PROGRAM OVERVIEW

Program Title: Administrative Services and External Relations

Program Code: 6601 - VICE PRESIDENT OF ADMINISTRATIVE SERVICES

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:
As an executive office, provide planning, direction, guidance, and leadership for the divisions reporting to this office. Ensure divisions have resources and support necessary to reach their goals. Work to provide facilities, equipment, resources, and support for student success. Work in collaboration with the superintendent/president, the vice president of instruction and student services, and the vice president of business to provide on-going evaluation of programs and services and identify resources to support the college's mission. The effectiveness of the Office of the Vice President for Administrative Services and External Relations is measured through the success of divisions reporting to this office. Divisions complete their own PSRs and monitoring reports to the Board on an annual or more frequent basis. This office also provides annual monitoring reports to the Board for Measure L and capital projects. Bi-annual meetings are held with the Citizens Oversight Committee for Measure L to report to the community on the status of Measure L projects and funds.

Review Team Response
The review team suggests that for future self-studies, the writer should attempt to make the connection to the
College's mission, the ways that this office specifically expands, improves, or supports student learning, clearer.

**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></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
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</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 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>
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<tbody>
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<td></td>
<td></td>
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</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?
Work with college staff, architects, engineers, and the program manager to ensure that the plans for construction projects are completed. The vice president met with the project team from the design through construction/renovation phases. Designs were reviewed by the college stakeholders, architects, engineers, and the program manager and were submitted to DSA for approval. The project team continued to meet and work together through the construction processes; i.e., bidding, awarding of contract, construction, and project closeout. Over fifteen projects have been completed since July 1, 2009 with nearly $3m under budget. Work with the college staff, program and project manager, and contractor to ensure that construction projects are completed on time and within the established budget. The vice president, administrative services met with the project team on a bi-weekly or
as-needed basis to review and assess the status of all projects from planning through completion. The bi-weekly meetings provided the district with an opportunity to revise plans, construction schedules, and budgets, if needed. Over fifteen projects have been completed since July 1, 2009 with nearly $3m under budget. Work with the executive director, maintenance and operations on construction, renovation, and repair projects. Work with the director of facilities development to review the status of minor construction and renovation projects. Work with Deans for Fontana and Chino campuses to provide access to quality higher education to Chaffey College students, particularly those residing within the eastern and southwestern portions of the District. Work with the Director of Administrative Systems relative to the college’s administrative technology, including the enterprise resource planning system (Datatel), web self-services, and other administrative software applications. Work with Director of Technical Services relative to classroom technology, network administration, server administration, and telecommunications projects. Work with the Interim Executive Director for Foundation and Alumni Relations to foster and maintain mutually beneficial relationships with the district, elected officials, chambers, and other agencies and organizations. In addition, work with the Executive Director Foundation and Alumni Relations to increase the Foundation’s visibility and monetary assets. Work with Director, Governmental Relations to foster and maintain mutually beneficial relationships with the district, elected officials, chambers, and other agencies. Work with the Director of Auxiliary Services to grow Bookstore program offerings, improve Food Service operations at all three campuses, coordinate furniture selection and installations in new Food Service and Bookstore areas (MACC, Fontana phase III, and CCE remodel), decrease the cost of textbooks and course materials via rentals and digital books, and enhance the ability of Auxiliary Services to contribute to the betterment of the campus community via volunteerism and financial support. Work with the directors of the departments listed and the president of the Classified Senate to achieve their program goals. Met on a monthly or as-needed basis with each director to review the status of projects and initiatives. The Office of the Vice President for Administrative Services and External Relations provides planning, direction, guidance, and leadership for the divisions reporting to this office. These divisions play a critical role in student learning and success. One example of this involves the new Chino Health Science Building, which was completed in 2009. The various divisions reporting to this office worked collaboratively to ensure that items such as appropriate space, facilities, equipment, and technology resources where available to support teaching and student learning. The Office of the Vice President for Administrative Services and External Relations played a critical role in the realization of this building by working with college stakeholders, architects, engineers, and the program managers from the design through construction phases and project closeout. The maintenance and operations department provided significant support to this project including preparation of classrooms, for example the installation of curtains for the hospital beds in the nursing skills lab, the regulation of the temperature systems for all spaces, and providing personnel for upkeep and maintenance of the building. The director of facilities development led the construction of the parking lot for the health science building, along with various other minor construction projects to prepare the building for student use. The technical services department installed technology equipment such as instructor workstations, projectors in classrooms, and more. The auxiliary services department made possible access to course materials and food services to students taking courses in this building. In addition to these services that directly impact student learning, the director of administrative systems indirectly supported the learning taking place in the Chino Health Science Building by making possible, for example, the administrative technology systems for students to apply to the college and enroll in courses taught in this building. The dean and staff at the Chino Campus helped to identify needs and coordinate efforts for faculty, students, equipment, facilities, etc. to be ready for instruction. Furthermore, the beneficial relationships that the
