SANTA ANA COLLEGE

VISITING TEAM

REPORT

ON

ACADEMIC SUPPORT SERVICES

November 2009

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

The visiting team is very grateful to the faculty, administration, and staff for their hospitality and professionalism during the team's visits to Santa Ana College in October. Many people generously extended their courtesy and time to the team in order to support an informed report. Special appreciation is due to Vice-President Norm Fujimoto, Vice-President Sara Lundquist, Sandy Wood, and members of the Basic Skills Task Force. However, others also contributed to the team's ability to gather a wide variety of information quickly and easily. This report would not be possible without their candor and effort.

EXECUTIVE SUMMARY

Santa Ana College should be commended for inviting an external visiting team to freely observe every aspect of its academic support services in the pursuit of a more objective viewpoint to aid in shaping its systemic approach to the Basic Skills Initiative.

The team observed several key areas for improvement that Santa Ana College should address as it envisions and implements its action plan and responds to the priorities and values outlined in the <u>Basic Skills as a Foundation for Student Success in California Community Colleges</u> document. Santa Ana College has expressed the desire to re-imagine its academic support services network as a vehicle to advance basic skills improvement and overall college achievement. While the report explores the general categories identified in the <u>Basic Skills</u> document, those observations are informed with this particular agenda in mind. Recommendations primarily center on the following themes:

- Institutional Values and Priorities
- Structural Reorganization and Integration
- Operational Planning
- Enhanced Campus Research

Although the report's structure often addresses these aspects separately, the team's intent is that the observations and suggested courses of action be woven into an integrated and holistic action plan that is the shared practical and moral responsibility of all constituent groups.

With the courageous dialogue that has already taken place at Santa Ana College, the team is confident that the institution is poised for a meaningful transformation that will have an impact on the students currently enrolled and those who will follow.

INTRODUCTION

Formation of the Visiting Team

This study was initiated as part of the Basic Skills Initiative efforts at Santa Ana College. As a result of the reflection and evaluation of the Basic Skills Task Force, a study was commissioned to help support and promote the goals of the Basic Skills agenda, as mandated by the System Office. With the guidance of the Task Force, a team of professional experts was selected because of their extensive community college experience in the core programs and services offered by the College. During the fall 2009 semester, members of this team met with both individuals and with groups to examine the existing programs and their overall effectiveness as they relate to basic skills and the service of under-prepared students.

Team Goals and Objectives

The following report is intended to support an ongoing dialogue that will be necessary for the institution to address the issues affecting student success at Santa Ana College. The report is intended to function as a compass to provide some direction for the College's journey rather than a map that plots the precise steps along the way.

In accordance with the request of the Task Force, the team's objectives were as follows:

- Observe and evaluate all components of Academic Support Services
- Provide a fair and objective appraisal of its findings
- Present both short- and long-term recommendations that could be implemented as part of the College and the District's Basic Skills Action Plan and/or a Title 5 Grant

Methodology

The team gathered information in three ways: 1) reading materials provided by the College prior to the site visits, 2) visiting various locations and learning center sites involved with the support of under-prepared students, and 3) extensive interviews with key personnel related directly or indirectly to the academic support services at Santa Ana College.

The team agreed to comment on and organize its report consistently with the four categories outlined in Basic Skills as a Foundation for Student Success in California Community Colleges:

- Administrative and organizational practices
- Program components
- Staff development
- Instructional practices

The team also addressed research issues and the impact of the campus culture.

CAMPUS CULTURE AND CLIMATE

The California Community College system currently enrolls over 2 million students, the largest higher education organization in the country and the world. This large student population represents a vast variety of preparedness and goals. While many students may articulate their desire to transfer or earn a degree or certificate, many, if not most of them, do not arrive at the community college equipped with the skills necessary to ensure that their dreams can be realized. The RP Group (2005) estimates that nearly one in every three students in the California community Colleges enrolls in a "basic skills" class. However, this is only a fraction of the students who need basic skills instruction.

The widening disconnect between students' goals and their skills has prompted the System Office for the California Community Colleges to identify the Basic Skills agenda as one of its top priorities and embark on an unprecedented campaign to "ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges" (Strategy B1 of the System Strategic Plan). The System Office asserts this statement of purpose:

To successfully participate in college-level courses, many Community College students need pre-collegiate math and/or English skill development. The goal is to identify model basic skills and English as a Second Language programs and their key features and, given availability of funds, to facilitate replication across the Colleges. In addition, best practices in classrooms and labs and descriptions of effective learning environments will be collected and disseminated widely to inform and assist both credit and noncredit programs. However, noncredit basic skills courses are funded at approximately 60 percent of the rate provided to credit basic skills courses, which is a disincentive for colleges to offer those courses. The Colleges need to gather practices with high effectiveness rates, such as innovative program structures, peer support, and counseling, and acquire funding to implement these approaches to reach all students needing basic skills education.

Observations

Santa Ana College is to be commended for its commitment to improvement and student success. Historically, Santa Ana College has had a proud tradition of serving students well, especially as it relates to bridging the achievement gap that so many other community colleges struggle to reconcile. Santa Ana College also has the benefit of a core team of faculty and administrators who are mutually supportive of shared goals. Each group embodies a great deal of respect for the other, and this circle of trust will undoubtedly be beneficial for the challenge of implementing systemic change in the institution.

Profound collegial respect, however, will not insulate campus leadership from having difficult and uncomfortable discussions about rebuilding the academic support services on campus. The current structure is a series of silos, disparate and unconnected. Some of the words used in interviews included "disjointed," "overlapping," "redundant," and "impossible to navigate." In order to remove the barriers between these services, open and honest dialogue regarding all of the stakeholders' emotional and intellectual investments in the future will need to occur. The College must also take stock about to what degree it will sustain a fully functional academic support structure. The campus leadership is invested in the future of a Title 5 Grant. Even if the funding is granted, the College must engage in a discussion about how to truly institutionalize the efforts that may begin with "soft" money because the energy to make such monumental changes cannot dissipate when that funding expires. Many of Santa Ana College's existing programs were developed through grant funding without enough consideration to sustainability and institutionalization. That planning must begin before the funds are spent; otherwise, the College runs the risk of dissipating faculty good will, a commodity for which there is no price. The process of institutionalization will require a clear redirection of priorities.

At almost every interview, the team was told that academic support was a high priority. However, the team found that academic support programs were not provided with sufficient staffing, space, or resources to meaningfully function. The Math Study Center is clearly held in high regard and seems to be the most amply supported. In addition, the

Reading Lab is a very functional space with lots of potential. But even these areas are not yet scaled to meet the needs of the entire campus community based on the assessment data. The decimation of services last summer indicates that academic support is currently not part of the core values of the campus. When the campus embarks on a student success agenda for which academic support is at the center, it must be embraced as a core value, even in challenging budget times.

In addition to an unyielding dedication to whatever structure is built, the college culture must embrace a fearless dedication to data-driven decision-making. The cultural narrative of the College includes a commitment to research. This perception, however, is somewhat distorted. Despite a consistent theme among those interviewed that the campus relies on data and research, the team determined that information, perhaps once disseminated, is not routinely used by stakeholders. Further, when the team asked some fundamental research questions, it seemed that many had not entertained such questions before. An effective student success agenda is dependent on a rigorous research agenda of program evaluation and redesign or improvement.

