

Show All Possible Responses*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code****Program Title**

Language Success Center (Reading-Writing), recently reassigned to the ACD Success Center

(Max chars: 100)

Program Code

4939

(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: The Language Success Center-Reading/Writing (LSC-R/W), now residing under the new Academic Career Community Success Center, ACD (Art, Communication, and Design) Success Center, supports the goal of equity and success by providing workshops and Directed Learning Activities about Mindset, Time Management, the Writing Process, Active Reading, and other topics to all students who can now directly enroll in Engl-1A, per the passing of AB705. Built-in Success Center requirements in Engl-1A mean that all students with a wide range of abilities and knowledge of reading and writing are exposed to support vital to success and retention. In addition, the LSC-R/W ACD Success Center now oversees the PAL (Personal Assistant for Learning) program, which was developed by the English department and provides students with tutors directly embedded into Engl-1A classes, making it easier for students to access support. All of the Success Centers also coordinate with Disability Programs and Services (DPS) to provide equity and accessibility to our students. For example, in Spring 2020, we created a digital form to allow DPS Counselors to send accommodations to the Success Centers, which has made it easier for students to schedule appoints that provide appropriate accomodations.

Goal 2: [IR data](#) since Fall 2018 consistently shows that students who access the LSC-R/W ACD Success Center at least 3 or more hours have higher success and retention rates compared to students who do not access the Success Center. The impact is even more positive for African American, Hispanic, Pacific Islander, and male students.

Goal 6: The LSC-R/W ACD Success Center supports the goal of agility by adapting our offerings based on student needs and working to incorporate the Academic and Career Communities into the Success Center activities. AB 705 has changed the enrollment patterns for Chaffey College students, and the LSC-R/W ACD Success Center has coordinated with the English department to incorporate the PAL program into the Success Center and adapt other student support activities to this new approach. In support for the Academic and Career Communities, the LSC-RW Success Center is now home to the ACD Success Center and is working to incorporate the student's future academic and professional goals into Supplemental Learning Activities.

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.).**

Status of VIP Goal #1: Ongoing. The LSC-R/W ACD Success Center has created over 30 new DLAs that connect the academic support content to ACES. This work will continue until all new DLAs are completed. The next phase will be to formerly incorporate ACES into workshop outcomes.

Status of VIP Goal #2: Ongoing. The network of Success Centers continues to offer equity-focused training to all tutors and student assistants. Since the last Annual Update, training included the new series of BLOOM training on multiculturalism and identity, mental health, deaf culture, and student support resources. These training topics are meant to help tutors and student assistants be aware of the unique needs of Chaffey's diverse student body as well as create a sense of community for students and Success Center staff. The PALs, who are directly embedded in Engl-1A classes, are also trained in creating a sense of community with their students in their assigned sections. In addition, efforts to create student panels to provide feedback on Success Center activities and services still needs to be developed as well as a student satisfaction survey for Spring 2022. As of February 28, the Success Centers opened up a physical location on the Rancho Campus to provide students who are taking classes on campus to access support in-person.

Status of VIP Goal #3: Ongoing. The recently created DLAs include metacognitive questions, which fulfills one aspect of this goal's objective. Efforts to create asynchronous Reading Apprenticeship training still needs to be visited in an effort to train tutors and student assistants with limited trainers.

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.

The purchase of the Nearpod Gold subscription has allowed the Success Center to implement responsive, emerging technology that transforms student learning in both the in-person and online environment. Part-time instructors teaching workshops in the Success Center have been trained on how to utilize Nearpod to create an interactive learning experience for students, especially those participating in Success Center workshops virtually. The Nearpod lessons have also allowed the Success Center to begin assessing SSOs with student artifacts (rather than just surveys) and provide a feedback loop to instructors on their instructional support activities.

The purchase of the 40 new iPads and Apple pencils will be utilized when the Success Centers return 100% to work on campus. This equipment will make interacting with digitized coursework easier for students and tutors during tutoring sessions in-person. Unexpectedly, it has provided an opportunity for the Success Centers to explore how tutors' work can be more agile between in-person and online sessions, giving them the freedom to rove around a physical room with students while accessing important Center documents and pivot to tutor a student remotely.

