Chaffey College Program Review
Three Year Review 2012

PROGRAM OVERVIEW

Program Title: Multidisciplinary Success Center, Rancho

Program Code: 49301 - MULTIDISCIPLINARY CENTER - RANCHO

Review Type: Administrative
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 Rancho Multidisciplinary Success Center is committed to providing academic support to Chaffey students campuswide. With other Success Centers available to support students with foundation skills in Writing, Reading, Mathematics, and ESL, the Rancho Multidisciplinary Success Center covers all other disciplines and provides support in general college skills and strategies (i.e. study skills, note-taking, test-taking, and critical thinking) essential for academic, professional, and personal success. The Rancho Success Center now also provides more on-demand access to Student Services support through Success Guides--an apprentice tutor category of graduate student workers active in a Counseling Master's program. Program efficacy is regularly evaluated through student learning outcomes, administrative unit outcomes, and an annual student satisfaction survey utilized by all the Success Centers. In addition, tutors engage in a self-evaluation process each semester that ties into a CRLA-certified training program that ensures a quality experience.

Review Team Response
This description sufficiently connects the Success Center non-instructional program to the Chaffey College mission statement and acknowledges measurement tools to evaluate program effectiveness.

**PROGRAM DATA**

Enrollment

Enrollment 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 Enrollment</td>
<td>N/A</td>
<td>N/A</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>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

Retention Rate by Ethnicity/Gender - 2011-12

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Ethnicity</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Gender</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Success
Success 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 Success</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 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
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.
Training, curriculum improvement, a diverse workforce, and constant program assessment all help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students needs.
An annual student satisfaction and regular pre- and post- surveys evaluate program efficacy. In addition, contact hours, success and retention (by discipline, by location, and by activity category) can be analyzed to evaluate effectiveness.

How and when has your service reviewed or revised SLO's and/or AUO's?
SLOs/AUOs are reviewed and revised constantly. In Fall 2012, the Rancho Success Center was moved to the Library. This requires an overall review of outcomes assessment and the establishment of new baselines. When the program was re-located, Reading remained in the previous location--making it difficult to fully equate current and future results with previous years’ data.

How has your program utilized SLO/AUO assessment results for program improvement?
Assessment results have indicated that students are very satisfied with program services. 97.9% of students responding to the annual survey agreed/strongly agreed that the Rancho SC "helped them succeed in classes." 100% of students agreed/strongly agreed that they would "visit again." Specific improvements currently being put into practice is the creation of a tutoring slip for all sessions that includes icons for core learning strategies that are being communicated through Success Center training and curriculum (Mindset, Bloom's Taxonomy of Learning, Learning Styles/Strategies). In addition, new faculty working in the Success Center are identifying student needs and developing appropriate curriculum offerings to address those needs.

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.

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?
Well-documented through work done by Institutional Research, the Rancho Success Center contributes positively to student success and retention. Since current reporting practices began in 2005, students that participate in Rancho Success Center services are on average 10% more likely to be successful in their class than students that do not access services. In 2010-2011 (the most recent year that data is available), a +8% difference was reported (see attached Multidisciplinary_Reading Success Center - Success & Retention.pdf). This positive impact is also observed with regard to student retention. Since current reporting practices began in 2005, students that participate in Rancho Success Center services are 7% more likely to be retained in their class than students that do not access services. In 2010-2011, a +5% difference was reported. With an average unduplicated headcount of nearly 3,000 students visiting the Multidisciplinary Success Center annually, these impacts undoubtedly improve Chaffey's overall instructional efficacy (see attached Multidisciplinary_Reading Success Center - Success & Retention.pdf).

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?
All Success Centers support 5 categories of service: Directed Learning Activities, Workshops, Learning Groups, Tutoring, and Lab Resources. Each delivery is designed to maximize the parameters of the learning experience and leveraged to target disciplines based on their unique needs and instructional approaches. For instance, instructor feedback from Accounting has prompted more small group work to ensure that students are not only learning core competencies but can also build on team work skills essential to the profession. All services are evaluated through regular student, tutor, and faculty feedback, as well as monitoring of contact hours, success and retention data, SLO/AUO assessment.

