

# Form: "PSR 2021 STUDENT SUPPORT Comprehensive Cohort B"

Participating Area: Multidisciplinary Success Center: Fontana Cohort-B 49303 SS

Show All Possible Responses

**\* Response is required**

## 1. PROGRAM OVERVIEW

### \* Program Title & Code

#### Program Title

Fontana Success Center  
(Max chars: 100)

#### Program Code

49303  
(Max chars: 100)

### \* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

### \* 1b. Describe how your program aligns with the Chaffey's Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

#### Goal 1: Equity and Success

The Fontana Multidisciplinary Success Center supports students across the disciplines. It is a "one stop" center that provides the services of the Rancho campus Writing Center, Math Center, Language Center, and Multidisciplinary/Reading Center in a single service location. It also serves as the only computer lab available at Fontana on Sundays. The Center supports course requirements (Supplemental Learning) for foundation and transfer courses by providing Directed Learning Activities (DLAs), department-produced activities that support and enhance the course, both in the Center and online. Students complete the DLAs with support from subject tutors if needed, then review the concepts with a tutor to ensure that the concepts are clear. The Center also helps students fulfill their requirement by offering 8-10 workshops and learning groups per day, with topics linked to course subject matter. We support supplemental learning activities for courses in math, English, English as a Second Language, American Sign Language, Spanish, accounting, chemistry, and biology. In addition to activities to fulfill course requirements, we provide support for elective activities, such as individual and group tutoring and workshops on study skills, critical thinking, mindset, test taking, biology, chemistry, and research skills. During 2018, the Fontana Success Center provided 23,183 hours of student support to 5,746 students. In 2019, 17,808 hours of support were provided to 3,176 students. The data available for spring 2020 shows 3,135 hours of service to 861 students. The gradual decline in service hours primarily reflects changing department requirements for DLAs. For example, the Modern Languages department eliminated their lab requirement, making it optional, and the Math Department reduced the number of required DLAs.

The Success Center has a significant impact on student success, with students enrolled in the same courses who get three or more hours of support in the Fontana Success Center achieving a success rate averaging 8.4% higher than those who do not access the Center

Semester	Improvement differential for Success Center Students
Spring 2018	+14
Summer 2018	+8
Fall 2018	+12
Spring 2019	+10
Summer 2019	+2
Fall 2019	+10
Spring 2020	+3

**Goal 2: Learning and Completion**

The Success Center has a positive impact on course completion rates, with students enrolled in the same courses who get three or more hours of support in the Fontana Success Center achieving a retention rate averaging 4.4% higher than those who do not access the Center.

Semester	Improvement differential for Success Center Students
Spring 2018	+6
Summer 2018	+3
Fall 2018	+5
Spring 2019	+5
Summer 2019	+4
Fall 2019	+6
Spring 2020	+2

**Goal 4: Technology**

Until the college went online in spring 2020, many Fontana students did not have computers or Internet access at home, so they came to the Center unprepared to use the technology they required. In some cases,

they had to be taught how to use a mouse and create an email account to communicate with their professors. We provided basic tutoring in Microsoft Word, Power Point, and Excel, to enable students to complete assignments requiring knowledge of those programs. We also provided tutoring in using Social Science Statistics software and helped students use course-required math and accounting software. Working with the ESL Department, the Fontana Success Center created a website to house all of the ESL DLAs so that students can access them online. In fall of 2020, we also made an ESL grammar textbook available on the site.

**Goal 6: Agility**

We continually evaluate our offerings to ensure that they meet student needs. We modify workshop times based on student traffic and work around course schedules whenever possible. For example, three years ago, we began scheduling all ESL workshops immediately before or after the course they support. Attendance increased immediately by about 25%. For English classes, we surveyed Fontana English faculty to see what study skills their students most needed and developed workshops to meet those needs, such as what students are expected to do in college classes, time management, and participation in class discussions. We also surveyed math faculty to find out which topics their students find most challenging so that we could align our math workshop topics with student needs. In fall 2018 we greatly expanded our workshop offerings in the last three weeks of the semester. We offered test-taking strategies, test anxiety, survival skills for finals, and reviews of topics requested by the Fontana language and STEM faculty. The end-of-semester workshops were particularly successful, with 98% of students saying they felt more confident they could succeed in their final exams because of the workshops.

