Chaffey College Program Review
Three Year Review 2012

PROGRAM OVERVIEW

Program Title: Reading/Writing (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:

The Language Success Center (LSC) promotes the college’s mission by supporting all students in their development of critical thinking, reading, and writing skills while increasing their personal responsibility and learning independence. Although the majority of our students are enrolled in reading and English classes with required hours, many of our students are multidisciplinary students who are referred to our Center for reading and writing assistance. Because students come to us with a variety of learning styles, the Success Center’s instructional delivery methods are also varied. On a one-to-one basis, students participate in directed learning activities (DLAs) that are created by faculty and directly link to classroom objectives. In order to build up confidence and skill, DLAs are also created to match the students’ skill levels. In a small group setting, students participate in workshops and learning groups presented by faculty and tutors. Students also receive tutoring assistance for essays across the curriculum. No matter what learning activities the students participate in, all students receive encouragement, feedback, and assessment on their progress. In addition to tutoring, workshops, and learning groups, students also take advantage of our computer technology and academic materials, such as, program software, word processing,
the Internet, textbooks, and handouts. Finally, students are not the only ones that are assessed in the LSC. Each year, Institutional Research evaluates our services by conducting student surveys. The LSC, however, also conducts its own in-house surveys throughout the year. Because the LSC creates administrative unit outcomes (AUOs), we also assess our ability to meet our own goals. With all the results in hand, the Success Center determines what’s working, what’s not, and what we can do to move forward. NOTE: The Language Success Center (LSC) is in transition. In fall 2012, the LSC took the first steps in implementing the Reading and Writing Transformation which called for the merging of the Reading and Writing Departments and its curricula, the relocation of writing activities to the BEB Building, and the revision of English class curricula to include not only writing skills but also reading skills. Consequently, this PSR includes data and information before the transformation was implemented, the changes that resulted from the transformation itself, and the LSC’s visions, goals, and needs for the future advancement of student learning.

Review Team Response
The program is to be commended on addressing how it supports the college's mission and how it measures its effectiveness.

PROGRAM DATA

Enrollment

Enrollment by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Year</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>2009-10 to 2010-11</td>
<td>2010-11 to 2011-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</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.
Evening | N/A | N/A
---|---|---
Online | N/A | N/A
Arranged | N/A | N/A

| Retention Rate by Ethnicity/Gender - 2011-12 |
|---|---|---|---|---|---|---|---|
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Caucasian | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Ethnicity | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unknown Ethnicity | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unknown Gender | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 ()

#### Measure

<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
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.

In 2011, Institutional Research conducted a student survey in the Writing Success Center. The overall rating of 3.6 (on a scale of 1 to 4) revealed a high level of student satisfaction. In 2012, a less formal in-house survey was conducted in the WSC. Again, students indicated a high level of student satisfaction with WSC services. The overall rating in the survey was 4.5 (on a scale of 1 to 5). The reasons are several. Because our focus is student success, we hire experienced faculty who are experts in reading and writing. Our tutor apprentices are college graduates or students who have been highly recommended by their professors. Our tutors are also trained and certified through CRLA, an international tutor training association. Tutor training is on-going and our tutors qualify for international certification at both the basic and advanced levels. Moreover, our Success Center provides students not only with a curriculum connected to the classroom but also one that includes a variety of delivery methods in class-related topics. Through active reading and writing activities, students are not only provided opportunities to learn—to read, write, and solve problems—but also the opportunity to become independent learners, gain confidence, and succeed. Finally, each year, the Success Center creates administrative unit outcomes (AUOs) that not only help us improve our program but also help us maintain a high student satisfaction as a result.

Discuss how you evaluate your effectiveness in meeting students needs.

