PROGRAM OVERVIEW

Program Title: Chaffey College Fontana Center

Program Code: 6017 - CHAFFEY COLLEGE FONTANA 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 Fontana Campus provides the highest quality customer service to interested patrons as well as new, returning and continuing students. As students become familiar with their classes each semester, they learn that the campus is a friendly and welcoming site that allows students to meet their educational goals. We offer an excellent learning community with comprehensive student and counseling services, and a state-of-the-art Success Center. With programs such as EOPS, the Transfer Center and CalWORKS being offered at the Fontana Campus, a student's chance at success is enhanced. The campus also provides support to many students who have a disability, or students who are educationally underprepared and are reluctant to enroll at the campus in Rancho Cucamonga. With full-time faculty on-site, the campus is committed to the Fontana community and its success. The program evaluates its effectiveness through participation in Student Satisfaction Surveys, annual monitoring reports, regular board updates and year-to-year analysis with data from Institutional Research.

Review Team Response
The Program Overview clearly shows how the program supports the college's mission.

**PROGRAM DATA**
Enrollment

Enrollment 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 Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
<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 SLOs and/or AUOs?

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>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</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?

[REVISED] The Fontana program provides access to instruction, student learning and student services. The staff facilitates the administrative process and assists students with their enrollment and matriculation needs. The program improves and supports the operations of the college because students who do not have to worry about their admissions, financial aid and other processes are more adapt to focus on their studies and academic issues. The way we know how we are doing is through the Student Satisfaction Survey conducted by Institutional Research and through qualitative conversations with student.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

[REVISED] The Fontana program staff consists of five people, the dean, and educational program assistant and three enrollment services generalists. The dean oversees the facility and educational environment in support of the educational offerings and serves as a liaison between the faculty and the academic departments on campus. Additionally, the dean serves as the liaison for the college and the community, including interacting with elected city and county officials, the school superintendent, parents and the local business community. The educational program assistant serves as a liaison between the campus community, including faculty, staff and students, and the dean. The epa serves on shared governance committees that are appropriate for the position and the campus. The enrollment services generalists function as the liaison between students and potential students and the college. They provide access, information and services to support students in their educational endeavors. The program’s effectiveness is measured through the Student Satisfaction Survey conducted by Institutional Research and through qualitative conversations with student.

Review Team Response
This section needs to be addressed.

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 Fontana Campus Admissions and Records Office assist students with the Chaffey College Application, registration, payment/clearing of fees as well as scheduling Assessment Testing and Counseling appointments in SARS. Support of students on MyChaffeyView to include maintenance of classes, transcripts, schedules, grades, etc.

<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></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>Student Activities</td>
<td>ASCC Student Activities</td>
<td>100</td>
<td>250</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Financial Aid Counseling/Assistance</td>
<td>1200</td>
<td>1500</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Admissions and Records processing</td>
<td>1600</td>
<td>1700</td>
</tr>
<tr>
<td>Assessment Testing</td>
<td>Assessment Testing</td>
<td>1568</td>
<td>1345</td>
</tr>
</tbody>
</table>
Additional information:
With the exception of the Admissions and Records staff, access to other student service areas, including hours and staffing, are determined by managers and departments at the Rancho Cucamonga campus, often in consultation with the campus dean.

Review Team Response
Please include EOPS Counseling contact data and any Success Center student contact data that occur at the Fontana Campus. You indicate services are measured with AUOs, please provide that information. You might want to speak to these AUOs in the Additional Information section.

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.)
The Fontana Campus provides not only access to MyChaffeyView via nine student computers in the administration lobby, but supports students with available personal one-on-one interaction with staff in order to answer student questions (i.e.; classes, schedules, times, etc). The center provides general counseling, EOPS counseling, DPS counseling. Students receive the same student and support services they would receive at any other district site, including workshops through the Success Center, tutoring, access to scholarship applications and a bookstore.

<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>Success Center</td>
<td>Provide learning assistance for students.</td>
<td>2951 3082 3300</td>
<td>AUO</td>
</tr>
<tr>
<td>Counseling</td>
<td>Provide general counseling and specialized ESL counseling to students.</td>
<td>1339 1641 1650</td>
<td>AUO</td>
</tr>
<tr>
<td>EOPS</td>
<td>Provide services and counseling to students at risk.</td>
<td>136 130 63</td>
<td>AUO</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>[REVISED] Provide information about transfer options to students. Please note that data has not been kept as to the number of students served in Fontana until 2011.</td>
<td>0 0 0</td>
<td>AUO</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response
It appears that contact data for Student Support- Support were included in the Student Support- Access Section. You might want to consider listing counseling services, success center services and EOPS, DPS Counseling
services in this section rather than in the Student Support-Access section. Again, if services are measured with AUOs/SLOs please provide in the Additional Information section.

