

# 2017-2018 Program Review

## Student Success Center

### WCC - Student Success Center - Program Recommendations

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**Year of Review:** 2017-2018

**Type of Review:** Annual Update

**Program Description :** WCC STUDENT SUCCESS CENTER

The Student Success Center (SSC) provides services that aim to foster student academic success in their courses. The SSC has worked hard to expand the number of subjects in which tutoring is offered. SSC currently offers tutoring in the following subjects: Accounting, Chemistry, Biology, Physics, Plant Science, ESL, English, Spanish, Math, Statistics. SSC also provides reading and writing support across the curriculum on a drop-in and appointment basis. The Supplemental Instruction program is provided for 15 different science, math, and humanities courses and offers a more comprehensive learning experience for students in those courses. Workshops are delivered daily in conjunction with the Library and are designed to address gaps in student knowledge or need. Additionally, students with a major declared in science, technology, engineering, or math are served within the MESA center, which offers a computer lab, free printing, access to lockers and a refrigerator, free textbooks, lounge area, study supplies, and tutoring.

Academic year 2016-2017 was the first year that WCC's Student Success Center operated out of their new location in the 800 building, which now houses all tutoring services, Supplemental Instruction, the MESA program, and workshops. The collection of these services in one location has led to increased access for all WCC students. In the spirit of increased access, the SSC extended hours of operation and offered all tutoring services on Monday - Thursday from 8:00 am - 7:00 pm and Fridays from 8:00 - 2:00 pm. The SSC also expanded these services by delivering tutoring online to distant education students.

#### LAKE LEARNING RESOURCE CENTER

The LCC Learning Resource Center is open 8:00 am - 5:00 pm Monday –Thursday and 8:00 am - 3:30 pm on Friday. It provides students with access to computers, internet, study assistance, tutoring, and computer assistance. Students are allowed to print self-generated pages for free, up to 10 pages a day. The center has 16 computer stations and tables with chairs to accommodate 22 additional visitors. It is a bright and welcoming room staffed by one full time employee serving as Tutor Specialist. This Tutor Specialist is integral to the efficiency of the learning lab. She manages employee scheduling, acts as a professional tutor (particularly in math and English), coaches student tutors and clerks, assists with bi-monthly student tutor training sessions, runs TutorTrac reports, trouble shoots technical issues, and keeps the room tidy and functional. She maintains bulletin boards, which provide calendar events and deadlines, educational displays, promotion of Associated Student business, and community events and resources. She works closely with faculty to promote the facility and support their instruction. An IA and the Basic Skill Instructor also serve the Learning Center as part of their assigned duties. The IA and faculty member provide assistance when demand is high or tutors/clerks/specialist are absent. They collaborate on necessary reports, budgetary matters, and data compilation. The faculty member assisted by the Tutor Specialist is responsible for the hiring and supervision of employees, writing departmental reports, training student tutors, and coordinating with the WCC Student Success facilitator.

**Executive Summary (Include a list of team members):** Woodland Community College's Student Success Center Staff includes: Student Success Resource Faculty and MESA Director, Deanna Pierro; Instructional Associate of Language Arts, Jolene Torres; Instructional Associate of ESL and SI, Caroline Prieto; Clerical Assistant, Carid Servin. Lake Learning Resources Center's staff include: Professor of Language Arts & Basic Skills, Peggy Alexander; Student Success Specialist, Kim Boles Cravea; Tutor Center Specialist, Charlotte Lee.

The SSC lost the Math Instructional Associate in November of 2016 and went the entire academic year without a replacement. However, the SSC did successfully hire a new ESL & SI Instructional Associate in December 2016. This IA grew the SI program substantially.

Because of the growth in all areas, both LRC and SSC also had to increase tutors and student clerks. Over 100 student employees

were hired and trained during 2016-2017 for both LRC and SSC, although more tutor and clerical support is needed on both campuses (WCC and LCC).

**Program Mission Statement:** The Student Success Center prepares students for successful academic careers by engaging students in core subject areas and teaching life-long learning strategies that can be used across the curriculum. We promote and respect all aspects of diversity by finding new ways to assist students of different learning styles and needs.

**Industry Trends and Program Data Analysis :** LEARNING RESOURCE CENTER (LRC)

The LRC and SSC are much needed. 62% of WCC students place below college level in reading; writing, and math scores (2014-15 placement test data). At the Lake County Campus those numbers are even more dramatic. In 2014-15 the success rate for English 105, for example, was only 52%. There are a number of factors contributing to this issue: the city of Clear Lake (home of LRC) has 36% below poverty level (more than double the state average) and this contributes to illiteracy and lack of academic readiness. It is part of the local culture since many in this Lake County community have yet to earn their GED. Konocti Unified reported in May 2015 that only 69.6 percent of students from this district completed their high school coursework.

