Chaffey College Program Review
Three Year Review 2012

PROGRAM OVERVIEW

Program Title:  Language Success Center

Program Code:  4931 - LANGUAGE SUCCESS CENTER

Review Type:  Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
As part of the Success Center network at Chaffey College, the Language Success Center (LSC) provides a learning-centered environment on the Rancho campus which aims to help students learn to become self-regulating, active learners who engage meaningfully with the content covered in their classes via thoughtful and pedagogically-informed supplemental learning activities. The LSC and its resources are available to all of Chaffey's diverse student population Monday through Thursday from 8am to 8pm and on Fridays from 10am to 2pm. By remaining open until later in the evening, the LSC is able to serve non-traditional students who are taking classes at night and whose family or career responsibilities limit their abilities to be on campus during the day. LSC tutors, many of whom hold Bachelors or graduate degrees, receive extensive English as a Second Language training which enables them to work effectively and efficiently with students whose native language is often not the language in which they receive instruction in their classes. In addition to working with ESL students and facilitating supplemental learning activities, the LSC supports students in Arabic, ASL, Chinese, French, and Spanish classes. Some of these disciplines (ASL, Spanish) offer degree programs, and all or nearly all of the language courses
supported by the LSC meet general education and/or transfer requirements. At the heart of the LSC’s mission is a commitment to improving, expanding, and supporting student learning. The LSC evaluates its effectiveness via an annual online student satisfaction survey conducted by the Success Centers and Institutional Research. In addition, internal assessment processes—such as the implementation of a comment/suggestion box, the use of pre and post workshop or learning group surveys, and continuous conversation with faculty in the disciplines—enable the LSC to reflect on its services and make informed operational decisions and plans for improvement.

Review Team Response
1. Overall, this PSR report for the Language Success Center read very well. You show clearly how your program supports the college’s mission and how you evaluate your program’s effectiveness in meeting the college’s mission.

PROGram DATA

Enrollment

Enrollment by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Day</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
### Retention Rate by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2009-10 to 2010-11</th>
<th>2010-11 to 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Ethnicity/Gender</td>
<td>Retention Rate</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Unknown Ethnicity</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Unknown Gender</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your program reviewed or revised program SLO's to align with core competencies and
course SLO's?

What program or course changes have been made based on the result of the assessed outcome?

Show how course SLO evidence supports your program SLO's

Review Team Response

SLO Committee Feedback

Discuss how your services help maintain a high level of student satisfaction.
The Language Success Center contributes to a high level of student satisfaction at Chaffey by providing much-needed and much-appreciated resources for students. At a very basic level, the center, alongside the Rancho Reading and Writing Success Center with which it shares its facilities, provides approximately 30 computers with high-speed internet connections and a myriad of specialized software (focusing on grammar, listening and reading comprehension, and pronunciation in ESL and modern languages), access to black-and-white pay printing, tables for independent studying, and five learning group/workshop rooms. The Language Success Center’s resource room offers language-course textbooks, dictionaries, movies, DVDs, and additional language learning resources. Approximately 3000 students log into the Language Success Center for roughly 21,000 hours each semester. According to survey results, according to the Success Center Student Satisfaction Survey of Spring 2012, 95% of students who access the LSC “agreed or strongly agreed that the center helped them to succeed in their classes.”

