Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Classified Senate

Program Code: 6750 - CLASSIFIED SENATE

Review Type: Administrative

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:
Through shared governance, Classified Professionals have the opportunity to share ideas, provide input, and participate in the everyday decision-making of the college that promotes student learning and serves the mission of the college. The mission of the Senate is to work in cooperation with faculty and administrators to provide students with the support needed to achieve an excellent educational experience by promoting excellence in all aspects of support services provided to the college community. Specifically, the Classified Senate has the responsibility to: A. Provide the classified staff a voice and participation in the initiation, development, and evaluation of District policy and procedures. B. Provide the Administration and Governing Board with a means of ascertaining the convictions and suggestions of the classified staff on academic and professional matters. C. Appoint classified staff to participate in college-wide standing and ad hoc committees. D. Accept leadership responsibility for policy recommendations in innovation and professional growth, excluding all areas that would require collective bargaining. E. Provide consensus participation by the classified staff in the college budget and policy processes. F. Encourage the exchange of ideas, understanding, and cooperation between classified staff, faculty, administrators
and students in the interest of enriching the educational environment. G. Promote the recognition of classified staff as a valued part of the college workforce.

**Review Team Response**
Classified Senate works diligently to represent the classified professionals in the operation, function and planning of Chaffey College. How is the Classified Senate mission connected to the College mission and how does the Classified Senate assess its effectiveness in meeting its own mission as well as the Chaffey College mission?

**PROGRAM DATA**

**Enrollment**

Enrollment by Day, Evening, Online, Arranged ()

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evening</td>
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<td>Online</td>
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<tr>
<td>Arranged</td>
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<td></td>
</tr>
<tr>
<td>Measure</td>
<td>2008-09 to 2009-10</td>
<td>2009-10 to 2010-11</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
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<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</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
Success Rate by Day, Evening, Online, Arranged ()

Measure | 2008-09 to 2009-10 | 2009-10 to 2010-11
--- | --- | ---
Total Census Success | N/A | N/A
Day | N/A | N/A
Evening | N/A | N/A
Online | N/A | N/A
Arranged | N/A | N/A
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>
<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?
Classified Senate supports student learning by raising funds for scholarships and providing professional growth activities for classified professionals to better serve the needs of our students. Senate awarded $3000 in student scholarships in May 2010, as well as donated $1,000 to the Fund-A-Dream program by hosting fundraising events such as the Holiday Luncheon. The luncheon also provides the opportunity for community and fellowship among administration, faculty, and staff.

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?
Staff preparation and training: a. Now Discover Your Strengths b. Financial Budgeting and Planning c. Confidence Coaching and Self Improvement d. Chair Yoga e. Healthy Eating and Cooking f. Be Fit While You Sit. Staff functions: a. Classified Appreciation Week b. Holiday Luncheon c. Holloween Costume Contest Services a. Teddy Bears for Hugs (Loma Linda Children's Hospital) b. Community Outreach McKinley Foster Care Committee participation a. Accreditation Committee b. Classified Professionals sit on 33 of 59 campus committees within the district. c. Classified Professionals sit on hiring committees. The workshops are evaluated through the activity evaluation process that provides feedback on the effectiveness and success of the workshops as well as information for future workshops. Senate received recognition in LLCH's Donor Recognition Program Book, as well as seeing an increase each year in donations for these programs shows continued effectiveness.

**Review Team Response**
Classified Senate is to be commended for 1) providing scholarships to students; 2) the continual professional growth activities of the classified professionals; and 3) the hard work required organizing the various activities such as Holiday Luncheons, etc. Evaluating effectiveness of such a variety of activities can be difficult. Please choose one activity and develop one assessment tool that can be used on a yearly basis to track the results of the activity.

**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.)

<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>
</tbody>
</table>

Additional information:

**Review Team Response**

**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.)

<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>
</tbody>
</table>

Additional information:

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.)

<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:

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
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Establish a working Classified Success Center where classified professionals can go for resource information, professional growth activities, workshops, and exchange ideas with their peers in order to assist staff in their everyday work and enhance and improve staff well being and job performance.

To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness
Find sources of revenue to fund the Classified Success Center. The Classified Advisory Group, with guidance from Laura Hope and assistance from the Professional Development Committee, will research and find avenues for funding. Funding for the Success Center has been secured.

**Year 2 Steps to Success (activities) and VIP Assessment:**
The Classified Advisory Group will create and distribute surveys and assessments to determine the needs of staff and how they can provide training and professional growth activities that will enhance and improve staff well being and job performance. The group will create a yearly calendar of events. Feedback and results from surveys and evaluations are used to secure and schedule workshops and training. A Classified Advisory Group calendar is created.