In 2016-17 (in spite of the FTES decline due to the Valley Fire), 242 students came for assistance with English course work, 32% of which were enrolled in developmental English courses. 157 students sought math assistance, 62% of which were enrolled in developmental math courses. 70 Learn students (Learn 120, 174, 520 only—basic skills/ABE courses) logged 176 visits and 194 hours over the academic year. They comprised 16% (40/244) of all students visiting the lab in the Fall 2016 and 11% (30/270) of all students visiting the lab in Spring 2017 (excludes Learn 102/502 i.e. directed study).

#### STUDENT SUCCESS CENTER (SSC)

At WCC, recent reports indicate that passing rates for remedial math courses have decreased by 17% and now reflect only a 9% passing rate for students who enter college two levels below college-level math. Same is true for English remedial courses in which passing rates for students in two levels below college-level English have decreased from 45% to 25% since 2012. Whereas, passing rates for students who receive tutoring in remedial courses is on average 30% higher than those who do not receive tutoring.

Additionally, research conducted by the new Student Success Resource Faculty indicates that there is a correlation between students who receive tutoring services and high academic performance. The data shows that GPA gains become most distinguishable when students attend more than four tutoring or SI sessions. For spring 2017, SI data showed that for every course in which SI was offered, students who attended SI consistently achieved passing grades at a 33% higher rate than those who did not attend SI. This is the impetus to not only sustain but increase tutoring and Supplemental Instruction services at both LCC and WCC campuses.

Subsequently, services have increased rapidly. For tutoring visits rose from 1132 in fall 2016 to 2010 in spring 2017 (a 78% increase). Supplemental Instruction visits rose from 399 in fall 2016 to 2037 in spring 2017 (a 411% increase). And workshop visits rose 234 in fall 2016 to 575 in spring 2017 (a 145% increase). Again, this warrants additional funding and staff support for all centers.

**SLO Assessment Summary:** 1. Effective Use of Resources: Students will have knowledge of SSC/LRC resources and how to access them. Students will demonstrate the ability to access a variety of SSC/LRC resources to support individual academic goals.

- Academic Success Workshops
- Subject Tutoring
- Reading and Writing Tutoring
- Supplemental Instruction
- Tutoring Online Services

2. Retention and Success: Students will know how to modify and apply appropriate learning strategies in order to achieve a satisfactory grade in courses for which they seek tutoring or Supplemental Instruction.

- Successful students complete their semester courses with a grade of "C" or better.
- Attend tutoring regularly and on time.

#### COURSE CONTENT

LEARN 502 is a repeatable non-credit course in which students are automatically enrolled after utilizing services within LRC and SSC. The curriculum includes learning strategies, study skills, and application of math, science, and English.

The delivery of course content is analyzed by conducting regular tutor observations, as well as monitoring usage and passing rates using data collected via TutorTrac LCC and WCC campuses.

**Course Content and Statistical Analysis:** LEARN 502 is a repeatable non-credit course in which students are automatically enrolled after utilizing services within LRC and SSC. The curriculum includes learning strategies, study skills, and application of math, science and English.

The delivery of course content is analyzed by conducting regular tutor observations, as well as monitoring usage and passing rates using data collected via TutorTrac LCC and WCC campuses.

**Future Goals and Program Direction:** STUDENT SUCCESS CENTER (SSC)

1. Expand online tutoring services for all subjects on all campuses.
2. Increase collaboration with Lake Campus Learning Resource Center, including tutor training, online tutoring, and TutorTrac alignment.
3. Hire a full-time STEM IA to help implement and improve services in the SSC.
4. Collaborate more closely with faculty and other programs on campus by sending regular updates and inviting them to partake in training and mentorship opportunities.
5. Stabilize the sections for which Supplemental Instruction is offered so that it is consistent from one semester to the next. This will make it easier to advertise SI sections in the course catalog.
6. Use data collected by TutorTrac to generate grade comparisons for tutoring and SI.
7. Increase professional development opportunities for SSC professional staff members.

LAKE LEARNING RESOURCE CENTER (LRC)

1. Add Skype-enabled station to lab to allow virtual tutor appointments
2. Coordinate training of LCC student tutors and clerks with WCC
3. Provide more workshops focusing on student needs (study skills, navigating web pages, using Onedrive, etc)
4. Have access to funding mechanisms and the means to create a budget for the Lake Learning Center.