One of the most challenging aspects of cultural change has already begun: widespread campus buy-in. At Santa Ana College, it appears that a movement through the Basic Skills Task Force is gathering strength to redefine the College with an invigorated dedication to improving achievement and advancing under-prepared students. By continuing to diversify instructional delivery through professional development and reinventing the academic support infrastructure, these goals can be achieved. While these goals are widely supported, the institution needs to gravitate toward a fundamental philosophy statement regarding student success. Questions about core values or guiding principles yielded widely different responses or silence. The College asserts "Vision Themes" in campus literature and on bookmarks. These include "student achievement, use of technology, innovation, community, workforce development, and new American community." Despite the articulation of these themes on paper, it is unclear how they have been operationalized and made an integral part of the day-to-day life on campus. The stakeholders should consider developing a clearly expressed philosophy statement that will crystallize the essence of what the institution hopes to achieve with its renewed efforts in the area of academic support services.

Short-term Recommendations

- Begin an education campaign, accompanied by an inclusive and reflective dialogue, about the specifics of students' success/failure rates, skills levels at entry, and behavior
- Develop a philosophy statement that drives future operational planning and implementation
- Initiate an inventory of needs and services that will immediately elevate the educational experience of Santa Ana College students
- Identify all of the resources that can be brought to bear for this initiative and maintain a transparent process about how those resources will be used
- Ensure that the initiatives identified for funding are directly tied to the plan and to improving achievement results in a meaningful way that meets the scale of need

Long-term Recommendations

- Strive to develop services to support the needs of **_all_** Santa Ana College students
- Continue to develop opportunities in which all campus constituents can work constructively together to make decisions for the good of students
- Prioritize success and retention rather than enrollment
- Foster an action-oriented culture that is responsive to student needs
- Develop a habit of mind regarding the use of data and information for informed decision-making

ADMINISTRATIVE AND ORGANIZATIONAL PRACTICES

In order for the College to support an effective developmental education program, the leadership and institutional policies of the College need to clearly articulate and prioritize the systemic commitment to serving under-prepared students.

- Developmental education is a clearly stated institutional priority
- A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs
- The developmental education program is centralized or highly coordinated
- Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence
- A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services
- Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program
- Institutions manage faculty and students' expectations regarding developmental education

Observations

Santa Ana College's current organization of academic support services is an uneasy blend of reporting lines and structures. This is typical at many community colleges because these services are often built as needs arise, without consideration about how the entire network will work together. Now, as the entire network is being reconsidered, and with the budget driving most colleges to eliminate duplication, there is an opportunity to re-organize the efforts in a meaningful way that will make student access and success more assured.

At this point, both student services and instruction have responsibility for the various academic support services on campus: the Success Center, the Writing Center, the Math

Study Center, the Tutorial Learning Center, the Academic Computing Center, the Reading Lab, and the ESL Lab. These services also interface with a plethora of other services with varying supervisory lines: EOPS, DPS, Adult Basic Education, SSSP, MESA, Freshman Experience, and Puente. While it is not necessary for all of these different types of programs to have the same supervisory line, it is important that the learning centers are clustered under one supervisor within a single organizational structure. In addition, it is critical that services are not provided at more than one location. Current duplication efforts raise great concerns among Santa Ana College faculty in terms of consistent values, standards, and pedagogy. Best practices suggest that high levels of coordination are the key to success in administering these types of services. Whether they are housed as part of Student Services or Instruction is the first critical decision. Then, the learning centers need designated faculty leadership that is fully dedicated to the coordination of the effort in order to achieve an effective integrated network. Additionally, the College must endeavor to create structural bridges to classroom faculty to ensure that the academic support network does not exist as an ancillary fragment but an integrated aspect of the instructional model.

One of the ways that these services could be bridged is by defining the organization of the services by skill area, which is also convenient for students. Those areas might be clustered in interesting ways depending on the goals and geography. Additionally, the institution should discuss the current structure and the ways that duplication are currently draining resources unnecessarily and preventing service growth and capacity-building. For instance, the Disabled Student Center and EOPS are currently providing tutoring while the same service is provided in the Tutorial Learning Center. In addition, moving academic support services out of programs such as EOPS and DSPS will free up categorical funds for other purposes and allow the institution to capture apportionment that is lost when services are rendered through locations funded by categorical money. Undoubtedly, such a change would be difficult for faculty and staff in these areas, but the current configuration creates too much duplication, inconsistent standards, and unnecessarily hinders the overall ability of the academic support services to expand to meet the needs of the entire student population. This duplication creates an identity crisis for each area and confusion for students. Another consideration is the role of the Success Center, which seems to be organized by activity, as it is the only place supporting self-

paced instruction. If self-paced instruction is considered a value, it may make more sense in the new structure to house these courses within the discipline or skill areas rather than on its own, where students can have the added benefit of subject experts. However the academic support services are arranged, the expertise of the faculty in the disciplines will be critical to the new services' design and future success.

These structural solutions must be driven by a cohesive vision and a "champion" at the top of the organization to deliver the message and remove obstacles. That person must focus the institution on the restructuring effort as an extension of student success and facilitate "taboo" discussions about the boundaries that create current dysfunction and disconnection. The necessity for courageous leadership is necessary to move the College to the next phase of its development. That person must be responsible for the success or failure of the College to integrate, coordinate, plan, and change.

The executive champion must be aided by a core group of faculty and staff capable of mobilizing this effort at the grass roots level. The Basic Skills Task Force should consider creating a steering committee, especially once the grant is funded, specifically charged with leading the initiative to re-create the academic support services. This group needs to initiate the operational elements of the agenda and implement them. It must also ensure that a research component is fully integrated into all the operational aspects in order to measure the efficacy of the changes.

Short-term Recommendations

- Initiate a Steering Committee from the Basic Skills Task Force to develop a strategic plan regarding Santa Ana College's academic support services
- Assign executive leadership for the academic support services agenda to someone who has the support and confidence of all constituent groups
- Re-organize, further integrate, and clearly delineate roles and responsibilities in the academic support services area

Long-term Recommendations

- Create a courageous culture committed to making difficult changes for the sake of improving student success
- Encourage and empower "catalyst" faculty, staff, and administrators—people with a fresh passion for learning and innovation
- Design a comprehensive Research agenda as the College implements new initiatives, including assessing infrastructure limitations and needs

PROGRAM COMPONENTS

The literature regarding under-prepared students and program components stresses the need for the coordination among student services and instructional programs. Since under-prepared students are so often impaired by personal issues, an emphasis on skills development alone is insufficient to ensure that students persist at the College to the completion of their goals. The practices that are generally accepted as promoting student success include the following:

- Orientation, assessment and placement are mandatory for all new students
- Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practices
- Counseling support provided is substantial, accessible, and integrated with academic courses/programs
- Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid

Observations

Student Services plays an important role in creating a culture of integrated academic support services. There should be explicit information about such programs included throughout the matriculation process and regular referrals through Counseling services. These efforts should be directed to **_all_** students. Currently, the team observes a solid framework of support for students involved in one of the many programs at Santa Ana College (SSSP, MESA, Freshman Experience, EOPS, etc.), but the team was told that students not involved in a specific program are usually left to "fend for themselves." Additionally, there was some frustration expressed regarding the exclusion of students who need help with reading, writing, or math because they are not enrolled in specific classes. And even though the Tutorial Learning Center is pledged to serve everyone, the budgets and space are such that they are only able to support a fraction of those in need.

