

## School of Student Success School Plan 2011-12

1. Mission	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.
2. Alignment to college-wide goal	Student Success provides course - and discipline-specific learning assistance, instruction in basic skills development, advancement in honors-level courses, and the learning and technology skills and resources necessary for students to successfully access 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.
3. How does School support Dept/ Program goals?	The Dean of Student Success provides leadership and operational responsibilities for all aspects of the campus Student Success Agenda as well as assists in fostering a culture of transfer and guiding the campus in creating systemic change in the way faculty and staff meet the academic needs of LBCC's diverse students. Student Success supports courses offered in ASD and LAR, the Success Centers, tutoring, Supplemental Instruction, Learning Communities and the Honors program.
4. Summary of Access, Efficiency and Effectiveness	<p>The academic departments in the Student Success unit 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. While different programs and services within Student Success are at different stages in the outcomes assessment process, some of the unit's core programs have completed the assessment and evaluation cycle more than once 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.</p> <p>Course enrollments decreased from previous academic years due to college efforts to reduce budgets and restrictions placed on max enrollment. However, demand for the courses remain high, and we continue to have long waitlists. While the numbers of students served by the program via BAE courses has decreased, those being served via the Multidisciplinary Success Center has increased.</p> <p>In terms of the Multidisciplinary Student Success Center and the CTE Center, In Fall 2010 24,768 student hours were recorded and in Spring 2011 26,668 student hours were recorded via Tutortrac. 13,101 and 14,464 of these hours respectively were completed as Supplemental Learning Assistance and the remainder as either BAE course hours, tutoring, or use of center resources.</p> <p>In Fall 2010 and Spring 2011, Two (2) Certificates of Completion in Basic Skills for the Workplace were awarded.</p>
5. Summary of Enrollment Management Efforts, Issues, Strategies	Student Success has followed the Enrollment Management Plan by creating efficient scheduling, cancelling low-enrolled class sections, and reviewing student needs as a part of the scheduling process. FTES targets for the area have been met in past semesters.
6. Evidence of Academic Quality	The academic departments in the Student Success unit 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. The department's Multidisciplinary Success Center and CTE Center are part of studies conducted by Institutional Effectiveness

	<p>measuring affects of the Supplemental Learning Assistance provided by the Centers on student success and retention, such as the SUPPLEMENTAL LEARNING ASSISTANCE (SLA) AND COURSE SUCCESS AND RETENTION: An Analysis of SLA Participation Rates and Course Success and Retention Rates by SLA Participation for 2009-2010. The 4 student Success Centers on both campuses have collaboratively also established a program level mission statement and Service Unit Outcomes and related assessments, which will be conducted and analyzed in future cycles.</p> <p>Initial SLO and SUO data indicate both qualitative and quantitative achievement and overall student satisfaction with programs and services offered through LAR.</p>
7. Identify programs/ activities requiring attention	<p>LAR Tutoring is still in need of enhanced permanent funding. The Honors Program still struggles with the scheduling of its classes as it must coordinate among thirteen different departments almost all of which schedule their courses without consulting the Honors Program.</p>
8. Curriculum & Instruction: Emerging needs	<p>The three sites of the Multidisciplinary Success Centers at both campuses provide an extremely wide variety of Supplemental Learning Assistance Activities to students in 43 courses across the curriculum. This number is growing and the trend is expected to continue. In order to sustain this type of growth as well as increase the number of participating students from each of these courses, adequate resources will be needed. Resources needed include 1300, student assistant, tutoring funds and training funds for all categories of staff.</p> <p>There is a great need for honors sections in math and the sciences. Currently, other than Geology 1H, there are no honors sections for science majors. Consequently, science majors tend to feel that they cannot even join the Honors Program due to the fact that their major prep is so arduous and the scheduling of their classes so difficult.</p>
9. Issues and Concerns regarding Curriculum and Instruction	<p>Due to the enormous amount of materials and information required to serve students in the Success Centers, our ability to positively impact student success will decrease without adequate staffing. The sheer number of activities and complexity of information create a body of knowledge that cannot be effectively managed by a transitory staff mainly comprised of student assistants. In order to achieve the goals of the Success Centers and in turn the Student Success Plan and Board and President's goals, a significantly larger staff is needed. The department's resource requests reflect this need.</p> <p>Many of the activities in CTE were not designed with SLA in mind and require significant modification. Though much has been accomplished in restructuring the services provided, more is needed. Resources requested reflect the need for additional instructional specialists and classified staff to assist in the revision of these activities.</p> <p>As a result of a 50% cut to the tutoring budget there has been a reduction in the hours of tutoring available to students at LBCC, and both the numbers of tutors and available tutoring hours alike have suffered. The result is that despite efforts to grow the Tutoring Program in innovative ways - such as varying session lengths and introducing small- and large-group sessions - the program is able to reach a relative fraction of its former clientele.</p> <p>Alternate sources of funding for the Supplemental Instruction program must be secured in order to keep this highly respected program alive. Some academic departments are in the process of creating honors addendums, but more are needed especially in Math and Science.</p>
10. Full-time faculty staffing	<p>Student Success does not have any full-time faculty staffing priorities at</p>