Teaching and learning is our business. Consequently, the Reading and Writing Success Center (RWSC) not only assesses student success but also our effectiveness in meeting our students’ needs. In groups or in one-to-one sessions, tutors engage students in conversations not only to increase their skills and knowledge but also to assess their performance. In the process, we discover not only their knowledge but also the extent of our success in helping students understand. Moreover, each year, Institutional Research conducts a student survey. The questions focus on our learning environment, our faculty and tutors, our learning activities and center resources. Throughout the year, the RWSC also conducts its own in-house student, faculty, and staff surveys. The results of all surveys help us determine what changes, if any, need to be made in the future. In addition, the Success Center creates yearly administrative unit outcomes (AUO's). This year, as a result of the merging of the Reading Success Center and the Writing Success Center, our AUOs have proven to be especially instrumental in change and improvement. In addition, the Success Center receives both solicited and unsolicited informal feedback from students. Either way, feedback always helps us evaluate our program.

How and when has your service reviewed or revised SLO's and/or AUO's?

For the past three years, I have been the Instructional Specialist in three different Success Centers--all of which have embraced the administrative unit outcome (AUO) process. In 2010-2011, the new Reading and Writing
Success Center opened its doors in Chino. The AUO process helped me create a new Success Center. At this time, reviewing AUOs was often a daily event. Because increasing student and faculty awareness of our Center was one of our AUOs, the Center increased classroom orientations, created a website, handed out flyers, and surveyed students. Later, in fall 2011, the Reading Success Center at the Rancho Campus separated from the Language Success Center. I became the new Instructional Specialist. Like before, the AUO process continued to guide me. In particular, our Positive Attendance Program proved very effective since it helped assess students’ attendance, interests, and needs. At this time, I am the instructional specialist of the new Reading and Writing Success Center (RWSC) which was created as a result of the reading and writing transformation in fall 2012.

Today, our AUOs are reviewed weekly to stay focused on our goals. We continue to use surveys and questionnaires as well as assess our students through the Positive Attendance Program. We also make personal observations and collect anecdotal evidence. In staff meetings, we discuss other ways to assess our program, implement change, and improve.

**How has your program utilized SLO/AUO assessment results for program improvement?**

In fall of 2012, the Reading Success Center merged with the Writing Success Center. This merger resulted in the new Reading and Writing Success Center (RWSC). As such, the merger created not only new opportunities but also new challenges for our faculty and tutors as well as for our physical learning environment. Consequently, we created AUOs to address new concerns. Our first AUO focuses on cross-training all tutors in two disciplines: reading and writing (English). We started with tutors observing other tutors in a different discipline. This included questions on what tutors had learned as well as reflections on their observations. Our second AUO focuses on improving and expanding the physical learning environment not only to make room for new students but to alleviate the overcrowding and higher noise levels created by more students. Still, as a result of the AUO process, we are moving forward. Our apprentices are learning to tutor in both disciplines. We are also reallocating space to create a quieter environment. Although we are on our way to achieving our goals, we are not there yet.

**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. It is recommended that you complete the following documents and attach them to your PSR. Please attach (we will add a check mark to the missing document(s)): Chronological Assessment Plan Core Competencies Matrix

**CURRICULUM UPDATE**

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

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>
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.)

The Language Success Center is open 52-hours a week, Monday through Friday, on the Rancho Campus. We offer all reading and writing students directed learning activities (DLAs), tutoring, workshops, and learning groups. The following data reveals how many students accessed our various services for three consecutive years: 2009-10: 8,241 DLA students; 5,373 tutoring students; 4,350 workshop students; and 1031 learning group students. 2010-11: 4,751 DLA students; 6,299 tutoring students; 3,364 workshop students; and 835 learning group students. 2011-12: 4,757 DLA students; 5,854 tutoring students; 3,009 workshop students; and 835 learning group students.

<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>Student Support Success Center</td>
<td>Tutoring, DLAs, workshops, learning groups, computer access</td>
<td>18830, 15249, 14455</td>
<td>AUO</td>
</tr>
</tbody>
</table>
Additional information:
NOTE: These figures are prior to the start of the Reading and Writing Transformation (or the merging of the Reading and Writing Departments) in fall 2012.