Review Team Response
This section is complete in addressing the staff functions and services and how the program evaluates its
effectiveness, however, it does not specifically address the "staff preparation and training, professional activities and committee participation, accomplishment, grants, new programs" as requested in the above question. It would have been helpful to describe a more detailed summary analysis of the functions and services in this section of the PSR.

**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.)

The Rancho Multidisciplinary Success Center program assists students accessing services through a variety of means. Regular emails are sent to faculty and staff highlighting services. Tutors do orientations for students in 100s of sections during the first 2 weeks of the semester. And the front desk is staffed with trained personnel during all operating hours in order to better connect students to specialized resources. All services are free to current registered students with a valid Chaffey ID card.

<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>Clock Hours</td>
<td>Institutional Research collects data for the number of clock hours logged by students per academic year through the Positive Attendance system.</td>
<td>4557 4412 2985</td>
<td>AUO</td>
</tr>
</tbody>
</table>

**Additional information:**
Clock hours for 2012-2013 are anticipated to be significantly lower since the program no longer supports required Reading course hours after moving to the Library. In addition, clock hours in Lab Resources (general computer use, working independently on homework) will also be greatly reduced as that responsibility shifts to the Library space, allowing the Success Center to focus resources on services unique to the location.

**Review Team Response**
This section is complete.

**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.)

All Rancho Multidisciplinary Success Center services directly support student learning in both the academic and professional arenas. Curriculum support categories of Directed Learning Activities, Workshops, and Learning Groups introduce students to important skills and strategies required for success. And the Tutoring services support students completing specific assignments and projects. In addition, the Lab Resources category provides students...
with computer/software access that they may not have at home. All of these deliveries enhance student learning.

<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>Directed Learning Activity (DLA)</td>
<td>Directed learning activities are instructor-initiated projects or activities that students complete in the Success Center. All directed learning activities have instructional design and curricular connectedness to particular courses or classes. Directed learning activities may be used to meet supplemental learning requirements.</td>
<td>905 1211 1263</td>
<td>AUO SLO</td>
</tr>
<tr>
<td>Workshop</td>
<td>Workshops are pre-arranged or scheduled “mini courses” taught by certificated instructors and focus on one skill or subject area that directly enhances and supports classroom instruction. Workshops may be used to meet supplemental learning requirements.</td>
<td>320 660 802</td>
<td>AUO SLO</td>
</tr>
<tr>
<td>Learning Group</td>
<td>Learning groups are focused learning sessions led by a Success Center facilitator that address the needs of a small group. Classroom instructors work through the Success Center Instructional Specialists to develop specified curriculum that is delivered by apprentice tutors. Learning groups have a strong instructional design component that is tied to the classroom instruction. Learning groups m</td>
<td>0 257 173</td>
<td>AUO SLO</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Tutoring is a sustained interaction between a student and Success Center consultant that addresses student questions and provides feedback on an assignment, concept, or skill. Students initiate contact when they are referred by a counselor or instructor for an identified learning need. Tutoring may take place one-on-one or in groups. Students do not receive supplemental learning credit for tut</td>
<td>687 1420 1328</td>
<td>AUO SLO</td>
</tr>
</tbody>
</table>

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<td>687 1420 1328</td>
<td>AUO SLO</td>
</tr>
</tbody>
</table>
Lab Resources are provided by the Success Center to enable students to complete class assignments. A variety of resources and services are available, including computers (for course software, internet access, typing, and printing) and specialized materials (such as books and resource materials). Although students may receive support from Success Center personnel while using these resources, inte

### Lab Resources

<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>09-10</td>
<td></td>
<td>1135</td>
<td>AUO SLO</td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td>2327</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td></td>
<td>2892</td>
<td></td>
</tr>
</tbody>
</table>

### Additional information:
The Fall 2012 transition of the Rancho Multidisciplinary Success Center to the Library will undoubtedly create a new benchmark for support data. With the "Reading" emphasis remaining in the Language Success Center (Reading, Writing, ESL, Modern Languages), the new program will be enhancing services through the variety of disciplines it serves (Biology, Accounting, Business, Sociology, Fire Tech, just to name a few). The program now employs faculty from its service areas in order to enhance the classroom connection and begin developing more discipline-specific curriculum. In the past, most resources in faculty and curriculum were focused on supporting Reading courses and related issues.