priorities	this time.
11. Part-time faculty staffing (FTEF) trends	Part-time staffing needs: As the Multidisciplinary Success Centers continue to grow and respond to the needs of faculty and students from across the campus, more ISPs (instructional specialist part-time) will be needed to work in the centers with the supplemental learning assistance activities. We anticipate the need to hire part-time LEARN 11 instructors to potentially facilitate Promise Pathways.
12. Classified hiring needs/priorities	Classified hiring needs: To maintain service in the Multidisciplinary Success Centers, more classified staffing will be needed. Specifically, Student Success is requesting: (3) 45% instructional aides. In addition, the tutoring funds for all centers will need to be augmented. Note: the Student Success instructional unit is supported by (1) academic administrative assistant, (2) administrative assistants, (1) classified lab coordinator, (1) Learning Resource Center supervisor (management), (3) instructional associates, (3) instructional assistants, (3) 45% instructional aides, (1) instructional lab tech, (2) instructional lab coordinators, and (1) tutor/SI program coordinator. The Honors Program is supported by (1) full-time faculty with 40% release time, (1) counselor with a 60% assignment, (1) counselor with a 50% assignment, and (1) senior administrative assistant with 100% assignment. This support will need to be increased as the number of honors students increases.
13. Professional Development/ Training Activities needed	Currently the part time instructional staff provide assistance for 479 different supplemental learning assistance activities for approximately 37 courses in 15 disciplines. These numbers are growing. Keeping faculty and staff abreast of new and constantly changing SLA activities and materials through ongoing, organized and systematic training and professional development is key to enabling the areas to fulfill their mission to provide high quality learning assistance to LBCC students. This is and will continue to be a challenge without the resources set aside to provide ongoing and regular training. This request is a strategy for achieving several of the goals of the departments, which in turn align with the goals of the LBCC Student Success Plan, the President/Superintendent's Agenda, the Board of Trustees Goals, and the Educational Master Plan. The Honors Program wants to offer two FLEX activities: (1) How to develop an Honors addendum, and (2) Best practices in Honors instruction.
14. Budget account adjustments needed	We would like to restore the tutor budget and establish a student assistant budget for the LAR department. The Honors program 1300 account needs to be augmented as the program grows so that the scheduling of honors sections does not negatively impact offering departments.
15. Infrastructure/facilities issues	It is noted that student learning and staff productivity have been negatively impacted by the temperature extremes in the LAC and PCC facilities. The HVAC system has never worked properly and often results in extremely warm or cold temperatures throughout the building. Both facilities are adequate for current needs. However, to accommodate future growth of Student Success Center programs additional facilities will be necessary. It is recommended that a regular equipment replacement cycle be initiated in order to maintain the current level of technology-assisted instruction available to students.
16. Access (ADA-compliance) issues?	At LAC and PCC it is noted that the current facilities are not easily accessible by students with disabilities.

