

Student Services Program Review (Student Success Center) Latest Version

Student Services (1) - Program Description First Submission: Version by Hodge, Shalisa on 05/07/2023 02:55

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

College Vision

Compton College will be the leading institution of student learning and success in higher education.

College Mission

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion, and lifelong learning.

Student Success Center (SSC) Mission

The mission of the Student Success Center (SSC) is to maintain a welcoming and supportive atmosphere where all students at Compton College can become aware of and achieve their specific academic goals. Student commitment to lifelong learning is cultivated through diverse and active learning experiences and collaboration with peers, tutors, staff, and faculty. The SSC provides resources and services that foster and promote both intellectual development and independent learning.

Program Overview

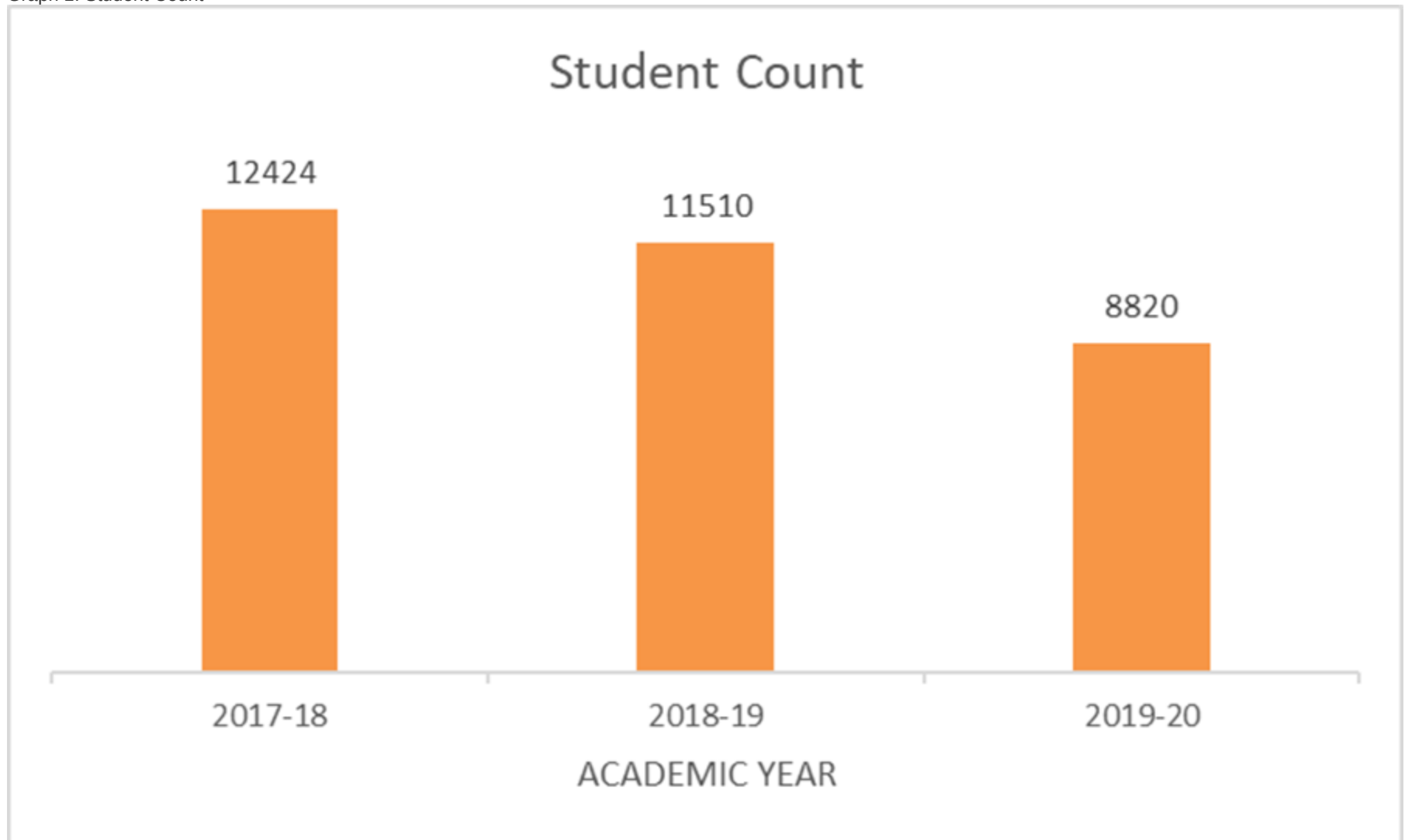
The Student Success Center (SSC), provides quality information and academic services in support of curriculum, and fosters information literacy to meet the diverse needs of the campus community. The SSC maintains a welcoming and supportive atmosphere where all students at Compton College can achieve their academic goals. The SSC is committed to promoting lifelong learning through diverse and active learning experiences and collaboration with all campus entities. The SSC provides resources and services that foster and promote intellectual development for independent learning.

All SSC programs and services embody and promote the mission and vision of the college by providing high quality resources that respect the diversity of our campus community. The SSC supports all goals of the strategic initiatives that include; increasing student engagement, continually improving teaching practices, improving instructional programs, and providing a supportive and welcoming environment where students can study collectively or individually to accomplish their goals.

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

The graphs below depict the demographic data of Compton College students. All currently enrolled Compton College students can access the resources and services provided by the Student Success Center (SSC).