### Review Team Response

This section is complete.

### 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.)
The Rancho Multidisciplinary Success Center hires and trains a workforce of counseling apprentices (known as Success Guides) to deliver services that promote degree/certificate completion and transfer. The program is currently funded by the Title V grant and is a collaborative effort between the Success Centers and Counseling. Success Guides are also available at the Chino and Fontana locations. They are trained to provide guidance on successful behaviors and approaches to academic success, including how to access online resources through the student portal. In addition, Success Guides provide referrals to various college resources like Counseling, Financial Aid, and the Career Center.
Mentoring is a sustained interaction between a student and Success Guide that addresses student questions and provides feedback on goal completion. Mentoring may take place one-on-one or in groups. Interactions introduce students to online resources that can be accessed through the student portal during their entire career at Chaffey.

Learning groups are focused sessions led by a Success Guide that addresses the needs of a small group. Curriculum is collaboratively developed through the Success Center Instructional Specialists and Counselors. Current offerings are on Hope, Mindset, Degree Audit, Goal Setting, and Academic Success. These learning groups are required for Opening Doors students but available to all students.

Additional information:
The Success Guides are a key component of the college's larger initiative promoting Hope and Mindset. There are currently approximately 20 Success Guides working at Chaffey College, with plans to hire an additional group in Summer 2013. Current staffing levels provide Success Guide coverage during all hours of operation at Chino, Fontana, and Rancho. In addition, Success Guides are also working in Early Advantage, Counseling, and the Career Center. These secondary assignments better connect Success Guides to these programs for more informed guidance and referrals.

Review Team Response
An expanded discussion on how the Success Center specifically conducts it does not specifically address 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:
Faculty and tutor recruiting in areas not previously represented by Rancho Success Center staff has already begun. Outreach to Biology, Chemistry, and CTE areas should result in new faculty hirings in the future. Success will be measured by monitoring staffing levels and contact hours in each discipline.

Since faculty are now scheduled a full year in advance, recruitment efforts for Year 2 will actually need to begin during Year 1. Outreach to Coordinators in high traffic disciplines is the primary recruitment effort for identifying new faculty. In addition, program leadership identifies faculty that would be a good fit for Success Center work through professional development activities and the Faculty Success Center.

Ensuring that there is a regular faculty rotation that serves the Rancho Success Center's Top 5 discipline services areas would greatly enhance long-term connection to classroom instruction. Success will be measured by monitoring staffing and contact hours in each discipline.

Year 1 Steps to Success (activities) and VIP Assessment:
Faculty and tutor recruiting in areas not previously represented by Rancho Success Center staff has already begun. Outreach to Biology, Chemistry, and CTE areas should result in new faculty hirings in the future. Success will be measured by monitoring staffing levels and contact hours in each discipline.

Year 2 Steps to Success (activities) and VIP Assessment:
Since faculty are now scheduled a full year in advance, recruitment efforts for Year 2 will actually need to begin during Year 1. Outreach to Coordinators in high traffic disciplines is the primary recruitment effort for identifying new faculty. In addition, program leadership identifies faculty that would be a good fit for Success Center work through professional development activities and the Faculty Success Center. Ensuring that there is a regular faculty rotation that serves the Rancho Success Center's Top 5 discipline services areas would greatly enhance long-term connection to classroom instruction. Success will be measured by monitoring staffing and contact hours in each discipline.

Year Three Goal:
Broaden curriculum offerings to utilize all 5 Success Center activity categories. In particular, DLAs have not been developed in the Rancho Multidisciplinary Success Center.

To which planning direction does this goal apply?
d. Connecting students to support services
a. Providing intrusive academic support in key areas
c. Providing instruction in delivery modalities that foster completion
1. Student Success through Teaching and Learning
2. Human Resources Planning and Professional Development
6. Learning Support and Fiscal Stability

Year 1 Steps to Success (activities) and VIP Assessment:
Efforts are currently taking place to develop Directed Learning Activities and Learning Groups. Curriculum in these deliveries only previously existed for Reading courses when the Multidisciplinary Success Center was located in the BEB. The schedule of offerings and Positive Attendance data will demonstrate that these deliveries are now being utilized. Approximately 500 Learning Group hours were captured during the Fall 2013 semester, the first hours in this category collected in the program's
Year 2 Steps to Success (activities) and VIP Assessment:
Currently no Directed Learning Activities exist in the Rancho Multidisciplinary Success Center. Faculty have been assigned to develop new DLAs and/or transform workshop offerings into a DLA. As DLAs are developed, an activity list and Positive Attendance data will demonstrate the growth in this area.

