### 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 LAR, the Success Centers, Tutoring, Supplemental Instruction, Learning Communities and the Honors program.

### 4. Summary of Access, Efficiency and Effectiveness
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. All of the unit’s 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.

In Fall 2012, LEARN 11 course enrollments increased due to the support of the Promise Pathways program. LEARN 11 serves as a success course for Promise Pathways.

The number of students served by the program via BAE courses has decreased due to shift away from serving non-credit, basic skills with skills more than 2 levels below college-level. However, those being served via the Multidisciplinary Success Center has continued to increase (See #22).

### 5. Summary of Enrollment Management Efforts, Issues, Strategies
Student Success has followed the Enrollment Management Plan by adding Promise Pathways sections, 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 Centers and CTE Center are part of studies conducted by Institutional Effectiveness 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 2011-12. The four Student Success Centers on both campuses have collaboratively also established a program level mission statement and 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 LAR.
7. Identify programs/ activities requiring attention

The LBCC Tutoring and Supplemental Instruction programs are 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. In addition, the reduction of the administrative position to 45% has negatively impacted the Honors Program. Furthermore, counseling hours have been reduced which is restricting student access to Honors counseling.

8. Curriculum & Instruction: Emerging needs

The three sites of the Multidisciplinary Success Centers at both campuses provide an extremely wide variety of Supplemental Learning Assistance Activities to students in approximately 50 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 funds for part-time instructional specialists, student assistants, tutors, and training funds for all categories of staff. There is a great need for Honors sections in the STEM majors. We only offer Geology 1H and recently added Astronomy 1H. STEM majors need Honors sections in calculus, chemistry, physics, and biology. Until now, UCLA has allowed Honors students to count two non-Honors classes in those fields for Honors credit; however, they have indicated that they are going to discontinue this practice, which will leave LBCC's honors students unable to satisfy their Honors certification in any science major.

9. Issues and Concerns regarding Curriculum and Instruction

Due to the numbers of students served and enormous amount of materials and information housed in the Success Centers, our ability to positively impact student success will be limited without adequate staffing. An ongoing challenge is effectively managing the Centers with a transitory staff comprised mainly 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, additional support is needed. The department's resource requests reflect this need. A proportion of SLA activities in the CTE center continue to undergo revisions as they were designed prior to implementation of the Success Centers and may not directly correlate to course outcomes nor reflect key principles and features of SLA. Part-time instructional specialist funding requests reflect this need. There is a great need for Honors sections in the STEM majors.

10. Full-time faculty staffing priorities

Student Success does not have any full-time faculty staffing priorities at this time.

11. Part-time faculty staffing (FTEF) trends

Part-time staffing needs: As the Multidisciplinary Success Centers continue to grow and serve additional disciplines, part-time instructional specialists will continue to be hired. We also anticipate the need to hire part-time LEARN 11 instructors to facilitate Promise Pathways students.

12. Classified hiring needs/priorities

Classified hiring needs: To maintain service in the Multidisciplinary Success Centers, additional classified staffing is needed. Specifically, Student Success is requesting: (3) 45% instructional aides. To maintain the Tutorial and Supplemental Instruction programs, the Tutorial/SI Coordinator position must be restored to 12 months. The Honors Program is supported by (1) full-time faculty with 40% release time, (1) counselor with a 50% assignment, (1) counselor with a 11% assignment, and (1) administrative assistant with 45% assignment. This is a drastic reduction in support in comparison to years past, despite an increase in student participation in the Honors Program, and it is negatively impacting the Honors Program. The program is going to have to reduce its
numbers, thus limiting access to students, if the level of support is not increased.

13. Professional Development/Training Activities needed

Currently the part time instructional staff in the Multidisciplinary Success Centers provide assistance for 479 different supplemental learning assistance activities for approximately 50 courses in more than 20 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 has offered two FLEX activities: (1) How to develop an Honors addendum, and (2) Best practices in Honors instruction. They were well attended and led to the development of new Honors sections and greater collaboration across the different disciplines.

14. Budget account adjustments needed

As a result of a previous 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.

