Chaffey College Program Review
Three Year Review 2012

PROGRAM OVERVIEW

Program Title: Dean, Instructional Support

Program Code: 6023 - DEAN INSTRUCTIONAL PROGRAMS AND 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:

The Office of Instructional Support encompasses a number of functions that both broadly and specifically influence student success including the Library/Cybraries, the Success Centers, the Faculty Success Center, the Testing Center, Distance Education, Professional Development, the Catalog and Schedule of Classes, curriculum, student learning outcomes, Chaffey's Title V and Basic Skills grants, Fast Track, Enrollment and Success Management, monitoring instructional space usage. Some of these programs, like the Success Centers and the Library/Cybraries, directly connect to the support of classroom instruction. This support requires high levels of coordination and cooperation in order to effectively address the diverse needs of both students and faculty. All of these programs already address the standards of evaluation through their own Program Review processes. Other programs or efforts, like the Testing Center, Professional Development, Distance Education, Title V Grant activities, the Catalog and Schedule, Enrollment and Success Management, and monitoring instructional space usage have more indirect relationships to student learning. However, the policies and products of these efforts profoundly impact student behavior and student engagement with the college. All of the programs within Instructional Support provide
students with unique learning opportunities that can be modified or diversified to meet the needs of the learner. For instance, Fast Track, which is governed by the Office of Instructional Support, is a uniquely structured learning delivery that supports the needs of learners who are able to accelerate their progress on goal. Additionally, research from the IR Office indicates that a significant number of students thrive in the highly structured environment of a Fast Track class. Additionally, the implementation of the 3 year scheduling plan addresses the mission of the college to be "learning centered" in that it helps to give both counselors and students the tools they need to ensure that students complete their goals. Philosophically and operationally, the Office of Instructional Support provides a bridge to the infrastructure that students, faculty, and staff need to be successful. The Program and Services Review responses for the Dean of Instructional Support will specifically address the goals and activities of the following areas, as they are not already addressed in other PSR processes: enrollment management, coordinated scheduling, the Catalog and Schedule of Classes, Title V and Basic Skills grants, Fast Track, and Title 5 compliance.

**Review Team Response**

Wonderful program overview that clearly addresses how the program supports the college's mission and evaluates its effectiveness.

**PROGRAM DATA**

Enrollment

*Enrollment by Day, Evening, Online, Arranged (*)

![Graph showing enrollment data from 2009-10 to 2011-12 for Day, Evening, Online, Arranged, and Total categories.]
<table>
<thead>
<tr>
<th>Measure</th>
<th>2009-10 to 2010-11</th>
<th>2010-11 to 2011-12</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
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
Success Rate by Day, Evening, Online, Arranged ()

Measure | 2009-10 to 2010-11 | 2010-11 to 2011-12
--- | --- | ---
Total Census Success | N/A | N/A
Day | N/A | N/A
Evening | N/A | N/A
Online | N/A | N/A
Arranged | N/A | N/A
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 program reviewed or revised program SLO's to align with core competencies and
Course SLO's?

What program or course changes have been made based on the result of the assessed outcome?

Show how course SLO evidence supports your program SLO's

Review Team Response

SLO Committee Feedback

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>
<tr>
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<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
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</thead>
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<td></td>
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</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

If your discipline has no program of study: Why is there no program of study associated with these courses? What is the rationale for continuing these courses without a program of study?