The purchase of digitized copies of Terrell Strayhorn's *College Students' Sense of Belonging: A Key to Educational Success of All Students* occurred in the last year and will be utilized in upcoming training on equitable learning environments for diverse student populations at Chaffey.

2. EVIDENCE

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

EQUITY

"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).

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
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 IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data that describes your program strengths.
- Considering the evidence, explicitly identify specific "equity" strengths.

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

Strengths: Prior to March 13, 2020, the majority of LSC-R/W Success Center support was provided face-to-face, with the exception of the COW (Chaffey Online Writing Lab), which served approximately 5 or so online sections of Engl-1A. After the pandemic closed the physical campuses, all Success Centers transitioned to 100% online student support. Because physical locations were no longer relevant, the LSC-R/W Success Center became the the ACD Success Center in Fall 2020, and we have utilized Zoom, Canvas, LibChat, LibWizard, PlayPosit, and Cranium Cafe to create a virtual presence to continue to support our students. When the Success Centers are offline for the day, students continue to have access to online support services via partnerships with Pearson's Smarthinking and the California Community College's tutor consortium, STAR-CA.

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

Strengths: Equity-focused training for entire Success Center network of tutors and student assistants began in 2019 and has continued up to the present semester. Semesterly training since 2019 has been provided by experts on mental health and student resources as well as representatives advocating on behalf of different student populations.

Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)

Strengths: As of Summer 2021, the LSC-RW and ACD Success Center partnered with the English dept to integrate the PAL program into the LSC-RW and ACD Success Center, which provides the PAL program with dedicated funding and staffing. The unique embedded tutor structure of the PAL program has provided more opportunities for students to engage in support services in the online ACD Success Center. In addition, the LSC-RW and ACD Success Center developed Nearpod lessons for workshops which makes learning online interactive for students. The ongoing development of new DLAs using PlayPosit will also increase student engagement in an online and in-person setting. Finally, [IR data](#) shows positive gains in success and retention for students in disproportionately impacted populations who utilize the LSC-RW ACD Success Center at least 3 hours or more in a semester. This is especially significant for African-American, Hispanic, Pacific Islander, and male students.

Opportunities to follow-up with students

Strengths: The transition to a virtual Success Center has created a multitude of new opportunities for us to follow-up with students. We have created many new forms of communication, and students are now able to communicate with the Success Centers via a live chat, email, Zoom, or by completing a Contact Us form. These new communication pathways have increased our ability to follow-up with students who indicate they need additional support from our student support staff. One example is the creation of the Success Center Accommodation form that DPS Counselors complete for student accommodations in the Success Centers. This has made it easier for students to make appointments that include their accommodations.

Equity practices or protocols; creating a diverse and inclusive workforce

Strengths: The sign-in survey that students submit includes the option to indicate pronouns and preferred names. In response to hate crimes experienced at the 2021 Hip Hop Summit, the Success Center responded by creating the following inclusivity

statement on its Canvas shell "Chaffey College is committed to fostering a diverse and supportive community free from hate and intimidation. The Chaffey College Success Centers condemn hate crimes and believe that all racism, in word and action, violates the intrinsic dignity of human life. We support a campus where people of every race, gender, and ability can not only survive, but thrive, and where no one will have to feel ashamed or afraid. Chaffey College has a [webpage](#) with resources and tools for individuals who may have experienced, observed, would like to report, or have questions about hate crimes and hate incidents." In addition, the Success Center Accommodation form has shortened time for Success Center staff and faculty to receive information regarding students' accommodations.

*** 2a.3 IDENTIFY DISPARITIES IN EQUITY**

- a. First, summarize "equity" data that describes areas of improvement.
- b. Second, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for equity, answer the following question instead: How will the program/department maintain excellence in equity?