Review Team Response
The program is to be commended on addressing how it facilitates access to students.

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 Language Success Center supports student learning by offering classroom orientations, as well as workshops, learning groups, directed learning activities, tutoring, and access to computer technology. Moreover, according to Institutional Research (2012-2013), students that access the Success Centers have higher success rates (73.8% vs. 66.5%) and retention rates (90.8% vs. 85.3%) than students who do not attend the Success Center.

<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>Student Support</td>
<td>critical thinking, reading, and writing are learned through directed learning activities, workshops, and learning groups.</td>
<td>18830 15249 14455</td>
<td>AUO</td>
</tr>
</tbody>
</table>

Additional information:
Note: The above figures for 2009-10, 2010-11, and 2011-12 are prior to the merger of the Reading and Writing Department in fall 2012.

Review Team Response
The program demonstrates support of students in both its impact on students and the numbers served.

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.)
According to Institutional Research, 98% of students assessed at Chaffey are underprepared in either math, reading, or writing and 71% are underprepared in all three categories. By helping students become better readers
and writers across the curriculum, the Language Success Center (LSC) promotes student learning, transfer, and college or university completion. In addition, the LSC's curriculum is directly connected to the classroom. Consequently, the skills and strategies learned in the classroom are also introduced, reinforced, and practiced in the LSC. Moreover, the LSC's faculty and staff are actively engaged in the Reading and Writing transformation which, in the fall of 2013, will see more support in the English classroom for developmental students in critical thinking, reading and writing.

<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>Student services: tutoring, workshops, learning groups, computer access</td>
<td>When students improve their critical thinking, reading, and writing skills, they are more likely to successfully complete their classes and transfer to a university.</td>
<td>18830 15249 14455</td>
<td>AUO</td>
</tr>
</tbody>
</table>

Additional information:

**Review Team Response**
The program demonstrates that it is connected to the instruction process of the college and provides needed services to students.

**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:**
To create a physical learning environment that will not only increase learning space but also promote a quieter, more comfortable, positive learning environment.

**To which planning direction does this goal apply?**
1. Student Success through Teaching and Learning
4. Improve the Infrastructure and Physical Learning Environment
The LSC will relocate five (5) nonessential computers to the Multidisciplinary Success Center in order to increase the physical learning space necessary to accommodate the increase in our student population. By the end of spring 2013, five (5) nonessential computers will have been relocated to the Multidisciplinary Success Center.

To decrease overcrowding and increased noise levels, students will no longer be required to physically come into the Success Center to sign up for appointments on paper. Instead, the students will use an online appointment system. All appointments made by students will be on-line appointments.

Year Three Goal:
To advance the Reading and Writing Transformation project by providing tutors with the knowledge, skills, and strategies needed to conduct successful directed learning activities for fall 2013.

To which planning direction does this goal apply?
c. Providing instruction in delivery modalities that foster completion
d. Developing sustained engagement strategies
1. Student Success through Teaching and Learning

Year 1 Steps to Success (activities) and VIP Assessment:
Essential tutor training will be provided prior to fall 2013 for all new directed learning activities (DLAs) created as a result of the Reading and Writing Transformation project.
Self-assessment Surveys/questionnaires Group collaboration in tutoring techniques and problem-solving

Year 2 Steps to Success (activities) and VIP Assessment:
Advanced tutor training will include not only information on conducting successful DLA or learning group strategies but also the skills and strategies for developing "hope" within students.
Self-assessment Surveys/questionnaires Group collaboration in tutoring techniques and problem-solving

Year Three Goal:
To communicate to faculty, tutors, and students, the new processes, procedures, and content.

