Summary of Chaffey Report Recommendations

The November 2009 *Santa Ana College Visiting Team Report on Academic Support Services* (henceforth known as the Chaffey Report) authored by Laura Hope and Robert Rundquist recommended changes centering on these areas:

1. Institutional Values and Priorities

2. Structural Reorganization and Integration

3. Operational Planning

4. Enhanced Campus Research

Below is a summary of the specific steps that Hope and Rundquist suggest we take at SAC. Paramount among these are the steps that will bring about a cultural change in beliefs and attitudes at our institution. The authors note that while they were repeatedly told that academic support and a commitment to research are high priorities at SAC, in fact our practices and expenditures do not reflect these priorities. Changing the culture at SAC will require two things: faculty buy-in, something the Hope and Rundquist believed was already underway in 2009, and administrative support at all levels. Our shared governance committees, particularly the Planning and Budget Committee, and President Martinez must understand, embrace and approve changes. Currently we are stymied in our efforts to provide academic support services to all students. We need support higher up to get things improved and to obtain active faculty buy in and participation in the process. First Steps from the Chaffey Report

1. **We must bring academic support services to the forefront at SAC. These services must be available to all students in a centralized, strategic location or locations that everyone on campus can point to.**

   a. We must live by our philosophy/mission statement. Hope and Rundquist observed that our present vision themes are not evident in our daily life on campus. They suggest that we develop a philosophy statement that will clearly express what we want to

achieve with our new efforts to improve our academic support services.

b. What is our current philosophy for basic skills? Compare our mission statement with Chaffey College's:

Chaffey College mission statement: Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and **foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.**

Santa Ana College mission statement: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment. (Note the absence of concern for foundational/developmental skills.)

Santa Ana College Academic Support Centers Philosophy: _____

_____

_____

2. **Whatever we spend BSI money on has to be for the long term and it has to be institutionalized. There must be no more small, temporary projects. We have to think long term.**

a. **Obtain institutional approval**: To ensure institutionalization of changes, we must have the Planning and Budget Committee and President Martinez approve the Proposal for SAC's Academic Support Services. We must also tie the Proposal to program review and the mission of Academic Affairs as well as Student Services.

The institution must commit to making academic support part of the "core values of the campus." (Chaffey Report, p. 9) Chaffey College's Board and President made a philosophical and financial commitment to their college's plan for basic skills support. "Once we developed a plan, the Governing Board Adopted the Transformation Agenda, and the President adopted the goals of the plan as part of his personal goals, which then influenced his own evaluation . . . Following the executive leadership, the college's governing board adopted the budget and consequently, made a permanent budget commitment to the Chaffey plan." (PACE Working Paper #5, p. 6)

b. **<u>Empower a shared governance committee</u>**: The Planning and Budget Committee must have the authority to carry out the actions agreed upon to achieve the necessary changes in the Proposal.(For example, the committee may determine that the current Math Center space is inadequate to serve student needs and should be expanded with the addition of two classrooms, etc. See SAC's 2010 Title V application, p. 24).

c. **<u>Liaison with the president</u>**: We need a spokesperson(s) to meet with President Martinez on a regular basis and explain what is needed and what progress is being made. Suggestion: give her this report and the Chaffey report.

d. **<u>Collect data and evaluate student progress</u>**: We have to institutionalize a system(s) of tracking, disseminating, and utilizing data to make plans. We need to have a "rigorous research agenda of program evaluation and redesign or improvement." (Chaffey Report, p. 9) Chaffey's commitment to research is evidenced by its "four full-time researchers serving a college of 20,000. (Pace Working Paper #5, p. 21) **We must appoint at least one full-time researcher to lead this effort.**

3. Steps to establish academic support services that will meet the needs of **all SAC students:**

A. **Strand A: Administrative and Organizational Practices**

   1. **Appoint a dedicated administrator**, e.g. a Dean of Instructional Support, who has the authority to approve and implement our proposals.