**Year Three Goal:**
To which planning direction does this goal apply?

**Year 1 Steps to Success (activities) and VIP Assessment:**

**Year 2 Steps to Success (activities) and VIP Assessment:**

**Year Three Goal:**
To which planning direction does this goal apply?

**Year 1 Steps to Success (activities) and VIP Assessment:**

**Year 2 Steps to Success (activities) and VIP Assessment:**

**Year Three Goal:**
Increase classified representation on all 59+ campus committees to address classified under-representation or lack of representation on certain committees.

To which planning direction does this goal apply?
Flexible and continuous student support
Connectedness

**Year 1 Steps to Success (activities) and VIP Assessment:**
Determine level of classified professional involvement in all committees on campus and create guidelines and criteria for committee terms.
Committees that are lacking classified representation have been identified. Guidelines and criteria for committee terms are created.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Appoint classified professionals to committees and create database for tracking appointments and terms.
A database has been created and is tracking appointments and terms.

**Year Three Goal:**
To which planning direction does this goal apply?

**Year 1 Steps to Success (activities) and VIP Assessment:**

**Year 2 Steps to Success (activities) and VIP Assessment:**

**Year Three Goal:**
To which planning direction does this goal apply?

**Year 1 Steps to Success (activities) and VIP Assessment:**

**Year 2 Steps to Success (activities) and VIP Assessment:**

**Review Team Response**
VIP Goal #1 Classified Senate is to be commended for a clearly stated and obtainable goal. The yearly activities are concisely stated and can be accomplished. Assessment is straightforward and easily evaluated. VIP Goal #2: Classified Senate is to be commended for a second clearly stated and obtainable goal. The yearly activities are concisely stated and can be accomplished. Assessment is straightforward and easily evaluated.

**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>N/A</td>
<td>Dealing with Difficult People, Business Writing for Results, How to Manage Conflict Managing Emotions</td>
<td>Classified Leadership Conference, Conference for Admin. Assts.</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Workshops on dealing with difficult people and managing emotions help staff deal with student anger and frustration due to reduction in class offerings and the enrollment process. The Leadership and Administrative Assistants conferences provided methods for improving organizational skills, time management and the shared governance process.

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>
</table>
How does your program benefit from your campus engagement?
Classified Senate shares in the decision-making process of the institution which allows staff to have a better understanding of the inner workings of the college and the importance of providing quality services that help students achieve their educational goals. Classified staff have also had the opportunity to be in leadership roles as well as share ideas and opinions.

Classified Senate shares in the decision-making process of the institution which allows staff to have a better understanding of the inner workings of the college and the importance of providing quality services that help students achieve their educational goals. Classified staff have also had the opportunity to be in leadership roles as well as share ideas and opinions.

Given the data how has your program been impacted?
N/A

Does your program anticipate retirements within the next 3 years?
No

Review Team Response
Classified Senate is to be commended for striving to have a higher representation on the campus committees within the district. Current membership is 33 of 59 committees which means that slightly over 50% of all committees have classified staff representation. How many people are on the Classified Senate? In the area of Workshops/Courses/Conferences/Training, is 5 activities a reasonable number of activities for ?? people? The same question for Committee work. These are difficult questions for the Classified Senate to answer since Classified Senate is not directly involved with student learning and not responsible for student learning outcomes. But if the professional staff can be viewed as students, then the following questions would apply. How many of the classified staff takes part in the workshops, courses, conferences and other opportunities? Does the Classified Senate encourage Professional Staff to take advantage of the opportunities? How does the Classified Senate advertise the opportunities to the staff?

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.
At this time we are not asking for funding of the Classified Success Center; however, once space is found, funding will be needed to help support the center. Classified Senate will also secure funding to help support the center.

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:
<table>
<thead>
<tr>
<th>Year</th>
<th>Staff</th>
<th>Equipment</th>
<th>Technology</th>
<th>Software</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
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<tr>
<td>Year 3</td>
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</table>
Year 2

Year 3

Review Team Response
Although the state is in a huge financial crisis, the Classified Senate has viable goals and provides a quality service to the professional staff. It is appropriate to ask for assistance, financial, space/facilities or otherwise to support the growth and work of the Classified Senate.

Review Team Response
The Classified Senate is commended for its clear VIP goals and commitment to the classified staff at Chaffey College. However, it needs to clearly state how the program supports the college's mission, and create a measurable tool to evaluate the success and effectiveness of its activities (scholarships, Holiday luncheon, etc...).