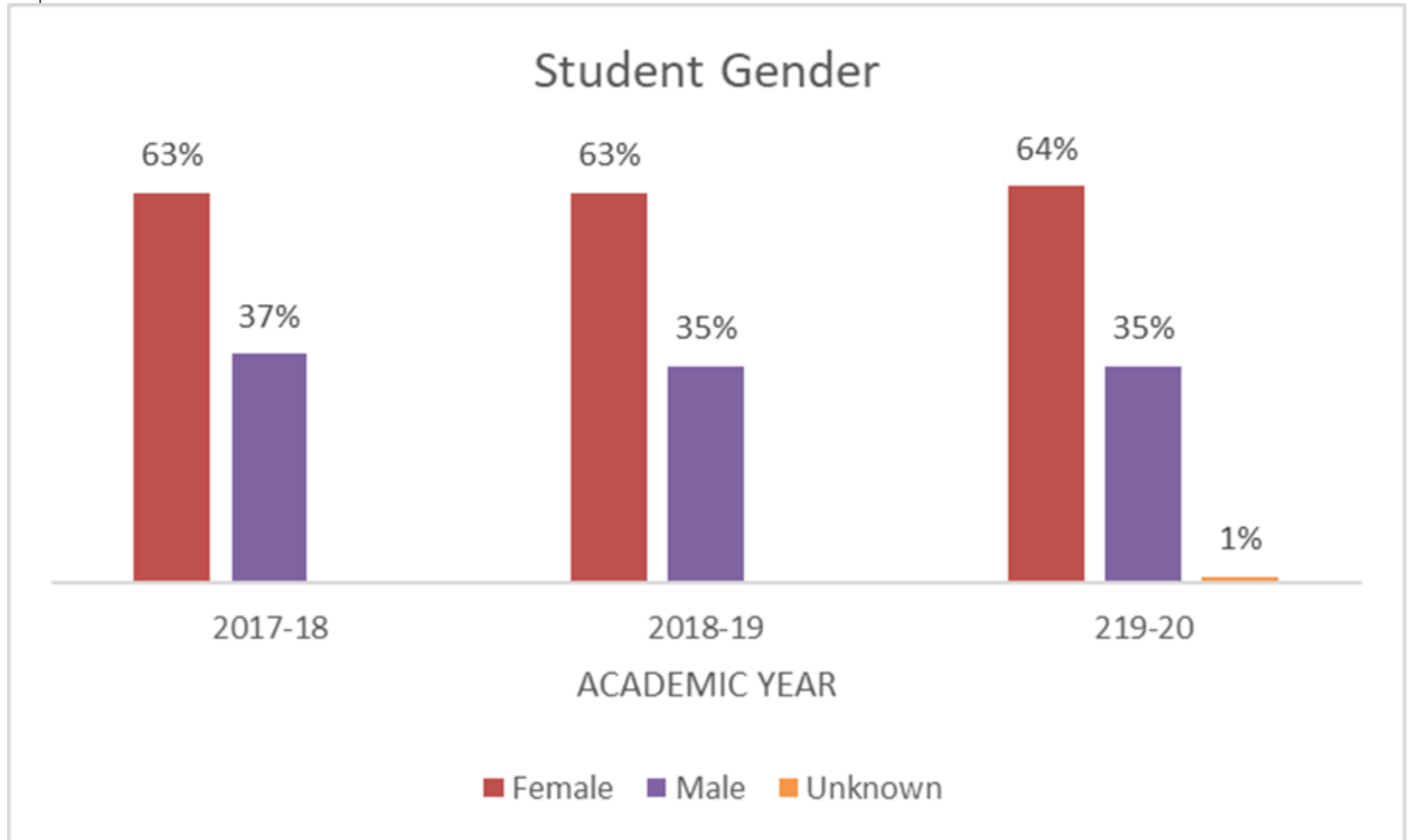
Graph 1. Student Count



-Taken from 2019-2020 Compton College Fact book

<https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics>

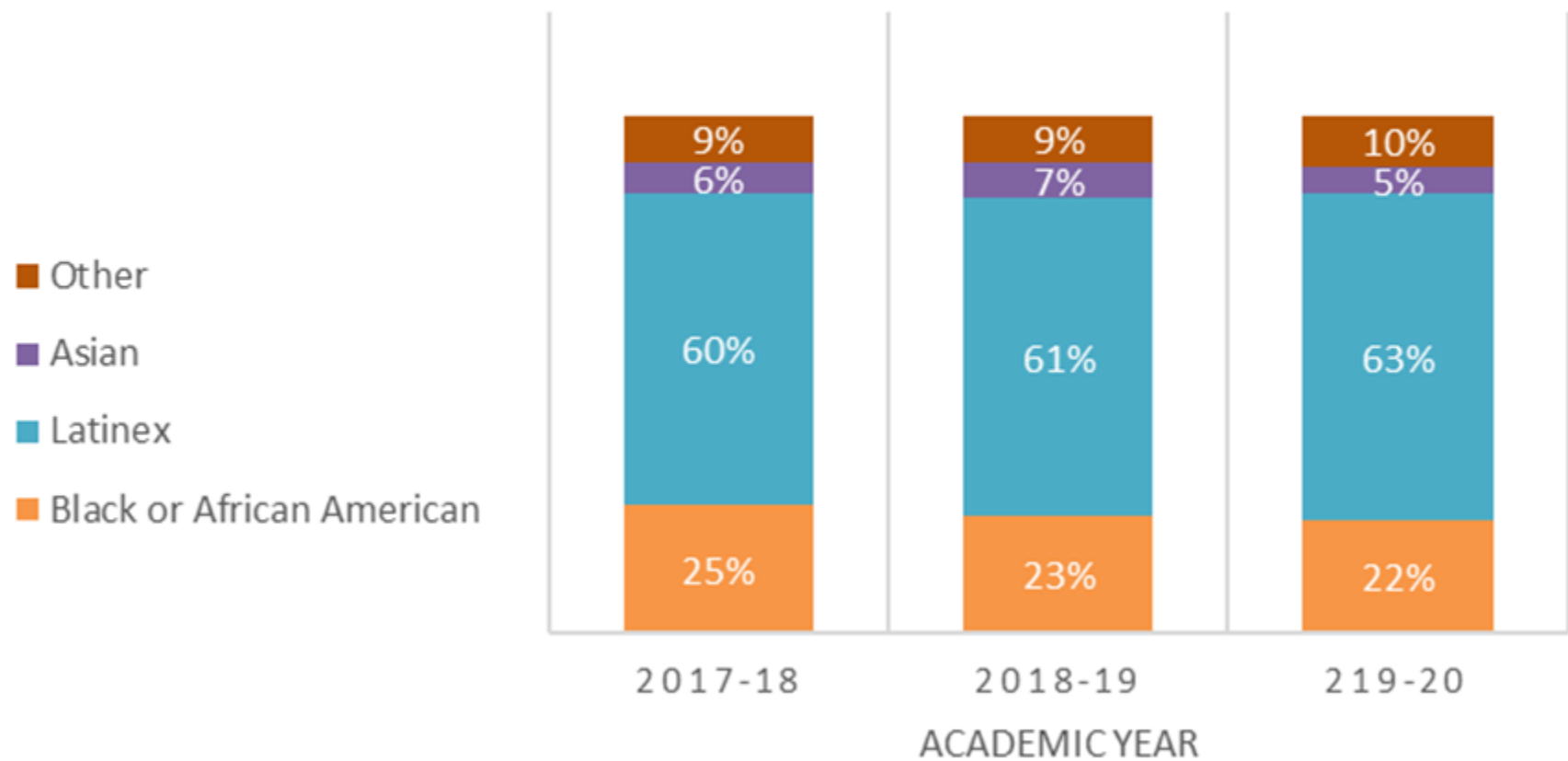
Graph 2. Student Gender



-Taken from 2019-2020 Compton College Fact book (<https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics>)

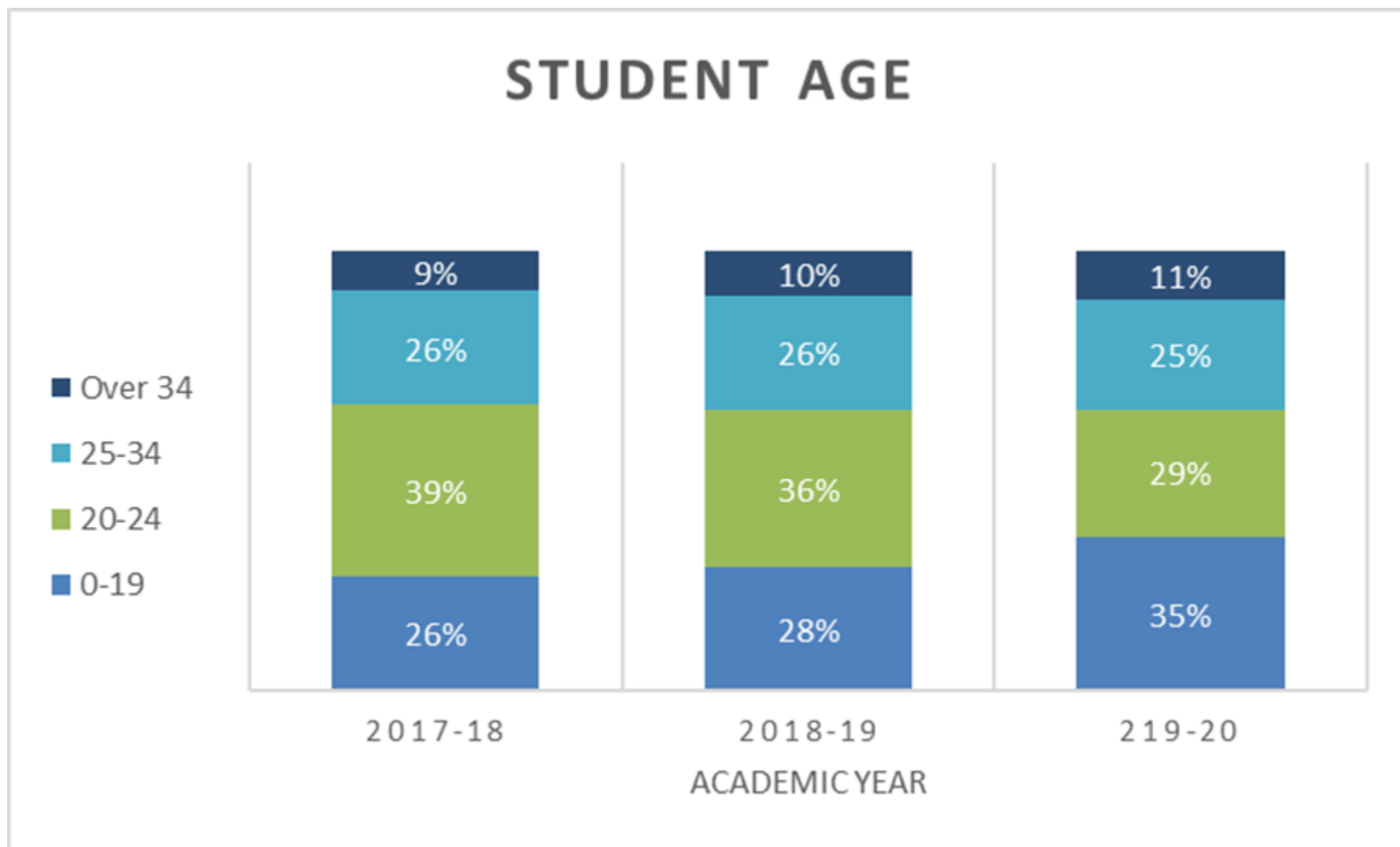
Graph 3. Student Ethnicity

STUDENT ETHNICITY



-Taken from 2019-2020 Compton College Fact book (<https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics>)