Like everyone else in spring 2020, we also faced the challenge of abruptly shifting to online instruction only. This required a huge effort by all Success Center personnel as we figured out how to provide workshops, DLA review, and tutoring online. Although the number of offerings inevitably dropped, we were still able to provide DLA review for 784 students, tutoring for 712 students, and 274 workshops and study groups via Zoom.

**Goal 7: Professional Learning**

100% of our apprentices received training to meet CRLA (College Reading and Learning Association) requirements, with 90% of them completing the training during their first year of employment. Additionally, math, writing, and ESL tutors attended ongoing training sessions in their subject areas. During this time, we also required equity training of all tutors, whether or not they had completed their formal training requirements.

## PRIOR VIP GOALS STATUS/PROGRESS

### ❖ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

#### 1. Increase assessment of workshops, learning groups, and tutoring through the use of Center iPads and software such as Survey Monkey to facilitate improved student support (ongoing).

Although we increased the number of assessments, particularly in the form of tutor and session evaluations, we did not successfully move to an electronic system in 2018-2019. The primary reason was the loss of the point person on the project. The Success Center relies heavily on the support of our two Instructional Assistant 4's. One of our IA4's, who was spearheading the transition to an electronic system, was on a temporary assignment in another division beginning that academic year. The secondary point person, also an IA4, had to assume the responsibilities of both IA4's for almost two years, which resulted in our having to prioritize her tasks to ensure that the most essential were completed. We continued to catalog our evaluations by hand. Another factor was the remodel of the Success Center. With all of the furniture being replaced or changed, we were unable to set up a viable stand for the iPad evaluation entries. The transition to an online modality in Spring 2020 changed all data collection to an online format.

#### 2. Market our services more effectively to increase student completion and faculty support (ongoing).

We increased our outreach to adjunct faculty, particularly in math and ESL, primarily through email by the Instructional Specialist, contacting them for feedback on their students' needs and offering our services. We also worked to become more visible on campus, attending campus meetings and taking an active part in events. Our "Student of the Month" goal was modified to "Student of the Semester," as a monthly choice proved unrealistic. The Student of the Semester's photo was displayed in the Center (with the student's permission), and the student received a gift card for the bookstore. We also integrated students more closely with training sessions and Center events normally limited to staff. For example, we included students in holiday potlucks and the snacks provided at tutor training sessions. The welcoming atmosphere made student-tutor interactions richer and attracted positive word-of-mouth.

We were unable to follow through on our plan for a newsletter, again because of the loss of one IA4. The remaining IA4, who had planned to spearhead the newsletter, had to redirect her energies to completing essential tasks to keep the Center functioning until the second IA4 returned or was replaced. We will reconsider the newsletter plan when we know when and how we may return to campus. The decision will rest in part on whether our services are online, in-person, or hybrid.

#### 3. Create a more ergonomic and effective learning environment in the Success Center (complete).

With the support of the dean of the Fontana Campus, we were able to refurbish and recarpet the main instructional area of the Fontana Success Center. The difference is striking and was well-received by students. The new chairs were especially welcome, as the old, uncomfortable chairs were stressors in the learning environment. Further, the new work stations allowed staff to function more comfortably and efficiently. We also added decorative touches, such as vases of silk flowers and activity baskets with word puzzles and adult coloring books, to ensure the space was welcoming.

## OTHER RESOURCES REQUESTS

### ❖ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

Yes

No

### 1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

We requested and received funding for additional webcams for the Language Lab. However, the cameras did not arrive before we transitioned to an online format, so the related outcomes will not be clear until we return to campus. There is currently discussion of using the cameras to maintain social distancing during tutoring as we consider health and safety issues on our campus return.

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## 2. EVIDENCE-EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data, and student support outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Equity is a process that contributes to equitable outcomes.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Examples of data include survey results, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

**2a.1 Over the last three years, have the following increased, decreased, or remained the same?**

Examine your program's structure (planning, creating frameworks, process facilitation, policies).

