Chaffey College • Program and Services Review

Co-Chairs
Sherrie Guerrero, Ed.D.
Associate Superintendent, Instruction and Institutional Effectiveness

Misty Burruel, Associate Professor of Art
The Chaffey College PSR Handbook is a publication of the Program and Services Review Committee. It is updated annually so that it accurately documents the program review process, institutional planning, and commitment to a mission that emphasizes student learning and achievement through academic quality and institutional effectiveness.
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Introduction

Program and Services Review (PSR) is a continuous, collaborative process of gathering, interpreting, and using data to inform decision-making. PSR links program and service goals with the college’s mission and strategic plan. Strong program reviews demonstrate continuous quality improvement as a result of data and learning outcomes assessment, visionary improvement plans, and overall self-evaluation. Program reviews form the basis for future human and physical resource needs.

The 2016 PSR Handbook is designed to provide faculty, staff, and administrators information and processes that guide instructional, student support, and administrative program reviews. The 2016 PSR Handbook outlines PSR’s mission, history, process, and critical role in the college’s planning processes. PSR establishes benchmarks for success and evaluates academic quality and institutional effectiveness over a three-year cycle. Annual Updates follow the comprehensive PSRs and serve as a second point of contact to ensure that programs and services are engaged in assessment of their visionary improvement goals.
Program and Services Review

Program and Services Review Mission
Chaffey College’s Program and Services Review (PSR) process is the foundation upon which all programs assess, maintain, and enhance program quality and vitality. The PSR process guides goals linked to the Educational Vision and Integrated Planning Model and the college’s mission in support of student learning.

PSR Program Health & Long-Term Planning
In the spring of 2009, the college-wide PSR Committee deemed it necessary to re-design our PSR process in order to be a more effective self-study that emphasized long-term planning. A task force was formed to research alternative models and to develop a new model, which reflected the college’s unique character. After a year and a half of dialogue, discussion, and research, the PSR committee adopted a three-year model, which placed a priority on program health and long-term planning. The process was designed as a true self-study, focusing on both quantitative and qualitative data analysis, learning outcome results, self-assessment, and long-term planning. Programs began completing PSR on a rotating, three-year planning calendar with one third of the college’s programs and services completing the process every year. This clearly placed the college’s primary attention on program and service goal-setting and planning rather than simply making budget requests. Budget requests are now directly related to the program/service goals as outlined in the three-year plan.

Many new improvements were made to the PSR process that blended qualitative and quantitative evaluative perspectives:

- **Visionary Improvement Plan (VIP):** The VIP is an opportunity for all program members (not just primary writers) to meet to analyze and discuss data and assessment results in order to identify program improvement goals for the next three years. VIP goals are visionary and must connect to the college’s educational vision and/or Strategic Plan. (Refer to Appendix C). This was an important cultural shift for the college that centered PSR on long-term planning and not just asking for more funding or resources.

- **Assessment of Program Health:** The PSR Committee implemented evaluative judgments about program health—the antithesis to the attitude prior PSR Committees had been using (refraining from making evaluative judgments). A simple but powerful rubric was created, giving programs a 1, 2, or 3 ranking. Only programs receiving a 3 or 2 ranking have staffing, budget, and equipment requests moved forward for consideration. Decisions are reinforced at the executive level. (Refer to Appendix D).

- **Annual Update:** All programs and services are evaluated on a three-year cycle (approximately 40 programs per year). All programs and services complete an Annual Update that monitors the VIP progress and identifies urgent resource needs that must meet specific criteria. PSR’s Annual Update serves as a second point of contact during the three-year self-study cycle.
PSR Committee

All programs and services complete a comprehensive program review on a three-year cycle. These program reviews are reviewed and evaluated by the PSR Committee, as well as any program reviews that have been identified for an out of cycle review during their Annual Update.

- Using program and services review data and assessment, the PSR Committee ranks each program review as 3, 2, or 1. (Refer to Appendix D).
- The PSR Committee presents a summary of their evaluations and recommendations to the Office of Instruction and Institutional Effectiveness.
- Program or services receiving a “1” do not have their requests for resources forwarded to the Resource Allocation Committee (RAC).
- Following the PSR Committee recommendations for resource requests (those receiving a 3 or 2), the PSR Committee forwards resource requests identified in the self-study to the RAC for inclusion in its resource allocation process.
- Programs or services who fail to complete a program review or receive a “1” ranking will not have resource requests moved forward to RAC. A process is being established to address PSR scores of “1” or out of cycle PSR’s.