Discuss how you evaluate your effectiveness in meeting students needs.
The success of the LSC’s mission to promote and support student learning requires that students feel comfortable in the center and have confidence in the center’s willingness and ability to help them. In order to maintain a high level of student satisfaction, the LSC is continuously changing and improving what they do and how they do it based on feedback from students and their instructors. The LSC staff and Instructional Specialist (IS) monitor the use of the center regularly with Positive Attendance numbers and use their observations to inform future planning. The LSC engages with students regularly to assess their interest in and engagement with the center and uses this anecdotal information to proactively address areas which need improvement. One example of this happening is with our orientation process. Recognizing student disengagement with and ineffectiveness of orientations, the LSC staff and IS developed a rotation of four different, highly-interactive orientation activities, including a question auction competition, scavenger hunt, and Jeopardy game, all of which have received praise from faculty and students. The LSC staff closely reviews the data produced by the annual student satisfaction survey, workshop pre- and post-assessments, as well as comments or suggestions from the comment box. The staff then addresses any pertinent shortcomings. Results from the Spring 2011 survey repeatedly showed that some students were frustrated with non-operable or outdated resources. The center then resolved these issues. Students continue to complain about the noise level in the center, an ongoing issue since opening in 2007. The LSC staff attends to limiting unnecessary noise levels, promoting a learning environment, and identifying students who may benefit from learning in our smaller, quieter rooms.

How and when has your service reviewed or revised SLO's and/or AUO's?
While the Language Success Center staff and IS regularly review student learning outcomes, the outcomes have only recently been revised, in Spring 2012. The revisions completed during this period streamlined outcome statements to ensure that they were specific and relevant. In addition, revisions were made to SLOs in order to make them more measurable and thus more useful for evaluating LSC progress and planning for the future. During the Fall 2012 semester, LSC staff distributed surveys to students which track student skill confidence levels prior to and following the completion of each Directed Learning Activity. These completed surveys were collected and their data compiled at the end of the semester. Preliminary results show students report an average increase in their confidence from 3.5 to 4.5 on a scale of 1 to 5.

How has your program utilized SLO/AUO assessment results for program improvement?
In addition to aforementioned changes regarding orientation, resources and materials, and learning environments, the Language Success Center has worked to address other student concerns voiced in person, via the comment box, and in the annual student satisfaction survey and to continuously improve students’ experiences in the center. Motivated by irregular workshop attendance and an overwhelming amount of individual learning group requests, the Success Center moved towards pre-scheduled, weekly learning groups offered by course (Span 1, ASL 1, ESL 558, etc.) in the 2011-2012 school year. The group schedule was determined by the results of a student availability survey given to every student with a requirement at every language orientation. The center found that because there were so many of these groups scheduled, because the curriculum was not instructor-specific, and because students were only required to come to a few groups per semester by their instructors, students were less motivated to attend, and many of the groups were far below maximum capacity. Starting Fall 2012, the Language Success Center increased the number of workshops offered but reduced the number of learning groups, restricting the offerings to key times in the semester (near tests) and returning to the instructor-specific group model. The group process may be revised again depending on the success of this endeavor. Some students reported on the annual student surveys in the past that the center was too busy or too noisy to be an ideal learning and working environment. Before the Fall 2012 semester, the Multidisciplinary Center moved to the library. the Writing and Reading Center now share the BEB with the Language Success Center. The Reading and Writing Centers function more similarly to the Language Success Center than did the Multidisciplinary Center because of their shared supplemental learning requirement services, and the impact this has on the learning environment is still being assessed and will be responded to as appropriate. Lastly, a few students noted that the customer service at the BEB was occasionally lacking. The LSC is actively addressing these concerns by offering additional Hope/Mindset and Communication and Conflict Resolution Strategies trainings for tutors, student workers, and adjunct instructors and by working with the RWC and the Success Center dean to find new ways to facilitate signing in and out at the cramped and sometimes chaotic front desk area.

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency: SLOs and authentic assessment are in place for the programs SLOs. Results of assessment are being used for improvement. There is widespread dialogue in the program about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Comprehensive SLO reports exist and are completed on a regular basis. Please attach (we will add a check mark to the missing document (s): Chronological Assessment Plan Core Competencies Matrix

CURRICULUM UPDATE
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

If your discipline has no program of study: Why is there no program of study associated with these courses? What is the rationale for continuing these courses without a program of study?