Year Three Goal:
Integration of Hope and Mindset into all Rancho Success Center curriculum and training.

To which planning direction does this goal apply?
- a. Improving pathway identifications by students
- d. Connecting students to support services
- a. Providing intrusive academic support in key areas
- d. Developing sustained engagement strategies
- a. Monitoring progress on goal with intrusive action during key momentum points
- 1. Student Success through Teaching and Learning

Year 1 Steps to Success (activities) and VIP Assessment:
Program leadership is involved with various professional development activities geared toward Hope, Mindset, Engagement, and Well-Being. This training is then being incorporated into the training of all Success Center personnel—Success Guides, tutors, faculty, and staff—in order to ensure that a common vocabulary and value system fortifies the entire Success Center network. Tutor training documentation will indicate how many tutors have participated in this type of exposure. In addition, a tutoring slip has been developed that incorporates Hope and Mindset concepts. Pre- and post-surveying of students also utilizes metrics related to these themes.

Year 2 Steps to Success (activities) and VIP Assessment:
Specific DLAs, Workshops, and Learning Groups will be developed to more explicitly communicate these values to students and faculty. Such activities are being piloted through required hours for Opening Doors students. Participation tracked through the Positive Attendance system of voluntary populations of students in curriculum related to Hope, Mindset, Well-Being, etc. will demonstrate that these issues are becoming part of the college’s cultural fabric. In addition, pre- and post-surveying will assess how much students value these concepts and recognize their impact on success and completion.

Review Team Response
Goals are clear.
This section is complete.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

| Recent activities | Recent workshops/courses taken | Recent conferences/training | Other |
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Professional Development activities better connect the Rancho Success Center to technology and themes emerging in Chaffey's institutional evolution. Hope and Mindset strategies have been employed in all tutor and Success Guide training to ensure that all personnel are aware of campuswide initiatives and are capable of contributing to campuswide dialogues.

Discuss departmental engagement on campus in connection to student learning.

| Governance committees | Other college-related committees | Other campus participation |

How does your program benefit from your campus engagement?

The Rancho Multidisciplinary Success Center leadership is engaged in a variety of important committees: Behavioral Intervention Team, Enrollment & Success Management, Perkins Allocation Committee, and Faculty Senate. In addition, new faculty hiring opportunities have allowed the program to employ Accounting, Computer Science, Sociology, Psychology, Anthropology, Philosophy, and Counseling faculty. This hiring will improve connections throughout various Chaffey departments in the future.

Teaching/Years of Service

| 0-5 years | 6-10 years | 11-15 years | 16-20 years | 21+ years |

Given the data how has your program been impacted?

The Rancho Success Center program professional development needs have been greatly impacted by the Fall 2013 move to the Library. Hiring and training of faculty from areas not previously represented in staffing will greatly benefit students and raise the program's profile in areas only minimally utilizing the services. Faculty in Psychology, Sociology, Anthropology, Accounting, Business, and Counseling have been hired for the first time in Fall 2013. Efforts to broaden the discipline coverage even more in the future are already underway.

Does your program anticipate retirements within the next 3 years?

None.

Review Team Response

The program engages in professional development activities to enhance the educational learning progress for Chaffey College
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.

The Success Guide program is currently funded by a Title V grant. The grant funding will continue for another 2 years, at which point the cost will be assumed by the General fund. The Success Guide budget is currently approximately $100,000 annually.

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.

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.

SCORE OF 3.0: The review team commends this PSR and its primary writer for providing a description of the center and its connections to Chaffey College mission and Chaffey campus community. It would be of benefit to have provided more detailed information regarding the center's modes of operation and how those efforts are conducted so that the PSR readers would have a more comprehensive understanding of the program.