

## Student Success Program

- Name of Program: Student Success Program
  - Name of person(s) preparing document: Tomasia Drummond, Kevin Kistler
  - Dates of meeting(s) to discuss and review document:
    - February 9, 2015
    - January 26, 2015
    - January 8, 2015
    - December 8, 2014
    - August 7, 2014
    - May 19, 2014
  - Names of Participants and Titles:
    - Dr. Kevin Kistler, Dean of Area 2
    - Tomasia Drummond, Director of Student Success
    - Susan Flatt, English Faculty, Student Success Committee Co-Chair
    - Jennifer McBride, English Faculty
    - Joshua Daughdrill, English Faculty
  - Degrees and Certificates:
    - Basic Skills (49165.NC)
  - Year: 2014/2015
  - Discipline: Tutoring (Noncredit) (TUT)
1. Have there been any changes in this program over the last years which have had a significant impact on the program's goals and/or effectiveness? If so, please explain the changes that have occurred and how the changes have impacted the program.
- The Student Success Committee (SSC) has been discussing the impact of SSSP changes and has increased collaboration with Student Services to assist with the new SSSP requirements. Dr. McCandless, the previous Dean of Area 2, collaborated with the committee to identify bylaws and implement decision-making practices identify a process for the allocation of Basic Skills funds. This process resulted in the college institutionalizing the increase of the Library's Friday hours during fall 2014, hours that were previously funded by Basic Skills. The SSC also created a Prep2Test webpage with English and math resources to assist incoming students with placement test review in order to improve their placement on the assessment test. Data provided by Merced College Information Technology Services, shows that during fall 2014 the Prep2Test webpage ranked #26 in terms of the most visited pages on MCCD.edu and the monthly average showed 513 unique page views. In spring 2015, the Prep2Test webpage ranked #24 in terms of most visited pages and the monthly average showed 687 unique page views, which is an increase of 33.92% from the fall 14 semester. Additionally, an adjunct counselor was hired to provide intrusive counseling in the Tutorial Center. This counselor has been instrumental in ensuring that students complete a comprehensive Educational Plan, as well as, helping students access the academic support services and resources. (During spring 2014 and fall 2014, the counselor met with 272 students in the Tutorial Center and developed 65 new comprehensive Ed Plans. According to data provided by the Office of Grants and Institutional Research for spring 14, the Course Success Rate (CSR) for the students who met with the Tutorial Center counselor was 71.95% and the Course Completion Rate (CCR) was 89.02%. These students had 6.16% higher CCR and 17.95% higher CSR compared to other students in the District.) Furthermore, the Tutorial Center's counselor collaborated with the Director of Student Success and the Athletic Department on a pilot project to identify athletes who needed to complete an Ed plan, monitor their academic progress, identify at-risk students, and ensure student-athletes were aware of all academic support services. According to data provided by OGIR, for fall 2014, the athletes CSR was 74.19% and the CCR was 91.48%. The athletes, had a 6.09% higher CSR and a 7.44% higher CCR compared with students in the District. Moreover, the data showed that athletes who completed a comprehensive educational plan, had a 9.24% higher CCR and a 17.09% higher CSR compared to athletes who did not have an Educational Plan. Finally, in November of 2014, Study Central was one of three California community college programs recognized in 2014 by the Chancellor's Office for demonstrating a commitment and significant progress toward Achieving Student Equity and Success for all students.
2. Please summarize the progress the program has made on Student Learning Outcomes (SLOs) assessments at the course and program level since the last review and how the findings of those assessment have been utilized to improve student learning.
- Faculty administer SLOs in Study Central and the non-credit courses connected with Math Lab and Tutorial Center. 100% of the programs under Academic Support Services have an SLO component that is regularly assessed. The surveys are collected and assessed each semester to help inform and improve academic support services. All tutors are required to enroll and complete the Tutoring seminar course (TUT-35) during their first semester working in the Tutorial Center. TUT-35 is a 1 unit online course designed to provide students with foundational skills to help them become effective tutors. The course provides students with the opportunity to network and dialogue with other students in the course. The course instructor uses quizzes, essays, discussion boards, and an online survey to conduct SLOs assessment. Faculty regularly dialogue regarding the results of the SLO assessments to improve student learning, commensurate with the process outlined in the SLO cycle.
3. Include a plan for assessing the course and program SLOs that have not been assessed at this time.
- All academic support services were assessed fall 2014 and are up-to-date in regard to the SLO cycle.
4. Please summarize any changes in retention, success, productivity, or other relevant data that have occurred since completion of the last planning document, whether a comprehensive review or annual planning document.
- See attachment showing course success rates and course completion rates for all academic support services.
5. Provide a status update on the 5-year Planning Goals identified in the most recent comprehensive program review.
- Is the program on target to meet the most recent 5 Year Planning Goals?