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

The Dean of Instructional Support is charged with the oversight of a number of critical functions. One of the most critical is scheduling and the tools necessary to produce an effective schedule. In 2010, the Office of Instructional Support implemented a Master Scheduling Tool designed to promote greater accuracy and efficiency in the scheduling process. This required the development of the tool itself, as well as training and ongoing support for the
administrative assistants and coordinators. The tool provided the Associate Superintendent of Instruction and Student Services with critical information of both costs and FTES. In a time of scarcity, these decisions are fraught with risk and gravity. Despite some glitches in the 2012-13 planning with the scheduling tool, the tool continues to be used for planning. Currently, Instructional Support and Information Technology are working together to explore ways that the scheduling tool might be uploaded into Datatel for some of the scheduling elements, which would automate some aspects of section building, which would reduce workload and duplication. As a result of this approach to scheduling, the College was within a few FTES of the target goal for Fall 2011 and Spring 2012, which saved administrative assistants, faculty, and deans time and energy on correcting potentially costly mistakes. This approach has also contributed to the evolution of the year-long schedule that the college now publishes. This provides valuable advantages to students, adjuncts, and counseling. In addition to the scheduling tool, the Office of Instructional Support has begun to "publish" the Schedule of Classes and Catalog online, rather than in print. That transition was a two year process, which saved the college over $300,000. Those savings helped to buffer cuts to the Success Centers, the Library, or other critical services within the School. Further, the online production is environmentally friendly and aligns with the college's sustainability goals and plan. Another example of how the Dean's Office helps to expand or support the operations of the college is through a central role in enrollment management. The Dean of Instructional Support is one of the tri-chairs of the Enrollment and Success Management Committee, and this group is responsible for much of the innovative planning occurring at the college. Once the Committee makes decisions, the Office of Instructional Support coordinates with other stakeholders and departments to ensure implementation. For instance, the Office of Instructional Support was instrumental to the implementation of the new waitlist procedures, changes in drop and add dates, Fast Track program, and Math and English First. All of these contribute the the overall effectiveness of the college and to the quality of students' experience at the college. In Spring, 2011, Instructional Support opened the Chaffey College Testing Center in AD-189. The Testing Center is open 3 days/week, 4 hours per day to give students the opportunity to make up missed mid-term and final exams in a quietly monitored, centrally located center. Full-time and adjunct faculty are relieved of trying to accommodate student schedules to administer make up exams during their office hours by simply mailing, hand delivering, or emailing their exams and testing instructions to the test proctor. Upon completion of the exam, the instructor may retrieve the exam from the test proctor or the instructor may request the exam to be delivered to the instructor's campus mailbox. The Testing Center also administers pre-requisite challenge exams to students for the modern language courses on a walk-in basis. This service was previously provided by the Language Success Center, although it was technically not a function of the Language Success Center. Transition of administering the pre-requisite challenges to the Testing Center has helped alleviate some student traffic in the already busy Success Center. This year, the Office of Instructional Support implemented the usage of a three-year scheduling plan, which includes a map of the curriculum that individual departments intend to offer and in what formats (e.g. fast track, online, or hybrid). This plan was completed by each area, and with some additional refinements will be published on the website for usage by counselors and students. This planning document will not only be a valuable resource for students and counselors for educational planning purposes, but it will also demonstrate the college's commitment to thoughtful planning as it relates to the Accreditation standards. Monitoring the instructional space of the college enables the district to use any available space wisely and according to its needs. With the availability of "swing space" and new programs being developed, as well as the need for additional or replacement instructional equipment (student desks, chairs, AV equipment, white boards, etc.), it is essential that there be a clearing house for these items so we can provide a suitable learning
environment for the students. Used furniture in one area is saved for later use or re-deployed to fill current needs in other areas. Instructional Support serves as that clearing house, and improves learning with the resources the college already has. This is evidenced by the storage and redeployment of the furniture in the old PS Building (now the Math Building) when the facility was being remodeled in Fall, 2010 and new furniture was purchased, yet some of the old furniture was redeployed and the rest stored for later use. The remodel of WH-107 in summer 2011 is another example, wherein The Breeze was relocated to a more-centrally located space that was vacant, as well as the remodel of WH-181 in summer 2012 (also vacant space) which is now used for Supplemental Instruction.

