PROGRAM OVERVIEW

Program Title: Chaffey College Chino Campus

Program Code: 6021 - CHAFFEY COLLEGE CHINO CENTER

Review Type: Administrative
Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement

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

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The purpose of the Chino Campus is to further the provisions of affordable quality education and training to the citizen's of the district residents, specifically those residing in the southwest portion of the district, i.e., the Chino Valley and South Ontario. The Chino Campus incorporates three facilities in the City of Chino which are identified as the Chino Center located at 13106 Central Avenue, Chino (6021), the Robert Pile Information Technology Center (6025) located at 13170 Seventh Street, Chino, and the College Park Campus (6009) located at 5897 College Park Avenue, Chino. The College Park Campus is made up of three buildings, the Main Instructional Building (CHMB), the Health Science Building (CHHC) and the Chino Community Center (CHCM). We will refer to these three locations as one operational entity, e.g., the Chino Campus. The staff of the Chino Campus work together to provide a seamless comprehensive educational experience to the students of the Chino Campus. The Chino Campus provides all students with quality occupational, transfer, general education, and foundation programs. It is possible for students to earn both degrees and certificates in a number of programs without leaving the Chino
Campus. In addition the campus provides a near complete offering of student services and support services to provide a learning-centered educational environment. The programs currently offered at the Chino Campus are part of the District-wide programs and are thus evaluated through the District-wide programs SLO and Program Services and Review process. This review is to evaluate the overall effectiveness of the campus to support student learning and success. One aspect of evaluating the Chino Campus are the activities and efforts of this community and the District as a whole in the development of an independent campus with the ultimate goal of becoming a multi-college district.

Review Team Response
This self-study clearly demonstrates how the Chino Campus/Dean's Office supports the College mission and addresses the question of effectiveness.

PROGRAM DATA

Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Day</th>
<th>Evening</th>
<th>Online</th>
<th>Arranged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
### Retention Rate by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

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

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

Review Team Response

CURRICULUM UPDATE

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

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

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

The Chino Campus provides services for students that start at entry through completion of a degree, certificate, or transfer. It is possible to track various steps of this process through various avenues of data collection and analysis. We are currently developing AUOs to help guide improvement in the campus' role of supporting completion of student goals and success. As we evaluate our progress we will continue to work with Institutional Research in the determination of tools that help us access our progress at supporting student learning. In this self-study we will use the data we currently can collect to measure our effectiveness. We will use this data to plan various ways to improve and to also identify what we lack in our ability to access our effectiveness.

Describe staff functions and services (these can include diversity, specialties, staff preparation and
How does your program evaluate its effectiveness?
The Chino Campus Dean provides leadership for program development in Chino. This includes curriculum, student services, and student support. A big part of this is the resource needs and then evaluation of existing as well as proposed changes. The dean supervises and evaluates Chino staff. Provides in-service for Chino Faculty and Staff. Oversight of the maintenance of the facilities and grounds. Develop and maintain working relationships with local schools, businesses, and government offices. Work with academic deans' offices in development of Chino schedule of classes and room assignments. Handle student and faculty complaints. The Dean's office provides support for the faculty and staff of the Chino Campus (e.g., report absences, issue keys, provide supplies, etc.). Works with Student Activities to schedule student events. Serves as the connection between the various departments that are housed at the Rancho Cucamonga office that provide services at the Chino Campus (e.g., schedule use of offices, print flyers, etc.). The A&R office assists students with Applications, registration, payments, obtaining transcripts, completing petitions, reviewing residency status, and supporting students on the use of A&R computers for self-service purposes. The A staff also schedule assessment testing, counselor appointments, health services appointments, answer questions in regard to other services (e.g., DPS, EOPS, and Transfer Center, etc.).

Review Team Response
The response here does a great job of providing a future, “big picture” outlook of the Chino campus and the ways that it will continue to support, expand, and promote access and student learning. While the review team recognizes the challenges of describing Chino campus’s contributions to Chaffey from the netherworld it now occupies, future self-studies would benefit from clear and specific articulation of what the Chino campus currently does and offers to support the mission. For example, disclosure of information regarding the number of students currently served, the number of sections currently offered, etc. might prove useful for future self-studies and planning.