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

Disparities: The Success Centers do not currently offer completely asynchronous supplemental learning activities. Although activities like DLAs are mostly asynchronous, because students complete the independent portion offline, students must still review the completed DLA with a tutor during a 15-min live session in the Success Center's Zoom room during the Centers' business hours. In addition, Positive Attendance reports show a significant reduction in the numbers of students visiting the Success Centers. We believe the reduction is related to changes in English and math courses offered due to AB 705, lower enrollment rates, removal of supplemental learning requirements in language classes, a loss of accurate data reporting in the online environment, and the Success Centers' lack of presence in the virtual setting. The Success Centers are evaluating their online presence and processes for tracking student logins in the virtual Success Centers. Student access to the technology and internet connection necessary to participate in the virtual Success Center activities, including limitations of Chromebooks and students experiencing connection issues during their tutoring session or workshop. The last disparity that the Success Centers are starting to face as they transition back to on-campus support is how to continue supporting students online and in-person at the same time. Data from our student sign-in survey indicates that roughly 70% of students want online support, solely, while about 28% want the option to have it in-person and online. How to design and staff support in both modalities, including hybrid and hyflex, is currently a challenge for the department.

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

Disparities: We do not have data prior to Fall 2019 to indicate the change in equity-minded training opportunities for student support professionals.

Equity practices or protocols; creating a diverse and inclusive workforce

Disparities: There are no formal Success Center hiring protocols yet for creating a diverse, inclusive workforce, except for each individual Instructional Specialist's best efforts.

STUDENT SUPPORT PROGRAM DATA

"Student Support Program" data represents the second element of the EVIDENCE component of the PSR evaluation. "Student Support Program" data represents all other types of evidence unrelated to equity. Examples of data may relate to resource tracking, student records or achievement, counseling, enrichment events, college readiness, academic mentoring and tutoring, student workshops, or program orientations.

Please keep evidence related to "equity" in 2a.2 and 2a.3. Please keep "Student Support 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. Data may be collected through surveys and questionnaires, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

*** 2b.1 IDENTIFY STUDENT SUPPORT STRENGTHS--ASSESSMENT OF PROGRAM HEALTH**

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

- a. First, summarize "Student Support Program" data.
- b. Second, considering the evidence, explicitly identify specific areas that your program is doing well to support students.

Student Success and Retention

[IR data](#) from Fall 2018 to Spring 2021 shows about a 30% difference in higher success and retention rates for students who access the LSC-R/W and ACD Success Center at least 3 or more hours compared to those students who do not access the Success Center at all. For English-1A students, whom the LSC-R/W and ACD Success Center primarily serves, this difference is even higher, 34%. This data is consistent with historical data on the impact that Success Centers have on student success and retention.

Student Support LibChat

As soon as the college shut down in response to the pandemic, the Success Centers, Library, and Success Coaches were directed to create a communication tool to keep students connected to the college and informed of next steps during that unprecedented time. Working together, these three programs developed a chat utilizing the Library's existing LibChat platform and trained almost 200 Apprentices, student assistants, and part-time and full-time faculty on how to respond to student questions. The LibChat system exploded with student questions the first three months after the pandemic hit, and in total, Success Center Apprentices, student assistants, and faculty responded to over [12,000 student requests for assistance from March to May 2020](#). This monumental lift would not have been possible without the collaboration between these programs and the hours of work from Apprentices, student assistants, and part-time and full-time faculty.

SSOs

All Student Support Outcome assessment data results have exceeded their criteria for success (see SSO data), continuing to demonstrate the LSC-R/W and ACD Success Center's strengths in reading and writing support.

Guided Pathways Reform

The Success Centers was the first instructional support program to begin re-framing their identities around the college's six Academic and Career Communities. Instructional Specialists and Assistants have been appointed as liaisons for the different ACCs while maintaining a connection to their previous physical locations, in anticipation of returning to campus. The Success Centers will continue to work with ACC-specific student and instructional support programs to create success teams who can support students in their chosen academic and career communities.