To which planning direction does this goal apply?
b. Connecting students to necessary resources and pre-enrollment processes
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

Year 1 Steps to Success (activities) and VIP Assessment:
Conduct a 3-hour tutor training workshop and (2) classroom orientations for all classrooms with required success center hours. 
(1) Tutor survey; (2) Student survey

**Year 2 Steps to Success (activities) and VIP Assessment:**
Because new tutors and students arrive each year, tutor training and classroom orientations will continue.
(1) Tutor survey; (2) Student survey

**Review Team Response**
Goals are clear.
The goals are clear and attainable.

**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>Critical Thinking; College Book; Summer Institute; ADHD; Hope/Growth; Mental Illness; Veterans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricunet’s Module; Moodle Training; AMAN/AWOMAN; Adjunct Orientation; Hope &amp; Mindset; BIT/TAG;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?**

With new knowledge, skills, and strategies, I use what I learn to improve all aspects of the Language Success Center. I develop curriculum, train apprentices, inform faculty, and strive to build a safe, comfortable learning environment. As such, professional development not only has helped change my attitudes and behaviors about teaching and learning but also the attitudes and behaviors of our faculty, apprentices, and staff when I use what I learn to improve teaching.

**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>Accreditation Committee (2012); Student Grievance Committee (2012); Reading &amp; English Transformatio</td>
<td></td>
<td>Adjunct Evaluation: Cheryl Neece, Reading (3/11); Paw's Booth: Chino Campus (8/11); Faculty Evaluat</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The Language Success Center benefits from my campus engagement in several ways. One, I gain new knowledge and skills that help me develop as a teacher and as a facilitator of learning. New knowledge and skills, in turn, help me see how things could be, instead of how they are. Similarly, participating in professional development with my colleagues connects me not only to their knowledge and ideas but also helps me by connecting me to the Chaffey community. Connecting with my colleagues helps me develop stronger relationships with classroom faculty, which, in turn, helps me connect to learning in the classroom and student success.

**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?
By attending professional development activities, I learn new theories, information, and strategies. Consequently, I not only become more open to new practices but my faculty and staff, as well as students, benefit through new activities, practices, and policies.

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

**Review Team Response**
The program is to be commended in maintaining a connection with other areas of the college and working at continued development.

**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
FALL 2012: In fall 2012, English students with required class hours were welcomed into the Language Success Center (LSC) as part of the Reading and Writing Transformation. Although the move created more opportunities for learning, efficiency, and growth for the Center, it also created overcrowding, higher noise levels, and anxiety in a Center already at student capacity yet without sufficient in-take staff to process students in a timely manner. By the end of fall 2012, our Positive Attendance Program revealed just how busy we were. English students accumulated 3,927 hours. Reading students accumulated another 8,792 hours. Foreign language and lab resource students attended for an additional 16,751 hours. The total of attendance hours for fall was 29,470.
SPRING 2013: Even though we are early in the spring semester, we know that our attendance this semester will meet or exceed those of fall 2012. At the Rancho Campus alone, the LSC will serve 70 English courses (or 2,082 students); 26 reading courses (or 609 students); and 88 foreign language, ASL, and ESL courses (or 2,294) with required hours. STAFF: At this time, the LSC has one full-time Instructional Assistant II (in-take) and one part-time instructional assistant II. However, at one time, the LSC had two full-time Instructional Assistant IIs. In the evenings, the LSC depends on student assistants. REQUEST: The LSC is requesting the hiring of a full-time Instructional Assistant II in order (1) to help students gain access to the LSC in a timely manner; (2) to provide students with the information they need to access any one of our services; and (3) to manage the noise at the front desk at an appropriate level so that students may learn in a comfortable learning environment.

VIP Goal
To create a physical learning environment that will not only increase learning space but also promote a quieter, more comfortable, positive learning environment.

Cost
Shipping/Installation

Ongoing Costs

Description of Ongoing Costs

Rationale

Review Team Response
Your request is lost in your information and at the bottom. Separate the request and place in the request box only. The other information needs to be moved to the Rationale box. Need CSEA Salary Range information.

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 document provides a good review of its program and is useful for planning purposes.