17. Describe outreach efforts and results	<p>Both ASD and LAR have promoted their respective programs in numerous campus venues, such as College Day, Flex Day (workshops), classroom presentations, new student orientations, early bird assessments, weeks of welcome, and Student Success Center orientations and website. The results are evident: more faculty request Supplemental Instruction than can be accommodated, the PCC Multidisciplinary Success Center is serving several departments (reading, English, math, counseling, LAR), and the LAC Multidisciplinary Success Center serves counseling, real estate, physiology and LAR. The LAR department also facilitates tutoring in approximately 20 disciplines.</p> <p>The Honors Program has participated in outreach conferences with LBUSD at individual high schools, the LBUSD Pyramid event as well as district-wide counselor meetings. It is preparing a flex day presentation for LBCC faculty to learn how to design honors addendums. Aggressive internal recruitment is attempting to capture more currently enrolled LBCC students who might be eligible for and benefit from participating in the honors program but are unaware of the existence of the program.</p>
18. Describe grants initiated	N/A
19. Describe economic development activities	<p>The unit's department budgets are partially augmented by VTEA and various grant programs through Economic Resource Development. Via the CTE and Multidisciplinary Success Centers, the departments provides learning assistance to students in CTE areas and economic development programs such as Electric Vehicle and Supply Chain Logistics.</p>
20. Describe internal and external partnerships	<p>Both departments in Student Success have initiated numerous partnerships to support student success. For example, the LAR Advisory Board, comprised of faculty and staff from several disciplines, was established to help inform department efforts at providing most effective and targeted learning assistance. ASD works with ERD to provide learning assistance support to and integration of grant projects with greater College initiatives &amp; goals. Both departments continue ongoing and establishing new partnerships with disciplines across campus. Recent partnerships established include those with ESL, Associate Degree Nursing, additional Vocational Nursing courses, and Anatomy. Faculty from both departments support and actively participate in the College-wide Promise Pathways initiative, which also creates greater connectedness to campus community. Lastly, both departments work closely with one another to provide optimal learning support on both campuses.</p> <p>The Honors Program has met with campus faculty members, department heads, and Academic departments to encourage and facilitate the creation of additional honors addendums and is in the process reactivating the college Honors Committee.</p>
21. Describe opportunities in the internal and external communities	<p>Opportunities exist in several areas: leadership with faculty in transfer-level courses to participate in the Success Centers; a more efficient Career Technology Education Center 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.</p>
22. List major accomplishments	<p>There are three sets of accomplishments listed; one, those not included as part of the progress made toward goals 1 or 2 of the 2010-2011 ASD Department Plan; two, those made as part of the progress on 2010-2011 goal 1; and three, those made as part of the progress on 2010-2011 goal 2. Accomplishments not included as part of either goal:</p> <p>In order to provide more flexibility in Center staffing and scheduling and to</p>

provide professional growth for staff, staff at both sites were cross-trained. 2 Instructional Assistants, one from CTE and one from MDSC were crosstrained, as were student assistants and 45% Instructional Aides. The course attendance and drop process and policies have been revised to allow better access to students attempting to move through the program to transfer, degree and certificate programs. While the PCC campus undergoes major construction/renovation, the department has lost the use of spaces in the adjacent buildings formerly used for Success Center workshops. However, we have met the challenge of these space constraints by collaborating with neighboring LAR Department to maximize space within the Center. The Multidisciplinary Success Centers and ASD Department added new Supplemental Learning Assistance materials for Math 815 and Read 883 in fall 2010, and coordinated training, staffing and materials management as appropriate.

Accomplishments in terms of Goal 1, Curriculum/Program Development are as follows.

a. Develop and maintain collaboration with other basic skills departments (LAR, English, Reading, Math, ESL) in order to ensure alignment of curriculum and foster smoother student transition and access to programs. The Department collaborated with Counseling, Financial Aide and Assessment to provide easier access to students wishing to prepare or remediate for the College Assessment and Ability to Benefit tests. The department also continued its collaboration and coordination with the Learning and Academic Resources Department to provide maximum learning assistance services to students at both campuses. We also continue our communications with DSPS and developed a system for better providing DSPS students with the assistive services they may require while accessing the Centers.

b. Provide staff and faculty professional development for use of new instructional materials, processes and courseware.

The department held several training and professional development sessions and department meetings throughout fall 2010 and spring 2011. Meetings were held week one of both semesters and on all Flex Days to provide information and training for the two courses. Training was also provided on an ad hoc basis throughout the semester, and via email and memo.

c. Automate assessment and data collection and develop workflow plan for improved efficiency, follow-through and alignment with program outcomes and goals.

The Department continued to refine its program and course outcomes, and assessment and data collection thereof. We added paragraph and essay writing outcome assessments for both the 601A and 601B courses.

d. Develop for-credit basic skills curriculum.

This strategy was not addressed in 2010-2011.

e. Improve progress of students achieving proficiencies for the non-credit Certificate of Completion in Basic Skills for the Workplace and increase number of students who qualify for the certificate.