*** 2b.2 IDENTIFY STUDENT SUPPORT AREAS OF IMPROVEMENT**

Refer to data you have from the last three years.

- a. First, summarize "Student Support" data that describes areas of improvement.
- b. Second, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for student support, answer the following question instead: How will the program maintain excellence in student support services?

Resource Tracking

Over the last three years, the Success Center network, including the LSC-R/W and ACD Success Center, has seen a decline in student contact hours, over 30% as a whole. This decline may be due to several factors including general decline in enrollment at the college as a result of the pandemic, inaccurate data collection and reporting of remote services and activities, and difficulty finding and connecting with the online Success Center's support. In IR's Fall 2020 and Spring 2021 student surveys, over 35% of students indicated challenges with connecting with the online instructional support, including the Success Centers, although over 50% of students wanted to access this support online. To address this decline in student contact hours, the LSC-R/W and ACD Success Center plans to find and utilize new instructional software that will collect student contact hours in a more accurately, which can then be reported in Positive Attendance. It will also develop a more comprehensive marketing strategy and create more support videos for students individualized to their course needs. (Currently, there are general videos on how to access the online Success Centers.) The program also needs to create a new IA4 position to support the integrated PAL program which has almost tripled the number of Apprentices working in the LSC-R/W and ACD Success Center. This will help with creating more accurate resource tracking and analysis as well as support marketing efforts. The program will also need to hire an additional IA2 to support online in-take, which will likely continue to be the dominant platform for support even after the physical campuses reopen.

3. EVIDENCE--STUDENT SUPPORT OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation.

If you have questions about the learning outcomes requirements in section 4, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu

*** 3a. 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.

- PROGRAM LOs/Student Support LOs have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace in Taskstream.
- Current PROGRAM LOs/Student Support LOs have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Chronological Assessment Plan (CAP): A CAP has been uploaded into your Student Support Outcomes Workspace and covers 2018-2024

*** 3b.1 Did you evaluate all Student Support Learning Outcomes within the three-year period?**

- Yes
 No

*** 3b.2 If you marked no above, please explain. If you marked yes, please enter n/a.**

No answer specified

STUDENT SUPPORT ASSESSMENT RESULTS AND REFLECTION

3c.1 Is there ACES-ILOs (formerly known as NWOW employability skills) assessment data for your Student Support area?

There is NO SCORING for element 3c.1

- Yes
 No

*** 3c.2 Are all PLO/Student Support LO assessment results from fall 2018 through fall 2021 entered into Taskstream?**

- Yes
 No

*** 3c.3 Mark all applicable approaches used to illustrate how your student support area currently uses learning outcome (LO) results to inform improvements to student services. Mark all that apply.**

- Review & share results among stakeholders in your area
- Change support strategies
- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success
- Other; please describe:

*** 3c.4 Program Strengths**

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from learning outcomes assessments to support your answer.

Based on the metrics for success, the [SSO assessment results](#) infer that the LSC-R/W and ACD Success Center's support activities are helping students develop their cognitive, social, personal, and knowledge-building domains of learning. These domains each play a role in the holistic development of a student and contribute to students' [increased success and retention rates](#). The outcomes and assessments as well as the instructional support training for the LSC-R/W and ACD Success Center's tutors and faculty are based on the Reading Apprenticeship framework, which is contributing to the success of the program.

3c.5 Program Areas for Improvement

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from learning outcomes assessments to support your answer.

SSO #1, "Students will understand the facets of learning and will activate this understanding to evaluate and create their own learning process," had the least number of students scoring in the highest criteria for success. This could be due to the fact that the topic, Bloom's Taxonomy, used to help students understand their thinking and learning processes, is a challenging topic to address in a one-hour workshop due to its theoretical nature. It is also only addressed in one particular workshop topic, Learning Strategies. In the Fall of 2019, the full-time Instructional Specialist created a Nearpod lesson on Learning Strategies that focused on Bloom's Taxonomy, and based on student responses, improved it by scaffolding the discussion and taking out extra activities so that students had more time to apply their knowledge. At the same time, part-time instructors were attempting to teach the same concept without having the revised version of the Nearpod lesson. In Spring 2020, the full-time Instructional Specialist of the LSC-R/W and ACD Success Center provided more training to Success Center faculty who teach this workshop on how to facilitate the revised Nearpod lesson. The Instructional Specialist recommended that Success Center faculty use the Nearpod lesson she created on Learning Strategies as a base for the workshop instruction upon which they could add on and improve. This seemed to help with the second assessment of this SSO.