Since students are unlikely to seek help when turned away once, it is critical that support be made accessible, easy, and irresistible in order for students to use it.

It was also expressed that whether or not students receive information regarding programs that might impact their success was "hit or miss." The College apparently maintained an "Early Alert" program at one time in order to connect students to services; however, it appears that it has fallen out of use, and the shift to the new Datatel infrastructure has delayed renewing a new version of Early Alert. This is a useful opportunity to interface instruction (with the new plans for academic support) and student services (counseling, financial aid, health services, etc). As the College continues to progress toward a new plan for academic support, aggressively seeking these nexus points where services can be coordinated and integrated will greatly enhance student achievement.

Short-term Recommendations

- Invigorate more aggressive assessment efforts to ensure that all incoming students are assessed and given a placement recommendation
- Assess the effectiveness of matriculation services for basic skills students, including assessment and placement, orientation, counseling, and follow-up
- Ensure that Student Services personnel are well-versed in the academic support services programs and offerings

Long-term Recommendations

- Consider the coordination lines between student services and instruction while the new academic support network is being constructed
- Enhance the role Counseling plays in the new structure of academic support services

STAFF DEVELOPMENT

While every community college instructor is charged with supporting students with developmental learning issues, few of them are specially trained with this expertise. Few college educators are trained in andragological approaches to student learning and the methodologies that foster critical thinking and cultivate skills simultaneously. Most educators, too, feel challenged just to deliver the content of a course, let alone address the skills needed to master that content.

Because this chasm exists between students' needs and faculty preparedness, ongoing meaningful professional development is a must for any successful institution. According Basic Skills as a Foundation for Student Success in California Community Colleges, the following practices are considered the most effective:

- Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission
- The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs
- Staff development programs are structured and appropriately supported to sustain them as ongoing efforts to institutional goals for the improvement of teaching and learning
- Staff development opportunities are flexible, varied, and responsive to the developmental needs of individual faculty, diverse student populations, and coordinated programs/services
- Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures

Observations

Santa Ana College staff development efforts have been greatly enriched by the Basic Skills Initiative funds. Faculty have been participatory in programs like Reading Apprenticeship and "On Course" in order to enhance their instructional methodology. Campus-wide, these efforts have a profound impact on individual classrooms while also serving to promote and sustain a spirit of innovation within the culture. It is critical that adjunct faculty be included in a meaningful way as these efforts continue to evolve, since so many adjuncts are responsible for community college instruction.

While there has been considerable attention on professional development for classroom faculty, training and professional development for learning center staff is just now becoming a point of conversation at Santa Ana College. As previously noted, the academic support network is somewhat disparate and disconnected, and so a core training curriculum has never existed, though everyone recognizes the necessity of such a component. The national literature regarding the efficacy of tutoring consistently points to tutor training as the "tipping point" in student success. Some tutors at Santa Ana College complete a course, while others seem to gain their operational knowledge more casually on the job. Various formats of tutor training can be successful, but a solid knowledge base of ethics and best practices is critical to a tutor's performance.

Another way of promoting training is to adopt the standards of a professional tutoring organization like CRLA (the College Reading and Learning Association) or ATP (the Association of Tutoring Professionals). The curriculums of these organizations can help to create a core structure for professional development that can then be augmented by specific content or site-specific training. Affiliation with these organizations is also a way of lending legitimacy to the training process while simultaneously promoting a level of standardization. Tutors likewise benefit from using these organization's names on their resumes when they seek future academic employment, aiding in programs attracting aspiring educational professionals. Finally, a curriculum rather than a class helps develop necessary flexibility when trying to build or sustain a dynamic and fluid pool of qualified tutors.

In addition to the core training curriculum, the College needs to develop a structure in which training from the classroom faculty is required. This is especially important in multidisciplinary centers that may have a faculty leader who is not a subject specialist in all areas being served. Obviously, the tutors benefit from the expertise of faculty trainers, but the faculty trainers also benefit by maintaining a close proximity and connection to the support operation. The philosophy that an academic support center is a "fix-it shop" is partly engendered by a lack of familiarity of the learning center's environment, goals, work force, and philosophy. The more that classroom faculty are involved in the development and training, the less likely the center will become isolated and ancillary. The exchange between faculty and tutors also builds faith and trust, which are essential in order for the instructors to validate the services, confidently refer students, and/or enforce course requirements.

Short-term Recommendations

- Continue to expand the efforts that have already begun to promote alternative teaching methods in every discipline, especially those methods that benefit under-prepared learners
- Begin investigating a tutor training curriculum that can be institutionally adopted in order to create consistent standards across the academic support services area
- Conduct regular meetings of all learning center leaders in order to establish a common vision for the network's continued development and improvement

Long-term Recommendations

- Ensure that training components are collaboratively developed, routinely shared, and continuously reviewed and revised by the entire network of learning center professionals
- Develop practices that explicitly integrate classroom faculty into tutor training in order to maintain a meaningful connection to the disciplines·
- Monitor communications with adjunct faculty to ensure their understanding and promotion of available academic support services

INSTRUCTIONAL PRACTICES

Basic Skills as a Foundation for Student Success in the California Community Colleges points to instructional practices that permeate all aspects of delivery, and other practices that are specific to individual classrooms. Interviews revealed that faculty at Santa Ana College are very interested in diversifying instructional methods in order to improve learning and student success. These efforts, however, must continue to be supported by ongoing professional development and administrative planning.

Classroom and learning center faculty are on the proverbial "front lines" of these issues, and good instructional practice is one way to combat the issues facing under-prepared students, along with administrative leadership and an adequate infrastructure of student services and academic support. The following instructional practices have been identified as effective for promoting the success of under-prepared students:

- Sound principles of learning theory are applied in the design and delivery of courses in the developmental program
- Currricula and practices that have proven to be effective within specific disciplines are employed
- The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth
- Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services
- A high degree of structure is provided in developmental education courses
- Developmental education faculty employ a variety of instructional methods to accommodate student diversity
- Programs align entry/exit skills among levels and link course content to college-level performance requirements
- Developmental education faculty routinely share instructional strategies
- Faculty and advisors closely monitor student performance

- Programs provide comprehensive academic support mechanisms, including the use of trained tutors

Observations

Santa Ana College seemingly intends to embark on a fundamental transformation of its academic support services in order to promote student success at all levels. The College has begun a courageous dialogue regarding some of the components of that transformation; however, the entire effort must be grounded in a set of clearly defined educational principles before the operational details can be planned and implemented. At this point, curriculum development, instructional design, organization, and staffing discussions are premature until the guiding philosophy is constructed and takes shape. For instance, one of the global questions that must be addressed is what will be the scale of the new academic support services. The current configuration, for the most part, is geared towards students enrolled in a particular course; whereas, the preliminary discussion about future plans seems to be focusing on an open access model that serves students across the disciplines. Such a paradigm shift requires thoughtful planning in the following areas: program leadership, reporting lines, delineation of services, facilities identification, curriculum development, budget leveraging, staffing increases, research and evaluation. Without core values to guide such an effort, it is unlikely that a desirable result will be achieved without a great deal of time and energy being wasted in the process.