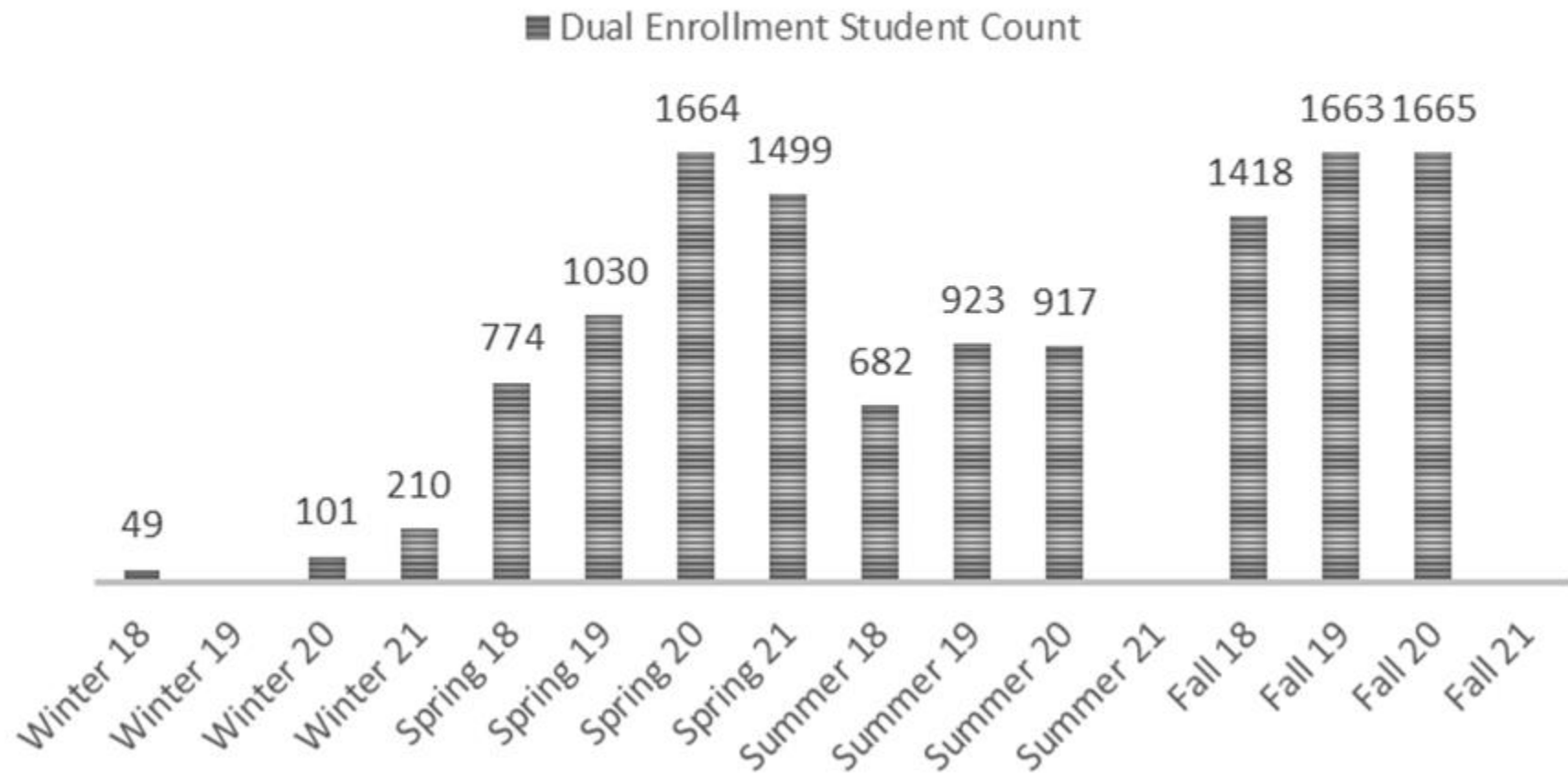
Graph 4. Student Age



-Taken from 2019-2020 Compton College Fact book (<https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollege2019-2020FactBook/Demographics>)

Graph 5. Compton College Dual Enrollment Students

DUAL ENROLLMENT STUDENTS



-Taken from Compton College Dual Enrollment 2016-2021 (<https://public.tableau.com/app/profile/lauren.sosenko4979/viz/ComptonCollegeDualEnrollment2016-2021/DualEnrollmentComptonCollege2016-2019>)

Area	Contacts
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Service Area	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21
Computer Lab	19,345	15,650	15,645	N/A	8792	N/A*	N/A*	N/A*	140
MS Center	2602	2884	2274	N/A	1015	N/A*	N/A*	N/A*	172
RW Center	1119	917	850	N/A	55	N/A*	N/A*	N/A*	59
General Tutoring	99	360	318	N/A	154	N/A*	N/A*	N/A*	N/A*
Online MS Tutoring	N/A	N/A	N/A	N/A	N/A**	41	299	329	55
Online RW Tutoring	N/A	N/A	N/A	N/A	N/A**	76	46	89	44
Online General Tutoring	N/A	N/A	N/A	N/A	N/A**	61	116	163	55
Total	20589	19811	19087	N/A	10016	178	461	581	399

*Campus closed at this time due to COVID-19

** Online tutoring started in spring 2020

c) Describe how interaction with the program helps students succeed or meet their educational goals.

In keeping with the Institution's Mission Statement and Goals, the SSC provides educational services and resources that support the curriculum offered and provides avenues for accessing information for student learning and research. The Student Success Center supports the values of the institution by providing academic support services and resources to the community it serves and promoting an enhanced learning environment.

The Student Success Center provides free, online and drop-in tutoring in two specialized centers: Math/Science (MS) and Reading/Writing (RW), as well as General (GEN) tutoring offerings in the following subjects: ESL, Spanish, Political Science, Business, Social Science, Accounting, Anthropology, and Nursing. In addition to the various tutoring centers the SSC also provides in-class tutoring support through our Embedded Coach and Peer Tutor Programs. Additionally, the SSC provides academic workshops focused on targeted courses and skill building workshops for student success in intellectual development and campus resources.

These academic support services are available to all currently enrolled students. Compton College utilizes a centralized model meaning all academic support services are conveniently located within the same building. The Student Success Center also employs a group tutoring model that places an importance on peer-to-peer collaborative learning, as well as independent learning.

The SSC places the highest value on students and their educational goals. Interwoven in that value is our recognition that the faculty and staff of the college are the college's sources of strength and its driving force. Compton College's values are grounded in the following principles:

- Student centeredness focused on providing students with opportunities for success.
- Providing guidance in a professional and caring environment.
- Dedication in our commitment to the diverse community through partnerships with local K-12 schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal integrity in the transparent and efficient use of financial resources to support student success.

d) How does the program interact with other on-campus programs or with off-campus entities?

SSC programs and services help students reach their educational goals by functioning as a one-stop shop for academic support. Support is available in a variety of forms/formats: in-person and online tutoring via Zoom, mentoring/coaching, collaborative workshops, technology/multi-media, OERs, and raw text.

Each year the SCC adopts strategic plans to partner with all campus departments to cross-promote diverse services and programs. Data is central to all interactions. Our interactive marketing consists of email blasts, classroom visits, campus tabling opportunities, Orientation presentations, bulletin board advertisements, inter-department presentations, committee meetings, and informational sessions with faculty and students. One example of inter-program success is the high number of EOP&S students we see each semester attending our Reading/Writing Strategies Workshops.

In terms of off-campus entities, annually, we participate in the collaborative planning of recruitment events like Senior Day and New Student Welcome Day, where prospective students from our main feeder schools are invited to campus to learn about community college life and the enrollment process. Also, we support the campus Welcome Center by providing local elementary school tours. Finally, to fulfill hiring needs in our own department, we reach out to neighboring colleges and universities to recruit Tutors and Teacher Associates.

e) List notable achievements that have occurred since the last Program Review.