   2. **Convene an academic services support (SAC Transformation Committee or "ASS") committee** comprised of faculty and staff who are empowered to re-organize the academic support services and implement the plans. (Linda Rose, Sara Lundquist, Micki Bryant, Shelly Jaffray, interim dean of Science, Mathematics, and Health Sciences, Bart Hoffman, George Sweeney, Pat Conner, Bonnie Jaros, Monica Porter, Mike Everett, Matthew Beyersdorf, Elissa Hassel, Wenona Kossler, Ray Hicks, John Zarske, Jeff McMillan, Lynn Marecek, Martha Vargas, Steve Bautista, Rick Castillo, representatives from staff in learning centers, President of Student Body, other?) This committee will be charged with determining how we can better serve students through academic support services.

   [This committee should be a subcommittee of the Planning and Budget Committee. It must be empowered so that it is responsible for planning, evaluation and implementation of changes. At Chaffey, once the Chaffey Transformation Committee "developed a plan, the Governing Board adopted the transformation agenda and the President adopted the goals of the plan as part of his personal goals, which then influenced his own evaluation. This was critical for the development of trust and fostering a belief that whatever we did or changed would last and that it was embraced by the entire institution." (Laura Hope quoted in Policy Analysis for California Education (PACE) Working Paper Number 5: Integrating Student Services with Instruction: Chaffey College's Long Journey to Success, p. 6)]

3. **Obtain approval from the Planning and Budget Committee and the green light from President Martinez so we can move forward expeditiously.**

B. **Strand B: Program Components**

1. **Integrate instruction and student services**. "The literature regarding under-prepared students and program components stresses the need for coordination among student services and instructional programs." (Chaffey Report, p.15) Academic and Student Support Services are both essential to student success: ". . . it is critical that support be made accessible, easy and irresistible in order for students to use it." (Chaffey Report, p.16)

   We have a model of integration of instruction and student services that is up and running well at CEC.

2. **Assess and place students appropriately in developmental courses**. Multiple measures should be used including high school grades. Practice opportunities should be offered before students take placement tests. Assessments should be offered at convenient times for students. Registration processes should be streamlined.

   Assessment and placement are a big problem at SAC. Students are given the option to choose the CTEP for English or TELD for ESL. Many choose to test for and take English over ESL when they really should be in ESL. Writing samples, Accuplacer, high school English grades or some other measure could be used to place all students. (Note: English and ESL faculty could use their 5-hour weekly commitment for college committees, etc. to grade writing samples.)

3. **Make a plan for ongoing counseling support**. Note that counseling services are most successful for developmental students when these services are mandatory. Suggestion: make part-time counselors

available in the academic support centers, as they have done at CEC, to help students develop education plans.

4. Provide other necessary student services including orientation, counseling, financial aid information, etc. for all students.

5. **"Building in general college success strategies (learning styles, time management, test-taking, etc.) should be fundamental components to the planning discussions once the institution is ready to address operational levels."** (Chaffey Report, p. 23) (We need ongoing outreach efforts to make all students aware of workshops that will help they succeed in college.)

C. Strand C: Staff Development

1. Continue efforts to provide effective professional development to all faculty especially with methods that benefit developmental learners.

2. Adjunct faculty as well as full-time faculty must be included in staff development.

3. The national literature recognizes "tutor training as the 'tipping point' in student success (Chaffey Report, p.18). **SAC must have a campus-wide approach to tutoring.** All tutors must complete this core tutor training curriculum. The program must include training from the discipline faculty. The Chaffey experts also suggest adopting the standards of an association like CRLA.

4. **Convene a committee of learning center leaders and "conduct regular meetings to establish a common vision for the network's continued development and improvement."** (Chaffey Report, p.19) Once the common vision and "clearly defined educational principles" for SAC's academic support centers is agreed upon, operational details can be determined. (p. 21) This committee of learning center leaders should be a subcommittee of the "ASS" Committee mentioned above.

5. Provide additional professional development about data interpretation at both the local and state levels.

D. Strand D: Instructional Practices

1. **What is our guiding philosophy?** At Chaffey, it was important that every center serve students at all levels. "The Centers were devised on the premise that all learning is developmental and that effective support is an integral part of the learning process, not a safety net after a student experiences failure and needs help." (PACE Working Paper 5, p. 9) In other words, go big or go home.

