Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Dean Health Sciences

Program Code: 6028 - DEAN OF HEALTH SCIENCE

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:
The School of Health Sciences is directly aligned with the college mission statement because it serves a diverse range of students from a variety of disciplines. There are three main purposes of the School: first, to prepare students who wish to attain a degree or certificate in an occupational area; second, to prepare students to upgrade their existing skills or to teach them new skills so they can maintain their current job or promote to a new job; and third, to prepare students to successfully transfer to a four-year institution.

Review Team Response

PROGRAM DATA

Enrollment
## Total Census Enrollment

<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>
<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 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 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?

The Dean meets regularly with the Coordinators to review their programs and goals. Regular monitoring of the Health Sciences skills labs (Media Lab; Nursing Skills Lab [Rancho Campus]; Dental Assisting Lab; RT Skills Lab [RSAM], and VN Nursing Skills Lab [Chino Campus]) is conducted by the Dean with collaboration with the respective Coordinator. The HOPE Grant is monitored by the Dean. The HOPE Grant and Skills Labs provide excellent resources which support student learning. All CTE programs and services are evaluated annually and these reports are reviewed by the Dean and Coordinators.

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 Dean's office staff provides necessary administrative support to faculty, programs and students by processing evaluations; inputting classes into Datatel; processing requisitions and FACs; monitoring student and faculty health requirements for clinical placements; and monitoring grant budgets. All staff are evaluated according to HR requirements. All staff evaluations have been conducted on time.

Review Team Response
Reviewers felt that PSR does not fully explain how the Dean's office directly supports faculty; instead focus is on staff evaluations.

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</td>
<td>09-10</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:
All quarterly and annual reports for outside grants will be submitted on time.

To which planning direction does this goal apply?
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
The Dean will meet quarterly with each program which has an outside grant to ensure deadline compliance. Quarterly reports will be submitted on time and the funding for each grant will continue.

Year 2 Steps to Success (activities) and VIP Assessment:
The Dean will meet quarterly and annually with each program which has an outside grant to ensure deadline compliance. Annual reports will be submitted on time and the funding for each grant will continue.

Year Three Goal:
The Dean's office will effectively coordinate all program accreditations and site visits.
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:
Each program up for accreditation will be discussed and their program timeline and self study requirements reviewed.
Each program up for accreditation will be reaccredited.

Year 2 Steps to Success (activities) and VIP Assessment:
After careful review of the program’s self study, site visits will be scheduled and conducted.
Each program up for accreditation will be reaccredited.

Review Team Response
Are these new goals? Has this been accomplished in the past?

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>School and department meetings</td>
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</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Update information regarding Health Sciences programs was given, e.g. new drug screening procedures that are required by our clinical sites. All faculty and students were apprised of this new requirement.

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></td>
<td>Health and Safety Committee</td>
<td>Enrollment and Success Management; Outreach Committee</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Information is shared both to the committees and back to the program which allows for program change or improvement.

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>
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<tbody>
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</table>
Given the data how has your program been impacted?

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

Review Team Response
Program seems to be lacking in Professional Development activities. PSR does not elaborate on how information is shared. Years of service information missing.

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.
NA

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
Review Team Response

The review team commends the program for the conciseness of the report. The VIPs do not illustrate the complexity of the program.