district has developed with elected officials, chambers, and other agencies and organizations played a significant role in this project. The land on which the Chino Campus was constructed, which includes the Chino Health Science Building, was donated to Chaffey College in an agreement with the State of California and City of Chino. In addition, $4 million dollars was allocated for the construction of the Chino Health Science Building by the San Bernardino County Board of Supervisors. The ultimate result of all these efforts is the Chino Health Science Building, a state-of-the-art learning environment, where students are successfully taking science lab courses and earning degrees in the nursing field. This office has provided similar leadership and support for numerous construction and renovation projects throughout the Chino, Fontana, and Rancho Cucamonga campuses. When Measure L projects are concluded, this office will provide ongoing maintenance, resources, and support to continue to facilitate student success and 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 for Administrative Services and External Relations supports the improvement of the district's learning environment and supports the establishment of a learning-centered college for our diverse communities. The Vice President for Administrative Services and External Relations serves as chief administrative officer for the Chino and Fontana campuses and provides leadership, oversight, general direction and supervision to staff and programs; determines and directs the use of the facilities; coordinates the Chino and Fontana campuses with the major components of the District. In collaboration with the Vice President of Instruction, this office identifies the Chino Campus and the Fontana Campus enrollment goals and assists with the development of enrollment management strategies. The Vice President for Administrative Services and External Relations serves as the District’s chief facilities officer overseeing maintenance and operations, grounds, hazardous materials, transportation, operations, and maintenance services. In addition, this office provides oversight for the District’s bond program, renovation of existing facilities and new construction, sustainability efforts, and serves as District liaison with the Citizens’ Oversight Committee. In conjunction with the Superintendent/President, the Vice President for Administrative Services and External Relations serves as a liaison with the Governing Board; gives written and oral recommendations on significant organizational issues, as needed, for Board review; prepares and presents Board reports; and attends Board meetings. In conjunction with the Superintendent/President, the Vice President for Administrative Services and External Relations oversees the administrative support to the Governing Board including the coordination of agenda, minutes, and records. This Office also directs the information and data integrity of the District and its groups and provides direction for all Information Services functions of the District. This office is responsible for overall technology planning. Identifying technology needs and providing direction to meet the technology needs of the District. The Vice President for Administrative Services and External Relations represents the District to the community at large including businesses, organizations, governing and decision-making bodies at the local, state, and federal level. This office develops partnerships and alliances that encourage cooperation and further the goals of the District. The Office of the Vice President for Administrative Services and External Relations oversees the District’s external programs for legislation and governmental relations, the Chaffey College Foundation, and Alumni Relations. This office also provides contract administration and staff grievance management. The Office of the Vice President for Administrative Services and External Relations provides leadership and oversight to the following areas: administrative systems, technical services,
facilities development, maintenance and operations, Chino Campus, Fontana Campus, Foundation, Alumni Relations, Governmental Relations, auxiliary services (Bookstore and cafeteria), board liaison, Measure L, Citizens’ Oversight Committee for Measure L, Chino Community Center Oversight Committee, and the Classified Senate. The divisions reporting to the Office of the Vice President for Administrative Services and External Relations work collectively to improve the district's learning environment and provide appropriate and necessary responses and services that meet the educational needs of students and other relevant constituencies. The divisions reporting to the Office of the Vice President for Administrative Services and External Relations work collectively to improve the district's learning environment and provide appropriate and necessary responses and services that meet the educational needs of students and other relevant constituencies. As mentioned earlier, the effectiveness of the Office of the Vice President for Administrative Services and External Relations is measured through the success of divisions reporting to this office. Divisions complete their own PSRs and monitoring reports to the Board on an annual or more frequent basis. This office also provides annual monitoring reports to the Board for Measure L and capital projects. Bi-annual meetings are held with the Citizens Oversight Committee for Measure L to report to the community on the status of Measure L projects and funds.

**Review Team Response**
This response details a very long list of that which this office does. This response does not detail who does what as it relates to supporting the College Mission: the VP's and the AA's specific responsibilities in fulfilling the long list of responsibilities found in this 'executive office'. It remains unclear how that which this 'office' does relates to improve, expand, or support student learning. Evaluation of the office/program remains vague. How, precisely, is the work of this 'executive office' evaluated, other than the monitoring reports that its "divisions" submit from time to time?