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 staff of the Dean's Office of Instructional Support is deeply engaged in the efforts described above, providing professional development for others when new tools are developed and coordinating with all areas on campus in order to publish documentation about changes as well as the Catalog and Schedule of Classes. More than any other dean's office on campus, the staff of the Dean of Instructional Support must effectively interface with every other department on campus, including Maintenance, IT, and Accounting Services, on a regular basis. Such activity requires a philosophy that is service-oriented and committed to the global goals of the college, not just the local interests of the School of Instructional Support. To a great degree, effectiveness is measured by the extent to which people in other areas coordinate with the office and reach out for support. Additionally, effectiveness is measured by the capacity of everyone in the Office of Instructional Support to get things done. Since much of the business of the Office of Instructional Support is about fostering dialogue about innovation and improvement, the measurement of success is always about the implementation of new programs, processes, and strategies. As a secondary layer of measurement, generally the Office of Institutional Research will engage in evaluative inquiry about the impact of those processes, programs, or strategies, which then indirectly measure the success of Instructional Support. A prime example of this relates to the grant activities associated with the Basic Skills and Title V grants, both of which are administrated by the Dean of Instructional Support. The Basic Skills Initiative Grant funds two primary activities: the Faculty Success Center and Early Advantage (formerly Early Alert). Both of these programs are key components of the college's philosophy and Strategic Vision. As a result, the Office of Instructional Support maintains not only the fiduciary responsibility but the programmatic responsibility for the implementation of these programs, providing administrative support as well as leadership and guidance for the growth of the programs. Although the BSI grant is primarily earmarked for these two projects alone, the grant funds have also been leveraged to support other innovations like the citizenship program in ESL and the English/reading integration project. The creative use of these funds to keep the machinery of innovation going at Chaffey, even in a time of scarcity, is also a measure of effectiveness. Similarly, the Office of Instructional Support is responsible for all of the activities of the Title V Grant, which is responsible for the supplemental instruction program, the Faculty Success Center's Summer Institute, the Gallup Organization effort on hope and mindset, and the Success Guides who provide ancillary services to foster future-oriented planning in both Counseling and the Success Centers. All of these programs have well-documented histories of success, which are attached to this PSR, and the coordination, implementation, administrative leadership and support, and evaluation are part of the Dean's Office in Instructional Support.
Review Team Response
Very detailed, thorough descriptions of the ways that the program improves, expands, and supports the operations of the college and the means by which the program evaluates its effectiveness. Also, great description of staff functions and services.

**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>09-10</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.)

<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>
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<tbody>
<tr>
<td></td>
<td></td>
<td>09-10</td>
<td>10-11</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>
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</table>
The three year plan has just been published in the fall of 2012. Now that it is available, feedback needs to be collected from users and some exploration of other ways to present the material can begin.

Over the next year, the Dean's Office will gather information from the primary users—deans, coordinators, counselors, and students—to determine how much the tool was used and the limits to its effectiveness.

The Dean's Office will explore various options about ways that the 3 year plan can be delivered and used, based on the feedback from the users.

The satisfaction of the users is the primary measurement of the effectiveness of the plan. If it is being used and it contributes to planning effectiveness, which can be determined through a user's group, then it can be deemed successful.

**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:**
Modify the 3 Year Scheduling Plan to make it more user-friendly for stakeholders, including coordinators, deans, students, and counselors. The three year plan is an important aspect of the Completion Agenda in that it supports the development of a useful educational plan; however, the document is currently a bit unwieldy and difficult to read.

**To which planning direction does this goal apply?**

a. Improving pathway identifications by students
b. Monitoring progress on goal with intrusive action during key momentum points
b. Facilitating completion points

**Year 1 Steps to Success (activities) and VIP Assessment:**
The three year plan has just been published in the fall of 2012. Now that it is available, feedback needs to be collected from users and some exploration of other ways to present the material can begin.

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**Year 2 Steps to Success (activities) and VIP Assessment:**
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The satisfaction of the users is the primary measurement of the effectiveness of the plan. If it is being used and it contributes to planning effectiveness, which can be determined through a user's group, then it can be deemed successful.
Year Three Goal:  
Develop a comprehensive plan for Fast Track offerings and models for students and counselors so that they are better able to use Fast Track offerings to meet their goals. Given the almost uniformly positive results from Fast Track offerings, the college has committed to the expansion of the program, and by fall of 2014, the college will be offering approximately 300 sections per term; as a result, it is important that these offerings be mindfully planned.