Two students earned Certificates of Completion in 2010-2011. In order to improve these rates of completion of the certificate and the movement of students through the program and on to credit programs, the department worked with Assessment/Matriculation to get a counselor assigned to the Department. This was possible via non-credit matriculation funding.

However, due to budget constraints in the Assessment/Matriculation area, the counselor was removed. Simultaneously, with the department's shift in focus, we have had a lesser ability to emphasize this strategy.

f. Develop additional skill-specific, short-term basic skills modules in order to provide additional support to supplemental learning assistance students

and respond to referrals from various other disciplines. The formerly very broad BAE course program sheets were separated according to student goal, in effect creating a more module-based system of delivery. The department has leveraged its resources to assist students with basic skills needs across disciplines. We train Success Center staff in the various basic skills learning resources that can be used to further support or enhance student learning taking place via supplemental learning assistance. Students who come in to complete Math 815 DLAs might be referred to BAE course materials when a lack of foundational skills is identified by the instructional staff working with these students. We refined our processes for assisting students wishing to prepare or remediate for the TEAS test for the Nursing program. We also revised completely the preparatory program to align with the new version of the exam, TEAS V. This includes revising student program sheets, developing a practice test and scoring rubric as well as new materials. The following are accomplishments in terms of goal 2, Learning Assistance, provide high-quality and efficient learning assistance programs (including supplemental learning assistance) that contribute to improved student learning and student success:

- a. Collaborate with other appropriate areas/departments to develop supplemental learning assistance. We have worked closely with the Instructional Specialist in the Learning and Academic Resources Department to develop additional supplemental learning assistance. This includes Physiology 1, Food & Nutrition 228, and will soon also include Vocational Nursing 220. We continue to work with the full time faculty instructional specialists in English and Math to coordinate Success Center services and instructional materials.
- b. Establish a marketing and outreach plan in order to communicate the benefits of supplemental learning assistance and the potential opportunities for department participation. This strategy has not been met. While the online Supplemental Learning Assistance training developed with LAR continues to be available as an SLA information resource for faculty across campus and we have hosted several Flex Day events, there is no single consistent marketing and outreach plan. We have set goals and continue to make contact with various faculty across campus.
- c. Provide ongoing training and guidance in the development of appropriate and effective supplemental learning assistance activities to department faculty. Training and guidance was provided to faculty within the Success Centers, and faculty across campus may access the online Supplemental Learning Assistance training developed with LAR as an SLA information resource. In addition, we collaborated with LAR to host two Flex Day informational events. Individual faculty interested in developing SLA for their courses are also assisted one-on-one.
- d. Provide ongoing and regular professional development and training for success center staff and faculty. We provided several trainings/professional development opportunities to the staff and faculty in the Centers in 2010-2011. Both semesters MDSC faculty, tutors and staff attended trainings during the first week while the Centers were closed. This included training for Multidisciplinary subjects as well as for Math and Writing/Reading as appropriate. Trainings in both Student Services and best practices for working with developmental students was provided. Student services training included Counseling, Student Health Services, Library services and DSPS have been conducted for all 4 LBCC Success Center staff and faculty. Front desk staff participated in multiple training sessions conducted each semester. In addition, training was provided to new adjunct instructional specialists. All new tutors participate in CRLA certified

<p>23. Areas in need of improvement</p>	<p>Dwindling College resources and increasing student need necessitate establishing a college-wide approach to tutoring which is more coordinated and comprehensive. This will enable us to utilize existing resources more effectively by pooling resources and provide more focused services to students.</p> <p>The ratio of honors students to total enrolled students is still quite low. Hence recruitment must continue to reach and add more students. A greater variety of honors classes need to be developed and offered. The creation of a master schedule would guarantee optimal use of the honors classroom. Honors needs a larger lounge to accommodate the students.</p>
<p>24. Additional comments.</p>	
<p>25. Names &amp; titles workgroup members</p>	<p>Laura Compian, Academic Administrative Assistant, Student Success  O. Lee Douglas, Department Head, Learning and Academic Resources  Maureen Mason, Honors Coordinator  Heidi Neu, Department Head and Instructional Specialist, PCC  Multidisciplinary Success Center  Bobbi Villalobos, Dean, Student Success</p>

**Summary Unit:** School of Student Success

**Goal Priority:** 1

**Goal:** Develop and expand the instructional programs and learning assistance offered in Student Success

**Supported Department Goals:** Same as school goal

**Type of Resource Requested:** Personnel - Faculty

**Resources Requested:** Hourly Instructional Budget: Create an Honors STEM program - Create an Honors Program for science technology, engineering, and mathematics.