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.) How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

Students visit the LSC to receive additional, sometimes one on one, assistance with the material they are processing in their course(s). Through this additional assistance, students gain subject retention and varied perspectives on the material as well. These additional perspectives help students to master and retain the material they learn. Students also receive a greater sense of self efficacy in regards to their studies as the Apprentice Tutors and Faculty working at the Center emphasize strategies for learning rather than simply handing students the knowledge and information they require. As these strategies are not generally a major component of the traditional classroom learning environment, they are the focus of the center, its philosophy, and its purpose.
Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)
The LSC provides learning support to students via Workshops, Learning Groups, DLAs, and Tutoring. These activities support classroom learning in various ways; for example, the small classroom setting of the Workshops promote student interaction and provide students with a different approach to the material, and DLAs give students the opportunity to work individually and then meet with a tutor to review (this encourages students to work through problems on their own first but also bolsters them with the support they may require by giving them access to a tutor). The LSC also offers Tutoring to all students who speak English as a second language even if they are not enrolled in an ESL course.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>09-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)
All currently enrolled English language learners students have access to our ESL tutors for support with any course writing assignment and for assistance with the development, revision, and proofreading stages of the writing of letters for scholarships, grants, admission, transfer, etc. The services we provide- Workshops, Learning Groups, DLAs, and Tutoring- give students the opportunity to practice their target language in a myriad of ways, including speaking and listening practice. This practice promotes the retention that will enable students to appropriately use the target language in everyday situations.
Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Offer various levels of Arabic, Chinese, ESL, French, and Spanish Conversation Groups (CGs) as an additional option for Language students to complete a portion of their required supplemental hours.

To which planning direction does this goal apply?
b. Connecting students to necessary resources and pre-enrollment processes
b. Establishing students' relationship with the college
d. Connecting students to support services
a. Providing intrusive academic support in key areas
c. Providing instruction in delivery modalities that foster completion
d. Developing sustained engagement strategies
1. Student Success through Teaching and Learning
6. Learning Support and Fiscal Stability

Year 1 Steps to Success (activities) and VIP Assessment:
Conversation Groups will be implemented alongside Workshops and Learning Groups. These Conversation Groups will begin in Spring 2013 and will be similar in size and scope to Learning Groups. These groups can be led by either an Apprentice Tutor or a Faculty Member; the leadership for an individual Conversation Group will determine its classification in Positive Attendance as either a “Workshop” or “Learning Group”. Assigned Apprentice Tutors and Faculty Members will prepare for the individual level for which their group is dedicated; Tutors and
Faculty will be free to choose their own range of discussion topics, provided they tailor the conversation to the appropriate language level. As the Center has not previously provided many ongoing opportunities for students to practice their speaking and listening skills, Conversation Groups should fill a need not formerly addressed. The main goal of this new type of group is to provide language students with an opportunity to practice their conversation skills in a learning environment.

Assess the progress of the CGs and identify areas for improvement in execution. This assessment and identification will take place via student and staff surveys. The student survey will ask participating students to provide feedback on how useful they find their experience with the conversation groups and will include a section soliciting suggestions for improvement. Similarly, the staff survey will ask Apprentice Tutors and Faculty to evaluate and provide information regarding their experience with the CGs, what could be improved and what has been successful. During this time, the Instructional Specialist and Instructional Assistants will discuss if and how the CGs have met the stated Student Learning Outcomes and how the groups can continue to do so and improve.

**Year 2 Steps to Success (activities) and VIP Assessment:**
The Instructional Specialist, Instructional Assistants, Apprentice Tutors, and Faculty will develop a list of suggested activities (i.e. particular Workshops, DLAs relating to issues that may come up in the CG) to be offered to students who attend the Conversation Groups. In other words, staff will begin developing a list of additional suggested activities for students who are already attending the Conversation Groups and are perhaps looking for more structured supplemental instruction.

Assessment at this stage will continue as in year 1, and will also come in the form of a preliminary evaluation of the LSC’s collective, existing knowledge of resources and learning strategies through formal, survey-like assessments administered with all employees; attendance at scheduled trainings; and pre- and post-training survey results at all training events. The LSC will also consult with Language faculty for any concerns regarding CGs, be it their own or that of their students.

