not request any part-time faculty for the upcoming academic year.

Classified hiring needs/priorities:
To remain in compliance with VATEA, the Instructional Assistant needs to be moved from 25% district/75% VATEA funding to 50% district/50% VATEA funding.

In order to ensure a consistently high-quality experience for the ever-growing number of students at the Success Centers, additional Instructional Aides are needed. Instructional Aides work with the front desk staff, who are the first people students come in contact with at the Success Center. Thus, Instructional Aides are crucial to creating a professional, positive environment. Currently, the Math Success Center, the LAC Multidisciplinary Success Center, and the Tutoring and SI Center are operating without Instructional Aides.

The School of Student Success would also like to extend the Academic Computing Center hours. The only way to do this logistically is to hire another part-time Lab Support Assistant.

In addition, given the institutional priority to have robust winter and summer sessions, the current method of “scrambling” for funds to provide adequate support for students is not the most efficient model. Therefore, the School of Student Success requests moving the four Instructional Lab Coordinators from 11 to 12 months to avoid the need to find funding mid-year to ensure the Success Centers are adequately staffed.

Finally, a Tutorial and Supplemental Instructional Program Coordinator was created and filled in 2014-2015. This position did not require additional funds due to the resignation of an employee. For the 2015-2016 academic year, the School of Student Success wants to ensure that the funding for this position is rolled over from the 2014-2015 year.

Please note that the request for Instructional Aides and Lab Coordinators is cross-referenced in the Language Arts School Plan and Health, Science, and Math School Plan illustrating the strong cross-disciplinary support for this request.

Prof Dev/Training Activities needed:
The School of Student Success values professional development for faculty and staff. By providing professional development, the Success Centers can help student workers grow and evolve into possible full-time employees. As more colleges offer services like those at the LBCC Success Centers, new possibilities may emerge for cross-college collaboration and professional development.

Additional training and development focusing on the delivery of services at the Success Centers is also important. This will help provide a professional, consistent, high-quality experience for the students.

Budget account adjustments needed:
The following budget adjustments are needed (in order of priority):
-Moving Instructional Assistant from 25% district/75% VATEA funding to 50% district/50% VATEA funding
-Funding for software license renewals
- Funding to support a new student tracking system to replace Tutortrac (initial cost of program and license renewals)
- Four (4) new part-time Instructional Aides (to provide each Success Center and the Tutoring and SI Center with at least one Aide)
- One (1) new part-time Lab Support Assistant (to have Academic Computing Centers open additional hours)
- Four (4) Lab Coordinators moved from 11 to 12 months (to ensure adequate support during winter and summer sessions)
- One (1) new full-time Learning and Academic Resources faculty

Please note, a new position of Tutorial and Supplemental Instruction Program Coordinator was approved in fall 2014. Funding for this position is not included in the goals as it is not a new request. However, for the 2015-2016 academic year, the School of Student Success wants to ensure that the funding for this position is rolled over from the 2014-2015 year.

**Infrastructure/facilities issues:**
The School of Student Success does not foresee any infrastructure/facilities issues for the upcoming academic year.

**Access (ADA-compliance) issues:**
While the Success Centers are ADA-compliant, access via the Library elevator needs to be clearer. The elevator to access the LAC Multidisciplinary Success Center is not visible right away. Anyone wanting to use it would need to know the location and be familiar with the Library to find it. Perhaps additional signage can be installed.

**Describe outreach efforts and results:**
The Learning and Academic Resources department works throughout the year to inform students and faculty about the services provided in the Success Centers. The department continues to seek out opportunities for collaboration with discipline faculty, as well as new ways to reach students. The Success Centers have tapped into social media by starting a Twitter feed, a Facebook page, and Instagram account. They are also currently working on revamping the Success Centers webpage to create a more-student focused experience.