**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.)

Students at the Fontana Campus have the ability to complete their general education associates degree by solely attending the Fontana Campus. A diverse offering of subject areas and courses by the schools provides the students some variety in course offerings.

<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></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**

[REVISED] The administration on the campus allows the students access to materials provided at all the campuses. Students can order and pick up transcripts, submit enrollment verifications, obtain educational plans to ensure that their goals are on track. Students who submit materials in Fontana have them scanned and imaged within 24 hours, allowing other sites access to necessary records. Because the A&R Staff uses centralized system and we do not have a Q-Matic or other system that identifies students who come to the counter we do not have a way of collecting the data on individual student touches.

**Review Team Response**

We encourage you to develop a system where you can capture data such as: how many students applied at Fontana, how many transcript requests were processed, how many documents A&R scanned/linked, phone calls received in A&R, face-to-face contacts in A&R. You can capture this data using SARS, and or Q Matic. You may also want to provide information on Transfer Services provided to students at the Fontana Campus. We suggest you link and measure data with AUOs/SLOs and include this in the Additional Information section.

**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
- Measurable
- Action-oriented
Visits to the schools, meetings with District Staff, Principals and Counselors. A Fontana campus representative will visit each of the five high schools at least twice by the end of the 2011-2012 year. Ongoing communication and meetings have been held and the schedule of visits has been completed.

Create opportunities for the High Schools to visit and tour the Fontana Campus. All five Fontana high schools will visit the Fontana Campus by the end of Spring 2012. Visits and tours of the Fontana Campus and high school visits have occurred and been documented.

Develop a comprehensive plan, involving Campus Police and Risk Management, on what a safe and secure campus entails. Safety and security plan developed and completed with the approval of Campus Police and Risk Management.

Collect bids (cost) of necessary signage, lighting or security needs for the Fontana Campus. Bids are documented and collected and signage designs are produced.

Year Three Goal:
[REVISED] Ensure seamless access to Instructional and Student Services so that students can visit the Fontana Campus and receive the maximum number of services available that they can recieve in Rancho Cucamonga or Chino.

• Realistic
• Time-bound

All plans should improve or expand student learning.

Year Three Goal:
[REVISED] Improve and increase the visibility of the Fontana campus in the local area high schools by engaging the district, schools, students and parents by participating in at least one event at each high school and hosting at least two event on the Chaffey College campus.

To which planning direction does this goal apply?
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Visits to the schools, meetings with District Staff, Principals and Counselors. A Fontana campus representative will visit each of the five high schools at least twice by the end of the 2011-2012 year. Ongoing communication and meetings have been held and the schedule of visits has been completed.

Year 2 Steps to Success (activities) and VIP Assessment:
Create opportunities for the High Schools to visit and tour the Fontana Campus. All five Fontana high schools will visit the Fontana Campus by the end of Spring 2012. Visits and tours of the Fontana Campus and high school visits have occurred and been documented.

Year Three Goal:
[REVISED] Provide a safe, secure and easy to navigate environment where faculty, students and staff feel comfortable in the learning environment. Such an environment would include proper traffic flow, a well lit campus and proper signage.

To which planning direction does this goal apply?
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Develop a comprehensive plan, involving Campus Police and Risk Management, on what a safe and secure campus entails. Safety and security plan developed and completed with the approval of Campus Police and Risk Management.

Year 2 Steps to Success (activities) and VIP Assessment:
Collect bids (cost) of necessary signage, lighting or security needs for the Fontana Campus. Bids are documented and collected and signage designs are produced.
To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Consult with district wide student services colleagues and determine additional systems necessary to maintain the quality of service. Create list of needs. Collect bids for necessary equipment. The list of needs and materials was created and costs and necessary bids were collected.

Year 2 Steps to Success (activities) and VIP Assessment:
Purchase and install necessary equipment and train staff. Equipment was purchased and installed and staff was trained.