We would like to restore the tutor budget to its prior funding level of $80,000 and enhance the student assistant budget for the LAR department. As a result of the 55% cut in the Honors Program administrative assistant position, there has been a reduction in the hours that the Honors office is available to Honors students, and it is impossible to maintain the previous level of work. This position must be increased in order for the Honors Program to thrive. In addition, the Honors Program part-time instructor account needs to be augmented so that the scheduling of Honors sections does not negatively impact offering departments. Finally, Honors counseling needs to be increased to its previous levels.

15. Infrastructure/facilities issues

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

LAR has 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 due to budget limitations and the Multidisciplinary Success Centers continue to add courses from across the disciplines for which Supplemental Learning Assistance and other learning assistance activities are provided. Part of this work involves outreach via regular meetings with the faculty in these areas.

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 offered a flex day presentation for LBCC faculty to
learn how to design Honors course 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.

### 18. Describe grants initiated

| N/A |

### 19. Describe economic development activities

| 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 department provides learning assistance to students in CTE areas. |

### 20. Describe internal and external partnerships

| LAR has 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. The Multidisciplinary Success Center Instructional Specialists work with ERD to provide learning assistance support and to integrate grant projects with greater College initiatives & goals. The department continues ongoing and establishing new partnerships with disciplines across campus. Recent partnerships established include those with Associate Degree Nursing, additional Vocational Nursing courses, Physiology, and Anatomy. Faculty support and actively participate in the college-wide Promise Pathways initiative, which also creates greater connectedness to campus community. 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. Furthermore, it participates actively in the Honors Transfer Council of California, the Honors Research Conference hosted by the University of California at Irvine, and the UCLA Transfer Alliance Program. |

### 21. Describe opportunities in the internal and external 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 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. If LBCC established a comprehensive Honors STEM program, it would be the only college in the southland with such a program and would thus draw from an even greater student population and open opportunities for grant funding. |

### 22. List major accomplishments

| One major accomplishment was the merger of the Learning and Academic Resources and Academic Support and Development departments. In addition, the following numbers reflect service provided to students. |

| The Academic Computing Centers are educational resources available to all Long Beach City College students. Computers are available for such activities as academic Internet research, courseware, and word processing. |

<p>| LAC Academic Computing Center: |
| Fall 2011: |
| 7,298 students |
| 66,375 hours |
| Spring 2012: |
| 6,703 students |
| 60,805 hours |
| PCC Academic Computing Center: |
| Fall 2011: |</p>
<table>
<thead>
<tr>
<th>1,642 students</th>
<th>9,692 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012:</td>
<td></td>
</tr>
<tr>
<td>1,446 students</td>
<td>9,964 hours</td>
</tr>
</tbody>
</table>

Tutoring/Supplemental Instruction

Fall 2011:
LAC Tutoring: 629 students, 2,919 hours
PCC Tutoring: 117 students, 621 hours
SI: 578 students, 5,775 hours

Spring 2012
LAC Tutoring: 355 students, 1,252 hours
PCC Tutoring: 96 students, 391 hours
SI: 666 students, 7,903 hours

Numbers of students served and number of hours from each of the Success Centers in the LAR Department, and in the BAE program, are indicated below.

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE: 896 unique students - 4,680 hours</td>
</tr>
<tr>
<td>PCC MDSC: 4341 unique students - 25,529 hours</td>
</tr>
<tr>
<td>LAC MDSC: 3400 unique students - 17,116 hours</td>
</tr>
<tr>
<td>BAE: 456 unique students - 12,220 hours</td>
</tr>
</tbody>
</table>

Participation in the Honors Program increased to 268 full-time students. A record number of Honors students were admitted to UC Berkeley and other top universities nationwide.

Furthermore, the Honors Program’s aggressive attempts to diversify its student population have paid off handsomely. As of November 2012, only 30% of the active participants identified themselves as “White.” Of the 70% non-white, the greatest percentage was the 37% who identified themselves as “Hispanic,” followed by 12% “Asian,” 9.5% “Black/African-American,” and 6% “South Pacific Rim Asian.”

### Areas in need of improvement

Dwindling College resources and increasing student need necessitate establishing a college-wide approach to tutoring that 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.

The ratio of Honors students to total enrolled students is still quite low; therefore, recruitment must continue to reach and add more students. A greater variety of honors classes needs to be developed and offered, including a comprehensive STEM program. The creation of a master schedule would guarantee optimal use of the Honors classroom. Honors needs a larger lounge to accommodate the students.