**Describe grants initiated:**
The School of Student Success did not initiate any grants.

**Describe economic development activities:**
The unit’s department budgets are partially augmented by VATEA and various grant programs through Economic Resource Development. Via the Multidisciplinary Success Centers, primarily at PCC, the department provides learning assistance to students in CTE areas.

**Describe internal & external partnerships:**
The Multidisciplinary Success Center Instructional Specialists work with Economic Resource Development to provide learning assistance support and to integrate grant projects with greater College initiatives and goals. Learning and Academic Resources faculty support and actively participate in the college-wide Promise Pathways initiative, which also creates greater connectedness to campus community. This includes efforts to expand the Pathways initiative. Learning and Academic Resources faculty were also involved with writing the Student Equity Plan and are members of the Student Success Committee. With the passage of AB86, several Learning and Academic Resources faculty members have joined in the efforts to participate in the revamping of Adult Education.

**Describe opportunities in int/ ext. communities :**
Opportunities exist in several areas: leadership with faculty in transfer-level courses to participate in the Success Centers; a more efficient Career Technology Education component at PCC MDSC with robust trade faculty participation, and stronger connections between the tutor program and faculty/student needs. Opportunities also exist in a revision of the basic adult education program/certificate and working with Promise Pathways.

**Major accomplishments:**
- Implementing appointment system at PCC for Tutoring
- Collaborating with TRIO program
- Generating over two million views of Learning and Academic Resources online study skills videos
- Redesigning Learning and Academic Resources study skills downloads and adding them to department webpage
- Expanding Tutoring services at PCC
- Providing classroom orientations to more than 25,000 students

**Areas to improve:**
There is an ever-present faculty demand for Supplemental Instruction. The Learning and Academic Resources department needs to develop a systematic and data-driven process for identify courses that will have Supplemental instruction. Additionally, the Learning and Academic Resources department will continue to improve upon the methods of delivery for student services, ensuring efficient and effective experiences for students.

**Additional Comments:**
None

**Names and Titles of workgroup members:**
- Emily Gehrman, Department Head, Learning and Academic Resources; Instructional Specialist
- Eva Bagg, Dean, Student Success
- Heidi Neu, Instructional Specialist, PCC Multidisciplinary Success Center
- Karen Rothstein, Associate Dean, Student Success
Goal

Compliance with VATEA

Goal Priority: 1

Supported Department Goals: Increase quality of student experience at Success Centers by maintaining a consistent, well-trained staff

1. Type of Resource Requested: Personnel - Classified/ Manager

1. Resources Requested: As is required by VATEA, this request is to move the Instructional Assistant from 25% district/75% VATEA funding to 50% district/50% VATEA funding

1. Estimated Cost: 34810.44


1. Suggested Funding Source: General Fund

Relationship to Higher Level Goals

Academic Affairs

Goal Type: Goal : Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

Educational Master Plan 2011 - 2016

Goal Type: Goal : Student Success

Renewal of software

Goal Priority: 2

Supported Department Goals: Support modularized skills development for specific career pathways

1. Type of Resource Requested: Software

1. Resources Requested: Renewal of PLATO software which is used in the Basic Adult Education curriculum.

1. Estimated Cost: 12000


1. Suggested Funding Source: General Fund

1. Comments: In the past, IITS has paid $3,843 and VATEA paid the balance for renewing this software. If we renew for multiple years, we can lock in a rate of $6,000 a year. The School of Student Success would like to enter into a two year deal, for a total cost of $12,000. For a single year, the cost will be approximately $7500. If at an institutional-level we are consolidating software purchases under the oversight of IITS, then the money for this request should go to the IITS budget. If not, the School of Student Success requests the entire amount to renew this license to free IITS from their involvement with the process and move off of VATEA funds, as is required by the grant.
2. Type of Resource Requested: Software

2. Resources Requested: Renewal of Skills Tutor software which is used in the Basic Adult Education curriculum.

2. Estimated Cost: 7000


2. Suggested Funding Source: General Fund

2. Comments: In the past, VATEA has paid $5,000 of the cost of renewing this software. The School of Student Success requests the entire amount to renew this license to move off of VATEA funds, as is required by the grant.

