Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Fontana Multidisciplinary Success Center, Three Year Review 2008-2011

Program Code: 49303 - MULTIDISCIPLINARY CENTER - FONTANA

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:
The Fontana Multidisciplinary Success Center lies at the heart of learning in Fontana. In concert with the faculty, the Center serves faculty and students across the disciplines. The Fontana Success Center provides the services of the Rancho campus Writing Center, Math Center, Language Center, and Multidisciplinary/Reading Center in a single service location. Until last semester, it also served as the only learning-supported computer lab at Fontana. The class offerings at Fontana have been limited by the facilities; during the period between fall 2008 and spring 2011, all classes were held in either the Lewis Center or Fontana Center. The limited classroom space necessitated limiting class offerings to foundation classes and a very limited number of transfer classes. With the opening of the new Academic Center this fall, however, Fontana is entering a period of greatly expanded course offerings, and the Success Center is constantly transforming itself to keep pace with changing students needs. The Success Center supports many activities for Chaffey students, including elective activities such as individual and group tutoring, workshops on study skills, and enhancing students’ research skills. The Success Center helps students bridge the digital divide by giving them access to Microsoft Office 2010, course-specific software, and the Internet, and
providing support as they develop new computer skills. The Center also provides services for required supplemental learning activities for courses in reading, math, English, English as a Second Language, American Sign Language, Spanish, and Guidance. We also give student a warm, welcoming, “safe” learning environment where they can always come for help with their learning skills. Our trained apprentices, most of whom have bachelors’ degrees, serve as mentors and learning facilitators to students who are struggling with the college experience. The Fontana Success Center, along with the other Success Centers, is linked to a vigorous institutional research process. Our positive attendance system, the OLAP cubes, and regular reports on student success and retention provide us with a continual assessment loop. The annual Success Center Satisfaction Survey also provides us with valuable data. We periodically conduct our own surveys of student satisfaction and need to give us even more data to inform our decisions.

**Review Team Response**
This Program Overview is succinct and thorough.

**PROGRAM DATA**

<table>
<thead>
<tr>
<th>Enrollment by Day, Evening, Online, Arranged ()</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
### Measure of Retention by Day, Evening, Online, Arranged

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</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>
</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 department assessed Program SLO's and how have you responded to the
results?

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

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.
Two key opportunities the FSC provides students are a "home base" and the academic support they need to succeed in their classes. Because Fontana has historically had fewer facilities than the other campuses, including a place for students to congregate, the FSC has provided a place to be supported and feel connected. They get to know the personnel here and have familiar faces when they need to ask a question or receive reassurance. The students who come most often for tutoring or other types of learning support do better in their classes; many recognize and express appreciation for the success we help them achieve.

Discuss how you evaluate your effectiveness in meeting students' needs.
Institutional Research provides ongoing assessment of the Success Centers. Every spring they conduct a Satisfaction Survey for all the Success Centers. Additionally, we occasionally conduct our own internal survey. One of the best sources of information on student satisfaction, however, comes directly from the students we serve. They are very forthright in letting us know how we’re doing.

How and when has your service reviewed or revised SLOs and/or AUOs?
We (the Multidisciplinary Success Centers) last reviewed them in 2009 as an outgrowth of an Instructional Specialist meeting. I subsequently reviewed them with Tom Vitzelio, one of the SLO co-chairs.

How has your program utilized SLO/AUO assessment results for program improvement?
The assessment process has resulted in our reviewing procedures and either modifying them or retraining FSC personnel if warranted. It has also led us to revamp our orientation process and provide more effective handouts to clarify Success Center requirements for students. We also use them in tutor training by reinforcing the positive outcomes and rethinking the outcomes that are less effective.

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Briefly explain:
Review Team Response

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.)

We offer support for accounting, American Sign Language, biology, business, business and office technologies, chemistry, communication studies, CIS, earth science, English, ESL, guidance, history, mathematics, philosophy, political science, psychology, reading, sociology, and Spanish. We also provide access to: 36 computers with Internet access, Office 2010, and discipline specific software. We also provide tape players, VHS players, DVD players, and headphones. Student have access to staplers, hole punches, tape, calculators, and dictionaries. We are open Monday through Thursday from 8 to 8 and on Fridays from 10 to 2, giving morning, afternoon, and evening students access to services.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Unduplicated Students Using the Fontana Success Center</td>
<td>Student access to computer lab and learning support</td>
<td>3082</td>
<td>3300</td>
</tr>
<tr>
<td>Total student MIS hours</td>
<td>Total number of hours students accessed the center</td>
<td>48923</td>
<td>48968</td>
</tr>
</tbody>
</table>

Additional information:
The reduction in number of students and student hours between 2009/10 and 2010/11 reflects two recent developments. The first is overall college enrollment and number of class offerings. The budget cuts that hit hard almost two years ago had a significant impact on class offerings, and our numbers reflect that reduction. Another factor that impacted our hours is the reduction in hourly requirements for the Success Center component of
high-demand courses. English, ESL, and reading all cut their requirement by 30% to 50%, so students were no longer required to spend as much time in the Success Center. The reduction is not unique to Fontana; it is paralleled in the other Success Centers as well.