STUDENT SUPPORT - ACCESS
How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)
The A&R office assists students with applications, registration, payments, obtaining transcripts, completing petitions, reviewing residency status, and supporting students on the use of A&R computers for self-service purposes. The A&R staff also schedule assessment testing, counselor appointments, and health services appointments. Students also have access to various counseling services (e.g., guidance, DPS, EOPS, Hope Grant). Services provided by these various counselors assist students in determining career and educational plans for completing their educational goals.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>All levels of financial aid (42 hrs/week)</td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
<tr>
<td>EOPS</td>
<td>Counseling services (9 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Assessment Testing</td>
<td>Testing is available 1 day/week, 2 sittings</td>
<td>0</td>
<td>1419</td>
</tr>
<tr>
<td>Hope Grant Counselor</td>
<td>Guidance counseling for students interested in pursuing health science career (9 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>ID cards (started tracking 11/09)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Records/Cashier</td>
<td>All Services (measured by Q-Matic system)(47.5 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling services (4 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Students can schedule an appointment or walk-in. (27 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling - New Groups</td>
<td>Group counseling sessions for new students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**
Most of the services listed above are provided by programs housed at the Rancho Cucamonga Campus. We will in the future determine how to track these services here at Chino so that we have data to use for future planning.

**Review Team Response**
The review team appreciates this self-study's attempt to document student services provided at the Chino campus, as most of these services remain under the aegis of administrators and budgets at the Rancho campus. The complexity of the Chino campus as related to the Rancho campus is recognized by the review team.

**STUDENT SUPPORT - SUPPORT**

**How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.**)

Services that the Chino Campus provides that support student learning include: counseling - placement in appropriate courses, determing course sequences, etc. Counseling also offers new student orientations. Success Centers - provide workshops, tutoring, learning groups, directed learning activities, classroom visits, support of instructor needs, etc. Library - research, access to data bases, etc. Bookstore - books and supplies, food. Admissions and Records - A&R services, answer questions, collect homework for instructors (an aspect of the services offered at Chino that is unique to this campus and helps to make the Chino Campus more like a small rural college).
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>Cashier, Health</td>
<td>The cashiers collect fees for additional health service offered to students. The numbers listed are dollar amounts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service fees</td>
<td></td>
<td>2559</td>
<td>2362</td>
</tr>
<tr>
<td>Health Services</td>
<td>Health care services to Chaffey students. In addition to students served outreach included 340 for 08-09, and 712 for 09-10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1137</td>
<td>1961</td>
</tr>
<tr>
<td>Counseling</td>
<td>Assist students in appropriate course placement and sequencing (27 hrs/week).</td>
<td>1750</td>
<td>1977</td>
</tr>
<tr>
<td>Success Centers</td>
<td>Workshops, tutoring, learning groups, directed learning activities, classroom visits, support instructors, access to computers (52 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Research, assess to data bases, books on reserve, access to computers (20 hrs/week).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>Books and supplies, FOOD (41 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions &amp;</td>
<td>Student A&amp;R needs, answer questions, direct students to available resources, collect homework for instructors (47.5 hrs/week).</td>
<td>12292</td>
<td>13342</td>
</tr>
<tr>
<td>Records</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**
The services listed above are provided by programs that are housed at the Rancho Cucamonga Campus. We are looking into how to obtain specific Chino data so that the Chino Campus can use for future planning. We are also exploring how to drill down into the A&R data into specific activities.

**Review Team Response**

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)
The curriculum offered at the Chino Campus allow students to complete certificates and/or degrees in the following programs: CIS (Hardware and Support and Networking), CISCO Internetworking, Culinary Arts, Dietetic Tech/Supervisor, Fashion Design and Merchandising, Hotel and Food Service Management, Industrial Electrical Technology, University Studies, and Vocational Nursing. Starting in Fall 2011 we will add Interior Design but lose CIS (Hardware and Support and Networking). Student services and support in Chino that promote transfer and completion include A&R, DPS, EOPS, Counseling, Hope Grant Counselor, Success Centers, and Transfer Center.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>Transcript requests, enrollment verification, imaging documents (47.5 hrs/week)</td>
<td>12292</td>
<td></td>
</tr>
<tr>
<td>DPS</td>
<td>Support of disabled students in the completion of their course work (4 hrs/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOPS</td>
<td>Counseling (9 hrs/week).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Ed plans, Grad checks (27 hrs/week).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope Grant Counseling</td>
<td>Career option guidance (9 hrs/week).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success Centers</td>
<td>Support of successful course completion, workshops (52 hrs/week).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Center</td>
<td>Provides support to students for successful transfer, arranges college visits (3 hrs/week).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional information:
The Chino Campus is comprised of five buildings (three at the College Park location and two in downtown Chino). The two in downtown Chino are currently under utilized. These facilities can be utilized in the future to expand the offerings at Chino to both increase the completion/transfer rate and also to expand the programs available at Chino.