<b>Response Legend:</b> 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)	✓			
Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)	✓			
Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)			✓	
Opportunities to follow-up with students (e.g., outreach efforts, formalized protocols for monitoring progress, benchmark completion)			✓	
Equity practices or protocols; creating a diverse and inclusive workforce	✓			

**2a.2 Elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data/evidence that supports your answer.**

If there is a disparity in equity, you can address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 5a).

**Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)**

The full range of services was made available online in spring 2020 so that students could successfully complete their course work. The difference in Success Rates between students who accessed the Fontana Success Center and those who did not remained consistent from Fall 2018 to Spring 2020, with students who visited the Center showing a 5% higher success rate in their courses than those who did not. Retention rates have also held steady over the last three years, with a 3% advantage for those who used the Success Center.

**Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)**

A conscious effort was made during this time period to directly address equity issues. Training was expanded to include a module on Cognitive Empathy and its role in understanding diverse ethnicities and cultural viewpoints. Tutor feedback on the training was excellent, with the new module becoming a touchstone for overarching themes of interaction and inclusion.

**Equity practices or protocols; creating a diverse and inclusive workforce**

During this same period, we increased outreach in an effort to hire as diverse a workforce as possible. Our group of tutors comprised Caucasians, African-Americans, Asians, LatinX, gay and straight, males and females, hearing and deaf, Middle Easterners and Russians, and Muslim tutors who self-identified through wearing hijabs. We wanted as many students as possible to see someone they could identify with when they came through our doors. We also wanted to expand their horizons by forming working relationships with people different from themselves. It was rewarding to see students go from hesitancy around a woman in a hijab at a first session to a warm and relaxed relationship as the semester progressed.

We also made a conscious effort to address economic equity. The Fontana Campus encouraged making snacks available to students, and we embraced that philosophy at the Success Center. We provided fruit, cookies, small sandwiches, and various snacks to students at least once a week, usually twice or more. We soon discovered that for some of our regulars, this was the only food they had until dinner. We expanded our holiday potlucks to include students and allowed them to take any remaining food home when we closed for the holiday. Several students mentioned this was the only Thanksgiving meal they had. We made room for students to work undisturbed on their homework in the Center, for often they had nowhere else to go. Some were homeless; others had no transportation to return home during the day. Anecdotal evidence, in the form of direct feedback from students, indicated that these measures not only improved their well-being but helped them succeed in their classes.

Demographic results showed that success and retention improvements for students who accessed the Fontana Success Center were consistent by ethnicity, with an average 4-5% improvement in both categories. The anomaly was Hispanic students, who showed a higher average with a 7% improvement in success rates.

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### 3. EVIDENCE-PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please keep evidence related to equity in subpoint 2. Please keep program data in subpoint 3.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value.

Examples of data include survey results, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

**3a. Explicitly identify the areas that your program is doing well to support students. Provide specific data/evidence that supports your answer.**

Refer to data/evidence you have from the last three years.

We have been successful in fulfilling the Success Centers' mandate to be "an extension of the classroom." We are open to new approaches and enjoy working with faculty to improve what we offer to students. One of the best examples is the program we developed with the Fontana ESL faculty. For years, the success rate for Fontana ESL students was significantly lower than that of ESL students on the Rancho campus. We had ongoing discussions with the faculty as they described their goals and revised their curriculum. We worked with them to revise all 96 ESL DLAs and workshop/study group curricula for seven courses to align with classroom learning objectives. Over the last few years, the success and retention rate for Fontana students has climbed over 10 percentage points, and they are now on a par with Rancho ESL students. The Success Center was a part of that process.