**Year Three Goal:**
Create new materials and activities, as well as improve, modernize, and revise existing Success Center materials and activities using both current theory, such as Hope and Mindset, combined with traditional and modern approaches, such as current and emerging technology, thereby enhancing the learning experience of the changing student demographic.

**To which planning direction does this goal apply?**

b. Establishing students’ relationship with the college
d. Connecting students to support services
a. Providing intrusive academic support in key areas
d. Developing sustained engagement strategies
1. Student Success through Teaching and Learning
5. Cost-Effective Investments in Technology that Support the Learning Infrastructure
6. Learning Support and Fiscal Stability
7. Sustainability

**Year 1 Steps to Success (activities) and VIP Assessment:**
Explore how to improve existing activities and how to make better use of today’s technology, and how these platforms may be used in LSC activities and advertising in a two-pronged approach: 1) Revise Workshops, LGs and Directed Learning Activities (DLAs), incorporating more Hope and Mindset theory where applicable along with innovative learning approaches, and encouraging students to engage in goal setting, thinking critically, and seeking and applying feedback. 2) Explore how the LSC can utilize existing and emerging platforms, including technology and social media to better advertise LSC offerings, and other information to today’s incoming students. The LSC staff will familiarize itself with existing technological platforms, such as Facebook, for example, and explore if and how such platforms can be used to appeal to students who regularly use such technology. Staff will also explore new Workshops and LG topics regarding language use on certain platforms, especially those which have language rules and conventions which diverge from language use typically taught in the classroom. One example could explore texting in other languages, and the unique spelling, grammar, abbreviations, and slang and jargon conventions students will encounter when texting in another language.

Workshop, LG and DLA revision: Assess the progress of DLA revisions and identify areas for improvement in their execution. This assessment and identification will take place via student and staff surveys. The student survey will ask participating students to provide feedback on how useful they find their experience with the DLAs and will include a section soliciting suggestions for improvement. Similarly, the staff survey will ask Apprentice Tutors and Faculty to evaluate and provide information regarding their experience with the updated activities, what could be improved and what has been successful. During this time, the Instructional Specialist and Instructional Assistants will discuss how the updated activities have met the stated Student Learning Outcomes and how they can continue to do so and improve. Technology: This assessment and identification will take place via student and staff surveys. The student survey will ask participating students to provide feedback on how useful they find the LSC’s employment of existing technological platforms, such as Facebook. LSC will also use the same assessment means to gauge the quality and usefulness of technology-related workshops and LGs. Additionally, as it is imperative LSC staff include Chaffey students in the idea or topic generating process, faculty and apprentices will conduct individual and group discussion at the end of Workshops or LGs to complement student and staff surveys.

Actions will be dependent on the level of activity revision completion after year 1. This will be determined through feedback from students and faculty, and their satisfaction with the breadth and depth of any activity revisions. LSC will continue to examine student and faculty feedback concerning emerging and existing technological platform activities. LSC will continue to aggressively elicit feedback from regular users of these platforms, for example, Facebook, texting, etc, through surveys and post Workshop LG individual or group discussions to determine effectiveness and topic feasibility. The same will apply to any relevant DLAs. The Instructional Specialist will identify and continue to train key faculty members from each subject (language) area who can assist in the revisions. Trainings will focus on discussing the pedagogical purposes and functions of activities, introducing innovative learning concepts and strategies, and applying these new techniques specifically and meaningfully to supplemental learning activities. The Instructional Specialist and key faculty members will identify Workshops, LGs or DLAs which warrant such revisions and will begin revising them as discussed in training. Assessment and any necessary further revisions of these activities will be based upon the momentum of the project, progress towards completion, and initial student and faculty feedback. Success at this stage will be measured by the implementation of Hope, Mindset, and learning strategies vocabulary and techniques in the Success Center; participation in the online conversation; and a early, mid, and late semester survey among employees regarding their confidence in their knowledge of these concepts and their ability to meaningfully apply them to their work in the LSC.