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
There are currently 11 programs that are unique to Chino. During the next academic year the plan is that three or four of these programs will become part of a Chino Campus academic unit. It is important that we do this in gradual steps to allow for the appropriate adjustments to occur in staffing, delegation of work, and determination of the various processes that will need to be put in place. After submission of this self-study the decision was made to move Fashion Merchandising, Fashion Design, Interior Design, Hotel & Food Services, & Culinary Arts from the schools of VPCA and BAT to the Chino Campus. This puts us on track to achieving this goal.

All plans should improve or expand student learning.

Year Three Goal:
For the academic programs that are unique to the Chino Campus to also be responsible to the Chino Campus. For example if all of a program's classes occur at Chino and no other Chaffey location and all of the faculty and staff of this program are located in Chino then this program's academic unit should be the Chino Campus. The ultimate goal of the district is for the Chino Campus to be an independent campus. In order to reach this goal it is necessary to start taking steps in that direction. Once a program is no longer tied to Rancho but is tied to Chino this will instill greater allegiance to what we have to offer in Chino and will help further develop the programs, services, and overall environment that support student learning and success.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
There are currently 11 programs that are unique to Chino. During the next academic year the plan is that three or four of these programs will become part of a Chino Campus academic unit. It is important that we do this in gradual steps to allow for the appropriate adjustments to occur in staffing, delegation of work, and determination of the various processes that will need to be put in place. After submission of this self-study the decision was made to move Fashion Merchandising, Fashion Design, Interior Design, Hotel & Food Services, & Culinary Arts from the schools of VPCA and BAT to the Chino Campus. This puts us on track to achieving this goal.

Assessment of this goal is fairly obvious; the Chino Campus administrative office is responsible for a program or not. The difficulty is the transfer of all processes involved with a program and the ability for the workload to be shifted. It is important to note that with the transfer of responsibility of programs also comes the responsibility to carry out various tasks (e.g., scheduling and staffing of classes, hiring part-time faculty, completing faculty contracts, monitoring load, evaluation of faculty and classified staff, oversight of discretionary budgets, ordering instructional supplies, etc.). The transfer of this work to the Chino Deans Office will cause the need for office staff to carry out this work. Currently the Dean's office only has an EPA, we will need an AAII.

Year 2 Steps to Success (activities) and VIP Assessment:
The remaining programs that are unique to Chino will become part of the Chino Campus academic unit. Same as year 1.

Year Three Goal:
That the Chino Campus will have academic and student support programs that also exist on other Chaffey College campuses.
Start discussions in Faculty Senate and the Dean's Council to determine at what point a program that exists on multiple campuses should be "split" such that there are now separate such programs on the Rancho, Chino, and Fontana Campuses. That there is consensus among the various groups involved in the discussion on both the need and mechanisms for achievement of this goal. That methods for how such a goal will be achieved are being discussed and that plans are starting to be worked out.

Make final determination of the measurement that will be used and the specific measurement value that must be met for a program split to occur. For example will the determination of when the Chino Campus has its own English department be determined by number of sections offered, amount of FTES generated, amount of FTE needed to staff sections, etc. Determine the process that will be used to "split" a department and how the two new departments will interact and carry out similar or shared business. As described above in the VIP assessment for the first VIP goal with the shift of responsibility for programs to the Chino Dean's office there is also a shift in workload that will exceed the capabilities of the current office staff. The Chino Dean's office will need an AAII in addition to the current EPA.

That a method of determining when such a "split" should occur is developed and that using that method programs that are ready for or near ready for such a split have been identified.