During the first comprehensive program review, completed in 2012, 5-year planning goals were created to better reflect the desired direction of the Student Success Program. These goals are still relevant and represent an ongoing focus for the Student Success Program.
  - Are the program's 5 Year Planning Goals still relevant?

Yes
  - Has there been a change in the priority of the program's 5 Year Planning Goals?

No. The 5-year planning goals are ongoing and an essential aspect of Academic Support Services.
6. Program SLOs
- a. Basic Skills (49165.NC)

## 7. 5-Year Plans

Goal Statement 1: Goal 1: Improve and restructure the manner in which the various academic support services are managed.

Objectives:

The Student Success Program (SSP) has established a data driven-decision making process for all areas. By implementing the SARS-GRID computer program in the Tutorial Center and SARS-TRAK in Study Central, the Student Success Program has been able to streamline the intake process, run automated reports, track attendance, and improve the process of collecting and sharing data with the Office of Grants and Institutional Research (OGIR). The data is used to assess the success and completion rate of students who received services and the results are used to provide recommendations for program improvement. Based on the usage reports from previous semesters, the program was able to determine that students were not utilizing the Tutorial Center's evening hours as often as the morning hours. This data was used to help better allocate resources to times of heavy student usage. Therefore, the morning and early afternoon hours that were more frequently utilized by students were maintained. In addition, every semester, the Director collaborates with the Office of Grants & Institutional Research (OGIR) to assess the course success and completion rates for students who utilize academic support services. Furthermore, each semester, the program collaborates with faculty from various disciplines to provide a 1-day comprehensive tutor and SI (Supplemental Instruction) Leader training workshop. The training addresses all student employees' questions and concerns, while also providing training in areas in need of improvement, ensuring that all tutors and SI Leaders are properly trained to teach students the skills needed to become independent learners. Finally, the Program provides an orientation workshop for all new faculty members, who work in the Tutorial Center, Study Central, and Math Lab. The faculty orientation has effectively clarified the faculty role in each area, while simultaneously promoting all academic support services and ensuring each area is meeting the non-credit SLOs. The Student Success Program will continue to gather data and efficiently conduct trainings to continuously improve services to students.

Target Date for Completion: 12/15/2017

Person(s) Responsible for Completion: Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2

Benchmark: The benchmark for this goal is aligned with the Basic Skills Long-Term goals. The percent of basic skills students receiving academic support services will increase 1% annually 2013-2014 over 2010-2011.

Describe the Means of Assessment: The Student Success Program has developed several processes to evaluate the effectiveness of the program's services, including faculty and student evaluations, student SLOs surveys, and statistical analysis of student success and retention rates. The program collects information through SARS-TRAK and SARS-GRID systems and collaborates with the Office of Grants and Institutional Research to identify student demographics, attendance, and assess course success and retention rates for students who utilize various academic support services. This data is used to provide continuous recommendations for program improvement.

Program Outcomes: None

Strategic Planning Goals:

1. Assure student access and success.
2. Improve communication throughout the district.
3. Enhance technology and systems integration.
4. Partner with the community.
5. Promote a Sustainable, Supportive, and Safe Learning Environment.