- Hiring of English and Math Instructional Specialists
- Converting services to remote environment
- Creation of the Virtual SSC in Canvas
- Creation of the Embedded Coach Program (formerly SI)
- Tech updates
- Partnering with NROC to provide online academic support through ED Ready and Hippocampus
- Partnership with NetTutor to provide online tutoring
- Implemented remote tutoring through Zoom
- Partnership with math faculty to create Directed Learning Activities (DLAs)
- Providing onsite tutors to dual enrollment partners
- Hosting student success workshops onsite to dual enrollment partners

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Recommendation	Implemented	Impact
Tracking system	Yes – Tracking system - Trac Cloud - acquired, Training and Implementation	Not having a tracking system impacts data collection and data analysis. This process is currently done manually which limits the amount of data that can be collected. This in turn impacts what type of data can be analyzed to inform future decisions made to SSC services. The new tracking software system will enhance data collection abilities and information gathering.
Pay for print printer upgrades	Yes	High volume printer added, increased student interactions and access to campus resources

Change machine for computer lab	N/A	Campus Printing converted to Free Printing for students to provide equity
Electronic Message Boards	No	No longer needed
Working PA system	Yes	PA system installed and in use to aid students during announcements and emergencies

Student Services (2) - Program Environment First Submission: Version by Hodge, Shalisa on 05/07/2023 02:55

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The Library-Student Success building houses the Student Success Center (SSC) on the 2nd floor. The SSC's tutoring program is certified at levels I, II, and III by the College Reading and Learning Association (CRLA) and provides free, online and drop-in tutoring in two specialized centers: Math/Science (MS) and Reading/Writing (RW), as well as General (GEN) tutoring offerings in the following subjects: ESL, Spanish, Political Science, Business, Social Science, Accounting, Anthropology, and Nursing.

In addition to the various tutoring centers located on the second floor of the SSC building, the SSC also provides in-class tutoring through our Embedded Coach Program and SLA Program. The SSC also offers academic and skill building workshops each term. For students seeking extra help in Math there are the Just-in-Time Workshops offered in conjunction with the Winter Refresher and Summer Bridge Program. For students needing to brush up on their reading, writing, and grammar skills we offer English Success Strategies Workshops, Summer Bridge Program, Winter Refresher, and Research Paper Boot Camp.

One of our greatest strengths continues to be the structure and integration of various support services and programs. The MS/ RW Centers, EC Program, Computer Lab, FIC, and various skill building/academic workshops are housed under one roof. The SSC staff, faculty, tutors, and student workers work together to achieve the goals outlined in both the department and campus mission statements. This collective effort ensure that the services we provide are consistent, of high quality, effective, and address students' needs within and beyond the boundaries of the Student Success Center. It is important that we assess our resources on an ongoing basis to identify operating areas in need of additions and/or improvements.

TUTORING

Math/Science (MS) center

The Math & Science Center provides FREE group tutoring on an online and drop-in basis by trained teacher associates and peer tutors. All tutoring is facilitated in a group-study environment where collaborative learning is highly encouraged. Tutors can assist with the following:

- Understanding key concepts
- Reviewing chapter content
- Developing stronger and more effective study skills
- Guidance when solving difficult equations and problems

The Math/Science Center is also equipped with four computers, for use by tutors helping students with online assignments. As of Spring 2020 the MS center now

also provides remote tutoring through zoom. Students can also make appointments with MS Center tutors via Canvas and Cranium Café.

Reading/Writing Center

The Reading & Writing Center provides free tutoring on an online and drop-in basis. Tutors and Teacher Associates (TAs) aid in areas such as:

- How to better process information from a text
- How to take notes and organize information from a text
- How to understand main ideas and supporting details
- How to identify context clues
- Deciphering writing tasks
- Understanding writing prompts
- The writing processes
- Developing content and critical thinking skills
- While Reading/Writing Center TAs do not provide copy editing services, they DO assist students in identifying and correcting specific grammatical errors

The RW Center is equipped with 15 computers and one print station. All tutoring is conducted in small groups. As of spring 2020 the RW center now also provides remote tutoring through zoom.

General Tutoring

General tutoring covers subjects such as ESL, Spanish, Political Science, Business, Social Science, Accounting, Anthropology, and Nursing. These offerings can vary term to term and are determined by student need and tutor availability. Meaning, students can request a tutor for any academic subject offered by the college and the SSC will work with that student, faculty, and Dean to provide the resources being requested.

The SSC provides course linked instructional videos, human skeleton models, and various math, literature, and reference books for students to check out and use during tutoring sessions.

Embedded Coach (EC) Program

The Embedded Coach (EC) Program is a free service offered to students in targeted courses. The program is a non-remedial approach to learning, as the program targets high-risk courses rather than high-risk students. Coaches are strategically placed in courses and serve as a near-peer to students in class. Most coaches are students themselves who have successfully completed the course with a grade B or better. In addition to in-class tutoring, coaches conduct a minimum of 1 out-of-class study session per month, which provides students with additional support when processing course content delivered in class. All students are encouraged to attend EC study sessions, as it is a voluntary program. The program serves Compton College's diverse student body, comprised of students at various levels of academic preparedness. The program model promotes leadership, personal agency, independent learning, and peer collaboration on campus.

Primary Goals

- To give students a chance for more individualized attention and feedback during class activities
- To expose students to tutoring who may not seek it otherwise
- To help students achieve their academic aspirations by providing peer-facilitated study sessions to enhance their understanding of course content
- To increase student retention and success rates for targeted courses at Compton College

The EC program prioritized transfer level classes with low success and retention rates. Prior to the shift to the EC program and the implementation of AB705 the SSC operated the SI Program. This program prioritized basic skills courses with low success and retention rates. Currently any instructor can request to have an EC coach in their classroom.

See appendix for sample schedule

Student Learning Associate (SLA) Program

Similar to a Writing Center tutor, the SLA addresses all aspects of writing; however, they do so under the direction of the classroom instructor. The instructor also informs the SLA of the depth and breadth of revision suggestions.

Under the supervision of the Student Success Center Coordinator, the SLA is expected to:

- Provide academic support during assigned lecture hours
- Perform in-class duties assigned by the instructor related to instruction
- Develop a full working knowledge of academic skills, materials, and strategies
- Collaborate with instructor to plan activities for writing assignments
- Promote in-class cooperative learning groups
- Provide in-class writing support to students on a variety of text, including essays and research papers
- Prepare for daily sessions by reviewing course content and literature selections

Prior to the implementation of AB705 the SLA program supported all basic skills English classes. Since these basic skills courses no longer exist the SLA program has transitioned to solely supporting ENGL-101S.

See appendix for sample schedule

WORKSHOPS

JIT Workshops

Just In Time (JIT) Math Workshops are offered each semester on different days and times by our experienced faculty members on various Math Concepts from Intermediate Algebra, Statistics, Trigonometry, etc. These workshops are conducted both in-person and online through zoom.

See appendix for sample schedule

Research Paper Bootcamp

The SSC Reading and Writing Center hosts a Research Paper Bootcamp at the end of every Fall and Spring Semester. As our students take on their major writing assignments and research papers at the end of the semester, some of our librarians, tutors, and SLAs offer mini workshops on paper formatting, MLA/APA citations, using databases, evaluating sources, and grammar review. The workshops are “quick and dirty” 30-minute overviews with tutors available for questions or help afterwards, and these online and drop-in workshops run for two weeks on a variety of days and times in Weeks 14 and 15 of the semester. As a bonus incentive, students who complete two workshops and visit with a tutor to go over their own work have received a Bootcamp certificate as well as a \$25 Uber Eats gift card. This Bootcamp has been offered in Spring 2021, Fall 2021, and Spring 2022.

See appendix for sample schedule

Study Skills Workshops

In Spring 2022, the SSC and library teams worked together to create a Study Skills Workshop Series. The online and drop-in workshops run throughout the semester on a variety of days and times. The 1-hour workshops cover a variety of topics from specific writing skills to basic study and life skills, including: MLA/APA, Grammar 1 and 2, Time Management, Using Databases, Understanding Writing Prompts, Incorporating Quotes, Evaluating Sources. Some workshops are offered on Zoom, but many are offered in person in the SSC. Students who attend at least two workshops have been offered a \$25 Uber Eats incentive.

