Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Office of the Dean, School of Language Arts

Program Code: 6024 - DEAN OF LANGUAGE ARTS

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 Language Arts offers various courses of study leading to certificates and associate degrees and providing transfer curriculum for those who plan to attend a university and earn a baccalaureate degree. Additionally, Language Arts includes foundation studies that prepare students for their transfer-level curricula. The School faculty and staff provide excellent instructional programs and services in a student-centered environment. Furthermore, we believe that we must nurture a campus environment that encourages creativity and innovation and one that welcomes differences and diversity. This nurturing is demonstrated by the publication of a literary journal, The Chaffey Review; the expansion of Arabic and Chinese programs; the editing of the statewide English journal, Inside English; effective representation on the One Book, One College committee; leadership in the EAP and ERWC processes; and serving as manager/mentor for the Veterans Resource Center. The School of Language Arts evaluates its effectiveness through feedback from coordinators, faculty, staff, and students. Electronic records are maintained in the Dean’s office that confirm resolution of conflicts and completion of projects.

Review Team Response
 Explain more clearly how the Dean's Office (not the School of Language Arts) support the college's mission and what is used the office's measurement for effectiveness

**PROGRAM DATA**

Enrollment

Enrollment by Day, Evening, Online, Arranged ()
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
<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 Success</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 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's office of the School of Language Arts is responsible for improving, expanding, and supporting student learning and programs through effective scheduling, conservative budgeting of instructional supplies, and providing administrative support for 34 full-time faculty and 120 part-time faculty. The Schools' participation in accelerated learning and curriculum development and modification are examples of its leadership. In fact, Language Arts offers the largest number of accelerated classes at Chaffey College.

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 coordinates and prepares class schedules for ten departments; collects and stores syllabi electronically; types student evaluations and prepares packets for faculty evaluations; maintains budget accounts, prepares requisitions, and reconciles invoices; facilitates student complaints; prepares and monitors absence and timesheets; and coordinate with the Dean of Discipline's office to resolve student academic integrity violations. The staff have participated in the following: Classified Senate, Technology Committee, One Book One College, GEM, Key Committee, hiring committees. The Dean of Language Arts provides leadership and administrative support for the Veterans Resource Center and is on the following: Enrollment Management and Success Committee, the Commencement Committee, the Curriculum Committee, the Late-add Petition Committee, the Strategic Plan Committee, ECCTYC, One Book One College, Nursing Advisory Committee, the Journalism Advisory Committee, and the Athletic Advisory Committee.

**Review Team Response**
Clearly lists what the program does and the staff functions, needs to expand on the "How do you know?" and evaluation.

**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:

**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:
Implement the Learning-To-Learn strategies to improve faculty/student interaction 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:
Collaborate with the coordinators to determine the department needs for institutionalizing the Learning-To-Learn strategies. Develop a plan for implementation in all departments.
By the end of the spring semester, provide a compilation of LTL strategies to the School faculty. Begin scheduling faculty in FSC workshops.
Year 2 Steps to Success (activities) and VIP Assessment:
Continue scheduling faculty in FSC workshops and begin implementation of strategies in affected classes.
By the end of the spring semester, 50% of faculty will have completed the FSC workshops and will have begun
implementation of strategies into their classes.

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.
VIP is clear, attainable and with strong rationale. Steps to success are appropriate 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>
</table>

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

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>Participated in Classified Senate, College Council, and President's Cabinet</td>
<td>Attended OBOC, GEM, Technology, Breeze Advisory, Curriculum, EMS, Commencement, Late-Add Petitions</td>
<td>Veterans Resource Center, Athletic Advisory, Chaffey Review, Wignall Events, Student Activities</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Involvement in these activities and committees demonstrates the School of Language Arts' commitment to shared governance,
networking, inter-campus support, and student success.

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

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

Review Team Response
In the departmental PD section, needs to answer the question of How are student learning outcomes affected by these professional activities? Department should be commended for its diversity of participation for its on-campus participation.

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:
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**
No request submitted.

**Review Team Response**
While there are areas that are unclear, overall the document would be useful for planning, supporting and improving student achievement and SLO's. The review team understands the difficulty of separating the School of Language Arts and Dean's Office. Overall well done, but needs some revision to rationale and evaluation of effectiveness.