ISLOs:

- a. Communication
- b. Personal Development and Life-Long Learning

Goal Statement 2: Goal 2: Promote and increase campus wide and community awareness of all student academic support services.

Objectives:

The SSP has created a program logo and designs all promotional material to have a unified look. The feedback from faculty and student surveys has confirmed that this process has been effective and has made it easier for students to identify and locate academic support services, including Student Success Workshops. Moreover, the Student Success webpage, on the Merced College webpage and a Facebook page, has been essential in providing the community and college campus with updated information on all academic support services. Furthermore, under the guidance of the Student Success Committee, a resolution was created and approved by the Academic Senate recommending that faculty include a list of all academic support services in course syllabi. Additionally, all class schedules and course catalogs now include information on all academic support services available to students, while OGIR creates and administers student surveys on several topics including knowledge of academic support services and determining reasons why students drop their classes. The Program reviews all data, shares the information with the Student Success Committee, uses the results to validate the effectiveness of all academic support services, and provides ongoing recommendations for program improvement. After reviewing student survey responses, it became apparent that some students were not aware of all the academic support services offered on campus and other students were unaware that academic support services were free. Based on this information, promotional changes were made including providing ongoing information to faculty by email and at area meetings, and ensuring that promotional materials informed students that the services were free to Merced College students. The program continues to use various channels to promote services. Among the mechanisms employed to increase student awareness are the developing a new Student Success video, providing on-line resources including workshop videos and in-class presentations. Moreover, SSP proactively sends college-wide email announcements, and posts on Merced College Facebook and Student Success Program Facebook pages, while also advertising on campus TV monitors, and collaborating with local media to highlight the impact of academic support services in student success. SSP will continue to gather feedback, monitor and alter methods of information dissemination to ensure the broadest possible number of students are provided the information and access to academic support programs.

Target Date for Completion: 12/15/2017

Person(s) Responsible for Completion: Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2

Benchmark: The benchmark for this goal is aligned with the Basic Skills Long-Term goals. The percent of basic skills students receiving academic support services will increase 1% annually 2013-2014 over 2010-2011. Refer to the attached Basic Skills Long-Term Goals document.

Describe the Means of Assessment: The Student Success Program has developed several processes to evaluate the effectiveness of the program's services, including faculty and student evaluations, student SLOs surveys, and statistical analysis of student success and retention rates. The program collects information through SARS-TRAK and SARS-GRID systems and collaborates with the Office of Grants and Institutional Research to identify student demographics, attendance, and assess course success and retention rates for students who utilize various academic support services. This data is used to provide continuous recommendations for program improvement.

Program Outcomes: None

Strategic Planning Goals:

1. Assure student access and success.
2. Improve communication throughout the district.
3. Partner with the community.
4. Promote a Sustainable, Supportive, and Safe Learning Environment.

ISLOs:

- a. Communication
- b. Global and Community Consciousness and Responsibility
- c. Personal Development and Life-Long Learning

Goal Statement 3: Goal 3: Improve communication and collaboration across campus with Instruction and Student Services.

Objectives:

The use of campus email and social media has been effective in informing the campus community of various activities, including providing information on academic support services, student success workshops, and professional development opportunities, such as 3CSN workshops and the Student Success Symposiums. In addition, the Director participates in the SSSP Advisory Committee and provides Student Success Program updates at Instruction and Student Services area meetings. The Student Success Committee collaborates with OGIR annually to create and administer a faculty survey to determine the best topic to select for the Student Success Symposium and other professional development activities. In order to provide faculty with strategies that improve effectiveness and success in teaching and learning, full-time and adjunct faculty from all areas are invited to attend the Student Success Symposium. The area Dean and Director continuously make an effort to recruit faculty from Student Services and Instruction to facilitate Student Success Workshops, and supervise the Tutorial Center and Study Central. In addition, each semester, the Director collaborates with faculty from Student Services and Instruction to provide class presentations on academic support services. In spring 2014, the Student Success Committee created a Prep2Test webpage with English and math resources to help students improve their placement on the assessment test. Finally, in the spring 2014, the committee approved hiring an adjunct counselor to provide intrusive counseling in the Tutorial Center. This

project has been extremely effective as the counselor has been instrumental in ensuring that students complete a comprehensive Educational Plan, as well as, access all the resources they need to be successful. Gathering feedback on the various initiatives from the SSP office and making modifications as necessary is integral to the continued success of the collaborative efforts between Instruction and Student Services.