### Additional comments

### Names & titles workgroup members

Melvin Cobb, Associate Professor, Learning and Academic Resources
Laura Complan, Academic Administrative Assistant, Student Success
O. Lee Douglas, Department Head, Learning and Academic Resources
Maureen Mason, Honors Coordinator
Heidi Neu, Instructional Specialist, PCC Multidisciplinary Success Center
Bobbi Villalobos, Dean, Student Success
Goals and Resources Requested

Goal Priority: 1

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

Supported Department Goals: Activities that support Goal 1 include:
1. Expand access to Honors courses by creating a master schedule with as few overlapping Honors courses as possible.
2. Increase the number of LBCC students who apply to and participate in the Honors program.
3. Enhance CPAS 805: a. Explore possibility of having CPAS 805 as a co-requisite for online courses; b. Work with Distance Education Office to devise a training or procedure manual for online instructors; c. Analyze the effectiveness of CPAS 805; d. Based on analysis make necessary revisions to CPAS 805.
4. Increase Honors scope: a. Increase the variety of offerings of Honors courses; b. Resume offering Honors courses that are listed in the LBCC course catalogue and have not been offered in many years; c. Develop Honors addendums in new curricular areas.

Type of Resource Requested: Software

Resources Requested: New Software (includes cost for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.): Learning Type Measure (LTM) software provides students with individualized assessment of their learning preferences as well as hemispheric preferences which is used to develop student’s metacognitive understanding.

The LTM is a key artifact in the e-portfolio pilot. Students are required to upload their LTM and provide a reflective and metacognitive writing assignment in their e-portfolio.

Estimated Cost: $8,100.00

Year: 2012-2013

Suggested Funding Source: General Fund

Comments: School Priority Rank - 4

Type of Resource Requested: Personnel - Faculty

Resources Requested: Hourly Instructional Budget: Increase the part-time account by six total classes per year, three per semester to create an Honors STEM program (science technology, engineering, and mathematics).

Estimated Cost: $19,440.00

Year: 2012-2013

Suggested Funding Source: General Fund

Comments: School Priority Rank - 4
Goal Priority: 2

Goal: Develop and expand learning assistance offered in Student Success

Supported Department Goals: Activities that support Goal 2 include:
Analyze short term program effectiveness: a. Develop a process for tracking and measuring the effectiveness of College Assessment Test preparation program, and refine TEAS data tracking; b. Acquire needed data from Assessment Office or Inst. Effectiveness; c. Develop departmental tracking system; d. Add TEAS effectiveness data to next cycle of assessment data.

Type of Resource Requested: Personnel - Classified/ Manager

Resources Requested: Increase tutoring budget: Increase student participation in Success Center and Supplemental learning assistance activities. 1. Increase faculty awareness of Success Center services by a. developing faculty DLA activity which faculty can complete at any time in Success Centers for Flex Credit.
b. provide discipline faculty with copies of Success Center material to allow great integration in course syllabi/planning by individual instructors.
2. continue to collaborate with Instructional Specialists on outreach activities
3. contact faculty in areas currently not utilizing Success Centers and/or Supplemental Learning Assistance activities.

Estimated Cost: $8,200.00
Year: 2012-2013
Suggested Funding Source: General Fund
Comments: School Priority Rank - 2

Type of Resource Requested: Personnel - Faculty

Resources Requested: Increase hourly instructor budget for faculty-to-faculty outreach efforts. 1. Increase faculty awareness of Success Center services by a. developing faculty DLA activity which faculty can complete at any time in Success Centers for Flex Credit.
b. provid

Estimated Cost: $4,600.00
Year: 2012-2013
Suggested Funding Source: General Fund
Comments: School Priority Rank - 3
Goal Priority: 3

Goal: Create more effective discipline-specific learning support

Supported Department Goals: Activities that support Goal 3 include:
Tutoring Services: a. Evaluate effectiveness of tutoring program and services via student surveys; b. Merge PCC MDSC tutoring services with Learning and Academic Resources tutoring.

Type of Resource Requested: Personnel - Classified/Manager
Resources Requested: Restore Tutor/SI Coordinator position to 12 months.

Estimated Cost: $10,512.00
Year: 2012-2013
Suggested Funding Source: General Fund
Comments: School Priority Rank - 10