See appendix for sample schedule

Summer Bridge

The Summer Bridge Program is a two-week program aimed at helping students transition from high school to college. Students attend daily workshops for Math and English to prepare for the core transfer-level courses and learn basic study and life skills that will help them succeed as college students. Additionally, participants attend workshops to learn about the different student services and programs offered across campus. Summer Bridge runs for two weeks (Monday through Thursday) in the summer.

See appendix for sample schedule

Winter Refresher

The Winter Refresher Program, piloted in January 2022, provides a series of eight workshops for students who have failed or dropped their transfer-level English and/or Math course in the Fall semester (English 101 and Math 150). Students can enroll in English only, Math only, or both workshop series, depending on their needs and availability (students are expected to attend all 8 sessions of the workshop series they sign up for). The workshops are led by instructional faculty and the objective is to help students understand the roadblocks and barriers to success in these courses and to prepare to retake the Math and/or English class in the spring with a variety of tools, strategies, and resources to help students succeed. This 8-day series includes Math workshops from 10-11 am and English workshops from 11-12 pm. Students who attend all 8 workshops in Math or English have received a \$100 Uber Eats Gift Card (\$200 if they complete all 8 sessions each for Math and English).

See appendix for sample schedule

COMPUTER LAB

The Student Success Center is home to the largest computer lab on campus with 100 computers equipped with the following academic software: Microsoft Office, and Stellarium. All computers have student network access to the internet, to print, and email. There are three pay for print stations available for students: two black & white printers and one-color printer.

These print stations accept cash/coins as well as debit/credit cards. Instructional Assistants are available to provide general instructional and technological support to students and faculty during hours of operation. As of Fall 2022 these print machines have been converted to free print stations to increase student equity in accessing needed materials for course completion and understanding.

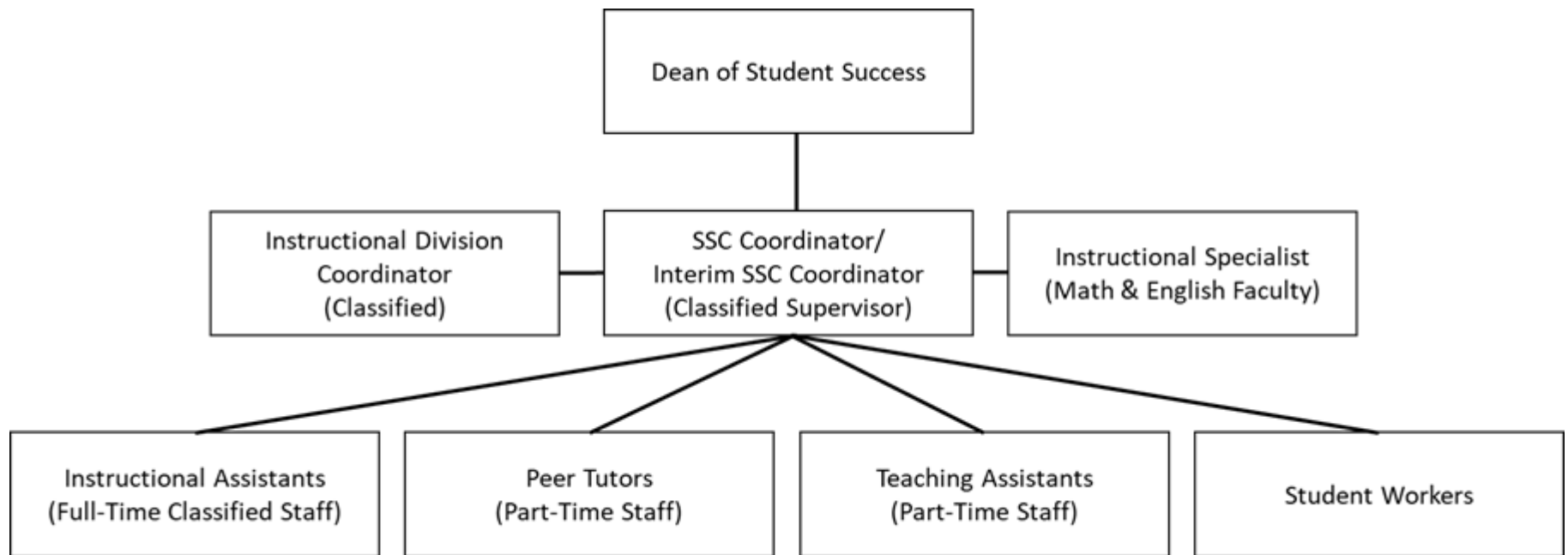
SSC programs and services help students reach their educational goals by functioning as a one-stop shop for academic support. Support is available in a variety of forms/formats: online and in-person tutoring, mentoring/coaching, collaborative workshops, technology/multi-media, and raw text. Independent learning begins with ownership and self-efficacy and is sustained through connection and collaboration. Learning is a multi-faceted process and part of the student's college experience is learning how to navigate, question, and utilize the various resources available on campus. The clearer the pathway, the greater the chance for success.

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The personnel of the SSC are as follows:

- **Dean of Student Success** under the direction of the Vice President of Compton Center, plan, organize, and direct the operations of a major instructional division that includes academic support programs; provide leadership for the Center's student success programs and services to deliver an integrated instructional program.
- **SSC Coordinator** under general supervision of the dean and in conjunction with the Instructional Specialist, plans, organizes, coordinates, supervises and oversees the day-to-day activities and operations of the Learning Resource Center, tutorial programs, and computer lab.
- **Instructional Division Coordinator (50%)** under general supervision of the dean, plans, organizes, coordinates, and oversees the day-to-day operations of the division as assigned.
- **Instructional Specialist** under the direction of the assigned administrator, and in collaboration with a support team and faculty from various disciplines, the Instructional Specialist plans, organizes, facilitates and evaluates the activities of the Learning Resource Center including
- the Writing Center.
- **Instructional Assistants** (4 full-time) under general supervision, performs a variety of responsible office support and technical duties in support of an assigned program area or skills center
- **Peer Tutors** are tutors who have earned a grade B or better in any subject they wish to tutor, are enrolled in at least 6 units at any college or university, and hold less than a Master's degree.
- **Teaching Assistants** are paraprofessionals who hold a Master's degree. There are no enrollment requirements for TAs.
- **Student Workers** are required to be enrolled in at least 6 units and complete tasks as assigned by their direct supervisor as they relate to the needs of the department and/or program they staff.

SSC Organization Chart:



c) Describe the personnel needs for the next four years.

- Administrative Assistant to SSC Coordinator
 - Under general supervision, performs a wide variety of administrative and office support duties for an assigned department and/or program, requiring full knowledge of its policies, procedures, and operational details; provides administrative support to management and departmental staff; composes and prepares correspondence and performs data entry duties; provides information to the public and staff; provides assistance for a wide variety of assignments related to administration of departmental projects and programs; and performs related work as required.
 - Responsibilities also include possessing keys to the L-SSC building and opening and closing the SSC and computer lab.
 - Salary begins at step C: 3,016.43 - Step I: \$4,679.53 monthly
 - Reasons: need for area coverage due to expanded operating hours, replacement for SSC Assistant position.
- Instructional Assistant
 - Under general supervision, performs a variety of responsible office support and technical duties in support of an assigned program area or skills center; assists in the assessment of student skills and abilities, and, within set guidelines and procedures, makes recommendations to instructors on appropriate skills practice and/or tutorial exercises that the student should be assigned; assists students with the use of computer and multimedia equipment related to the program, and performs a variety of record-keeping, data entry, report preparation, and program support activities; provides information to students and District staff; assists students with administrative processes, forms, and applications; and performs related work as required. Responsibilities also include possessing keys to the L-SSC building and opening and closing the SSC and computer lab.
 - Salary: begins at step A: \$ 3,325.62 to step I: \$4,679.53 monthly

- Reasons: retirements (two positions) within the next 4 years, high number of vacation hours for senior IAs, needed for area coverage due to expanded operating hours

d) Describe facilities needs for the next four years.