Review Team Response
This is a clear and direct explanation of trends in service.

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.)

We offer an average of twelve reading workshops or learning groups per week. The workshops are led by discipline faculty, the learning groups by apprentices with bachelors’ degrees. We also offer an additional four workshops a week for fast-track reading students. Nine English workshops are offered per week, and Opening Doors students also have a learning group option. We offer 18 course-specific credit learning groups for ESL students per week. Twelve learning groups per week are provided for students enrolled in math courses. We also offer study groups in the sciences by student request. In addition to providing group activities, we provide an average of 2,500 hours of support and review of Directed Learning Activities and 3,000 tutoring hours. The “Use of Lab Resources,” available to students whenever we’re open, not only provides technical support but also provides apprentices and staff who are available to answer questions and facilitate the process.

<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>Number of hours students spent completing or reviewing Directed Learning Activities</td>
<td>Students review required credit activities with trained apprentice learning facilitators</td>
<td>21293  20072   9568</td>
<td>AUO</td>
</tr>
<tr>
<td>Number of Hours Students Attended Workshops</td>
<td>Workshops led by faculty focusing on specific learning skills</td>
<td>2442   3306   1812</td>
<td>AUO</td>
</tr>
<tr>
<td>Number of hours students were tutored</td>
<td>One-on-one or group tutoring by trained apprentice learning facilitators</td>
<td>5008   3243   1320</td>
<td>AUO</td>
</tr>
<tr>
<td>Number of hours students spent in learning groups</td>
<td>Credit learning groups tied to course curriculum led by apprentices with bachelors' degrees</td>
<td>2867   4089   2808</td>
<td>AUO</td>
</tr>
</tbody>
</table>
Additional information:
The support needs of students have changed dramatically over the last three years as course curriculum and required Success Center activities have gone through a transformation. The reading curriculum has been almost completely transformed, requiring us to develop new materials and do additional training of staff and apprentices. The move toward giving ESL students a “Directed Learning Activity or Learning Group” option for specific topics and dates has necessitated our developing a fairly sophisticated system of Curriculum Guides, which must be updated every semester, as well as locating and/or developing additional curriculum to address those topics. We have also been moving away from a “help math students with homework” model to a “teach and reinforce skills and concepts” model to facilitate higher success in math courses, which are often particularly challenging for students.

Review Team Response
As previously, the explanation of dramatically changing trends in service are well accounted for.

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.)
As participants in the Opening Doors program, we help students self-evaluate, we support a disciplined and effective approach to course work, and we offer direct academic support for the students in both their Guidance classes and other coursework. The support OD students receive not only gives them valuable academic coping skills but also helps prepare them to complete degrees and reach career goals. Current positive attendance data, as well as ten years of assessment by Institutional Research demonstrate the success and retention improve significantly among students who access a Success Center regularly.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support</td>
<td>Workshops, Learning Groups, Directed Learning Activities, &amp; Tutoring</td>
<td>3082</td>
<td>3300</td>
</tr>
</tbody>
</table>

Additional information:
Course success and retention are better among students who access the FSC: Mean by Year 08/09 09/10 10/11 Success w/Center 63.31 65.36 68.60 Success w/o Center 61.96 64.45 67.44 Retention w/Center 85.81 85.78 87 Retention w/o Center 84.89 85.05 86.10

Review Team Response
The review team appreciates the contribution of the Success Centers to success!
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:
With the addition of the new academic building and the expansion of class offerings, several science classes are scheduled at Fontana for the first time. Goal 1 is to increase learning support for science classes at Fontana.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Class orientations, outreach to science faculty, study groups, and expansion of tutoring hours available to science students.
Positive attendance will be used to assess the number of students accessing the FSC for their science classes. Approximately 15% of chemistry and biology students will receive learning support at the FSC.

Year 2 Steps to Success (activities) and VIP Assessment:
Continuing class orientations, outreach to science faculty, study groups, and expanded tutoring hours.
Positive attendance will be used to assess the number of students accessing the FSC for their science classes. Approximately 20% of chemistry and biology students (percentage commensurate with Rancho) will receive learning support at the FSC.

Year Three Goal:
The English and Reading Departments will be revising curriculum to integrate reading into English classes. Goal 2 is to adapt learning group curriculum to correlate with COR modifications.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Year 1 Steps to Success (activities) and VIP Assessment:
Participate in dialogue concerning COR changes and review drafts of new CORs as they become available.
Draft of new learning group topics and curriculum points to support the revised course content as it becomes available.

Year 2 Steps to Success (activities) and VIP Assessment:
Continue to participate in dialogue concerning COR changes and review drafts of new CORs.
Drafts of new learning group handouts to support the revised course content.

Year Three Goal:
A new computer lab opened in the new Fontana Academic Center in fall of 2011. Goal 3 is to encourage students to rely more on that area for general computer support so that we can expand offerings that are unique to the Success Center.