Another strength is our ability to respond to challenges. When the math curriculum was changed, eliminating the beginning algebra course, math instructors reported that students did not know what an equation was when they began Intermediate Algebra. Compared to previous students, these students were totally unprepared for the material they were presented with. Some math faculty reported that the success rate on the first test dropped nearly 70 percentage points. We discussed the challenges at length with math faculty and asked them what the most crucial concepts students were missing were. We then doubled the number of our math workshops, focusing them on the concepts students most needed help with. We tripled the number of math handouts we had available for students. We maintained a constant feedback loop with our math tutors as well. It was clear that part of the problem was a crippling math anxiety that the underprepared students were facing. We focused on addressing their anxiety, improving their mindset, and teaching them techniques to cope with it. We also spent time just listening to the students, for the relationships we formed were as important to their success as the academic concepts we taught. In spring 2019, a small group of math students went to the Fontana dean, Dr. Yolanda Friday, specifically to commend our Success Center for the difference we were making in their progress. Our entire group of "math regulars," all of whom were failing their algebra courses in the first few weeks, passed their math courses with B's or higher at the end of the semester. We at the Success Center were as excited about their success as they were.

Our success with the math students illustrates one of our greatest strengths: the quality of the atmosphere we provide. We are home base to many Fontana students who badly need one. They consistently describe our Center as warm, welcoming, supportive, and helpful. One Fontana colleague described the Success Center as the Fontana campus's heart. Tutors and staff are all trained to contribute to an environment where students can thrive. Our philosophy is that feeling seen and valued is as important to students' success as the academic services we provide.

**3b. Explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.**

Refer to data you have from the last three years.

Our reduced workforce for the last two years has affected the level of service we offer. It took over two years to hire a permanent replacement for the IA4 we lost, and that had a ripple effect. The other IA4 had to take on the duties of the one we lost, and doing so created an impossible workload for her. The instructional specialist took on some of the IA4's responsibilities so that, between them, all essential Center functions were covered. Some things, however, like our planned publicity campaign, simply didn't get done because there was no one to do it. The situation was further complicated when the Instructional Specialist went on sabbatical for 2019/2020. There was backfill from adjuncts, but we were unable to secure the faculty we wanted to serve in her absence. One of the results was a reduction in workshop and study group offerings, many of which are usually facilitated by the Instructional Specialist and IA4. In fall 2018, 1,726 workshops and learning groups were offered. A year later, in fall 2019, only 696 workshops and learning groups were offered, a 60% reduction in offerings. This made it more difficult for students to fulfill their requirements in the more limited time slots available to them.

The general reduction in foot traffic also affected the Fontana Success Center. The combined Success Centers had fewer student interactions across the board, in part from changes in course requirements. Fontana's reduction from 10,369 contact hours in fall 2018 to 7,563 contact hours in fall 2019 represents a 28% reduction in service, putting it in the median for reduced hours when compared to the other Success Centers (which saw a loss between 4% and 35%). Some of the loss can also be attributed to a drop in Fontana enrollments, but the number of students who should have been at the Center fulfilling their requirements was unacceptably high. Precise numbers are not available for requirement completion, but rough in-house calculation showed that over 40% of students do not fulfill their Success Center requirement. One of the most common reasons voiced by students was that their instructor told them they didn't have to do it, that the instructor didn't see any value in Center visits. That bespeaks a breakdown in communication with some faculty, and the need for more outreach on our part.

There is also a chronic problem with providing good intake service in the Center. Intake is one of the most important functions in the Success Centers, for the person at the front desk is not only the first person the student sees. They are also the one who logs them in, directs them to resources, and connects them with tutors. Intake is theoretically the function of an Instructional Assistant 2, with hourly workers for back-up. The problem is that the IA2 works forty hours a week, but the Center is open sixty-four hours a week. It is very difficult to find hourly workers who are interested in doing intake, leaving no one assigned to the front desk in the evenings, on weekends. For most of the last three years, we have had no hourly workers to cover the front desk. Everybody in the

Center ends up "covering" the front desk, with faculty and tutors both watching the door so they can rush to the front if a student enters the Center. It creates confusion, pulls people out of their assigned roles, and sometimes results in miscommunications with students. It also affects the quality of service we offer.

Perhaps the weakest link in our services is related to our new MIT assignment, given to us last summer. So far, outreach to MIT coordinators and faculty has borne little fruit. The biggest stumbling block is the mode of delivery. MIT wants in-person instructional support only. Even when that becomes possible again, there will be problems to solve regarding lab safety and supervision. Becoming successful in MIT will also require a culture change, for both us and them. The Success Centers have traditionally focused on serving mainstream academic disciplines like math, English, and modern languages. They are not part of MIT culture. After a semester of searching, we have been unable to find any apprentices to tutor MIT online, and only one adjunct – from IET – has responded to our appeals for faculty to work remotely for our Center. We need to develop new processes and relationships as a foundation for an entirely different kind of instructional support.