3c.6 Next Steps

Describe next steps that your area will take to help address gaps in achievement and/or assessment of Program/Student Support LOs in your student support area in the next three years.

There are a few next steps that the LSC-R/W and ACD Success Center can do to address achievement and assessment of SSOs during the course of the next three years. First, the Success Center, in conjunction with the other ACC Success Centers in the network, will begin to assess ACES-ILOs in addition to existing SSOs. This will shape the continued development of DLAs, workshop curriculum, and tutor session discussion. It will also shape the development of Success Center tutor and faculty training. It will be interesting to see how the Reading Apprenticeship framework, which informed the development of the LSC-R/W and ACD Success Center's current SSOs, can be used to frame the assessment of ACES-ILOs SSOs. Second, the current data collected from student surveys and artifacts is not disaggregated; if the data was, it could inform the Success Center of equity-related gaps in specific SSOs. The Success Center will explore the possibility of getting this student information by looking at new learning assistance center tracking systems that can connect with Datatel and deliver student SSO surveys. Third, with the PAL program integrated into the LSC-R/W and ACD Success Center, an assessment of SSOs through the lens of PAL activities (i.e., tutoring and group sessions) would help to provide targeted feedback, which would inform future PAL training and instructional support curriculum development.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all student support members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

DEVELOP ACTION PLAN

4a. What is your program's action plan to make improvements? An effective plan is descriptive and has well-defined steps.

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

If there is a disparity in equity (item 2a.3), the strategies for implementation should be included in the plan. Elements 2b.2 and 3c.5 asked you to identify what are the areas of improvement. Item 4a 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.

The Success Centers have discussed aligning their PSRs so that the department as a whole has some continuity with its VIP goals and strategic action plans. This work began in 2018 when the Math Success Center and Multidisciplinary Success Center began aligning their SLOs; the Chino Success Center and LSC-R/W Success Center followed suit. Although each Success Center has its unique needs, there is overlap between subjects supported, supplemental instruction design and implementation, staffing structure, and data collection and reporting. With this in mind, the LSC-R/W and ACD Success Center and the Language Success Center (LSC) will model its strategic action plan from the STEM Success Center.

Year 1 (Fall 2022 - Spring 2023)

Based on over 7000 student responses from the Success Center's sign-in survey, 69% of student responses indicated a preference for accessing the Success Center solely online. They cited that it is easier than in-person support, fits their schedule better, and does not require child care or driving. 28% of the responses indicated a preference for the option to access the Success Center both online and in-person, citing that their schedule and plus the location of their class (online v in-person) meant they could access the Success Center from any modality when needed. Only 3% of student responses indicated a preference for in-person support only, citing that they liked in-person, lived close to campus, were taking in-person classes, and that it fit their learning preferences better. With this in mind, the LSC-R/W and ACD Success Center plans to continue to provide the majority our support in an online environment for Fall 2022 and reinvision the space in the BEB-101 to create hubs for students to connect to the online Success Center activities while providing limited in-person support. We will also spend the summer of 2022 planning out training for faculty and tutors to implement ICON (i.e., Hyflex) Supplemental Learning activities and tutoring in Fall 2022 so that our support can be agile, based on students' needs. In addition, the LSC-R/W and ACD Success Center will develop asynchronous Supplemental Learning activities during the Summer of 2022, so that training for tutors and faculty to review these activities can be implemented by Fall 2022. Creating support in multiple modalities will require more full-time classified staff to run the online Success Center and support hourly and part-time staffing needs. It will also require the acquisition of a more powerful tool that can record and track both online and in-person support activities and make appointments for both.