A more unified set of core values will undoubtedly require some degree of re-defining the identities already existing within the academic support structures. For instance, one center asserted the notion that adding requirements is an efficacious way to earn FTES. This is a commonly held belief among faculty and administrators. On the contrary, however, if the centers are compliant with the law and providing full service to students, the costs outweigh the direct FTES generated by any additional requirements. The real revenue is in the increase in student success, sometimes termed the "downstream" FTES. In another case, the center's identity is framed as a study hall. Although this is not exactly an inappropriate use of a learning center space, diverse student learning needs require a multitude of instructional deliveries and resources. In addition, some classroom

faculty perceived the learning centers to be "fix-it" shops, another seemingly competing identity that frustrates the creation of a network of services guided by explicitly communicated values and philosophies. These singular identities need to be re-framed and synthesized in order to create a cohesive network of services and curricula.

Once such a philosophy has been established, and if it is the intent of the College to serve student needs across the disciplines, then the institution needs to engage in a thoughtful discussion about scale. In fall 2008, the Tutorial Learning Center served 1,220 students out of 34,074 students. This fractional service model (which is representative of all of the learning centers) cannot sustain the ambitious and necessary aspirations of the College. With fall 2005 assessment data showing 63% of students assessed testing pre-collegiate in Reading, 45% testing pre-collegiate in ESL/EMLS/English, and 32% testing pre-collegiate in Math, the current scale of services is far short of the demonstrated need. Furthermore, since data indicates only a small percentage of students actually go through the assessment process, the level of need is probably much higher than even these numbers indicate.

It is crucial that the scaling up of academic support services is solely motivated by increasing student success and not undertaken as a way to collect more FTES. As previously stated, there are Title 5 guidelines that regulate FTES collected for services provided by learning centers. The Chancellor's Office's June 16, 2006 "Learning Assistance and Tutoring Guidelines" memorandum (attached as an Appendix) updated many key compliance guidelines related to California community college learning centers, and the team feels reporting practices need to be reviewed in order to keep pace with recent changes and updates. In particular, Santa Ana College and all its learning centers should ensure dedicated faculty supervision during all operating hours; informed and consented student enrollment in any learning center and tutoring courses; published learning center and tutoring courses in the schedule of classes; and differentiated reporting of credit, non-credit, and unfunded learning center activities. This last item certainly requires an update to the existing positive attendance infrastructure and programming. The current financial crisis will certainly prompt more rigorous enforcement of the Title 5 regulations related to learning assistance and tutoring, so it is

becoming much more likely that California community college learning centers will undergo periodic audits in the future.

While addressing Title 5 compliance issues and making plans to scale up services in the academic support programs, the College also needs to re-imagine the possibilities for a learning center environment in order to better serve the diverse needs of its student population—"more of the same" not always being the answer. Currently, the reliance on tutoring or software, while traditional, has limits in terms of how it best serves student learning. Since tutoring tends to focus on the application of skills and strategies, it is not often the best way to introduce students to new concepts and expectations. Likewise, self-paced software offerings may offer desirable flexibility, but developmental learners require more, rather than less, structure to be successful. Any decision to promote more self-paced offerings should be predicated on data that indicates the same likelihood of student success at the next level and an evaluation of how long it actually takes students to complete self-paced courses. Exploring new modes of instruction that provide students a multitude of access points to the curricula could greatly increase program efficacy. Building in general college success strategies throughout these offerings (learning styles, time management, test-taking, etc.) should be fundamental components to the planning discussions once the institution is ready to address operational levels.

Embracing small group and large group delivery models will help to diversify offerings while simultaneously addressing scale and student access issues. The existing models focus primarily on one-to-one formats, limiting the reach of current staffing levels. Best practices literature points to the effectiveness of collaborative learning models for both engagement and knowledge-building; however, they are often under-utilized in academic support structures as many institutional cultures privilege individual contacts with faculty or staff. By promoting shared learning experiences, the College can create the benefits of a rich and diverse learning community outside of the classroom. This greater connectedness between students (and likewise to the institution) cultivates a more meaningful learning experience that students who merely "go to class and then leave" often lack.

In order for academic support services to be truly effective, there must be a unique relationship with each academic discipline these programs serve. The current organization is, for the most part, disconnected from the disciplines with little regular discussions about consistent values, standards, and pedagogy. This situation is undoubtedly further complicated by the fact that services are duplicated at multiple locations. To move this agenda forward, the classroom faculty will need to take an active role in the development of the services that support their students and curricula. At the same time, the centers must have a level of autonomy to serve the needs of the wider population. In particular, Math, Reading, and ESL/EMLS/English have connections to disciplines campus-wide (i.e. writing needs exist in the social sciences, chemistry, CTE, etc.), so although those primary departments may take the lead in program development, all disciplines should be represented and included in the planning process. This dialogue will hopefully lead to a greater understanding and prioritization of "basic skills" needs within all disciplines. As a whole, with the institution only having 9% of offerings coded as "developmental education" in fall 2005 (further reduced to 7% in fall 2007), there is still a great amount of work to be done in terms of prioritizing the support of under-prepared students at Santa Ana College both inside and outside of the classroom.

With classroom faculty invested in a shared responsibility of the academic support services, it is much more likely that this agenda can be prioritized appropriately. The recent closure of all academic support services during the summer session, the continued reduction of staffing levels in all service areas, and limited release time for faculty coordinators all suggest that academic support services are not a core or essential part of campus life at Santa Ana College. With all indicators strongly suggesting the need for increasing these types of services, all campus stakeholders need to be involved in this new phase of development, for a comprehensive network of academic support services benefits individual faculty as much as the students.

Short-term Recommendations

- Commit institutional will to create academic support service programs that strive to meet the level of student need

- Delineate roles of all academic support service areas to eliminate duplication of services
- Create policies and procedures for accounting and reporting student contact in all Santa Ana College learning centers that are consistent with Title 5 guidelines
- Develop a sophisticated and multidimensional research model and positive attendance system to evaluate the efficacy of current academic support efforts through cohort comparisons, needs assessments, learning outcomes, etc.

Long-term Recommendations

- Create a highly visible and integrated academic support network for **_all_** students involved in any academic, professional, or personal development endeavor
- Foster a culture of collaboration between academic support service programs and departments within those service areas
- Explore and implement a variety of approaches to individualized instructional support
- Investigate and implement capacity building strategies that sustain increased volume without sacrificing meaningful, high-touch learning experiences
- Integrate a strong research component into academic support services curriculum development, resource selection, and program assessment

RESEARCH CONSIDERATIONS

Although the team's observations and campus constituents' perceptions were consistent for the most part, there was a disconnect when it came to the prominence of research in the campus culture. Staff, faculty, and administration all reported research-driven decision-making, but the team did not share in that feeling. Undoubtedly, recent infrastructure changes and reduction of staffing levels have made it more difficult to conduct research at Santa Ana College, but the team perceived a lack of core data and information among various groups of stakeholders. Furthermore, various questions about student demographics, assessment, placement, success, and retention were often met with puzzled looks, leaving the team with the impression that such issues had not been widely considered or, at the very least, had not been fully absorbed into the day-to-day life of the campus community.

In order to cultivate a more research-driven culture, the College should embark on an information campaign about Santa Ana College students—their goals, needs, and challenges. Various people interviewed remarked on the "uniqueness" of Santa Ana College students, but data presented to the team seemed representative of most California community college populations. Relying on perceptions and tradition can often be a stumbling point to progress, so it is vital that all campus stakeholders have concrete information to better inform discussions, shape planning, and bolster program efficacy.