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## 4. EVIDENCE--STUDENT SUPPORT OUTCOMES

"Student Support Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

**4a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

If you have any questions about Student Support Outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

- Current Student Support Outcomes have been entered into the "Student Support Outcomes Workspace" in Taskstream.
- Current Student Support Outcomes have been mapped to Institutional Learning Outcomes in the "Student Support Outcomes Workspace" in Taskstream.

**4b. Have you uploaded a current Chronological Assessment Plan (CAP) into your Student Support Outcomes Workspace?**

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

Yes

No

Comment:

**4c. Do you evaluate all Student Support Outcomes within the three-year period?**

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## STUDENT SUPPORT ASSESSMENT REFLECTION

Look over your Student Support Outcomes assessment results for your program before answering the questions.

**4d. Based on Student Support Outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.**

Pay special attention to Student Support Outcomes that HAVE been met.

Two of our outcome statements relate directly to student success in their courses: 1) *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;* and 2) *As a result of Directed Learning Activities, learning groups, tutoring, and workshops, students will apply and demonstrate the skills learned in each activity to their course assignments.* The Success Centers have always demonstrated a strong correlation between Success Center attendance and their success in courses. This remained true during the 2018-2020 academic years.

Semester	Success Rate for All	Success Rate for Students with 3+ Fontana
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	<b>Chaffey Students</b>	<b>Success Center Hours</b>
Spring 2018	71	85
Summer 2018	83	91
Fall 2018	69	81
Spring 2019	71	81
Summer 2019	84	86
Fall 2019	70	80
Spring 2020	76	79

Semester	Retention Rate for All Chaffey Students	Retention Rate for Students with 3+ Fontana Success Center Hours
Spring 2018	91	97
Summer 2018	95	98
Fall 2018	91	96
Spring 2019	90	95
Summer 2019	95	99
Fall 2019	91	97
Spring 2020	92	94

Another outcome statement addresses the importance of a variety of services at the Success Center: *Students with diverse needs will be able to access services at the Success Center.* The Fontana Success Center provided numerous and varied activities for students to participate in:

- In spring 2018, the Success Center provided 10,110 activities: 3,847 DLA reviews; 743 Study Groups; 711 Workshops; 2,137 Tutoring Sessions; and 2,426 Lab Resource Sessions (typically use of computers).
- In summer 2018, the Success Center provided 1,798 activities: 626 DLA reviews; 43 Study Groups; 121 Workshops; 482 Tutoring Sessions; and 512 Lab Resource Sessions.
- In fall 2018, the Success Center provided 9,434 activities: 2,969 DLA reviews; 765 Study Groups; 961 Workshops; 2,128 Tutoring Sessions; and 2,526 Lab Resource Sessions.
- In spring 2019, the Success Center provided 7,909 activities: 2,244 DLA reviews; 435 Study Groups; 1,282 Workshops; 1,595 Tutoring Sessions; and 2,230 Lab Resource Sessions.
- In summer 2019, the Success Center provided 1,303 activities: 361 DLA reviews; 46 Study Groups; 42 Workshops; 460 Tutoring Sessions; and 379 Lab Resource Sessions.
- In fall 2019, the Success Center provided 6,547 activities: 2,162 DLA reviews; 188 Study Groups; 508 Workshops; 1,684 Tutoring Sessions; and 2,001 Lab Resource Sessions.
- In spring 2020, the Success Center provided 2,631 activities: 784 DLA reviews; 96 Study Groups; 178 Workshops; 712 Tutoring Sessions; and 742 Lab Resource Sessions.

We also significantly expanded our offerings in the sciences, adding workshops for multiple levels of chemistry and biology courses. We also created a "How to Succeed in College" workshop series to address needs identified by Fontana faculty and offered them as a "Student Success Series."