**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>
<tr>
<td></td>
<td></td>
<td></td>
<td>10-11</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.)
### Type of Service
<table>
<thead>
<tr>
<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>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:**

Acquire funding to construct a Library/Learning Resource Center in Chino and to renovate and expand the Library/Learning Resource Center in Rancho Cucamonga.
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:**
Complete and submit Initial Project Proposals to the State seeking funding
Initial Project Proposals approved by State

**Year 2 Steps to Success (activities) and VIP Assessment:**
Complete and submit Final Project Proposals to the State seeking funding
Final Project Proposals approved by State

**Year Three Goal:**
Begin implementation of a Facilities Master Plan

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

**Year 1 Steps to Success (activities) and VIP Assessment:**
Select committee, hold meetings, begin plan draft.
Will have draft of Facilities Master Plan by end of fall 2012

**Year 2 Steps to Success (activities) and VIP Assessment:**
Facilities Master Plan vetted through the shared-governance process
Receive approval of Facilities Master Plan through shared-governance process

**Year Three Goal:**
Work with the Green Earth Movement committee, the Maintenance and Operations department, other appropriate divisions, and institutional stakeholders to implement campus-wide sustainability initiatives.

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

**Year 1 Steps to Success (activities) and VIP Assessment:**
Work with appropriate divisions, faculty, staff, students, community, stakeholders, and the Sustainability Master Plan to begin planning. Continue partnering with outside entities such as Southern California Edison, The Gas Company, Burrtec Waste, to increase efficiency.
Work with appropriate divisions, faculty, staff, students, community, stakeholders has already begun. Continue discussions to have
plans in place for some sustainability initiatives by fall 2012.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Secure the necessary resources and devise implementation plan.
Acquire the necessary resources to implement plans by fall 2013.

**Year Three Goal:**
Continue to assess district needs and secure the necessary funding to support programs and services

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

**Year 1 Steps to Success (activities) and VIP Assessment:**
Work with institutional stakeholders and identify funding needs and additional resources needed.
Hold meetings to identify needs and additional resources needed.

**Year 2 Steps to Success (activities) and VIP Assessment:**
work with district foundation, governmental relations department, auxiliary services, community education, workforce development and other appropriate divisions to identify and develop plan to secure resources.
Research resources and opportunities

**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>
<tbody>
<tr>
<td></td>
<td></td>
<td>Community College Facilities Coalition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Network Community College Foundation Symposium</td>
<td>Member of Network Community Colleges Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Legislative Summit</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Community College League of California Legislative Conference</td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Members of all divisions reporting to the Office of the Vice President for Administrative Services and External Relations are supported and encouraged to take part in professional development. Each division will report details of their involvement in their respective PSRs. Examples of professional development for divisions reporting to this office includes membership in local chambers of commerce, attendance at various city council meetings in the area, attendance at various community events, Council for Advancement and Support of Education, Community College Facilities Adaptive ReUse, California Uniform Public Construction Cost Accounting Act training, Labor Compliance Program training, California Community College Datatel Users' Group, and many more. Partnerships and relationships are developed with multiple agencies to find ways to garner support that benefits students. For example, attended the National Legislative Summit to advocate on behalf of the District, which ultimately benefits student learning.

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>President's Cabinet</td>
<td>semi-monthly Vice President's meetings</td>
<td>involvement with GEM</td>
</tr>
<tr>
<td>College Council</td>
<td></td>
<td>involvement with Tree Committee</td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commencement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Professionals Advisory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Master Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
Members of all divisions reporting to the Office of the Vice President for Administrative Services and External Relations are supported and encouraged to be engaged on campus. Each division will report details of their involvement in their respective PSRs. Examples of campus engagement for divisions reporting to this office include Green Earth Movement committee, Datatel Colleague Steering Committee, Enrollment & Success Management, Matriculation, CAMP, Health & Safety, Outreach Committee, Student Services Council, AB 504 Committee, and many more. Connectedness with the campus increases knowledge of campus activities and promotes greater support of programs and initiatives when possible and appropriate. Knowledge is shared.

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>
<tbody>
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</tbody>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?

Review Team Response
The response does a great job of clearly articulating the ways in which the office engages with the campus community and benefits from said engagement. However, the specific professional development and accomplishments of the members of this particular office remain unclear; much of this response focuses on the professional development and accomplishments of divisions reporting to the office rather than the office itself.

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
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
No projected needs were reported on this review.
This self-study makes clear the interconnectedness between the office and the campus community and highlights the ways in which its influence extends to students and other programs alike. Still, in order to maximize the usefulness of future self-studies in planning, supporting, and improving student achievement and learning, self-studies ought to explore this office’s particular contributions to the expansion and promotion of student learning and access and focus on activities, accomplishments, and assessment methods of the particular office rather than of the divisions that the office oversees.