   We need to have an institutional will to accomplish changes in our academic support centers. We can propose a plan of action, but how do we get it off the ground? How do we achieve a paradigm shift? CEC held town hall meetings that addressed all faculty when the Basic Skills Initiative effort started in order to generate excitement about Basic Skills. This was successful at involving the whole CEC community. Everyone knew about the paradigm shift at the same time. (All faculty were given book bags to mark this change. Adjunct faculty as well as full-time faculty were invited and paid to write curriculum.)

2. **What are the global questions we should be considering?** At Chaffey, "the centerpiece of the (Transformation) plan was the establishment of new student success centers." (PACE Working Paper #5).

   a. What will the scale of the services be? Currently we have a "fractional service model." (Chaffey Report, p. 22) Do we want to continue with this or do we want to serve all students?

   b. What will the purpose of the services be? We need to re-define the identities already existing with the academic support structures (Chaffey Report, p. 21). Some faculty and students believe that our learning centers are "fix-it" shops. Chaffey has the following support centers: an Interdisciplinary Writing Success Center, a

Math Success Center, a Reading/Multidisciplinary Center, and a Language Success Center that includes foreign languages plus ESL. (PACE Working Paper #5, p. 9) . . . Finally, on the theory that faculty as well as students need support for their success, a Faculty Success Center was established in 2009 (PACE Working Paper #5, p. 9)

    c. Are we duplicating services anywhere on campus?

3. What are the operational questions we need to consider?

    a. Where will academic support services be housed?

    b. Who will oversee the services? What will the reporting lines be?

    c. Who will coordinate the programs? How many coordinators will be needed?

    d. Who will work in the centers and what will their roles be (faculty, tutors, aides, etc.)?

    e. Who will design the activities/curriculum? We must "establish consistent values, standards and pedagogy in the centers." (Chaffey Report, p.24)

    f. Who will be in charge of purchasing desks, tables, chairs, computers, software, books, etc.?

    g. How will we evaluate the services?

4. All Basic Skills Faculty must collaborate in designing and running the learning centers:
   a. "In order for academic support services to be truly effective, there must be a unique relationship with each academic discipline these programs serve." (p. 24, Chaffey report, p.24)
   b. There must be dedicated faculty supervision during all operating hours of the centers. Faculty lead workshops, develop DLAs, design learning activities

5. If we want to transform our academic support services, we must compensate faculty for the work this entails. **What do we value?** Priority is evidenced by where money is spent. **If we don't spend money on this, it is obviously not a priority.** Let's restrict overload to faculty who contribute to the college.

6. Research components:

   a. There must be differentiated reporting of all support center activities.

   b. "Integrate a strong research component into academic support services curriculum development, resource selection, and program assessment." (Chaffey Report, p.25)

7. Promote shared learning activities (small and large groups) in the centers (versus exclusive use of one on one tutoring or software activities) "Investigate and implement capacity building strategies that sustain increased volume without sacrificing meaningful, high-touch learning experiences." (Chaffey Report, p.25) Active learning that is student centered must be promoted.

Pending issues from 2011-2012

- **Academic support services must be supported by the general fund.** Was this addressed last year? At a spring Strand A meeting, Shelly and Elissa shared information about revenue generated by the Writing Center. How was this information used? **We cannot supplant anymore. We must do something new and innovative with Basic Skills money to increase student success!**

- We need replacement support for FEP. This program must be institutionalized. It's working. It's been in place. It should be part of the general fund.

- There must be a collaborative effort between SAC and SCE to align ESL courses and curriculum. **Clear, irresistible pathways** must be established for students to matriculate from SCE to SAC. There should be support in place for these students to ensure their successful transition to the credit program.

The institution must commit to a long-term solution to the problem of academic support services at SAC. Basic Skills can provide funding for an initial infrastructure but cannot sustain the long-term operation of these services. Like Chaffey College, we need to commit to an institutional and philosophical change and not just to additional or new support programs (PACE Working Paper #5, p. 3)