Target Date for Completion: 12/15/2017

Person(s) Responsible for Completion: Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2

Benchmark: The benchmark for this goal is aligned with the Basic Skills Long-Term goals. The percent of basic skills students receiving academic support services will increase 1% annually 2013-2014 over 2010-2011. Refer to the attached Basic Skills Long-Term Goals document. Describe the Means of Assessment: The Student Success Program has developed several processes to evaluate the effectiveness of the program's services, including faculty and student evaluations, student SLOs surveys, and statistical analysis of student success and completion rates. The program collects information through SARS-TRAK and SARS-GRID systems and collaborates with the Office of Grants and Institutional Research to identify student demographics, attendance, and assess course success and completion rates for students who utilize various academic support services. This data is used to provide continuous recommendations for program improvement.

Program Outcomes: None

Strategic Planning Goals:

1. Assure student access and success.
2. Improve communication throughout the district.
3. Enhance technology and systems integration.
4. Promote a Sustainable, Supportive, and Safe Learning Environment.

ISLOs:

- a. Communication
- b. Global and Community Consciousness and Responsibility
- c. Personal Development and Life-Long Learning

8. Yearly Objectives

Priority	Objective	5 Year Planning Goal	Person(s) Responsible	Timeline	Resources	Program SLOs	Institutional SLOs	Strategic Planning Goals
1	1	Goal 2: Promote and increase campus wide and community awareness of all student academic support services.	Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2	The Student Success Program objectives are aligned with the Basic Skills Long-Term Goals and each activity is completed annually. Refer to the attached Basic Skills yearly Report.	Due to the volatile nature of the funding formula used in Basic Skills, in accord with upcoming programmatic changes in English (reducing the number of basic skills courses in the course sequence) moving the salaries of the Director of Student Success and the Administrative Assistant to the General Fund will ensure adequate Basic Skills funding for new and innovative methods to improve student success. In addition, the Program relies heavily on help it receives from student employees, especially tutors and SI Leaders. Given that minimum wage is increased in July 2014 and is scheduled to increase again in Spring 2016, unless we	None	<ol style="list-style-type: none"> <li>1. Assure student access and success.</li> <li>2. Improve communication throughout the district.</li> <li>3. Enhance technology and systems integration.</li> <li>4. Partner with the community.</li> <li>5. Promote a Sustainable, Supportive, and Safe Learning Environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Global and Community Consciousness and Responsibility</li> <li>3. Personal Development and Life-Long Learning</li> </ol>

receive a budget increase, this change will reduce the total amount of tutors and SI leaders the program will be able to hire and will result in a negative impact to student access and None Assure student access and success. In addition, The Student Success Program only has one full-time Administrative Assistant that provides direct support to the Director, the Student Success Office, and all the academic support areas. Based on the increased workload, the breadth of the program, and the need to make data-driven decisions, at this point, there is a need to hire a full-time Program Assistant and a dedicated part-time researcher. The Program Assistant would be available to support day to day activities, including providing the class presentations that increase campus awareness of all academic support services. Furthermore, the dedicated part-time researcher would assist with collection and evaluation of all the data that is currently