One outcome statement focused on student satisfaction: *Students who access the Success Center will be satisfied with the facilities, services, and resources.* Up until this PSR cycle, Institutional Research did an annual spring survey of student satisfaction with the Success Centers. Unfortunately, these surveys were not conducted during 2018-2020, so the evidence is primarily anecdotal. The refurbishing and partial refurbishing of the Center was greeted with great enthusiasm by the students, who appreciated the more comfortable, professional-looking atmosphere. Workshop and tutoring surveys also showed a high level of satisfaction with our services, with 97% of students reporting Success Center services were "helpful" or "very helpful."

The Success Center is also committed to tutor training, as another outcome demonstrates: *Students will receive quality tutoring services from CRLA certified tutors.* Tutors are required to attend CRLA (College Reading and Learning Association, which provides international tutor certification) training sessions during their first semester of employment at the Fontana Success Center. We coordinate tutor schedules to find common availability and schedule one or two training sessions a week so that everyone can attend. CRLA requires a minimum of ten hours of training on at least eight tutoring topics for tutors to be certified. 90% of our tutors completed their training during their first semester.

#### 4e. Based on Student Support Outcomes assessment results, explicitly identify areas in which your program can improve. Provide specific data that supports your answer.

Pay special attention to Student Support Outcomes that HAVE NOT been met.

We were unable to completely meet the goal of one of our outcomes: *Students will be provided with services promptly and professionally.* Our staff is held to a high level of professionalism. They receive customer service training as well as training in professional and ethical behavior. However, the first part of the outcome, providing services promptly, was not as successful, primarily because of issues related to the intake process.

We partially achieved the outcome of expanding our services "to academic and professional disciplines not traditionally served by learning centers" by significantly increasing our support for biology courses. Most learning centers are unable to support the more advanced courses, such as anatomy and microbiology. However, we did not expand our services to include additional professional disciplines. This was partly the result of limits to our resources, partly reflective of the course offerings at Fontana. However, we will need to address this in the coming years if we are to support the MIT courses.

We partially fulfilled the outcome *Students will receive support to develop skills essential to a professionalized workforce.* We developed and offered a series of workshops on topics such as interview skills and interoffice communication. It quickly became apparent, however, that the Career Center was already offering many of the same workshops. We do contribute to professional skills, though no longer in a workshop format. We show students how to use Microsoft Office programs and support them in using software for their coursework. Our writing tutors also assist students who are writing resumes and business letters, in addition to teaching them to improve their writing in general. We've also incorporated more "real world" applications of course material to employment skills. For example, when teaching a workshop on tone in writing, we talk about the importance of tone in business communications. In MLA documentation workshops, we mention the importance of being able to follow detailed directions in professional assignments. The plagiarism workshop touches on ownership of ideas and the importance of proper attribution in the workplace. Perhaps most importantly, we try to model professional behavior in our interactions with students.

## 5. STRATEGIC PLANNING

To help answer 5a, review the following subsections:

Subsection 2: EVIDENCE--Equity



Subsection 3: EVIDENCE--Program Data

Subsection 4: EVIDENCE--Student Support Outcomes

✳ **5a. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps.**

If there is a disparity in equity (item 2a.2), the strategies for implementation should be included in the plan.

Items 3b and 4e asked you to identify what are the areas of improvement. Item 5a is asking you to put a plan together for the intended actions the department or program should take to achieve objectives for the process of improvement.

Because of the uncertainties attending the return to in-person instruction, carrying out a strategic plan is imbued with uncertainty. A further complication is the realignment of the Success Centers to serve Academic Career Communities rather than specific disciplines. Another complicating factor for the Fontana Success Center is the building of the new Fontana campus, which will have a significant impact on Success Center services. The future shape of the Fontana Success Center has not yet been decided. However, there is preliminary agreement that in addition to serving the MIT ACC, the Center will need to continue providing multidisciplinary support. It is neither realistic nor equitable to expect Fontana students to travel to Rancho to fulfill their requirements for Fontana classes. The following plans are predicated on the assumption that the future Fontana Success Center will provide both multidisciplinary and MIT support.

