PROGRAM OVERVIEW

Program Title:  Dean, Business and Applied Technology

Program Code:  6012 - DEAN OF BUSINESS AND APPLIED TECHNOLOGY

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:

BAT programs provide students with equal access to quality occupational and transfer programs in a learning centered environment. BAT programs work with and support the Success Centers in improving students' foundation skills. BAT programs are evaluated annually through a review by each program's Program Advisory Committee. CTE programs should also be reviewed for effectiveness through a biannual review required by Ed. Code. BAT programs are reviewed every three years through the Program and Services Review (PSR) process. The Dean of Business and Applied Technology supports the college's mission by supporting and administering 15 Career Technical Education disciplines. The Dean also supports the college's mission by carrying out the policies of the Governing Board and the directives of the Vice President of Instruction and Student Services. The Dean supports Career Technical Education programs in other schools by serving as the budget manager for the College's Perkins grant. The effectiveness of the Dean is evaluated annually by developing and submitting an Occupational Monitoring Report to the Governing Board. The Dean is evaluated biannually as required for the renewal of his contract. The Dean is also evaluated every third year through the Program and Services Review Process. The
efforts of the Dean are evaluated indirectly by the Program Advisory Committees that meet each year.

Review Team Response
The Office of the Dean of BAT is to be commended for supporting, managing and administering the 15 career technical education disciplines it oversees, especially given the uniquely detailed requirements of the CTE fields.

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>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</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
<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
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>
</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 Dean of Business and Applied Technology is responsible for: 1. Carrying out the policies of the Governing Board. 2. Following directives from the Vice President of Instruction and Student Services. 3. Providing instructional leadership and support for the faculty of the school. 4. Managing the operation of the school in compliance with rules and regulations. The performance of the Dean in executing these responsibilities is evaluated every two years. As part of the Program and Services Review process, faculty are surveyed to determine their level of satisfaction in the support provided by the BAT Dean and staff (see attached).

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?
The BAT Dean's office provides support to 23 fulltime and 65 part-time instructors in 15 disciplines. The Dean encourages faculty and staff to take advantage of professional development opportunities, especially those associated with the Faculty Success Center. The Dean also prioritizes and funds Professional Development activities with allocated funds. Perkins and other grant funds are also used to allow faculty to take advantage of training and professional development opportunities. The Dean of Business and Applied Technology developed a survey as part of a previous PSR. This instrument surveyed faculty on how well they felt the BAT office supported them. This survey will be revised and readministered at the end of this academic year.

Review Team Response
The office of the Dean of BAT is to be commended for supporting student learning by providing instructional leadership and support for staff and faculty, and for developing a survey of faculty to determine their effectiveness.

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></td>
<td>08-09 09-10 10-11</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:
Develop and implement a biannual CTE program review process that meets Ed. Code requirements (52302.3)

To which planning direction does this goal apply?
Excellence in teaching and learning
CTE pathway development

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

Year 2 Steps to Success (activities) and VIP Assessment:
Develop review process and administer to 50% of CTE programs. Revise as needed. Process completed (tested & revised as needed.) Fifty percent of CTE programs reviewed.
Year Three Goal:
Integrate Engineering Technology and Industrial Electrical Technology (including sub-programs) into a Manufacturing Technology program that meets the needs of local/regional employers and promotes the growth of manufacturing in the Inland Empire.

To which planning direction does this goal apply?
Excellence in teaching and learning
CTE pathway development
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
1. Review curriculum and identify any new curriculum needed. 2. Identify any additional resources required. 3. Develop an implementation plan that includes 1 & 2.
Implementation plan developed.

Year 2 Steps to Success (activities) and VIP Assessment:
1. Develop, submit and obtain approval for any new curriculum needed. 2. Identify funding and procure resources needed. 1. New curriculum approved (Curriculum Committee, Regional CTE Deans.) 2. Resources procured.

Year Three Goal:
Revise programs of study in at least two BAT disciplines to improve completion of certificates and degrees by 10%.

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

Year 1 Steps to Success (activities) and VIP Assessment:
1. Gather data on certificate and degree completion over the last five years. 2. Encourage faculty to review data and retain only the certificates that accurately reflect the pathway and identify new certificates, if needed.
Comparison of number of current degrees/certificates to those retained.

Year 2 Steps to Success (activities) and VIP Assessment:
Encourage faculty to submit curriculum proposals, as needed.
Comparison of number of approved Programs of Study to those in 2012.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
The office of the Dean of BAT is to be commended for VIP goals that are responsive to current labor market trends and regulatory conditions.

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>BAT All School Meetings</td>
<td>OnCourse Student Learning Workshop</td>
<td>Educating for Careers Conference. CCCAOE Fall &amp; Spring Conference.</td>
<td>Regional CTE Deans’ Consortia (monthly meeting).</td>
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<tr>
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<td></td>
<td></td>
<td>Student Success Conference</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

The Dean passes on to faculty information from conferences and training sessions related to learning outcomes. The Dean also encourages faculty to attend activities that he knows to be valuable in developing and obtaining student learning outcomes.

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>BAT is well represented on all college committees.</td>
<td></td>
<td>Several part- and fulltime BAT faculty actively participate in FSC activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Several BAT faculty participate in education-related professional organizations.</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?

BAT faculty participate in all campus activities related to instruction. BAT Coordinators are very effective in working with the faculty in the areas they coordinate. As a result, BAT instructional programs have benefited.

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?

The CIS program has been the most impacted by recent retirements. The BUSOT faculty has also been impacted.

Does your program anticipate retirements within the next 3 years?

No BAT faculty member has indicated that they plan to retire in the next three years. One BAT faculty memeber and the dean would be eligible for retirement within three years.
Review Team Response
The office of the Dean of BAT is to be commended for encouraging faculty to attend conferences as well as being involved in campus-wide activities.

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.
Yes. Individual disciplines submit requests for Perkins funding for equipment, professional development, and other support. The amount of Perkins funds awarded to BAT varies each year but averages approximately $350,000.

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
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
The office of the Dean of BAT is to be commended for their hard work in securing Perkins monies for their programs.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests.
The office of the dean of BAT is to be commended for a clear and succinct Program Review that explains how they support and maintain student success.