					obtained from the various academic support areas and OGIR.			
1	Increase student access and success.	Goal 1: Improve and restructure the manner in which the various academic support services are managed.	Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2	The Student Success Program objectives are aligned with the Basic Skills Long-Term Goals and each activity is completed annually. Refer to the attached Basic Skills Annual Report.	Due to the volatile nature of the funding formula used in Basic Skills, in accord with upcoming programmatic changes in English (reducing the number of basic skills courses in the course sequence) moving the salaries of the Director of Student Success and the Administrative Assistant to the General Fund will ensure adequate Basic Skills funding for new and innovative methods to improve student success. In addition, the Program relies heavily on help it receives from student employees, especially tutors and SI Leaders. Given that minimum wage increased in July 2014 and is scheduled to increase again in Spring 2016, unless there is a budget increase this change will reduce the total amount of tutors and SI leaders the program will be able to hire and will result in a negative impact to student access and success. In	None	<ol style="list-style-type: none"> <li>1. Assure student access and success.</li> <li>2. Improve communication throughout the district.</li> <li>3. Promote a Sustainable, Supportive, and Safe Learning Environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Global and Community Consciousness and Responsibility</li> <li>3. Personal Development and Life-Long Learning</li> </ol>

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2	Use social media to promote services.	Goal 2: Promote and increase campus wide and community awareness of all student academic support services.	Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2	The Student Success Program objectives are aligned with the Basic Skills Long-Term Goals and each	Due to the volatile nature of the funding formula used in Basic Skills, in accord with upcoming programmatic changes in English (reducing the number of basic skills	None	<ol style="list-style-type: none"> <li>1. Assure student access and success.</li> <li>2. Improve communication throughout the district.</li> <li>3. Enhance technology and systems integration.</li> <li>4. Partner with the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Cognition</li> <li>3. Global and Community Consciousness and Responsibility</li> <li>4. Personal Development and Life-Long Learning</li> </ol>

activity is completed annually. Refer to the attached Basic Skills Annual Report.

courses in the course sequence) moving the salaries of the Director of Student Success and the Administrative Assistant to the General Fund will ensure adequate Basic Skills funding for new and innovative methods to improve student success. In addition, the Program relies heavily on help it receives from student employees, especially tutors and SI Leaders. Given that minimum wage increased in July 2014 and is scheduled to increase again in Spring 2016, unless we receive a budget increase, this change will reduce the total amount of tutors and SI leaders the program will be able to hire and will result in a negative impact to student access and None Assure student access and success. In addition, The Student Success Program only has one full-time Administrative Assistant that provides direct support to the Director, the Student Success Office, and all the academic support areas. Based on the increased

5. Promote a Sustainable, Supportive, and Safe Learning Environment.

					workload, the breadth of the program, and the need to make data-driven decisions, at this point, there is a need to hire a full-time Program Assistant and a dedicated part-time researcher. The Program Assistant would be available to support day to day activities, including providing the class presentations that increase campus awareness of all academic support services. Furthermore, the dedicated part-time researcher would assist with collection and evaluation of all the data that is currently obtained from the various academic support areas and OGIS.			
3	Collaborate with Student Services to implement Student Success Initiative changes	Goal 3: Improve communication and collaboration across campus with Instruction and Student Services.	Tomasia Drummond, Director of Student Success Dr. Kevin Kistler, Dean of Area 2	The Student Success Program objectives are aligned with the Basic Skills Long-Term Goals and each activity is completed annually. Refer to the attached Basic Skills Annual Report.	Due to the volatile nature of the funding formula used in Basic Skills, in accord with upcoming programmatic changes in English (reducing the number of basic skills courses in the course sequence) moving the salaries of the Director of Student Success and the Administrative Assistant to the General Fund will ensure adequate Basic Skills funding for new and	None	<ol style="list-style-type: none"> <li>1. Assure student access and success.</li> <li>2. Improve communication throughout the district.</li> <li>3. Promote a Sustainable, Supportive, and Safe Learning Environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Personal Development and Life-Long Learning</li> </ol>