**1. Supplementing the Workforce**

The challenges presented by our reduced workforce have been addressed with the hiring of a second permanent IA4 and the return of the instructional specialist from sabbatical. However, we still need a second IA2 to ensure that the intake desk is covered and that students are served promptly and efficiently once we return to campus. The first step will be to request a .475 Instructional Assistant 2 in this program review. Lab Usage reports from Positive Attendance can verify the number of students being served in the evenings and on the weekends, to support the request. Through the advocacy of our dean, we hope this request can be accommodated.

**2. Increasing Contact Hours**

An active outreach effort to Fontana faculty, most of whom are adjuncts, is needed to create stronger relationships with these colleagues. The instructional specialist and both IA4s will make a concerted effort to connect with Fontana faculty personally. These outreach efforts will begin with the following when we return to campus:

- Personalized emails at the beginning of the semester, welcoming faculty and offering our help
- Resumption of in-person orientations with an emphasis on Success Center benefits to students
- Monthly receptions for Fontana faculty, something we started before the instructional specialist's sabbatical, with snacks and unstructured time for conversation
- Handouts targeted at faculty that show the benefits to their students of Success Center attendance

**3. Adding to the English Workshop Curriculum**

Additional workshop options that connect writing skills to business practice may motivate students to engage beyond the level of meeting a class requirement. "Business English" topics would help students prepare for the workforce; for example, "Audience, Tone, and Purpose in Business Emails," "Proofreading Tools to Impress Your Clients," or "Using Support to Get What You Need on the Job." All of these topics are already embedded in the current workshop curriculum but are discussed almost entirely in an academic context. Applying the same concepts to a business context would help students understand that these topics are important to career success. The first step will be to get the English Department's agreement to these curricular additions. Curriculum will then be developed by the instructional specialist and English adjuncts who work for the Success Center, with input from the IA4. Handouts can be prepared in the first semester of the return to campus; the new workshops can then be launched the following semester.

**4. Developing an effective tutoring program for MIT courses.**

**Aviation:** Aviation will have a hybrid format this fall. Our first step will be to reach out to the lab coordinator to find out what safety protocols are in place for COVID. We will also need to include Maintenance and the dean in the conversation. If placing a tutor in the lab seems feasible, we will need to ensure that a faculty member is on the premises while the tutor is there. We will also need permission from Dean Rundquist and Dean Friday to have tutors in the lab. If all of those challenges can be successfully addressed, we will begin advertising for tutors and adjunct faculty.

**Automotive Technology:** Auto Tech courses will be online this fall. Auto Tech itself is in transition because of the loss of their coordinator. This fall, we will reach out to the new coordinator and advocate for online tutoring for Auto Tech students. If we can get coordinator support, we will move ahead with advertising for tutors and adjunct faculty. Once Auto Tech is taught in person again, we will follow the same process we are planning for Aviation, verifying lab protocols and safety.

**IET:** IET courses will be taught online this fall. Right now we have one IET adjunct faculty member. We hope to continue with at least one IET adjunct while reaching out to the coordinator for tutor recommendations.

Inter-Program Collaboration

**\* 5b. Identify specific inter-program collaboration that would improve student services.**

Library Services  
Counseling  
Success Coaches  
DPS (Disability Programs and Services)  
Special Populations and Services  
EOPS (Extended Opportunity and Program Services)

**\* 5c. How has your program specifically benefited from inter-program collaboration?**

Our of our two primary collaborations was with the Success Guides and GPS Program, which was housed adjacent to the Success Center. Success Guides regularly collaborated with us in leading Mindset and Hope learning groups. GPS staff would literally walk students down the hall to the Success Center, and vice-versa. When students had questions about their academic direction, the GPS Center was always there to help. Our second primary collaboration was with Library Services. Research librarians presented workshops for us, and we regularly referred students to library colleagues for help with their research projects. We also collaborated with the SI program on occasion, an example being the Outstanding Student awards held at the end of the semester. We also worked with Upward Bound to provide workshops for their students. We worked with the STEM programs at Fontana to develop End-of-Semester and Final Exam Prep workshops, coordinating closely with their faculty. We also worked with DPS to coordinate services for their students, including developing a room schedule that would allow us to share a small workshop room with them for use as a quiet testing space.