Review Team Response
The goals are not fully developed. Some revision is required. See below. Year Three Goal #1 The Team suggests a more measurable verb than "strengthen." Clarify the last sentence of this goal. We suggest that you explore linkage of this goal to the Counseling Department’s existing Senior Early Assessment (SEA) in order to accomplish this goal in a timely manner w/o duplication of services and conversation of your program's fiscal and human resources. In the VIP Assessment Year 1 for this goal, make the assessment more measurable using metrics such as number and/or frequency of contacts, etc. Year Three Goal #2 Include rationale for the installation of a card swipe system (increased security). We suggest that the planning direction for this goal might better fit under Flexible & Continuous Student Support. Somewhere in the Steps To Success (activities), the development of system requirements and the production of a system design need to be included. For VIP Assessment Year 1 needs to be specific and measurable.

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>Convocation &amp; Flex meetings held in Fontana.</td>
<td>MS Office Access; MS Office Excel</td>
<td>Admissions &amp; Records Staff Trainings;</td>
<td>Classified Leadership Institute</td>
</tr>
<tr>
<td>Management Retreat</td>
<td>Filing &amp; Records Management; Computer Keyboarding: Speed &amp; Accuracy.</td>
<td>Community College League of California</td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

During the 2010-2011 academic year an intentional effort was made to bring information to faculty and staff through video streaming. Convocations, budget forums and other major college events were streamed to the campus so that faculty and staff would reduce their time commuting and spend that time engaging students.

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>Dean's Cabinet</td>
<td>Datatel &amp; ImageNow Implementation</td>
<td>Hiring committees</td>
</tr>
<tr>
<td>Outreach Committee</td>
<td>Technology Committee</td>
<td>Classified Senate</td>
</tr>
<tr>
<td>Enrollment Success &amp; Management</td>
<td>Program Review &amp; Services Committee</td>
<td>CSEA</td>
</tr>
<tr>
<td>Health and Safety Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?

[REVISED] Being engaged with the peers and others from the college provides the Fontana Campus with a solid connection to the programs offered. As staff are more engaged across the college they are aware of additional offerings and services provided by the college which allows them to in turn share that information with students. The continued engagement also provides a connection that keeps the program from feeling isolated. Staff members are highly encouraged to be part of the shared governance process, which allows for their continued professional growth and allows the needs of the campus to be represented.

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?

[REVISED] 0-5 years = 1; 6-10 years = 5; 11-15 years = 0; 16-20 years = 0; 21+ years = 0.

Does your program anticipate retirements within the next 3 years?

No.

Review Team Response

Please provide trainings your A&R staff receive. Please answer ‘How your program benefits from your campus engagement.’ Please address ‘Years of Service’ as it pertains to your staff (include this data in a comment section if unable to access the data table template).

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.
No.

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:

Hiring Criteria:

Year 2:

Hiring Criteria:

Year 3:

Hiring Criteria:

STAFF

Year 1

Year 2

Administrative Assistant II The request ties into VIP for improving and increasing the visibility of the Fontana Campus. As we have been in conversations to expand the Online to College program to Fontana, this position would serve a major role in making the contacts and facilitating the program as well as other outreach activities.

Year 3

EQUIPMENT

Year 1

Thumblocks to secure classroom doors This request is part of VIP to provide a safe and secure campus. The Schlage thumblocks allow faculty members to lock their classrooms from the inside in the event of an emergency. There are 10 classrooms and doors in the Fontana Center that need to be secured and eight in the Lewis Center. Each lock is approximately $500 for a total cost of $9,000.

Year 2

Year 3

TECHNOLOGY

Year 1
Photo ID Camera & Printer This purchase ties into providing seamless student services. The Fontana Campus is currently operating on a photo id system that is antiquated. The cost for the new system from CI Solutions is $3,141.

Year 2
Year 3

SOFTWARE

Year 1
Photo ID Software This purchase ties into providing seamless student services. The Fontana Campus is currently operating with software no longer supported by the company. The cost for the upgraded software from CI Solutions is $1,881.90.

Year 2
Year 3

OTHER

Year 1
Way Finding Signage As part of the VIP for a safe campus, directing pedestrians to the correct locations are very important. With a third building visitors who need to go to one office often wander through buildings in search of their destination. The cost of five Pedestrian Directional signs from Quill is $5,250 each for a total of $26,250.

Year 2
Year 3

Review Team Response
Tie all of your projected needs to your VIPs. Faculty hiring should be coordinated through the appropriate instructional program, should not be included in an administrative program. Are the thumblocks that are requested part of the card swipe system that you described in your VIP?

Review Team Response
Revisions required. Parts of the document need clarification. Some sections do not contain enough information for planning, supporting and improving student achievement. Not all Review Team comments were addressed. A good beginning. The Review Team would be happy to work with you to make revisions. Other resources that you could contact include Rachel Hanna, Sid Burkes, or other PSR writers for administrative programs.