Year Two Steps to Success (activities) and VIP Assessment:
Actions will be dependent on the level of activity revision completion after year 1. This will be determined through feedback from students and faculty, and their satisfaction with the breadth and depth of any activity revisions. LSC will continue to examine student and faculty feedback concerning emerging and existing technological platform activities. LSC will continue to aggressively elicit feedback from regular users of these platforms, for example, Facebook, texting, etc, through surveys and post Workshop LG individual or group discussions to determine effectiveness and topic feasibility. The same will apply to any relevant DLAs. The Instructional Specialist will identify and continue to train key faculty members from each subject (language) area who can assist in the revisions. Trainings will focus on discussing the pedagogical purposes and functions of activities, introducing innovative learning concepts and strategies, and applying these new techniques specifically and meaningfully to supplemental learning activities. The Instructional Specialist and key faculty members will identify Workshops, LGs or DLAs which warrant such revisions and will begin revising them as discussed in training. Assessment and any necessary further revisions of these activities will be based upon the momentum of the project, progress towards completion, and initial student and faculty feedback. Success at this stage will be measured by the implementation of Hope, Mindset, and learning strategies vocabulary and techniques in the Success Center; participation in the online conversation; and a early, mid, and late semester survey among employees regarding their confidence in their knowledge of these concepts and their ability to meaningfully apply them to their work in the LSC.

Year Three Goal:
Continue integrating LSC with Reading/Writing Success Center in regards to staff training and use of resources and resource
space. In addition, integrate both centers in regards to intake, workshop/learning group, DLA review and tutoring attendance policies to improve access to LSC services, promote more student and staff friendliness, and eliminate the frustration and confusion that come with any policy inconsistencies.

To which planning direction does this goal apply?
- b. Establishing students’ relationship with the college
- d. Connecting students to support services
- d. Developing sustained engagement strategies

1. Student Success through Teaching and Learning
4. Improve the Infrastructure and Physical Learning Environment
5. Cost-Effective Investments in Technology that Support the Learning Infrastructure
6. Learning Support and Fiscal Stability
7. Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
LSC contract staff (ISs, IA4s and IA2s) will continue meeting as needed throughout the year to identify how best to completely integrate tutor training where applicable. Staff will also continue exploring options on how to make best use of center resources—specifically streamlining the storage and distribution of materials to students. Contract staff will also explore how to bring to completion discuss any inconsistent intake, workshop/learning group, DLA review and tutoring attendance policies. The LSC staff will identify any policy inconsistencies, explore the historical reasoning behind such policies, and devise and implement consistent policy as soon as possible.

LSC contract staff will monitor student feedback to any policy change, and assess its efficiency and student and staff friendliness. Also, contract staff will also seek out the opinions and observations of tutoring apprentices and intake staff before and after any policy change is implemented to determine their effectiveness, as they are privy to added candid feedback from the students they encounter in the LSC. Contract staff will note these comments and observations to revisit and fine-tune any practice or policy if deemed necessary.

Year 2 Steps to Success (activities) and VIP Assessment:
Should any year 1 feedback expose any remaining policy inconsistencies, LSC contract staff will revisit these policies in a timely manner, and revise them accordingly, taking into consideration the feasibility of any change, as well as the impact upon our mission and responsibilities as a Success Center to Chaffey students and faculty.

LSC contract staff will monitor student feedback to any policy change, and assess its efficiency and student and staff friendliness. Also, contract staff will also seek out the opinions and observations of tutoring apprentices and intake staff before and after any policy change is implemented to determine their effectiveness, as they are privy to added candid feedback from the students they encounter in the LSC. Contract staff will note these comments and observations in a timely manner to revisit and fine-tune any policy where needed.