PSR Review Teams

The PSR Committee members adopt a “proactive assistance” relationship with the primary writers. PSR Committee members connect with programs as they are writing their PSR and review drafts of those documents to help their colleagues improve and learn. The programs have an opportunity to incorporate the suggestions and possibly improve their ranking. PSR review teams evaluate the effectiveness of programs and services in supporting and improving student achievement and determine if program results are clearly linked to institutional planning and resources allocation.
PSR Process Illustrated
In PSR, programs and services discuss how their activities, learning outcomes, and visionary improvement plans connect to and further the outcomes contained in the strategic goals and action plans. The vital role that PSR serves in facilitating institutional improvement cannot be understated. The following diagram illustrates the new focus on program health and connects PSR to learning outcomes and resource allocation:
Outcomes and Assessment Committee
The Outcomes and Assessment Committee (OAC) provides another important qualitative and quantitative “checks and balances” as part of the PSR process. The OAC was created to ensure evidence is present and demonstrates learning occurred as a result of a specific program activity or progress. The OAC reviews each program’s learning outcomes and evaluates the quality and depth of the learning outcomes assessment and improvement processes. The OAC feedback and scoring information are entered into the PSR for each program. Programs have a chance to make adjustments after initial feedback from the PSR Committee and the OAC before final determination is made.
Institutional Planning & Resource Allocation

Educational Vision & Integrated Planning Model
The college’s linked planning processes are a commitment to the framework established by the Accrediting Commission for Community and Junior Colleges (ACCJC). The Chaffey College Educational Vision and Integrated Planning Model articulates the college’s vision. The Strategic Plan makes that vision actionable, and the Integrated Planning Model documents the resources needed to carry out the Strategic Plan. It also explains the Integrated Planning Cycle—a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of assessment, goals and objectives, program review, resource allocation, plan implementation, and institutional effectiveness—used by the college.

Integrated Planning Cycle
Through the Integrated Planning Cycle Chaffey College identifies programmatic needs and makes actionable initiatives that improve both student success and completion and institutional effectiveness. At the heart of the process is PSR. PSR is the nexus for learning outcome assessment, institutional long- and short-term planning, and resource allocation. The Resource Allocation Committee (RAC) ensures that the programmatic needs reviewed and validated through the PSR process are matched with available funding sources. It is in RAC where larger institutional conversations are occurring. Finally, the College Planning Council provides evaluation and oversight of the college’s planning processes. Additionally, they are the body that reviews and establishes institution-set standards and develops the college’s scorecard, which reports on both mandated and college-defined performance metrics. Appendix B illustrates these processes.

Resource Allocation Committee
As described in the college’s Budget Development Handbook, the RAC assists in aligning resources with planning efforts, including the review of items recommended through the PSR process.

The RAC members (faculty, classified, and management) review findings from the PSR process and make determinations as to prioritization and funding sources. Schools/areas are then notified and can purchase the PSR recommended and RAC funded items. The committee also reviews other district unmet needs, such as items identified in the Technology Replacement Plan, and approves funding, if available.

The main goal of the RAC is to ensure resources are allocated according to the integrated planning processes by confirming that requests for software, technology, equipment, budget augmentations—those scoring a ranking rubric of 2 or 3 in PSR only—are matched with available funding resources.
Strategic Plan / Institutional Goals
Superintendent/President and the Governing Board developed one set of long-range institutional goals with which all programs and departments could connect. Using that single unified set of institutional (long-term) goals, the Executive Team and their respective managers, faculty, and staff identified strategic objectives (short-term goals) designed to help the institution accomplish the institutional (long-term) goals. (Refer to Appendix C).

Chaffey College Mission & Vision
Through the Visionary Improvement Plan (VIP), programs and services develop specific, measurable, attainable, relevant, and time-bound goals that directly link to the college’s mission and strategic plan in support of student learning. The PSR process provides programs and services the opportunity to reflect on their performance, document what they do well, and establish goals for continuous quality improvement. The college’s Mission and Vision statements delineate a clear description of our purpose, guide our actions, and serve as the PSR cornerstone. The mission statement and a new vision statement read as follows:

Vision Statement
Chaffey College: Improving lives through education

Mission Statement
Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence, where our diverse students learn and benefit from foundation, career, and transfer programs.
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<th>Date Range</th>
<th>Event</th>
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<tr>
<td>Feb. 8 &amp; Feb. 10</td>
<td>PSR Primary writers training</td>
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<td>Feb. 10</td>
<td>PSR Templates emailed to primary writers</td>
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<td>Monday, Apr. 4 (12pm)</td>
<td>PSR self-studies due to Hope Ell (<a href="mailto:hope.ell@chaffey.edu">hope.ell@chaffey.edu</a>) by 12pm</td>
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<td>■ Primary writers email PSR templates, signature page, and all attach-</td>
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<td>ments (including quotes) to Hope Ell.</td>
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<td>■ Signature page should include appropriate faculty/staff signatures</td>
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<td>■ If programs or services fail to complete the self-study by the</td>
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<td>deadline, the PSR Committee will not review the self-study and</td>
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<td>requests will not be forwarded to the Resource Allocation Commit-</td>
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<td>Apr. 4 – Apr. 22</td>
<td>■ OAC initial review of SLOs</td>
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<td>■ OAC program SLO mentoring/program SLO template revisions</td>
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<td>Apr. 4 – May 5</td>
<td>■ First-level managers review self-studies and consult with primary</td>
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<td>writers to address any concerns and/or questions in preparation</td>
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<td>for the final submission.</td>
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<td>Apr. 22 – Apr. 29</td>
<td>■ OAC completes assessment of SLO progress and assigns a SLO score</td>
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<td>in preparation for the PSR Committee.</td>
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<td>Apr. 29</td>
<td>■ OAC emails final SLO templates and scores to first-level manager</td>
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<td>and Hope Ell, <a href="mailto:hope.ell@chaffey.edu">hope.ell@chaffey.edu</a></td>
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<tr>
<td>Friday, May 6 (4pm)</td>
<td>PSR self-studies due to the Office of Instruction and Institutional</td>
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<td>Effectiveness (4pm)</td>
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<td>■ Deans email PSR templates, signature page, and all attachments</td>
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<td>(including quotes) to Hope Ell, <a href="mailto:hope.ell@chaffey.edu">hope.ell@chaffey.edu</a></td>
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<td>■ If programs or services fail to submit final self-study, the PSR</td>
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<td>Committee will not review the self-study and requests will not</td>
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<td>be forwarded to the Resource Allocation Committee.</td>
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<td>Aug. 29 – Sept. 9</td>
<td>PSR Review Teams preliminary review</td>
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<td>■ PSR Review Teams review PSRs, email comments to writers, and re-</td>
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<td>quest revisions if necessary.</td>
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<td>■ PSR Review Teams will submit initial comments on the Review Team</td>
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<td>Response Addendum</td>
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<td>■ Primary writers and first-level managers will be contacted ASAP</td>
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<td>if revisions will be necessary.</td>
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### 2016-2017 PSR & Annual Update Calendar (continued)

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| Aug. 29    | PSR Annual Updates (if applicable)
  - PSR Annual Update templates emailed to primary writers
  - Provide update on VIP Goal(s), urgent needs, and advisory committee information (if applicable)                                                                 |
| Sept. 10 – 23 | PSR revision period for primary writers                                                                                                                                                                           |
| Sept. 23 (4pm) | Final revised PSR Self-studies due (4pm)
  - Primary writers email final PSR templates and all attachments (including quotes) to the PSR Review Team
  - There will be no additional opportunity to revise
  - If programs or services fail to make PSR revisions by the revision due date (September 23 – 4pm) and the final summary rubric ranking is “1,” then any projected needs requested will not be forwarded to the Resource Allocation Committee. |
| Sept. 23 (4pm) | PSR Annual Update template due (4pm) (if applicable)
  - PSR Annual Updates and all attachments (including quotes) may be submitted via hard copy or emailed to Hope Ell (SSA-223; hope.ell@chaffey.edu)
  - If programs or services fail to submit the Annual Update by the due date (September 23 – 4pm), then any urgent needs requested will not be forwarded to the Resource Allocation Committee. |
| Sept. 24 – 30 | PSR Committee Final Review
  - PSR Review Teams validate revisions                                                                                                                                                                          |
| Sept. 30 (4pm) | Final PSR Review Team comments due (4pm)
  - All revised templates and the final Review Team Response Addendum must be provided by this date/time and submitted to Hope Ell – hope.ell@chaffey.edu. |
| Oct./Nov.   | Projected Needs - Resource requests reconciled in preparation for Resource Allocation Committee (faculty, classified, and other requests)
  - College-wide prioritization of faculty and classified staff |
### Instructional Program Template
- Program Overview
- Program Data
- Degree/Certificate Data
- Curriculum Update
- Advisory Committee Information (if applicable to your program)
- External Regulations (if applicable to your program)
- Professional Development