**Feedback (Validation Team Use ONLY) :** Validation Team Use ONLY

**Are you ready to submit your final program review?:** Yes

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## Recommendation: Recommendation 1 – Increase Necessary Student Personnel- 1.1, 1.2, 1.3, 1.4

- 1.1 More paid tutors are needed for the SI Program and tutoring centers (Lake, CCC, and WCC)
- 1.2 Tutors needed for summer courses and math boot camps (Lake, CCC and WCC).
- 1.3 Student Clerks needed to help with manning centers (Lake)

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2015-2016, 2016-2017, 2017-2018

**Supporting Evidence :** Services have increased exponentially. For tutoring visits rose from 1132 in fall 2016 to 2010 in spring 2017 (a 78% increase). Supplemental Instruction visits rose from 399 in fall 2016 to 2037 in spring 2017 (a 411% increase). And workshop visits rose 234 in fall 2016 to 575 in spring 2017 (a 145% increase). This warrants additional funding and staff support for all centers.

## Recommendation: Recommendation 2 – Increase Required Classified Personnel

- 2.1 MESA Assistant Director needed to assist MESA Director and students
- 2.2 Full-time STEM IA needed to assist with tutoring (LRC and SSC)

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2016-2017, 2017-2018

**Supporting Evidence :** For tutoring visits rose from 1132 in fall 2016 to 2010 in spring 2017 (a 78% increase). Supplemental Instruction visits rose from 399 in fall 2016 to 2037 in spring 2017 (a 411% increase). And workshop visits rose 234 in fall 2016 to 575 in spring 2017 (a 145% increase). This warrants additional funding and staff support for all centers.

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## Recommendation: Recommendation 3 – Professional Development

- 3.1 Increase staff participation in professional development days.
- 3.2 Have at least one staff member submit proposals and participate in state-wide conference.
- 3.3 Complete Supplemental Instruction Certification

**Recommendation Priority:** 2. Medium Priority

**Year(s) Requested:** 2016-2017

**Supporting Evidence :** Ongoing need for professional development in order to improve quality which is necessary when increasing services so rapidly.

## Recommendation: Recommendation 5 – Technology-Software and website

- 5.1 Create online booking option for students
- 5.2 Merge all services onto Canvas.
- 5.3 Create training folder with videos and procedures for all staff.
- 5.4 Implement the use of SAGE campus-wide.
- 5.5 Expand online tutoring services.
- 5.6 Add Skype enabled stations(s) to Lake Learning Center to allow virtual tutor appointments.
- 5.7 Increase Facebook presence.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2016-2017, 2017-2018

**Supporting Evidence :** Technology is essential to DE learning and expansion of services.

## Recommendation: Recommendation 6 – Collaboration of all Student Success Programs

- 6.1 Continue collaborate with all student success programs and faculty to work together instead of independently to help improve student success at all campuses.
- 6.2 Collaborate more closely with faculty and other programs on campus by sending regular updates and inviting them to partake in training and mentorship opportunities.
- 6.3 Increase collaboration with Lake Campus Learning Resource Center, including tutor training, online tutoring, and TutorTrac alignment.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2016-2017, 2017-2018

**Supporting Evidence :** Current Annual report states the importance of these goals in our mission.

## Recommendation: Recommendation 7: Budgetary

- 7.1 Provide access to funding mechanisms and the means to create a budget for the Lake Learning Center.
- 7.2 Increase overall budget for LRC and SSC. SSC will need at least an additional \$60,000 to maintain current services.

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2016-2017, 2017-2018

**Supporting Evidence :** The realignment of the Lake Campus with WCC disrupted traditional funding sources from YCC. Meanwhile, services increased exponentially. For tutoring visits rose from 1132 in fall 2016 to 2010 in spring 2017 (a 78% increase). Supplemental Instruction visits rose from 399 in fall 2016 to 2037 in spring 2017 (a 411% increase). And workshop visits rose 234 in fall 2016 to 575 in spring 2017 (a 145% increase). This warrants additional funding and staff support for all centers.

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## Recommendation: Recommendation 9 - Provide Wifi Access for all Students in the Student Success Center

9.1 Install four wifi hubs (one for each center) within the Student Success Center

**Recommendation Priority:** 3. High Priority

**Year(s) Requested:** 2017-2018

**Supporting Evidence :** The Student Success Center has one of the highest traffic levels on campus, serving over 10,000 students a year specifically in academics, which requires access to online materials. Not having access has impacted our ability to serve students. Students have also consistently complained about the access and have intentionally left the SSC because of it.

## Recommendation: Recommendation 8: Data Collection

8.1 Use data collected by TutorTrac to generate grade comparisons for tutoring and SI.

8.2 Use data to determine which Supplemental Instruction courses to offer consistently from one semester to the next.

**Recommendation Priority:** 2. Medium Priority

**Year(s) Requested:** 2016-2017, 2017-2018

**Supporting Evidence :** Necessary for data-driven decision making and program improvement.