Such an information campaign should provide a point of synthesis for the larger philosophical discussions now taking place on campus and make data more readily available for future prioritization, integration, and operational changes. Furthermore, the research effort needs to push for deeper levels of inquiry to maximize its effectiveness. For instance, transitioning from correlation to causation studies and comparing success and retention impacts for different type of deliveries (i.e. group vs. individual instruction) would provide more meaningful insights about the academic support services' impact on student learning.

This level of inquiry undoubtedly requires modification of the current positive attendance reporting system. Although many people pointed to the future adoption of "CI Tracking," there was no indication that the system was being customized to better connect contact hours to individual courses or offer an additional layer for disaggregating student contact hours into different types of activity participation. The current reporting structure does not offer enough information to reach meaningful conclusions, so as the College updates its system, consideration should be given to developing an accounting system that can better evaluate the performance of the service network rather than merely function as a mechanism for FTES reporting. This intensified research effort should then be woven throughout development, implementation, and assessment processes in order to create clear lines of accountability. Such efforts are not only required to effectively expand the learning center programs but also to ensure that they are vibrant and sustainable for years to come.

Short-term Recommendations

- Widely disseminate information about student profiles, performance, successes, and challenges to create an informed and collective dialogue about student learning, especially in areas of basic skills
- Develop research questions for long-term use in planning
- Update the positive attendance collection system for academic support services

Long-term Recommendations

- Secure appropriate levels of funding for resources in order to expand the role of research in College decision-making (i.e. hiring, infrastructure, software, and training)
- Develop assessment and evaluation strategies as the College implements new student success interventions
- Develop and nurture a culture of inquiry and data-driven decision-making

THE VISITING TEAM

Laura Hope

Laura Hope has been a community college educator and leader at Chaffey College for the past twenty years. During that time, she has served students as a professor of English, teaching foundation, transfer, and honors courses. Outside of the classroom, Ms. Hope has worked in various leadership capacities. She has served as the English, ESL, modern languages, and reading coordinator, Puente English instructor and co-coordinator, student learning outcomes coordinator, and interim dean of language arts. In 2000, Ms. Hope was elected Chaffey College Faculty Lecturer of the Year, and in 2006 she was honored by Chaffey College President, Marie Kane, and NISOD as an outstanding educator and leader. The primary focus of her career has related to the Basic Skills Transformation at Chaffey College, which has garnered both statewide and national attention for its results on student achievement. She was selected from faculty to lead the implementation of the Success Centers and worked as their coordinator from 2000-2008. As part of her commitment to the Chaffey College and community college missions, Ms. Hope initiated a Success Center in the California Institution for Women in Chino in 2005 to support an Associate's Degree program for female inmates. She currently serves as Chaffey College's interim dean of instructional support.

Ms. Hope was a contributing writer for <u>Basic Skills as a Foundation for Student Success in the California Community Colleges</u>, a literature review on effective developmental education practices, which informed a self-assessment tool to guide California's community colleges in the basic skills efforts directed by the Strategic Plan. The publication recently earned the Mertes Award for Research from ACCCA and the Research and Planning Award from the RP Group of California.

Since the fall of 2007, Ms. Hope has been working as a faculty trainer to assist other colleges as they develop their own strategies for improving basic skills success. She has
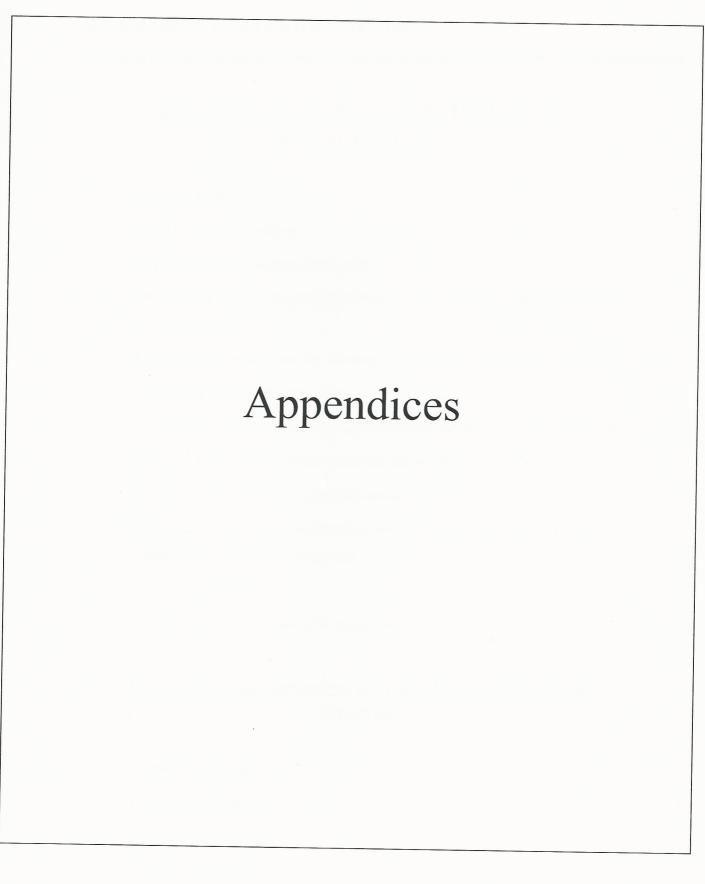
consulted with dozens of colleges regarding academic support strategies, including Riverside Community College, Rancho Santiago College, LA Harbor College, Orange Coast College, and Mt. San Jacinto College. Additionally, she has participated in visiting teams to eight community colleges to evaluate the effectiveness of their basic skills programs. Currently, she is collaborating on a publication exploring interventions that support high school to college transitions. Ms. Hope is currently working toward a doctoral degree in community college leadership at Walden University.

Robert Rundquist

Robert Rundquist has been the Instructional Specialist for the Chaffey College Writing Center since 2003. With nearly 15 years of experience working in community college writing centers—including time at Los Angeles Valley College, Los Angeles Trade Technical College, and Pasadena City College—Mr. Rundquist has developed innovative approaches to learning center services. In particular, he is interested in developing new types of instructional delivery modes that transcend the one-on-one tutoring experience and better mirror the process-oriented nature of classroom instruction. He has expertise in learning styles, online instructional support, and a variety of professional, creative, and academic writing genres.

In support of the statewide Basic Skills Initiative, Mr. Rundquist has consulted with dozens of organizations and colleges on learning center pedagogy, including the Board of Governors of the California Community Colleges, Long Beach City College, College of the Canyons, Hartnell College, L.A. Harbor College, Riverside Community College, the El Camino College Compton Center, and as the keynote speaker at L.A. Pierce College's 2008 "Student Success Conference." He has presented at numerous regional and national conferences on learning center pedagogy and administration, including the Conference on College Composition and Communication (CCCC), the English Council of California Two-Year Colleges (ECCTYC), and the International Writing Center Association (IWCA). He recently served as the President of the Southern California Writing Center Association.

Mr. Rundquist attended L.A. Valley College before transferring to the University of California, Berkeley, earning his BA with Highest Honors in English Literature in 1996. He returned to Los Angeles to do his graduate work at the University of Southern California, receiving his MA in English in 1999.