In Spring 2023, we will assess how the ratio and structure of online support compared to in-person support effectively served students and plan to make adjustments for Summer 2023 or Fall 2023. We will also assess the effectiveness of supplemental learning activities that are completely asynchronous in comparison to those that have a synchronous component and utilize the feedback to revise the activities.

Year 2 (Fall 2023 - Spring 2024)

The LSC-R/W and ACD Success Center will enlist the help of the Office of Diversity, Equity, and Inclusion to create training assessments that inform the Instructional Specialist of the impact that equity training has on tutors and student assistants. It will also work with the Office of Diversity, Equity, and Inclusion to develop hiring protocols that will create a more diverse, inclusive Success Center workforce. The goal would be to implement the assessments and protocols during the Spring 2024 semester. In Fall 2023, the Success Center network will also evaluate how its new ACC-affiliated structure will change the current structure of each Success Center, budget, and official nomenclature and consider implementing changes for Spring 2024.

Year 3 (Fall 2024 - Spring 2025)

In the Fall of 2024, the LSC-R/W and ACD Success Center will look back at the last three years of ACES-ILO assessment to understand how it has been shaping Success Center curriculum and training with a focus on employability skills. The Success Center will also look at its involvement (or lack thereof) in developing support for students who are part of the ACD ACC. This report will be used to plan the Success Center's Spring 2025 PSR.

INTER-PROGRAM COLLABORATION

*** 4b.1 Identify specific inter-program collaboration that would improve student services.**

Inter-program collaborations that would improve student services in the LSC-R/W and ACD Success Center are collaborations with the English, Languages, ESL, ASL, Art, and Communication Studies Departments, EOPS, and DPS. Since ACD Success Center now supports the Languages, ESL, ASL, Art, and Communication Studies, the Center needs representatives to regularly attend the department meetings. The LSC-R/W and ACD Success Center also would benefit from additional faculty support in Art and Communication Studies courses. In addition, the Success Centers need to collaborate with ACES and DE to better understand how its current badging system for completion of supplemental learning activities fits within Chaffey's broader approach to badging.

*** 4b.2 How has your program specifically benefited from inter-program collaboration?**

Collaborating with the English department has led to the integration and institutionalization of the PAL program. More work is needed to open up communication and strengthen the relationship between the Success Center and the English department. Collaborating with the faculty in Languages, ESL, and ASL has helped to provide tutor training, hire new tutors, and develop new PlayPosit DLAs.

In Spring 2020, the Success Centers collaborated with DPS to create the Success Center Accommodations form. The form allows DPS Counselors to share student accommodation needs and how the Success Centers can support the student.

The Instructional Specialist of the LSC-RW and ACD Success Center is regularly invited to English department, Counseling, and Fontana Campus meetings to share updates on the Success Centers and listen to feedback from faculty and staff in these areas.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4c. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4c.

Sexual Harrassment and Cybersecurity training. Equity and multiculturalism training, especially for tutors and student assistants.

VIP GOALS

* 4d.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

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

VIP Goal 1: Develop Supplemental Learning activities that support students' learning online and in-person and that incorporate online, hybrid, and Hyflex instructional support modalities.

VIP Goal 2: Incorporate hiring and training protocols that will increase the diversity and inclusivity of the Success Center's work force.

VIP Goal 3: Develop Supplemental Learning activities and tutoring protocols that support the development of students' academic and career employability skills.

* 4d.2 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.

* 4d.3 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 aligns with Chaffey Goal 1 by providing equity in access. VIP Goal 1 aligns with Chaffey Goal 2 by enhancing the learning experience to lead to increased success and retention rates.

VIP Goal 2 aligns with Chaffey Goal 1 by providing a workforce that represents our diverse student body and supports the success of all students.

VIP Goal 3 aligns with Goal 2 and Goal 3 by providing instructional support that aligns with students' academic and career goals and enhances their learning and completion of educational goals.