Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Office of the Vice President, Instruction and Student Services

Program Code: 6609 - VICE PRESIDENT INSTRUCTION

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 Office of the Vice President of Instruction and Student Services is responsible for the leadership, direction, general supervision, and evaluation of the district's educational programs, student services, and support programs in accordance with the district mission, policies, and procedures and in compliance with applicable federal and state laws, codes, and regulations. In addition, the office has the primary responsibility of creating an environment that fosters creativity to address student learning and providing the necessary resources to ensure the success of those efforts. In addition to the responsibilities of the instructional and student services components, the Vice President also serves as the college's Accreditation Liaison Officer and is responsible to ensure that the college maintains good standing with the ACCJC. This accreditation is vital to the college mission.

Review Team Response
The program supports the college 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>
<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
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
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 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?

As an executive office, the Vice President of Instruction and Student Services is responsible for the leadership of faculty and staff with regard to programs that accomplish all three--improve, expand, or support student learning. However, because of the executive nature of the position, much of the success of the office is evaluated through the success of others. Two examples help illustrate this symbiotic relationship. The first example involves accelerated learning. The literature on student success demonstrates that accelerated learning improves student success. A typical pattern of accelerated learning involves compressing a sequence of classes (e.g., math) into the traditional semester structure. Students, then, might take four classes in the sequence (in the accelerated model) versus the two classes they would take in the traditional format. The Vice President is responsible to ensure that
faculty and staff working on accelerated learning have the resources and support necessary to accomplish their work. Although this effort may be thought of as only instructional, there are significant issues in Student Services that impact accelerated learning (e.g., how students register for the sequenced classes, how financial aid is impacted, and how counseling supports the effort). The Vice President is responsible for ensuring that the Instructional and Student Services elements are seamlessly integrated to ensure success. Although this effort is new and will be addressed by many other programs, preliminary data reveals a 10% increase in student success in the accelerated format. Another example of the Vice President's leadership is the Title V Hispanic Serving Institution grant designed to strengthen institutions. Although the Vice President did not write the grant, she provided the overall leadership for the development of the grant initiatives and identified the faculty and staff who should comprise the leadership team for the grant. In addition, the executive nature role of the Vice President in this regard is to ensure that the learning improvements (e.g., counseling apprentices, Learning to Learn, and Supplemental Instruction) are institutionalized so that they continue when the grant funding ends. In summary, these two examples demonstrate the ways in which the Vice President supports the improvement, expansion, and support of student learning.

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 Office of the Vice President of Instruction and Student Services has many college-wide responsibilities with regard to ensuring compliance and protecting the college's ability to earn available funding (e.g., the unrestricted general fund monies) from the state. Specific responsibilities include the planning, organization, coordination, and direction of a variety of programs, projects, and activities related to the district's overall instructional program, student services, and support services. This includes the coordination for preparation and development of class schedules, catalog, and other necessary publications; staff development and training programs; contract administration and faculty grievance management; and enrollment management. Additionally, this office ensures that programs and services offered materially improve student retention and persistence rates while promoting co-curricular programs that lead to personal enrichment as students pursue their academic, educational, career, and personal goals. Enrollment management and transfer opportunities are key functions. As mentioned earlier, the Vice President also serves as the Accreditation Liaison Officer. In many ways, as discussed in the above section, the success of the Office of Vice President and Student Services with regard to student learning is measured through the success of other units. Their success means that they have the vision, the resources, and the environment in which to thrive. That said, however, the Vice President needs to develop a comprehensive evaluation plan that effectively measures those elements.

Review Team Response
Well developed project to improve student learning.

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.)
### 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>

### 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>

### 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:
In three years, a complete overhaul and updating of all student services policies, procedures, and practices will have been completed. With the consistent turnover of the Vice President of Student Services position and key directors, there has been no coherent review of such. In addition, new regulations are consistently added, and the college needs to be compliant. Outdated, problematic practices need to be eliminated, and existing practices need to be streamlined and simplified to help ensure both compliance and student success. Comprehensive documentation (in the form of manuals) needs to also be developed.

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

Year 1 Steps to Success (activities) and VIP Assessment:
The plan will begin by reviewing the Financial Aid, Admissions and Records, and Cashiering departments. The Vice President, the Dean of Counseling and Matriculation, and appropriate directors, and the involved staff will evaluate the usefulness of each policy with regard to compliance as well as student success. In all cases, success will mean the following: 1) Policies, procedures, and practices are current and streamlined; 2) Each department has a manual that details specific practices and delineates appropriate document storage; and 3) Students can seamlessly follow the appropriate policies, procedures, and practices.

Year 2 Steps to Success (activities) and VIP Assessment:
The plan will begin by reviewing the Counseling, DPS, and EOPS Departments. The Vice President, the Dean of Counseling and Matriculation, and appropriate directors, faculty, and the involved staff will evaluate the usefulness of each policy with regard to compliance as well as student success. In year three, the remaining Student Services functions (e.g., Transfer, Health Services, Global Career Center, etc.) will be evaluated in the same manner. In all cases, success will mean the following: 1) Policies, procedures, and practices are current and streamlined; 2) Each department has a manual that details specific practices and delineates appropriate document storage; and 3) Students can seamlessly follow the appropriate policies, procedures, and practices.