That most all aspects of student services and student support services exist at the Chino Campus. The goal is that the Chino Campus is a comprehensive campus that provides complete academic programs and all the student services and support services that a student needs to be successful. Completion of this goal along with goals one and two will move the Chaffey College District a considerable step along the path of having multiple comprehensive campuses.

Complete a through analysis of the student services and support services that are available at all three campuses. This will include both the type of service as well as a measurement of level of service. Identify deficiencies at each campus. Completion of the analysis and identification of the deficiencies is a yes/no assessment. One deficiency that we are already aware based on student complaints is the availability of pay for print and xeroxing services for students. These activities are available in the library and success centers so the hours that they are available is limited. If we provide these services in the A&R office it will increase the number of hours of availability to students.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Year 2 Steps to Success (activities) and VIP Assessment:
Determine the methods and resources necessary to start filling the gaps. Fill those that do not require a significant allocation of resources. This is difficult to put a number on success. There will be identified a number of deficiencies. Some of these will just require a change in how we do things (i.e., the ability for a student to petition repeating a class because of two failing grades), but others will require funds and staff. Some of these maybe possible by redistribution of such resources and some will have to be put off until there is sufficient budget to cover the associated costs.

**Year Three Goal:**
That the faculty and staff of the Chino Campus have the resources and means available that allow for connection to the District that allows for engagement, the ability to participate in shared governance, and access to professional development opportunities.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Sustainability

**Year 1 Steps to Success (activities) and VIP Assessment:**
Provide Web cameras to all full-time faculty that have an office in Chino. Connect one instructional space with two-way audio and video capabilities with similar rooms in Rancho and Fontana. This use of technology will allow faculty and staff to participate in meetings held in Rancho or Fontana without the need to drive to these other sites. An instructional space wired with two-way AV capabilities will allow for students and staff to participate in meetings and workshops with multiple attendants at multiple sites (e.g., professional development workshops, success center workshops and study sessions, SI group sessions, etc.).
Assessment of these activities exists on multiple levels. First the method of assessment is yes/no we have the technology or not. Second is measuring the utilization of the technology, how many people use it, how many events are carried out using the technology. Third will require a survey that looks at satisfaction of those utilizing the technology and a self-assessment of what was gained. Finally we will work with Institutional Research to determine if we can measure improvement in services offered or improvement in some aspect of learning.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Continue what was started in year one but expand to office computers used by part-time faculty and full-time faculty with their offices in Rancho that have part of their teaching load in Chino. In addition we would wire two more instructional rooms for two-way AV capabilities. (Ultimately we would like a small room for SI sessions and success center activities and two classrooms one that holds ~30 people and one that holds ~75-100 people.)
Assessment strategies for year 2 will be as described for year 1 except that we will start to focus our efforts on determining if our efforts for providing increased PD opportunities improve student learning and success. We will also measure the level of engagement of the faculty and staff of the Chino Campus.