innovative methods to improve student success. In addition, the Program relies heavily on help it receives from student employees, especially tutors and SI Leaders. Given that minimum wage is increased in July 2014 and is scheduled to increase again in Spring 2016, unless we receive a budget increase, this change will reduce the total amount of tutors and SI leaders the program will be able to hire and will result in a negative impact to student access and None Assure student access and success. In addition, The Student Success Program only has one full-time Administrative Assistant that provides direct support to the Director, the Student Success Office, and all the academic support areas. Based on the increased workload, the breadth of the program, and the need to make data-driven decisions, at this point, there is a need to hire a full-time Program Assistant and a dedicated part-time researcher. The Program Assistant would be

				available to support day to day activities, including providing the class presentations that increase campus awareness of all academic support services. Furthermore, the dedicated part-time researcher would assist with collection and evaluation of all the data that is currently obtained from the various academic support areas and OGIR.		
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9. Evaluation

- 1: Was the time frame for completion of the Program Review adequate? Yes
- 2: Was the Review Module Clear and understandable? Yes
- 3: Was it wasy to use? Yes
- 4: Were the questions relevant? No
- 0
- 5: Did you find the Program Review process to have value? Yes
- 6: Was the data you reviewed completed and presented in a clear format? Yes The data was helpful in understanding the impact of support services on student success and retention, as well as recognizing frequency of use.
- 7: Please identify data source(s) used to provide data for this review OGIR provided Course Completion Rates and Course Success Rates. While SARS-TRAK allows SSP to track student use of services.
- 8: Would you like additional data?  
No
- 9: Please offer any comment that could improve and/or streamline Program Review.  
The Program Review templates are not designed to accommodate academic support services. The Student Success Program does not fit the Merced College definition of a Program, making the Program Review process and completing the forms difficult. This will be rectified in the future  
Merced College definition of a Program, making the Program Review process and completing the forms difficult. This will be rectified in the future  
as the Director of Student Success and the Program Review Coordinator will collaborate to design a program review template that will accommodate the needs of the Student Success Program.

10. Appendices

- a. [Basic Skills Initiative 5 Year Goals](#)
- b. [Student Success Program Review 2014-2015](#)

11. **Other:** If there is anything else you would like to be considered in the annual planning document, please describe it here.

Personnel:

As the Student Success Program continues to evolve reliance on help from the student employees, who work in various areas, has continued to increase. The Director continuously collaborates with the Office of Institutional Research to assess the data from all areas to improve program services. The Student Success Program only has one full-time Administrative Assistant that provides direct support to the Director, the Student Success Office, and all the academic support areas. Based on the increased workload, the breadth of the program, and the need to make data-driven decisions, at this point, there is a need to hire a full-time Program Assistant and a dedicated part-time researcher. The Program Assistant would be available to support day to day activities, including providing the class presentations that increase campus awareness of all academic support services. Furthermore, the dedicated part-time researcher would assist with collection and evaluation of all the data that is currently obtained from the various academic support areas and OGIR.

Technology/Equipment:

The Tutorial Center has a total of 13 computers. One computer is over 9 years old and four other computers are 6 years old. We are constantly experiencing problems with these computers and have determined that 5 computers need to be replaced. In addition, the 23 computers in Study Central will need upgrading and will eventually need to be replaced.

Facilities:

Centralize academic support services by having all academic support services located in the same area. The Math Lab, Tutorial Center, and Study Central all are located in different buildings, making it confusing and difficult for students to locate each area. It would be ideal to unify all academic support services in one location.

Other: (specify type of resource)

Staff Development:

The Program needs to continue providing comprehensive tutor training, orientation for new faculty members who work in the Tutorial Center, Study Central, and Math Lab, and other professional development activities that promote student learning. Tutor training ensures that all tutors are properly trained to teach students the skills needed to become independent learners. The Tutorial Center and Study Central faculty orientation clarifies the faculty role in each area, promotes all academic support services, and ensures each area is meeting the non-credit SLOs. Professional development activities are needed to provide faculty with strategies that improve the

effectiveness and success of their teaching and student learning.