Facilities Need	Rationale	Anticipated Cost	Funding Type
Fix smell in faculty innovation center (FIC) and gender-neutral bathroom. Repair leaks and reliability of air flow throughout the building.	The smell emanating from the FIC makes it difficult to work in. This creates an obstacle for adjunct faculty and tutors who need an on-campus office space to work in. Also, the smell disrupts students studying in the MS center.	N/A	One-time funds needed (Augmentation)
Upgrade Wi-Fi and Ethernet	Reliable Wi-Fi is needed throughout the SSC to assist with student tracking system, Zoom tutoring, and student academic needs	\$15,000	Ongoing or permanent funds needed (Enhancement)
Remove carpet on 2nd floor of SSC (tutorial services area and computer lab) or contract with outside professional cleaning company.	Contract with an outside carpet cleaning company to provide quality, routine cleaning of carpet throughout the SSC; specifically, high traffic areas like the computer lab, math/science center, reading/writing center, and the SSC main floor. Or remove all the carpet from the SSC 2nd floor. The L-SSC building experiences heavy leaks in various areas when it rains. The leaks are a constant safety hazard and leave stains on the carpet. Students will experience a supportive atmosphere that promotes intellectual development for peer-to-peer and independent learning. Students will find the college's facilities conducive to community and study.	\$1.00 per square foot (est.)	One-time funds needed (Augmentation)
Provide additional communal space for student groups and solo study. Install 6-8 tables/pods/lounge furniture for the L-SSC (1st and 2nd floor).	Students will experience a supportive atmosphere that promotes intellectual development for peer-to-peer and independent learning. Students will find the college's facilities conducive to community and study. Students will have comfortable and sufficient space to commune and "pass-time" instead of leaving campus immediately after	\$5,000	One-time funds needed (Augmentation)

	class. Their extended presence on campus will allow them to seek out a variety of services (enrollment, financial, academic, extracurricular).		
Replace all exterior door locks	All exterior door locks stick and do not work properly resulting in broken keys and keys becoming stuck in the lock. This prevents staff from accessing the building.	N/A	One-time funds needed (Augmentation)
Replace lock on door to office in room SSC 207	This office belongs to the SSC Coordinator's and houses sensitive personal data belonging to SSC tutors. This includes payroll information, hiring information, etc. Currently this office lock can be opened by any staff member with a key that opens all outside door locks and the bathrooms.	N/A	One-time funds needed (Augmentation)
New Paint in SSC	Basic building maintenance.	N/A	One-time funds needed (Augmentation)
Fix broken glass panels on outside facing walls.	There are currently several broken and cracked glass panels on the outside facing walls of the building. This creates problems with climate control inside the building, is a safety hazard, and allows small animals to enter the building.	N/A	One-time funds needed (Augmentation)
Replace all interior building lights on the second-floor communal space area outside the SSC.	These lights illuminate the front of the SSC as well as our informational bulletin boards.	N/A	Ongoing or permanent funds needed (Enhancement)

e) Describe the equipment (including technology) needs for the next four years.

- New tracking system - As a service area, we must track retention and student success rates, usage, headcounts, and assess department needs and performance. Further, the Student Success Center and its programs need to be data driven to reflect funding request for additional Tutors, Embedded Coaches, TAs, Classified staff, materials, office supplies, salaries etc. We need a contemporary tracking system with the following capabilities:
 - Web-based
 - Drop-in component to self-register and track unscheduled visits
 - Check-in and out of service areas sites (i.e., lab, RW Center, study rooms, workshops, etc.)
 - Reason code recording
 - Multi-faceted and accurate reporting
 - Track time, as well as the specific class associated with a visit
 - Monitor and control computer use/administrative controls

- Live and fast IT troubleshooting support
- Interface for Banner® and Colleague® by Ellucian, PeopleSoft™, Datatel, and/or Microsoft® Outlook (ability to provide real-time connections between tracking software and college databases to exchange student data)
- Import classes from the host server for use as reasons, to facilitate tutor assignments, and to associate lab hours with courses and sections
- Track positive attendance
- Employee (tutor/TA/EC Coach) clock-in/out and timesheet/payroll generating features
- Industrially robust printers in the computer lab. Current printers suffer constant glitches and wait time due to the high volume of print jobs.
- Hardwood furniture needs to be sanded and revarnished.
- Mismatched furniture should be replaced.
- New Chairs for conference room #220

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Student Success Center Hours of Operation

Computer Lab*

Monday-Thursday: 8:00 a.m. to 6:00 p.m.

Friday: 8:00 a.m. to 4:00 p.m.

The computer lab is closed on Saturday and Sunday.

**Please note the hours of operation for the computer are subject to change from term to term. Please see the SSC website for current hours.*

Tutoring Centers*

Monday-Thursday: 9:00 a.m.-6:00 p.m.

Friday: 9:00 a.m.-2:00 p.m.

The SSC is closed on Saturday and Sunday.

Remote tutoring via Zoom is available at select times and days (see current schedule on SSC website for more information)

Online tutoring is available anytime through NetTutor

**Please note the hours of operation for the SSC are subject to change from term to term. Please see the SSC website for current hours.*

The SSC hours of operation currently meet the needs of staff and students during the fall and spring semesters and will continuously be evaluated for improvement.

g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

Since the last Student Success Center Program Review the COVID-19 Pandemic has been the most impactful external influence affecting SSC operations. The transition from a mostly in-person learning environment to a completely remote and online learning environment impacted how the SSC provides its services to students. Prior to this event the SSC only offered in-person services, with limited online tutoring services through NetTutor and EdReady. As a result of transitioning to a remote environment the SSC implemented remote tutoring through Zoom. This was the first-time students were able to access tutors and tutoring services via video communications. All full-time and part-time staff were fully trained within one week of the transition and back to providing all but a few SSC services to students.

The SSC has also diversified the way in which its services are available to be accessed by students across all Compton College web platforms. Historically the services of the SSC have been available only as in-person services. Although the SSC does have its own webpage on the district website, this served more as an informational hub on how to access in-person services. Starting 3 years ago the SSC created the 'Virtual SSC' Canvas Shell. This shell was made available to

students on the Student Learning Hub as accessed through their MyCompton portal. As well as placed inside each class canvas shell as a module. This has allowed easier access to services for all students, and especially those students taking online courses. This includes access to NetTutor and EdReady.

Student Services (3) - Service Area Outcomes (SAO) First Submission: Version by Hodge, Shalisa on 05/07/2023 02:55

a) List and describe the program's SAO assessment results.

SAO #1 Students will be able to determine their information needs and be able to apply their information discoveries to meet their academic goals and for life-long learning.

SAO #2 Students will be able to identify the resources available to them and be able to utilize these resources to meet their academic goals.

SAO #3 Students will experience a supportive atmosphere that promotes intellectual development for independent learning.

Data results were as follows:

Semester tutoring was most used:

- Spring 22
- category of tutoring
- frequency of tutoring
- tutoring modality (in-person and or online)

Areas of satisfaction:

- received necessary tutoring assistance
- availability of resources and equipment
- recommendations to peers
- online tutoring services
- customer service

Methods of discovery:

- email/online

Methods of access:

- email/online

Preferences/areas of improvement:

- offer Saturday tutoring
- extend tutoring hours

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?

The Student Success Center used Surveys administered online through Qualtrics during Spring 2022. Students that visited the SSC were emailed a survey and asked to complete. Participants included the Dean of Student Success, Student Success Coordinator, SSC Instructional Specialist faculty, and Instructional Assistants. SAO's were developed through review of the student surveys, review of college data, and group discussions.

c) How often are the SAOs assessed and who is engaged in the discussion?

SAO's are assessed every semester through student surveys and involve discussions with the Dean of Student Success, Student Success Coordinator, SSC Instructional Specialist faculty, and Instructional Assistants. Surveys are reviewed and sent to students each semester. Access to more detailed tracking information is needed to fully access SAOs.

d) What has been done if the SAO assessment results were not as anticipated?

The SAOs for the Student Success Center created clear guidelines to evaluate student need in order to see which areas do well and those that need improvement. The positive survey results from students reflect the efforts of the SSC to make those improvements on a revolving basis. Student survey results from interactions with the SSC staff and resources have been positive, and developing SAOs has helped center a targeted focus on services, increasing offerings for student participation and academic advancement.

e) Where are the SAOs assessment results shared with staff, students, and the public?

The results of the SAOs assessment for the Student Success Center is shared online via the Compton College website under Academics. Group discussion with Student Success Dean, staff, faculty, and Coordinator are held to share out the results. Additionally, result summaries are given during partnership and related meetings.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The results indicated some areas to update in order to better serve students, staff, and faculty. For example, Summer 2022, survey results were reviewed in group discussion with student success center staff and determined that including Saturday tutoring and extended weekday times helps those students who answered in lower satisfaction to our hours of operation. In Fall 2022, survey questions were revised with input from Student Success Center staff, to include more robust questions that also targeted student interactions during specific semesters to determine both an annual flow of students and site the difference between each semester. SAO results also reflected the need to increase access by making the survey available in multiple way, i.e., SSC Website, Canvas, Email, and Flyers to increase participation.