**\* 5d. What types of professional development workshops or training could assist as you implement future plans?**

Type N/A in the response field if you are not making any recommendations for professional development. Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

Equity and Inclusion  
Improving Student Contact for Online Student Services

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## 6. VIP GOALS

**\* 6a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

1. Create a tutoring program for students in the MIT ACC.
2. Re-establish a visible presence on the Fontana Campus upon return to in-person instruction.
3. Work with other Success Centers to provide hybrid learning support.

**\* 6b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

**6c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal 2--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal 3--Rationale and how it aligns with Chaffey Goal(s)

**VIP Goal 1: Create a tutoring program for students in the MIT Academic Career Community.**

As the college has shifted its focus from departments to Academic Career Communities, the Success Centers have faced new challenges in learning support. The Fontana Success Center has been assigned to provide support for the Manufacturing, Industrial, and Transportation learning community. The three primary programs within that community are Automotive Technology, Aviation, and IET. Of those three, Aviation is the only area previously supported by a Success Center, during the period from 2000 to 2006. The coordinators for these programs believe that in-person tutoring, specifically in the lab, is the only effective approach to supporting their students. Providing such tutoring will mean addressing COVID-related safety concerns in the near future, general safety concerns for the longer picture, and faculty supervision in the labs. The previous success of the Aviation tutoring program is an indicator that these challenges can be overcome and a viable tutoring program established. This VIP aligns with Chaffey Goal 1 (Equity and Success) by providing support to all students (not just those in traditional academic disciplines) and Chaffey Goal 2 (Learning and Completion), helping students complete their degrees and certificates in the MIT ACC. It also maximizes student opportunities (Chaffey Goal 3, Community Opportunities and Needs) and meets student career needs (Chaffey Goal 6, Agility). Students in CTE programs need the same level of support as those in academic degree programs, and establishing instructional support for MIT courses advances that goal.

**VIP Goal 2: Re-establish a visible presence on the Fontana Campus upon return to in-person instruction.**

At least eighteen months will have passed before the Fontana Success Center returns to campus. During that time, there has already been a change in the campus dean, some changes in faculty, and significant changes in the student population. Memories are short, and the core support we had built for our Success Center on campus will have diminished. We will need to rebuild relationships with faculty, aggressively advertise our services, and reach out to students whose focus will have shifted to an online modality. Although we will continue to offer online support, some students benefit more from in-person contact. For example, ESL students in need of learning groups, and students with high academic anxiety, especially math anxiety, benefit from working with tutors in person. As we work toward a balance of online and in-person support, we will need to educate both faculty and students on what our transformed support services look like and how they work. This aligns with Chaffey Goal 1 (Equity and Success) by supporting success for all students (both those who prefer online support and those who need in-person support) and helping them reach their educational goals (Chaffey Goal 2, Learning and Completion). It will involve using technology effectively, both in the physical center and online (Chaffey Goal 4, Technology). Finally, it will align with Chaffey Goal 6 (Agility) by adapting to students' changing needs for instructional support.

**VIP Goal 3: Work with other Success Centers to provide hybrid learning support.**

Because many Fontana students need to fulfill their requirements on campus, the Fontana Success Center will have to provide multidisciplinary support as well as support within its ACC. Some of that support will necessarily be in person (e.g., Auto Tech), some will be more effective in person, and some can be offered online. Given space and budget constraints, the Fontana Success Center cannot effectively support all disciplines without cooperation and coordination with other Success Centers. We will have to re-establish major services (such as math tutoring, ESL groups, and essay review for English classes), but other services may be facilitated through other Success Centers. This will entail determining what services are effective online and also what discipline support can be effectively "shared." Successfully facilitating this transition will require both data collection and technological problem-solving, but it can be done. It must be done to support instruction effectively. Offering hybrid support aligns with Chaffey Goal 1 (Equity and Success), fostering success for all students, and Goal 2 (Learning and Completion), ensuring learning and timely completion of students' educational goals. It will optimize the use of technological tools to advance student learning (Goal 4, Technology), maximize resources (Goal 5, Efficiency), and be responsive to changes in student needs (Goal 6, Agility).