Appendices

TEAM REQUESTS PRIOR TO VISIT

LIST OF COLLEGE DOCUMENTS FOR THE TEAM'S REVIEW
PRIOR TO THE SITE VISIT

- College catalog

- Current schedule of classes

- Course outlines for all basic skills classes

- Course outlines for all English, ESL/EMLS, Math, Reading courses through the first transfer level

- Reports and handouts from any learning assistance center locations

- College Master plan, if appropriate

- Any pertinent selections from the most recent self-study or accreditation report

- Summary and pertinent information from any related grant applications

- Recent or pertinent minutes of related committee meetings

- Questions for the team's consideration from the College's Student Success Committee or other pertinent groups

- Organizational chart

- Anything else that can enrich the team's understanding

LIST OF COLLEGE EMPLOYEES THAT THE TEAM WOULD LIKE TO INTERVIEW

- Curriculum Committee

- Basic Skills Committee

- Grant Committees

- Instructional Deans

- President and Vice Presidents of Instruction and Student Services

- College Researchers

- Basic Skills faculty

- Matriculation Committee

- Counselors

- Academic support staff (Tutorial Learning Center, Math Study Center, Success Center, etc.)

- Math faculty

- English faculty

- ESL/EMLS faculty

- Reading faculty

- Students

- Occupational faculty

- Transfer faculty

- Librarians

- Assessment staff

- EOPS/DPS

- Faculty Senate President

- Student Success Committee

- Anybody else who can enrich the team's understanding

RESEARCH REQUESTS

RESEARCH DATA (IF AVAILABLE) FOR THE TEAM'S REVIEW

PRIOR TO THE SITE VISIT

TIER 1

1. Does the College have a required assessment/placement test? If yes, what percent of students taking the test is recommended to pre-collegiate courses? In which disciplines? Are such students prohibited from enrolling in transfer or certificate courses?

2. Does the College have a required assessment/placement test for ESL students? If yes, what percent of students taking the test is recommended to each level of ESL? How is a new student referred to the ESL assessment?

3. How many new students who are assessed prior to a particular term score into each course in the Math or English sequence?

4. What percentage of students enrolls in the Math or English class that is recommended by the assessment? What is the successful completion rate for those students?

5. What percentage of students enrolls in a Math or English class that is not recommended by the assessment? What is the successful completion rate for those students?

6. What percentage of students who should take Beginning Algebra or below or degree-applicable English or below does not take any English or Math in their first semester?

7. For each non-transfer course in the English sequence:
   a. What percentage of students successfully completes the class?
   b. What percentage of successful completers completes the next sequential course successfully?

8. For each non-transfer course in the ESL sequence:
   a. What percentage of students successfully completes the class?
   b. What percentage of successful completers completes the next sequential course successfully?

9. For each non-transfer course in the Mathematics sequence:
   a. What percentage of students successfully completes the class?

b. What percentage of successful completers completes the next sequential course successfully?

10. For each non-transfer course in the Reading sequence:
    a. What percentage of students successfully completes the class?
    b. What percentage of successful completers completes the next sequential course successfully?

TIER 2

1. How many students take the assessment test but do not enroll?

2. How many students enroll but do not show up for class?

3. How many students show up for the first week but are not enrolled at census?

4. How many certificate and degree earners have successfully completed at least one basic skills course?

5. Are there any differences in any measure of success between students contacted by the special population programs and those not contacted?

6. What effect on success does tutoring have? Labs in basic skills classes? Learning Center workshops?

TIER 3

1. How many students apply but go no further?

2. How many new applicants have completed some other college's assessment process?

3. How many new applicants are waived from the assessment?

4. How many students in first level general education transfer classes have assessment scores that would place them into the degree applicable English level or below? What is the successful completion rate for those students? Retention rate? Completion rate?

5. How many students in first level general education transfer classes have had degree English or above or have scored into transfer English? What is the successful completion rate for those students? Retention rate? Completion rate?

6. How many times does a student take each course in the English or Math sequence before successfully completing it?

SANTA ANA COLLEGE DOCUMENTS LIST

- ARCC Reports
- College Catalog, 2009-2010
- Course Outlines for English, various dates
- Course Outlines for ESL, various dates
- Course Outlines for Math, various dates
- Course placement report samples and assessment totals
- Institutional Effectiveness and Assessment Meeting Log (2008-2009)
- Institutional Effectiveness and Assessment End-of-Year Reports (2008, 2009)
- Math Study Center handouts
- Math Study Center student evaluations (Spring 2004)
- Planning and Assessment Cycle (April 2009)
- "Progress through English/ESL Course Sequence (Fall 2003 Cohort)" (May 2006)
- "Santa Ana College: Advisement vs. Enrollment in English Coursework (Fall 2008)"
- "Santa Ana College: Advisement vs. Enrollment in Math Coursework" (Fall 2008)
- "Santa Ana College: Annual Report 2007-2008"
- "Santa Ana College: Credit Enrollment Trends and Student Characteristics (Fall 2004-Fall 2008)"
- "Santa Ana College: The Influence of # of Hours Spent in the Math Study Center on Course Success" (June 2009)
- "Santa Ana College: The Influence of Tutoring Sessions on EOPS Student Success" (August 2008)
- "Santa Ana College: Progress through Math Course Sequence (Fall 2003 Cohort)"
- "Santa Ana College: Results of the EOPS Mid-Semester Survey" (Fall 2006)
- "Santa Ana College: Student Satisfaction Survey (August 2008)"
- "Santa Ana College: Success Center Nursing Student Survey Result (August 2004)"

- "Santa Ana College Tutorial Learning Center: Influence of Tutoring on Successful Student Outcomes" (April 2009)
- "Santa Ana College Tutorial Learning Center Needs Assessment" (Spring 2009)
- "Santa Ana College: Tutorial Learning Center Program Summary"
- "Santa Ana College: Vision Themes" (March 2008)
- Santa Ana College Website
- Schedule of Classes: Winter/Spring 2008, Summer 2008, and Fall 2008, Fall 2009
- Selections from latest Accreditation Self Study and Accreditation Report
- Success Center documents and handouts
- "Success Center Summer 2008: Final Attendance for Summer Semester"
- Teaching Learning Committee Minutes (various dates)
- Tutorial Learning Center handouts
- Tutorial Learning Center Newsletters (Fall 2005-Spring 2009)
- Tutorial Learning Center Student Outcomes Report (Fall 2008)
- "Using Data to Continue the Conversation" ppt (October 2007)
- "Using Data to Support the Initiative" ppt (May 2009)
- Various Matriculation, Financial Aid, Student Services documents and handouts
- Writing Center documents and handouts

CHANCELLOR'S OFFICE MEMO

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DATE: June 16, 2006

TO: Chief Instructional Officers

FROM: Carole Bogue-Feinour
             Vice Chancellor, Academic Affairs

SUBJECT: Learning Assistance and Tutoring Guidelines

The Learning Assistance and Tutoring Guidelines have been published. The guidelines are attached and will be posted to our web site by Wednesday, June 21, 2006. A second communication will be sent with the link to the URL.

In our effort to provide on-going assistance and evaluation of the Learning Assistance and Tutoring activities that were addressed in the recently passed regulations that took effect January 29, 2006 and April 14, 2006, respectively, we have developed these guidelines. The revisions to the regulations were made to enable colleges to provide the appropriate support to students as they complete their courses and programs of study. The Title 5 changes and guidelines are contained in the attached document that clarifies and defines supplemental learning assistance, open entry/open exit courses, application of independent study or work experience attendance procedure, conditions for claiming attendance, definitions, tutoring and apportionment for tutoring.