To which planning direction does this goal apply?  
a. Improving pathway identifications by students  
c. Developing enrollment procedures that structure successful student behavior and decision making  
c. Providing instruction in delivery modalities that foster completion  
d. Developing sustained engagement strategies  
b. Facilitating completion points  
1. Student Success through Teaching and Learning

Year 1 Steps to Success (activities) and VIP Assessment:  
From previous semesters, the college has already gathered a significant data set to help determine the effectiveness of Fast Track offerings; however, discussions about the cohesiveness and diversity of offerings is relatively new. The Fast Track Task Force is beginning conversation about different ways that offerings could be "packaged," and as the college plans for growth in this area, the Fast Track Task Force can be invited to make recommendations about ways to strategically grow and provide options to students. Using the data from the Fast Track offerings thus far, the Dean's Office, in conjunction with IR and the Fast Track Task Force, can evaluate the past effectiveness and identify gaps in current offerings that would support transfer, skill-building, or degree/certificate attainment.

Year 2 Steps to Success (activities) and VIP Assessment:  
This information can be presented to the deans and coordinators for review and input in order to grow offerings more mindfully. The measure of effectiveness will be the identification and publication of multiple pathways within the Fast Track sequences. Students' successful enrollments and increases in success and completions are also significant metrics to use in service of this goal.

Year Three Goal:  
Institutionalize Title V Grant efforts. The college's Title V Grant efforts are currently funded through 2016. For the next two years, the Dean's Office, as the responsible officer for the Title V Grant, needs to develop a realistic proposal for the continuation of the three efforts tied to the Title V Grant; those efforts include supplemental instruction, the Faculty Success Center, and the Success Guides in the Success Centers.

To which planning direction does this goal apply?  
b. Connecting students to necessary resources and pre-enrollment processes  
a. Improving pathway identifications by students  
b. Establishing students' relationship with the college  
d. Connecting students to support services  
a. Providing intrusive academic support in key areas
Next year, the Dean's Office needs to prepare a comprehensive proposal about the needed resources and rationale regarding the three efforts associated with the Title V Grant. Success of the initial aspect of the goal will be measured by the comprehensiveness of the proposal, which will include IR data currently being reported to the Department of Education. All of the principle stakeholders will need to be involve in the development of these proposals.

In year two, the proposals will need to vetted, reviewed, and evaluated by the stakeholders. Ultimately, any work products will need to be submitted to the executive team for review and evaluation before implementation could occur. If the college is able to adopt fiscal, educational, and organizational responsibility for these programs, these efforts will have been successful.

**Year Three Goal:**
Publish recommended program pathways for students. Currently the Catalog includes the information for the Program of Study as well as the student learning outcomes for the program; this effort would add additional recommendations about the order of courses with the intent of improving course-taking decisions and improving completions.

**To which planning direction does this goal apply?**
- Improving pathway identifications by students
- Establishing students' relationship with the college
- Developing enrollment procedures that structure successful student behavior and decision making
- Requiring students to define academic, occupational, and career goals

In year one, the Dean's Office will work with the coordinators and deans to establish the viability of this idea and explore formats for its dissemination. The measurement of success for this idea is in the endorsement of stakeholder groups to advance the idea and the capacity of the Dean's Office to work with the coordinator and deans to provide pathway recommendations in a timely way.

**Year One Steps to Success (activities) and VIP Assessment:**
- Monitoring progress on goal with intrusive action during key momentum points

In year two, once the it is determined if the idea has merit and the recommended pathways have been identified, then the Dean's Office can begin to explore ways to disseminate the information: through counseling, the college Web page, separate publications, major sheets etc.

**Year Two Steps to Success (activities) and VIP Assessment:**
- Providing instruction in delivery modalities that foster completion
- Developing sustained engagement strategies
- Facilitating completion points

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**Year Two Steps to Success (activities) and VIP Assessment:**
- Providing instruction in delivery modalities that foster completion
- Developing sustained engagement strategies
- Facilitating completion points

1. Student Success through Teaching and Learning
6. Learning Support and Fiscal Stability
can be gleaned from users once the information is disseminated either through user groups, surveys, or informal discussion.