3. Type of Resource Requested: Software

3. Resources Requested: Renewal of LTM Site License which is used in LEARN 11 curriculum

3. Estimated Cost: 8000


3. Suggested Funding Source: General Fund

3. Comments: In the past, IITS has paid for the renewal of this license. LBCC pays approximately $8,000 a year for a three-year license (resulting in a total cost of approximately $24,000). The current license expires in December 2015 and will need to be renewed.

Relationship to Higher Level Goals

Academic Affairs

   Goal Type: Goal :

   Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

Educational Master Plan 2011 - 2016

   Goal Type: Goal :

   Student Success

Replace student tracking system

   Goal Priority: 3

Supported Department Goals: Performance issues with student tracking system

1. Type of Resource Requested: Other

1. Resources Requested: The Associate Dean of Student Success is currently working with the Chief Information Systems Officer to identify a new system. The hope is to have a new system in place for the 2015-2016 academic year, thus requiring funding to support implementation.

1. Estimated Cost: 10000


1. Suggested Funding Source: General Fund
Maintain a staff that provides high-quality services to students

Goal Priority: 4

Supported Department Goals: Increase quality of student experience at Success Centers by maintaining a consistent, professional, well-trained staff

1. Type of Resource Requested: Personnel - Classified/ Manager

1. Resources Requested: Four (4) part-time Instructional Aides: one for each of the following centers: LAC Multidisciplinary Success Center, Tutoring and SI Center, Writing and Reading Success Center, and Math Success Center. Adding additional Instructional Aides will provide the necessary supervision of the student workers to ensure a professional work environment. They will also provide much needed support to the Lab Coordinators and Instructional Specialists at the LAC Multidisciplinary Success Center, Tutoring and SI Center, and Math Success Center in particular as they do not currently have any Instructional Aides.

This request is cross-referenced in the Language Arts School Plan and Health, Science, and Math School Plan illustrating the strong cross-disciplinary support for this request.

1. Estimated Cost: 66014


1. Suggested Funding Source: General Fund

1. Comments: Positions would be 45% variable schedule and 12 month

2. Type of Resource Requested: Personnel - Classified/ Manager

2. Resources Requested: One (1) part-time Lab Support Assistant

2. Estimated Cost: 18812


2. Suggested Funding Source: General Fund

2. Comments: Position would be 47.5% and 10 month; additional Lab Support Assistant would allow the Academic Computing Centers to be open for additional hours and have enough staff to provide adequate coverage for absences.

3. Type of Resource Requested: Personnel - Classified/ Manager

3. Resources Requested: Change four (4) Instructional Lab Coordinators at all four centers from 11 to 12 month

3. Estimated Cost: 23242


3. Suggested Funding Source: General Fund

3. Comments: This request supports the institutional priority of robust winter and summer sessions. The school must provide adequate support services for students during these sessions. The current model requires funds to be provided mid-year to cover these costs. By moving these four positions to 12 month, there will not be a need to do mid-year budget
augmentation.
This request is cross-referenced in the Language Arts School Plan and Health, Science, and Math School Plan illustrating the strong cross-disciplinary support for this request.

4. Type of Resource Requested: Personnel - Faculty

4. Resources Requested: One (1) full-time faculty to support outreach, expansion of course offerings, AB86, and Student Equity efforts

4. Estimated Cost: 89000


Relationship to Higher Level Goals

Academic Affairs

Goal Type: Goal: Improve rates of student success which include, but are not limited to, the following: AA/AS, AA/AS-Transfer, transfer, certificates of achievement and workforce readiness.

Educational Master Plan 2011 - 2016

Goal Type: Goal: Student Success

Goal Type: Goal: Equity