We hope the interpretation of the Title 5 Regulations in these guidelines will help districts and colleges understand the revisions made to the regulations pertinent to learning assistance and tutoring. If you have any questions or comments about these guidelines, please contact Stephanie Low at 916- 322-6888 or via email at lows@cccco.edu.

CC: LeBaron Woodyard, Dean
      Stephanie Low, Specialist, Academic Planning and Development
      Chief Executive Officers
      Chief Student Services Officers
      Academic Senate Presidents
      System Advisory Committee on Curriculum

California Community Colleges
Supplemental Learning Assistance and
Tutoring Regulations and Guidelines

This document is designed to provide guidance and assistance to colleges in the implementation of regulations passed by the Board of Governors in November 2005 and January 2006. The regulations cited and referenced in this document and the accompanying guidelines clarify the circumstances under which California Community Colleges may claim apportionment for providing supplemental learning assistance and tutoring to students seeking additional help in other courses. Supplemental learning assistance is defined as assistance that is offered in learning labs or similar venues and is linked to a primary/parent course. The supplemental course is designed to further students' ability to succeed in the "primary" or "parent" course and its outline identifies the parent course with which it is linked. The regulations approved in November 2005 became effective January 29, 2006 and those approved in January 2006 became effective April 14, 2006. Seven sections of Title 5 Regulations are discussed in these guidelines.

While the guideline accompanying each regulation is not legally binding, it is important to note that district and college observance of each guideline will play an important part in the community college system's continued review and evaluation of supplemental learning assistance and tutoring activities and any subsequent revisions of applicable regulations. Districts that follow these guidelines will likely be in compliance with all regulatory requirements. The guidelines can and will be revised by the Chancellor as deemed necessary.

This document is organized into two broad categories: 1. Supplemental Learning Assistance and 2. Tutoring. Each category is comprised of a list of the title 5 sections, the regulation, and the corresponding guideline, which may include examples.

A. Supplemental Learning Assistance

Five regulations are discussed in this section:

58172 - Learning Assistance

58164 - Open Entry/Open Exit Courses

58009 - Application of Independent Study or Work Experience Attendance Procedure

58050 - Conditions for Claiming Attendance

59402 - Definitions

58172. Learning Assistance

Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either:

(a) the learning assistance is a required component of another course, for all students in that course; or

(b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

Guideline for Section 58172

The Board of Governor's action to amend this section permits learning assistance to occur in open entry/ open exit courses that offer optional assistance, without requiring the participation of all students enrolled in the primary/parent course or courses. (See the Open Entry/ Open Exit Courses regulation and guideline for additional details.) As in the past, apportionment may also be claimed for learning assistance provided as a required component of a course or through separate courses in which all students are required to enroll, such as occurs in corequisite lab courses that are linked to primary courses.

Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses, in any of the nine noncredit eligible areas outlined in Education Code section 84757, in support of primary/parent noncredit courses.

Only in limited circumstances, such as English as a Second Language (ESL) and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may

establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

All supplemental courses need to be approvable as credit or noncredit courses on their own merit and, at the same time, address skills and/or concepts covered in the primary/parent courses that they support. In order to be approved on their own merit, noncredit short-term vocational courses (one of the 9 categories for noncredit) need to prepare students for employment.

This section of the regulation became effective on January 29, 2006.

58164. Open Entry/Open Exit Courses

(a) The term "open entry/open exit courses" refers to courses in which students enroll at various times, and complete at various times or at varying paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.

b) For open entry/open exit courses for which credit apportionment is claimed, one unit of credit shall be awarded for approximately 48 hours of recitation, study, or laboratory work. Increments of less than one unit of credit shall be awarded in the same proportion.

(c) Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve.

(d) Full-time equivalent student computations for enrollment in open entry/open exit courses shall be made pursuant to the provisions of subsection (e) of section 58003.1.

(e) The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course.

(f) State apportionment shall not be claimed under this section for:

(1) optional attendance at artistic or cultural presentations or events (such as, but not limited to, films, concerts, plays, or art exhibitions).

(2) activities which are primarily student use of district facilities, equipment, or resources without provision of instruction

involving specifically defined learning objectives and educational competencies set forth in the course outline of record.

Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.

Guideline for Section 58164

Open entry/ open exit courses may be conducted as either credit or noncredit courses. Students may enroll at various times and complete open entry/open exit courses at varying paces.

When an open entry/ open exit course provides learning assistance in support of another course or courses, the outline of record for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. Determination of student contact hours should be based on a maximum number of hours which the curriculum committee considers reasonably necessary to achieve the learning objectives of the primary course or courses being supplemented. Thus, the supplemental course outline should be prepared in light of the primary course objectives, but the hours for the supplemental outline will then be based on the objectives and related assignments specified in the supplemental course outline.

For credit open entry/ open exit courses, units of credit are to be awarded based upon the objectives and the time typically required to achieve these objectives. One unit of credit should require about 48 hours of recitation, study, or laboratory and may be counted in increments of less than one unit. Colleges and their curriculum committees need to remain cognizant of the relationship of units to hours when reviewing courses and they should carefully scrutinize the amount of time reasonably needed to reach the objectives.

Courses should be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and complete the course successfully in about 48-51 hours per unit of credit. Some students may need more hours to do the same and may need greater assistance from faculty and staff. Some students may need fewer hours to complete the course. Regardless of the number of hours the student needs to complete the course, the number of units earned will be the same, and the number of hours needed by most students to complete the course will be around 48-51 hours per unit of credit.

As in the past, apportionment may not be claimed for optional attendance at artistic and cultural presentations or events or for using college/district facilities, equipment or resources that are not related to instructional learning objectives

and competencies as outlined in course outline of record. There must be instruction that involves objectives and competencies that are in an approved course outline.

This section of the regulation became effective on January 29, 2006.

58009. Application of Independent Study or Work Experience Attendance Procedure

(a) One weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c) except for independent study laboratory courses. For independent study laboratory courses, weekly student contact hours shall be equivalent to those, which would be generated for the same student effort in a laboratory course not offered as independent study.

(b) For credit courses full-time equivalent students in independent study or work-experience education courses in primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a) of this section, generated as of the census date prescribed in section 58003.1(b) by the term length multiplier as provided for in section 58003.1, and dividing by 525.

(c) For noncredit courses conducted as distance education, full-time equivalent students is computed on a census basis as prescribed in section 58003.1(f)(2).

(d) Full-time equivalent student in independent study or work-experience education courses conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.

Guideline for Section 58009

Prior to this regulation change, FTES computations for all independent study courses were based on the number of units as opposed to the number of student contact hours. For example in a one unit lab independent study course, apportionment was calculated based on one unit per week rather than the three student contact hours per week generated by a one unit lab which was not

conducted through independent study. This methodology created a significant difference in the number of FTES generated between an independent study laboratory course and a laboratory course not conducted through independent study.

The revision of Title 5, section 58009(a) eliminates this disparity. This regulation now allows the FTES generated by an independent study laboratory course to be calculated using the same number of weekly student contact hours as those generated in a traditional lab offering or on a three hour per unit/week basis.