Year Three Goal:

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
Year 2 Steps to Success (activities) and VIP Assessment:

Review Team Response

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning to Learn Summer Institute, Hope and Mindset, Teaching and Tutoring ESL students</td>
<td>Moodle, Datatel, Excel</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Data access and management, tutor and faculty orientation and training, workshop, learning group, DLA improvement and revisions. Learned formulas and improved management of data in Excel which is used for various reports and tasks.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GEM, DPS Advisory, Nursing Advisory, Student Grievance, EOPS/CARE Advisory, Professional Relations</td>
<td>Chaffey Magic Club</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Through involvement in these campus-wide committees and groups LSC services, accomplishments, challenges, concerns, and vision are shared with others from all parts of the campus and district. This has led to valuable input from members of the Chaffey community, who otherwise would not be aware of the functions of the Success Center, or of the value of their input or involvement with Success Center issues, and how they, as members of the Chaffey community, can play a greater role in impacting student success on the Success Center end.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>
Given the data how has your program been impacted?
A change in leadership (the IS position) at the end of Spring 2012; the resignation of a half-time IA-4 at the end of Fall 2011; the resignation of the full-time IA-4 at the end of Spring 2012; the subsequent hiring of a new full-time and a new half-time IA-4 in September 2012.

Does your program anticipate retirements within the next 3 years?
No

Review Team Response

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
No

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

Category
Staff

Year
1

Request
Instructional Assistant II (0.475)

VIP Goal
Continue integrating LSC with Reading/Writing Success Center in regards to staff training and use of resources and resource space. In addition, integrate both centers in regards to intake, workshop/learning group, DLA review and tutoring attendance policies to improve access to LSC services, promote more student and staff friendliness, and eliminate the frustration and confusion that come with any policy inconsistencies.

Cost
Range 7 on the CSEA scale
Ongoing Costs

None

Description of Ongoing Costs

Rationale
Prior to Fall of 2012, the BEB housed ESL and modern languages, reading, and multidisciplinary services. During that period, the Resource Room only served ESL and modern language students. As such, it only housed instructional materials in these areas. In Fall 2012, the Success Center underwent restructuring and now serves students in three highly-populated disciplines: ESL and Modern Languages, Reading, and Writing. This restructuring has affected the center in two ways: the center now serves more students and the Resource Room holds more materials. According to Institutional Research statistics for Fall 2012, the LSC serves 45% more students, accruing 29% more contact hours than the next busiest Success Center (see attached). As we move towards integration, LSC staff decided to house educational materials for Reading and Writing as well as the existing Modern Language materials in the Resource Room. Those who work in this room distribute all materials for LSC students in the three disciplines. Additionally, they manage the use and dissemination of answer keys, handouts, headphones, instructional CDs and DVDs, remote controls for DVD players, workbooks, reference materials, textbooks, as well as validate verification sheets for any completed assignments or activities such as CGs/LGs/Workshops, and DLAs for all subjects served in the LSC. Given the above realities, the now vacant half-time IA-2 contract position for a resource room attendant needs to be refilled to strengthen the infrastructure of the center and to provide stability and consistency in the Resource Room. Filling this position will reduce the need for relying on a part-time, fluctuating student workforce and free staff from spending time recruiting, interviewing, hiring and training each new hourly resource room attendant, thus focusing more of our time and effort directly serving LSC students. As the LSC moves towards full integration of the three disciplines and a uniform system of policies and procedures, the Resource Room should be attended by a contract employee who, traditionally at Chaffey, has proven to be more accountable, consistent, and reliable than an hourly employee.

Review Team Response
Requests appear to be validated and support by the overall program review document.

Review Team Response
3 The document contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. The PSR readers want to commend faculty and staff of the Language Success Center for a well written PSR. All components of this report, including the SLO page, are complete and well-connected to each other. This represents an integrated, data-driven report which should be sued as a model for others.