To which planning direction does this goal apply?
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Provide handouts at the Success Center with the Computer Lab hours. At the beginning of each semester, and whenever the FSC is crowded, students would be given a copy of the hours along with brief information on which services are available there.
Because the Computer Lab is open only 18 hours a week compared to the FSC’s 52, it is difficult to make accurate comparisons. However, if we round numbers, the FSC is open three times as many hours as the lab. This semester students have put in 1,890 hours using the FSC computers. If we multiply lab usage (223) by 3, we get 669 hours, a better basis for comparison. Even with adjustments, the FSC is providing nearly three times as much service as the lab. The goal for the first year would be to reduce computer usage in the FSC by 10%, with a concomitant increase in lab usage.

Year 2 Steps to Success (activities) and VIP Assessment:
Continue to provide handouts and lab referrals in the FSC.
Decrease FSC computer usage by another 10%, with a concomitant rise in lab usage.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
Goals and clear; outcomes are identifiable and measurable; steps are concrete.

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>Moodle Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLO Training</td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
AUO: Students, faculty, and staff will be aware of Success Center activities, events, resources, and services. AUO: Students will receive comprehensive instructional support at the Success Center. AUO: Students will be offered numerous and varied supplemental learning opportunities, including learning groups and workshops, throughout the academic year. AUO: Students who receive support at the Fontana Success Center will achieve a higher level of success and retention in their courses than students who do not receive Center support. AUO: Students who access the Success Center will be provided with services promptly and professionally. AUO: Students who access the Success Center will be satisfied with the facilities, services, and resources.

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>Faculty Senate</td>
<td>Health and Safety Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment and Success Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accreditation Committee</td>
<td>Editor, Chaffey College Accreditation Report</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Participation in Faculty Senate and Accreditation offers invaluable insights into the state of the college, current and future. The insights gained, as well as the opportunities to make colleagues aware of the possible impact of key decisions on the Success Center, provide a rich context for FSC planning. The Success and Enrollment Management Committee, with its focus on student success, gives me the opportunity to learn from and interact with classified staff, managers, and other faculty. The discussions and decisions arising from SEM meetings, particularly issues like the implications of accelerated courses on student success, give me the basis for intelligent FSC planning. For example, committee participation has facilitated my ability to keep pace with changes needed for the FSC to support accelerated classes and to plan ahead for the curriculum changes necessitated by the elimination of late start classes in fall 2012.

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?
Five Success Center faculty and two classified staff members have 6-10 years of experience working in a Success Center. One classified employee has approximately 20 years of service to the college. The full-time IA4 is completing her second year of service in her current position; previously she worked at the FSC as an apprentice 4. The collective experience of the employees enables us to run the Success Center efficiently, to understand one another's jobs, and to collaborate effectively to serve students.

Does your program anticipate retirements within the next 3 years?
Our part-time IA4 will be retiring at the end of this semester.

Review Team Response
As with the other Program Reviews we have seen, the review team has difficulty seeing the connection between professional activities and SLO's/AUO's. This Program Review actually does one of the clearer jobs of connecting the two through its simple listing.

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.

FT Faculty:
Year 1:
Hiring Criteria:
Year 2:
Hiring Criteria:
Year 3:
Hiring Criteria:

STAFF
Year 1
IA4 to replace retiring employee; starting at $15.91 per hour. There is an ongoing, acute need for math support at Fontana. All but one course (Math 25) in a given semester are pre-collegiate. Most semesters these consist of five sections each of Math 410, Math 420, and Math 520, plus two sections of Math 510. Success rates for pre-collegiate math are low across all campuses: 62% for Math
510, 66% for Math 520, 46% for Math 410, and 63% for Math 425. If students are to succeed in their Fontana math classes, they need strong learning support through tutoring, study groups, and workshops.

Year 2
Year 3

EQUIPMENT

Year 1
If tables and/or desks could be found for FNFC 121, a room across the hall from the Success Center that is not in use this year, we could accommodate more students for the new math and science learning groups. Currently we can only accommodate six students at a time because of the size of the group room. Potentially there would be no cost to the district if resources were transferred from available furniture, if any.

Year 2
Year 3

TECHNOLOGY

Year 1
More current desktop computer that can handle all the intake functions, such as positive attendance and appointment systems, quickly and efficiently. An updated card scanner would also be needed to scan student I.D. cards. Our current, outdated computer freezes and loses information on a regular basis. An example of what is needed is the Dell Precision T3500, currently priced by the manufacturer at $779.

Year 2
Year 3

SOFTWARE

Year 1

Year 2
Year 3

OTHER

Year 1

Year 2
Year 3
Review Team Response
Given the emphasis in the Program Review on increasing services to science students, it might also be prudent to identify needs specific to service in the sciences. Additionally, shipping and handling as well as tax information for technology is not included. These minor oversights aside, requests seem clear and modest.

Review Team Response
The program 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. This Program Review is concise, clear, and serves well as a planning document.