**Review Team Response**

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dean participated in panel on</td>
<td>Dean participated in AACC</td>
<td>We have video-streamed all of Dr. Shannon's</td>
</tr>
<tr>
<td></td>
<td>Science Careers at City of</td>
<td>Future Leaders Institute,</td>
<td>budget forums to Chino.</td>
</tr>
<tr>
<td></td>
<td>Hope Graduate Program.</td>
<td>June 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean participated in ACCCA's</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>annual conferance, February</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dean participated in CCC</td>
<td>Dean participated in CCC</td>
<td></td>
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<tr>
<td></td>
<td>CSSO/CIO Leadership Institute,</td>
<td>CSSO/CIO Leadership Institute,</td>
<td></td>
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<tr>
<td></td>
<td>November 2007</td>
<td>February 2008</td>
<td></td>
</tr>
<tr>
<td>Chino Campus</td>
<td>Orientation (1 daytime, 1</td>
<td>A&amp;R staff training e.g.,</td>
<td>We have video-streamed</td>
</tr>
<tr>
<td></td>
<td>evening offered at beginning</td>
<td>deposits, Parking meters,</td>
<td>fall 2010 and spring</td>
</tr>
<tr>
<td></td>
<td>of each semester)</td>
<td>record merge, counseling/</td>
<td>2011 convocation to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessment appointments</td>
<td>Chino.</td>
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<td></td>
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</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
The training provided in the Flex activities helps to orientate the faculty to the resources available at the Chino Campus for faculty and students. It also promotes dialogue between faculty, administration, and staff that supports and promotes student learning and success. The training of staff helps to assure that the services available for students in Chino are of the highest quality and to prepare staff to various situations that they might face when serving students. Activities that the dean participates helps in his ability to serve the faculty, staff, and students in assuring that the Chino Campus provides resources for student learning and success. The greatest barrier to the availability of professional development activities for faculty and staff in Chino is the distance. It is difficult to participate in activities provided at the Rancho Cucamonga campus. We have already started and will continue to utilize technology to help overcome this barrier. Using technology we will set up offices and classrooms with two-way means of communication that allow faculty and staff to participate in meetings and workshops. This same technology will also be available to allow students to participate in lectures or workshops provided at the other two campuses. We will also start to develop a library of DVD and webinars that can provide professional development activities to faculty and staff.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>President's Cabinet</td>
<td>College Council</td>
<td></td>
</tr>
<tr>
<td>Dean's Council</td>
<td>Educational Master Plan Committee</td>
<td></td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The primary writer of this self-study does not know the extent involvement of most of the faculty and staff at the Chino campus because they are actually part of other programs (i.e., the academic programs they are part of, library, success centers, counseling, etc.) The Chino Campus needs to stay as engaged as possible to District-wide activities and with the other two campuses. The participation by Chino faculty, staff, and administration in the various activities on the Rancho Campus is important for this to happen. It is also important that the Chino Campus has its own identity. The Chino Academic Planning Committee is one step in that direction. We will work over the next three years to further develop this identity. We will also continue to expand the use of technology to help improve the ability of Chino faculty and staff to be connected with the rest of the District and engaged with their peers in Rancho Cucamonga and Fontana.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?
NA

Does your program anticipate retirements within the next 3 years?
We didn't but after submission of the self-study the full-time faculty member from HOTSF (Culinary Arts) has submitted his letter of resignation effective the end of Spring 2011 semester. In addition the Interior Design program will be moved to the Chino Campus effective Fall 2011 and this program lost its only full-time faculty member in the recent past.

Review Team Response

PROJECTED NEEDS
Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
Full-time Culinary Arts Instructor

Hiring Criteria:

Institutional Level Considerations
Supports Chino expansion
Student need for courses or programs for transfer or vocational certificate

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Department has no FT faculty.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)

Year 2:
Full-time Interior Design Instructor

Hiring Criteria:

Institutional Level Considerations
Supports Chino expansion
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Department has no FT faculty.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)

Year 3:
Hiring Criteria:

STAFF

Year 1
Administrative Assistant II, Dean's Office; Instructional Assistant IV, Biology; Instructional Assistant IV, Chemistry

Year 2
Program Assistant, Assessment (0.475)

Year 3

EQUIPMENT

Year 1
Year 2
Year 3

TECHNOLOGY

Year 1
Computer with print capabilities, A&R for students. Technical equipment necessary for DE communication between Chino and Rancho (and Fontana) for 1 instructional room. Webcams for all Chino Faculty computers. (I did not provide costs. I asked IT for these numbers and was not provided in time to include in the self-study. We have a meeting scheduled to discuss the technology involved later this month.)

Year 2
Technical equipment necessary for DE communication between Chino and Rancho (and Fontana) for 2 instructional rooms.

Year 3

SOFTWARE

Year 1
Year 2
Year 3

OTHER

Year 1
Year 2
Year 3

Review Team Response
The self-study’s projected needs appear to be based upon a sense of separation rather than a sense of development. While many of the needs are accounted for in the VIP, not all of the needs are addressed in these goals. The review team recommends that future self-study needs be more explicitly tied to improving, expanding, or supporting student learning and more importantly to the stated VIP goals.

Review Team Response
"2" This PSR self-study is commendable for its complexity and comprehensive look at Chino with regards to the College's long-term plans. Nonetheless, many questions remain for the review team after reading the study, including what strategic plans the Chino campus and the College ought to engage in to approach completion of these goals. Additionally, Projected Needs such as the two IA4 positions remain unjustifiable with the current VIP goals. Future self-studies will benefit from making these connections more explicit and clear.