Student Services (4) - Program Improvement First Submission: Version by Hodge, Shalisa on 05/07/2023 02:55

a) What activities has the program engaged in to improve services to students?

The SSC has implemented a variety of changes that have improved the SSC's ability to service students. These include:

- Creation of Virtual SSC on Canvas
- Creation of the EC Program (formerly SI)
- Smooth transition to remote working environment

- Updated Online tutoring modality
- Regularly updating and maintaining the SSC website with current information pertaining to tutoring programs, schedules, staff, workshops, recruitment etc.
- iPads available for tutor use for online tutoring
- Computers added to Math/Science Center
- Creation and hiring of 2 Instructional Specialists: Math and English
- Creation of new academic workshops
- Creation of new Math and English Summer and Winter academic support programs targeting students who were unsuccessful in completing their transfer courses.

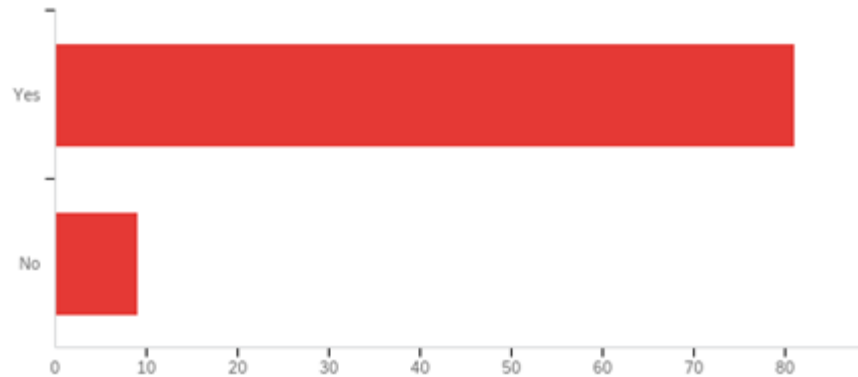
b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.

Since Spring 2017, SSC personnel have used the following metrics to monitor department progress and achievements towards improving academic support services:

Service	Key Indicator	Evaluation Method
Provide quality academic services in support of curriculum	SSC Mission Statement; Compton College Strategic Initiative Goal 1	SSC bi-annual Student Satisfaction survey (tutorial services & computer lab); Reading/Writing & Math workshop series surveys; Embedded Coaching end of semester surveys; SLA in-class workshop surveys and end of semester surveys; In-service surveys
Foster information literacy to meet the diverse needs of the campus community	SSC Mission Statement; Compton College Strategic Initiative Goal 3	SSC bi-annual Student Satisfaction survey (tutorial services & computer lab); Reading/Writing & Math workshop series surveys; Embedded Coaching end of semester surveys; SLA in-class workshop surveys and end of semester surveys; In-service surveys
Maintain a welcoming, supportive, and customer service-oriented atmosphere where all students at Compton College can become aware of and achieve their specific academic goals and commitment to lifelong learning	SSC Mission Statement; Compton College Strategic Initiative Goals 1 & 2	SSC bi-annual Student Satisfaction survey (tutorial services & computer lab); Reading/Writing & Math workshop series surveys; Embedded Coaching end of semester surveys; SLA in-class workshop surveys and end of semester surveys; In-service surveys
Provide resources and services that foster and promote intellectual development for independent learning	SSC Mission Statement; Compton College Strategic Initiative Goal 1 & 2	SSC bi-annual Student Satisfaction survey (tutorial services & computer lab); Reading/Writing & Math workshop series surveys; Embedded Coaching end of semester surveys; SLA in-class workshop surveys and end of semester surveys; In-service surveys

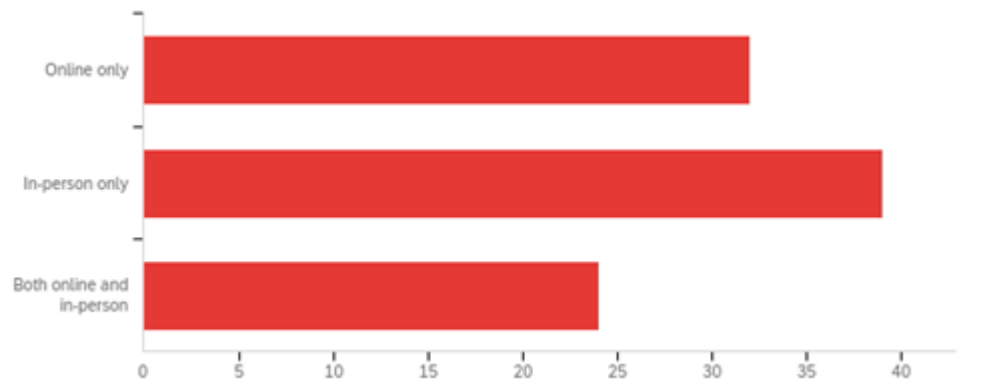
Provide diverse and active learning experiences by collaborating with all on campus departments	SSC Mission Statement	In-service surveys; participation in the planning and implementation of campus wide events; committee involvement; collect attendance and outcome data for all cross-department partnerships
Provide diverse and active learning experiences by collaborating with off-campus entities and feeder schools	SSC Mission Statement; Compton College Strategic Initiative Goal 5	Compton and Paramount Adult Schools; Compton Unified School District (tutoring)