**Estimated Cost:**

**Year:**

**Suggested Funding Source:**

**Comments:** School Priority Rank - 3

**Type of Resource Requested:** Personnel - Faculty

**Resources Requested:** Expand Access - Expand access to honors courses.

**Estimated Cost:** 0.0000

**Year:** 2011-2012

**Suggested Funding Source:** General Fund

**Comments:** School Priority Rank - 4

**Type of Resource Requested:** Personnel - Faculty

**Resources Requested:** Hourly Instructional Budget: Learning Support - The Learning and Academic Resources Department will expand services offered through the LAC Multidisciplinary Success Center.

**Estimated Cost:** 10000.0000

**Year:** 2011-2012

**Suggested Funding Source:** General Fund

**Comments:** School Priority Rank - 5

**Type of Resource Requested:** Personnel - Faculty

**Resources Requested:** Hourly Instructional Budget: Increase Honors scope - Increase the variety of offerings of Honors courses.

**Estimated Cost:** 32400.0000

**Year:** 2011-2012

**Suggested Funding Source:** General Fund

**Comments:**

**Type of Resource Requested:** Personnel - Faculty

**Resources Requested:** Increase program membership - Increase the number of LBCC students who apply to and participate in the Honors Program.

**Estimated Cost:** 0.0000

**Year:** 2011-2012

**Suggested Funding Source:** General Fund

**Comments:**

**Type of Resource Requested:** Personnel - Faculty  
**Resources Requested:** College Learning Skills - Develop and enhance a comprehensive curriculum of learning and study skills and discipline-specific learning support.  
**Estimated Cost:** 0.0000  
**Year:** 2011-2012  
**Suggested Funding Source:** General Fund  
**Comments:**

---

**Summary Unit:** School of Student Success

**Goal Priority:** 2

**Goal:** Create more effective discipline-specific learning support

**Supported Department Goals:** Same as school goal

**Type of Resource Requested:** Personnel - Classified/ Manager  
**Resources Requested:** Tutors: Positive Academic Habits - The Learning and Academic Resources Department will enhance the Tutoring and Supplemental Instruction programs.

**Estimated Cost:**

**Year:**

**Suggested Funding Source:**

**Comments:** School Priority Rank - 1

**Type of Resource Requested:** Personnel - Faculty  
**Resources Requested:** Hourly Instructional Budget: Success Center & Supplemental Learning Assistance - Increase student participation in Success Center and Supplemental learning assistance activities.

**Estimated Cost:** 4600.0000

**Year:** 2011-2012

**Suggested Funding Source:** General Fund

**Comments:** School Priority Rank - 2

**Type of Resource Requested:** Personnel - Classified/ Manager  
**Resources Requested:** Tutors: Tutoring services, CTE - Expand and improve tutoring program and services offered

**Estimated Cost:** 10000.0000

**Year:** 2011-2012

**Suggested Funding Source:** VATEA

**Comments:** School Priority Rank - 6

**Type of Resource Requested:** Personnel - Classified/ Manager

**Resources Requested:** CTE SLA - Survey CTE faculty to determine types of effective Supplemental Learning Assistance materials and activities needed for CTE students

**Estimated Cost:** 0.0000

**Year:** 2011-2012

**Suggested Funding Source:** VATEA

**Comments:**

**Type of Resource Requested:** Personnel - Faculty

**Resources Requested:** Hourly Instructional Budget: Workplace Skills/CTE certificate integration - Determine feasibility and process for integrating ASD's workplace skills certificate with the vocational certificate programs and CTE.

**Estimated Cost:** 9200.0000

**Year:** 2011-2012

**Suggested Funding Source:** VATEA

**Comments:**

**Type of Resource Requested:** Supplies

**Resources Requested:** Marketing Materials: Workplace Skills/CTE certificate integration - Determine feasibility and process for integrating ASD's workplace skills certificate with the vocational certificate programs and CTE.

**Estimated Cost:** 2000.0000

**Year:** 2011-2012

**Suggested Funding Source:** VATEA

**Comments:**