**Year Three Goal:**
Coordinate efforts to connect the Scheduling Tool with schedule-building in Colleague. For the past two years, the college has engaged in a robust annual scheduling process using the Scheduling Tool spreadsheet, which was implemented by the Dean's Office. The tool ensures more accurate projections of both FTES and costs. The tool, however, creates some additional work for the administrative assistants, and the Office of Instructional Support has been working with IT to determine the possibility of using the Scheduling Tool as the basis of section scheduling.

**To which planning direction does this goal apply?**
- Connecting students to necessary resources and pre-enrollment processes
- Improve the Infrastructure and Physical Learning Environment

**Year 1 Steps to Success (activities) and VIP Assessment:**
This goal is currently in process. The actions being taken now include continuous meetings with IT to test and refine the systems and their compatibility.

The measurement of success is in Colleague's capacity to accept the data from the tool and the level of redundancy that can be reduced once the systems are integrated. The administrative assistants will also be able to give feedback about the effectiveness of the integration.

**Year 2 Steps to Success (activities) and VIP Assessment:**
In year two, the Dean's Office will work closely with IT to import the fall and spring schedule data to populate Colleague's section-building fields. Any errors or misalignment will need to be identified to give the administrative assistants further direction.

Once the administrative assistants have the opportunity to access a full year's worth of scheduling data that has been transferred, the Dean's Office will be able to determine the effectiveness of continuing the effort.

**Review Team Response**
Goals are clear.
Great job! Goals are clear and steps to success are appropriate.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

<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>Student Success Task Force</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Gallup Workshops on Hope/Mindset</td>
<td>Gallup Seminar on Hope and Mindset</td>
<td>Leading from the Middle</td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

The information presented on the Student Success Task Force and the Leading from the Middle sessions was led by the Dean of Instructional Support. Both sessions required review of current trends and national research, which can be applied to the current agendas here at Chaffey. The Gallup workshops help to advance one of the principle goals of the Title V Grant, which affects the entire campus community in terms of both growing hope and expanding personal mindset.

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>
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<tbody>
<tr>
<td>Enrollment and Success Management</td>
<td>Labor Management</td>
<td></td>
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<tr>
<td>Calendar Committee</td>
<td>Title V Steering Committee</td>
<td></td>
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<tr>
<td>Professional Development</td>
<td>Faculty Success Center Advisory Committee</td>
<td>Advisory role on the Classified Professionals Advisory Committee</td>
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<td></td>
<td>President's Cabinet</td>
<td>Participation in the New Faculty Orientation</td>
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<td></td>
<td>Chaffey College Alliance of Management Professionals</td>
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<tr>
<td></td>
<td>Academic Issues Group</td>
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<tr>
<td>Distance Education</td>
<td>Fast Track Task Force</td>
<td>Report to the Community</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>College Council</td>
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<td>Budget Advisory</td>
<td>Tree Committee</td>
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</table>

How does your program benefit from your campus engagement?

Since Instructional Support provides a bridge and a connection point among and within so many programs, the participation of the Dean and the staff in the Dean's Office is critical to ensuring effective communication and the dissemination of information among stakeholders. The Catalog and Schedule touch almost every aspect of the campus, and enrollment management is a core issue to much of the Committee work as well, so the inter-connectness of just these two important issues requires high levels of participation from both the Dean and the staff in order to be effective.

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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Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?

Review Team Response
Great job on this section; very clear!

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.

All of the activities associated with the Title V Grant are funded from the Department of Education. That grant funding lasts through 2016. These funds total approximately $600,000 per year to support supplemental instruction, part of the Faculty Success Center, the hope and mindset work with Gallup, and the Success Guide efforts in the Success Centers. Additionally, the Faculty Success Center is also funded in part through the Basic Skills Initiative grant. The BSI grant is annually funded with an indeterminate end point. The funds associated with the Faculty Success Center total approximately $100,000.

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.

Review Team Response
3 The document 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. This document is well-written and informative. Excellent job!!