Graph 6. Hours of Operations Meeting Needs



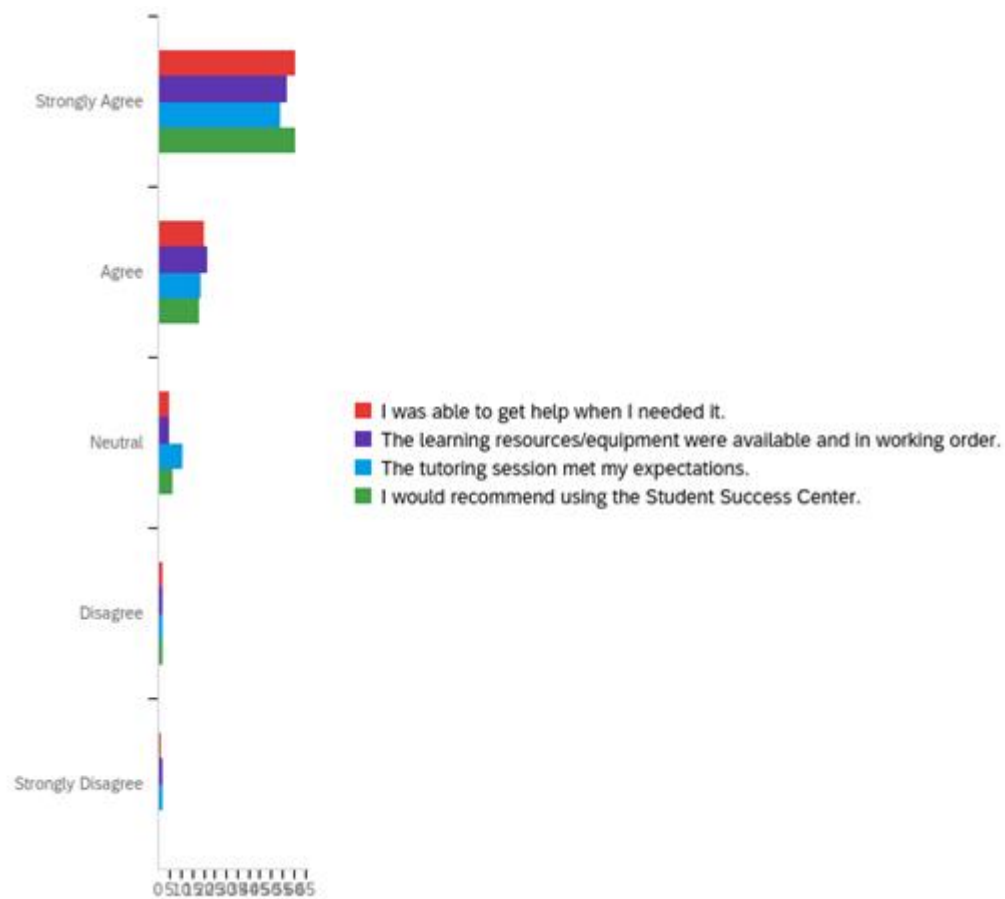
-Taken from Student Success Survey

Graph 7. Modality Access



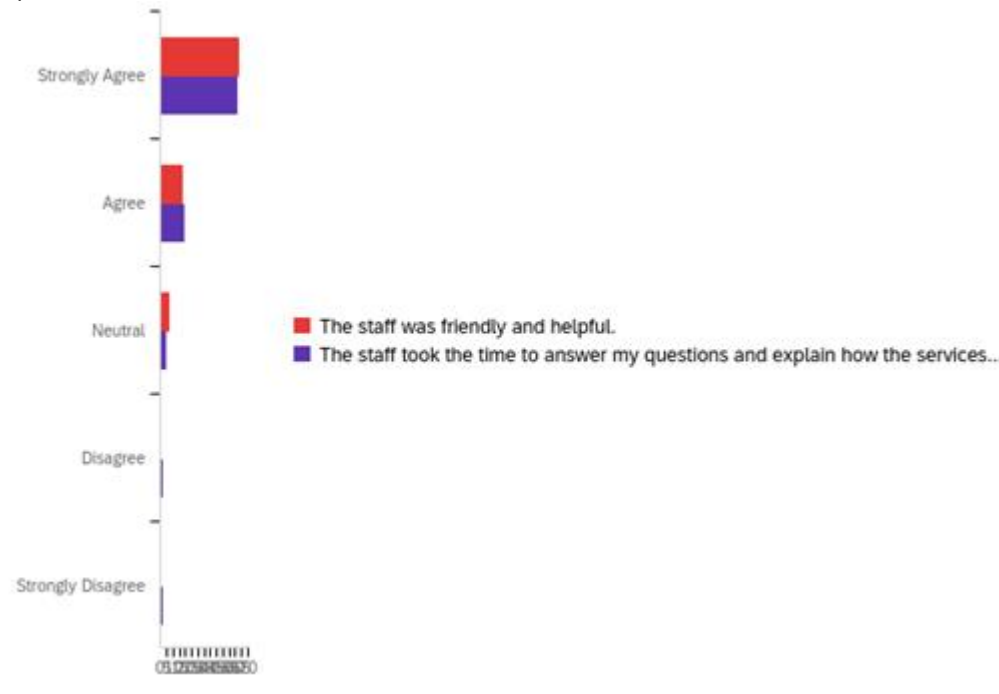
-Taken from Student Success Survey

Graph 8. Resource Utilization



-Taken from Student Success Survey

Graph 9. Staff and Environment



c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

Surveys and service area usage tracking via SARS (until summer 2019) are the primary methods for measuring service quality, effectiveness, and outcomes in the SSC. Currently, Compton College does not have an interface system that allows the SSC to compare Service Area Outcomes (SAOs) with Student Learning Outcomes (SLOs). Once established, the Student Success Center will have real-time connections between its tracking software and various college databases to exchange data and see how the services we provide correlate with / impact student success, retention, persistence, graduation, and transfer.

Student Services (5) - Customer Service First Submission: Version by Hodge, Shalisa on 05/07/2023 02:56

a) How was the survey conducted? Please include a copy of the survey.

The SSC customer service survey is an online survey. Students who visited the computer lab and drop-in tutoring were emailed a link to the survey. Out of all the students who were emailed for the duration of the Spring 2022 semester approximately 32 students responded. The survey consisted of eight questions. Students who responded to the survey were given the choice on whether they wanted to submit their name into an opportunity drawing for a \$25 gift card.

b) What were the major findings of the customer service survey?

A majority of the students who responded to the survey visited the computer lab or SSC during Fall 2021 and/or Spring 2022. Most students were there for drop-in Math tutoring and were repeat visitors. In regards to how students chose to access tutoring services, it was either exclusively in-person or online, with only a few accessing tutoring services via both methods. 83% of students felt the SSC's hours of operations fit their needs.

Approximately 85% of respondents indicated that they were able to access the help and resources they needed and would recommend using the SSC. For example, some comments include:

- "The student success center is just what it says it is. Without their help I would not be so successful at school, using a computer, for an online class. Their team is amazing."
- "I did the work shop online. As a full time worker and mother, the work shop helped me because it was easy to log on and receive the help I needed considering I have kids at home. Thank you SSC!"
- "I recommend all students take advantage of the free tutoring. The drop in hours are a life saver because I was able to use them the week of my \u001dal. Also because it is so convenient. I think more students would use the services if they realized how much they can help their grades and how easy it is to attend. I have done in person tutoring as well."
- "I wish I had known about the drop in sessions sooner but I was still able to take advantage, I will be using drop-in counseling in Winter of 2022 as I take statistics."

In addition, approximately 85% of respondents felt favorably toward SSC staff. For example, some comments include:

- "They make me feel at ease, especially dealing with multiple assignments."
- "He was very patient and answered all the work questions. He always gave us positive motivation and that helped complete my course."
- "Beatrice is very patient and understanding and has taught me to pay attention to key words in questions indicating what formula to apply. I look forward to her assistance throughout this semester. Thank you"

c) Describe exemplary services that should be expanded or shared with other programs.

The SSC's transition to offering online tutoring and the favorable reaction it has received from students is an indication that this service should continue to be a part of the regular services provided by the SSC. Going forward the SSC should continue to research and test innovative methods for delivering academic support services to students via technology. Current services shared with other programs are the accessible link in Canvas for Tutoring Support services from any department.

d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.

At this time, based upon the survey results, it does not appear that any of the SSC's programs or services require improvement. However, this determination is limited given the narrow timeframe for the survey and low sample size. Going forward more data is needed to better inform future changes. The SSC is proud to serve students in their goal of achieving academic success and will continue to improve through staff trainings, keeping up to date on community partner needs, and emphasizing communication with other campus programs/departments.

Student Services (6) - Conclusions and Recommendations First Submission: Version by Hodge,

Shalisa on 05/07/2023 02:56

a) Summarize the program's strengths.

The Student Success Center offers programs and services to help students reach their educational goals by functioning as a one-stop shop for academic support. The strength of the SSC lies in being a resource hub for students in the form of tutoring centers dedicated to collaborative work to enhance student knowledge, both online and in-person, while also providing equity funded support through the use of computers, software, and printing in the compute lab. The SSC values students and their educational goals, rising to the needs of students by providing a quick update in modality during and after the pandemic. By understanding the needs of the students and being welcoming, another strength of the SSC is that the staff available to help students with questions and concerns have received positive feedback from students survey responses. The SSC rose to the challenge to create an online platform for learning and students have responded positively to this new advancement that we continue to improve.

b) Summarize the program's areas that need improvement.

Needs Improvement	Recommendations
Outreach to students, faculty, staff	Add more in-person interactions in the form of Class visits, orientation presentations, and inclusion into division meetings
Upgrade Wi-Fi and Ethernet	Reliable Wi-Fi is needed throughout the SSC to assist with student tracking system, Zoom tutoring, and student academic needs
Increase student participation	Add new marketing and promotional strategies for increased interest, including incentives
Provide additional communal space for student groups and solo study. Install 6-8 tables/pods/lounge furniture for the SSC (1st and 2nd floor).	Students will have comfortable and sufficient space to commune and "pass-time" instead of leaving campus immediately after class. Their extended presence on campus will allow them to seek out a variety of services (enrollment, financial, academic, extracurricular).

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.

Program Recommendations	Reason	Rank
Continue funding SSC, TA's, tutors, ECs, with Learning Center and Student Equity and Achievement Funds	Provide staff to serve students	1
Implement new student tracking software	Allow tracking for data collection and review for monitoring and updating policies, systems	3
JIT/Study Skills Workshops, Winter Refresher, Summer Bridge,	Workshops to help students build foundational level skills for coursework	5
Continue online provider services (NetTutor, EdReady)	Give students access to additional tutoring services	2

Building Maintenance	Provide clean areas and bathrooms for student, staff, faculty, and visitor use	4
Maintain lab computers, printers, and related equipment	Give students access to computers with high-speed internet, printing, computer software	6
Add Vending machine	Provide food options to students during alternative campus hours, i.e., Saturdays	7