Year Three Goal:
An SLO assessment place for all levels of SLOs and one full cycle of every course, program, and core indicator has been reviewed.

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

**Year 1 Steps to Success (activities) and VIP Assessment:**
Using the curricunet assessment modules, all faculty will be required to develop assessment plans for their respective courses and programs. Assessment will consist of the percentage of courses and programs that have clearly developed assessment plans. Each program needs to establish a timeline for periodic review and assessment.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Consistent, regular timelines need to be established so that every course, program, and core indicator have been assessed and the findings incorporated into pedagogy and curriculum as appropriate. By year two, a comprehensive assessment schedule will exist for all courses, programs, and core indicators. By year three, every course, program, and core indicator will have been assessed at least once.

**Year Three Goal:**
An Accreditation Oversight Committee is established and has positioned the college to have accreditation addressed annually using available technology and capitalizing on existing governance and committee structures.

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

**Year 1 Steps to Success (activities) and VIP Assessment:**
The Accreditation Oversight Committee (AOC) tri-chairs will develop the infrastructure for the AOC as well as translate that structure into Moodle, the course management program. In year one, assessment can be seen through the development of the committee and the Moodle infrastructure.

**Year 2 Steps to Success (activities) and VIP Assessment:**
The AOC will use the new structure and technology to prepare the midterm report for accreditation. In year two, assessment can be seen through the committee dialogue relative to the mid-term report is documented in Moodle, as are the work assignments and team reports. The completed document serves as the final deliverable.

**Year Three Goal:**
A strategic plan will have been developed and implemented that advances the completion agenda to ensure students are achieving their goals.

**To which planning direction does this goal apply?**
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Year 1 Steps to Success (activities) and VIP Assessment:
During the first year, extensive dialogue and discussion about what the completion agenda means, what should be measured, how it should be measured, etc. are identified. The discussion needs to include the benchmarks (both external and internal to the organization) that need to be inculcated into the strategic plan. During the first year, assessment can be accomplished through the development of the strategic plan and identification of benchmarks (both internal and external to the organization).

Year 2 Steps to Success (activities) and VIP Assessment:
During year two, at least two pilot projects will be targeted from the strategic plan and implemented. During the second year, the pilot projects are "scaled up" as appropriate and additional pilots are targeted for implementation.

Year Three Goal:
In three years, the Vice President and deans will have effectively managed FTES generation to capture all available resources from the state. In addition, a targeted marketing plan will have been developed to attract new students to the college. The key targets include high school students and adults who have "some college" but no degree.

To which planning direction does this goal apply?

Year 1 Steps to Success (activities) and VIP Assessment:
The Vice President and the deans will continue to monitor state guidelines for annual FTES targets and construct academic schedules that enable the college to meet those targets. Discussion of the target marketing plans will begin, augmented by available research and data. As for the FTES assessment, the annual 320 report will demonstrate whether or not the VP and deans have met all state FTES targets.

Year 2 Steps to Success (activities) and VIP Assessment:
As mentioned above, the FTES monitoring continues. However, a comprehensive action plan is developed that will enable the college to attract these populations when enrollment is expected to decline. As for the targeted enrollment, the existence of the action plan will serve as assessment initially. Future research will determine whether or not the plan was successful once it was enacted.

Review Team Response

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?

The CIO conferences ensure that the Vice President remains current on issues affecting all of the responsibilities mentioned earlier in this document. In addition, new trends or issues are explored and possible solutions are proposed. The training and site visit work for ACCJC ensured that the Vice Presidents has insight into how review teams function—information that can help Chaffey structure accreditation efforts to function seamlessly using technology.

**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>Classified Senate</td>
<td>Forms Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinator's Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calendar Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>President's Equity Council</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Master Plan Committee</td>
<td></td>
</tr>
<tr>
<td>Labor Management Committee</td>
<td>Dean's Meetings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Region IX Chief Instructional Officer (CIO) and Chief Student Services Officer (CSSO) Mtgs</td>
</tr>
<tr>
<td>Attendance at Commission on the Future Conference</td>
</tr>
<tr>
<td>Attendance at the Chief Instructional Officers’ conferences (fall and spring)</td>
</tr>
<tr>
<td>Attendace at team training for an ACCJC accreditation site visit</td>
</tr>
<tr>
<td>Academic Resource Conference presented by the Western Association of Schools and Colleges</td>
</tr>
<tr>
<td>Served as Team Assistant for an ACCJC accreditation team</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?

The office’s campus engagement allows us to be in tune with campus issues that can inform leadership and or initiatives. These committees also show our strong commitment to shared governance, as each of these committees play an important role in the decision making process of the campus.

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?

Does your program anticipate retirements within the next 3 years?

Review Team Response

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
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Year 2
Year 3

OTHER
Year 1
Year 2
Year 3
Review Team Response

Goals are clear, concise, measurable, and tied to data.