Colleges may also collect apportionment on a contact hour basis for lab hours that are included along with non-lab hours in an independent study course outline. The language change uses the words: lab courses. However, a college may also offer a "mixed" course through Independent Study which includes some "lab" work and some "non-lab" work and apply the new rule in 58009 to the lab portion of the class— such that the lab portion would be entitled to the more liberal rules for apportionment and would be reimbursed based on contact hours rather than units.

Note that the regulation allows colleges some flexibility in terms of contact hours and units, because it uses the word "approximate" in describing the relationship of class hours to credit awarded. There is an established ratio of lecture time to units (one to one) and an established ratio of lab time to units (three to one), regardless if a course is offered face-to-face or via distance education.

This section of the regulation became effective on April 14, 2006. Only courses that began on or after that date may apply this regulatory change.

58050. Conditions for Claiming Attendance

(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:

(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of article 2 (commencing with section 55100) of subchapter 1, chapter 6.

(2) The course must meet the criteria and standards for courses prescribed by section 55002.

(3) Unless expressly exempted by statute, the course must be open to enrollment by the general public, in accordance with section 58051.5 and article 1 (commencing with section 58100) of subchapter 2 of this chapter.

(4) The district may not receive full compensation for the direct education costs for the course from any public or private agency, individual or group of individuals in accordance with section 58051.5.

(5) The students enrolled in the course must be engaged in educational activities required of such students as described in the course outline of record. The number of contact hours for which apportionment is claimed shall not exceed the number specified in the course outline of record, subject to computation adjustments authorized pursuant to other provisions of this subchapter including, but not limited to, sections 58003.1, 58023 and 58164. If the course involves student use of district computers, other equipment, or facilities, the district shall monitor usage of such equipment or facilities as part of the course to ensure that they are used solely for the specified educational activities.

(6) The students must be under the immediate supervision of an employee of the district, unless provided otherwise by law.

(7) The employee of the district must hold valid and unrevoked credentials or be employed pursuant to minimum standards adopted by the Board of Governors or equivalencies pursuant to section 53430 authorizing the employee to render service in the capacity and during the period in which the employee served.

(b) The regulations in this subarticle are intended to clarify and interpret attendance accounting terminology used in subsection (a), and in sections 58051 and 58055.

Note: Authority cited: Sections 66700, 70901 and 84500, Education Code.
Reference: Sections 70901, 78401 and 84500, Education Code.

Guideline for Section 58050

This regulation defines conditions for claiming attendance (apportionment) for any course. Subsection (a)(5) adds new clarification on apportionment for courses offered in a computer lab environment. Students must use the equipment and facilities available for any course solely for the specified educational activity and the district must monitor and certify the usage of equipment and facilities to ensure that they are used as intended. This concept was also emphasized in section 58164(f)(2) on page 3 of this document.

The total contact hours claimed for apportionment in any course must not exceed the total number of hours specified in the course outline of record. This limitation, however, is subject to computation adjustments authorized pursuant to other provisions of this subchapter including, but not limited to, sections 58003.1, 58023 and 58164.

This section of the regulation became effective on January 29, 2006.

59402 Definitions

For the purposes of this subchapter the following definitions apply:

(a) "Instructional and other materials" means any tangible personal property which is owned or primarily controlled by an individual student.

(b) "Required instructional and other materials" means any instructional and other materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve those required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.

(c) "Solely or exclusively available from the district" means that the material is not available except through the district, or that the district requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and:

(1) the material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or

(2) the material is provided in lieu of other generally available but more expensive material which would otherwise be required.

(d) "Required instructional and other materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.

(e) "Tangible personal property" includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.
Reference: Sections 70901, 70902 and 76365, Education Code.

Guideline for Section 59402

The revisions to this regulation allow districts to charge students instructional materials fees for access to instructional materials in electronic form, under certain circumstances. The definition of "tangible personal property" is amended to verify that electronic data may be considered instructional materials, so long as the student has the ability to use the materials after the class, in a manner comparable to the student's ability to use the materials during the class.

This expansion of the definition of tangible personal property has significant impact on the district's ability to charge students for license fees or for access codes to electronic data. If students are to be charged for electronic data, the tangible personal property should have a continuing educational value to students. The continuing educational value could be in the form of the electronic course content being equivalent to a textbook, study guide, solutions manual, or test bank that students have access to beyond the class session for which the instructional materials were purchased. Additionally, the text, lessons, and problem materials should be readily printable to hard copy to serve as a permanent record, should the student desire to retain a copy of the instructional materials. If the student can print the materials accessed that are of continuing educational value, charging students for access codes is permissible.

On the other hand, it is not permissible to charge students for internet access or for access to a research database. In these cases, the real benefit of access is the ability to do searches and saving one or more documents or web pages in a static form does not provide equivalent access after the access code is deactivated.

This section of the regulation became effective on April 14, 2006.

B.   Tutoring

There are two regulations contained in this section:

58168 - Tutoring
58170 - Apportionment for Tutoring

58168. Tutoring

Tutoring, when provided by the college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code section 84757(a)(2).

Note: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901, Education Code.

Guideline for Section 58168

The change in this section of the regulation is a technical one to correct a renumbering of selected areas in the Education Code. The change is in the reference section number; the previous number for this referenced section was deleted and changed to 84757(a)(2). This points to a specific category (basic skills) within the section of 84757, which is a list of the nine noncredit categories. There is no change in the intent of this section, which states that tutoring consists of skilled, trained students assisting other students enrolled in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09.

This section of the regulation became effective on January 29, 2006.

58170. Apportionment for Tutoring

Apportionment may be claimed for individual student tutoring only if all the following conditions are met:

(a) The individual student tutoring is conducted through a designated learning center.

b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415.

(c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.

(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring."

(e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need.

(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.

(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.

(h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.

Note: Authority cited: Sections 70901 and 84500, Education Code. Reference: Sections 70901, 84500 and 87356, Education Code.

Guideline for Section 58170

In order for a college to collect noncredit apportionment for students providing tutorial assistance to other students, the tutoring must be conducted through a designated learning center under the supervision of a qualified faculty member who has earned a Master's Degree in one subject matter being tutored or in education/ instructional psychology/ or other disciplines with an emphasis in adult learning theory, as detailed in Title 5, section 53415. Primarily, students who conduct tutoring are those who have received instruction in tutoring methods and who may use appropriate mediated instructional materials.

Academic credit and apportionment for coursework used to train tutors in tutoring methods is limited to two semester units of credit (three quarter units of credit), or 96 non-credit course hours. Prospective tutors with advanced degrees and equivalent training are not required to complete additional training preparation, although faculty from the discipline or disciplines in which the tutoring is needed must approve all tutors, irrespective of their prior education or experience.

A counselor or an instructor, on the basis of an identified learning need, must refer all students seeking tutoring. Students cannot refer themselves for tutoring. Tutees must enroll in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09. To enroll, students must follow normal registration procedures consistent with Title 5, section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.

A tutorial center may offer tutoring assistance between a tutor and tutee when they are separated by distance and are using on-line or other synchronous "real time" technologies such as videoconference, web conference, audio conference, etc. When the tutor and tutee are separated such that one or the other is not physically present in the tutoring center, the supervisor must be able to monitor the communication and a mechanism must be in place to accurately track positive attendance hours. If both the tutor and tutee are not physically present in the tutorial center, the district must ensure and be able to document, if audited, that the supervisor was actually able to, and did, monitor the interaction of the tutoring session.

This section of the regulation became effective on April 14, 2006.

ADDITIONAL READINGS

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