### Student Support Program Template
- Program Overview
- Program Data
- Student Support – Access, Support, Completion
- Advisory Committee Information (if applicable to your program)
- External Regulations (if applicable to your program)
- Professional Development

### Administrative Program Template
- Program Overview
- Program Data
- Administrative Program Information
- Committee Information (if applicable to your program)
- External Regulations (if applicable to your program)
- Professional Development

### SLO – Instructional Template (instructional programs only)
- Attach: Chronological Assessment Plan (CAP)

### SLO – Student Services Template (student service programs only)
- Attach: Chronological Assessment Plan (CAP)

### VIP Goals Results Template (all program review types that have previously completed a program review)

### Visionary Improvement Plan Template (all program review types)
- Goals should be listed separately – each goal must connect to an Institutional Goal and must list steps and assessments
2016-2017 PSR Checklist - Primary Writers (continued)

**Projected Needs – Faculty Requests Template** (complete if the program is making any faculty requests)
- Each faculty request must be listed separately
- Each faculty request must indicate which year the request is being made (1, 2 or 3). Only one year should be selected; requests with all three years checked will be sent back for clarification.

**Projected Needs – Staff Requests Template** (complete if the program is making any staff requests)
- Each staff request must be listed separately
- Each staff request must indicate which year the request is being made (1, 2 or 3). Only one year should be selected; requests with all three years checked will be sent back for clarification.

**Projected Needs – Other Requests Template** (complete if the program is making any budgetary requests)
- Each request must be listed separately
- Each request must indicate which year the request is being made (1, 2 or 3). Only one year should be selected; requests with all three years checked will be sent back for clarification.
- Quotes must be attached supporting each request; quotes should include description, quantity, unit price, extended price, tax, shipping, and installation (if applicable)
- If a formal quote cannot be obtained, a screenshot is acceptable. Screenshot should include description, quantity, unit price, extended price, tax, shipping, and installation (if applicable)

**Advisory Minutes** (CTE instructional programs only)

**SLO Assessment Results are up to date and input into CurricUNET**

**Self-Study Identification and Sign-off:**
- The primary writer, first-level manager and permanent program staff (all full-time faculty and/or staff within the department/program) should sign-off confirming they have read and/or contributed to the PSR self-study.
- Individuals who are on leave or are otherwise unable to review the self-study should be listed under “Permanent Staff members whose signature will not be required.”

Note: All templates should be labeled with the program and/or service name (example: Instructional Template – Art)
# PSR Support

If you have any questions during the process, contact:

<table>
<thead>
<tr>
<th>Misty Burruel</th>
<th>Hope Ell</th>
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<tr>
<td>PSR Faculty Co-Chair</td>
<td>Executive Assistant - Office of Instruction and Institutional Effectiveness</td>
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<tr>
<td>For Program and Services Review <strong>content</strong> related issues</td>
<td>For Program and Services Review <strong>technical</strong> related issues</td>
</tr>
<tr>
<td>909-652-6111</td>
<td>909-652-6135</td>
</tr>
<tr>
<td><a href="mailto:misty.burruel@chaffey.edu">misty.burruel@chaffey.edu</a></td>
<td><a href="mailto:hope.ell@chaffey.edu">hope.ell@chaffey.edu</a></td>
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Instructional Programs: PSR Writing Overview

Program Overview • Instructional
Instructional Programs will complete an instructional program review and describe how the program supports the college’s mission. As a part of the review process, programs will analyze and discuss data and assessment results and link Visionary Improvement Plan (VIP) goals to the college’s Strategic Plan (Institutional Goals).

Instructional Programs may include Career Technical Education (CTE) and will address questions related to the Advisory Committee information and External Regulations (if applicable to the program). *Any budgetary requests made through Perkins must appear in the program’s PSR.

Instructional Programs are program reviews that have curriculum.

Career Technical Education (CTE) Programs are program reviews that have an active Advisory Committee and/or report to an External Agency.

Program Data • Instructional
Data will be provided as a separate document. Given the disaggregated Enrollment, Retention, and Success data, including ethnicity/gender data, what does the data reveal about your program? Address the following:

• What changes can be identified in enrollment, retention, and success patterns?
• What are possible reasons for those changes?
• How will the program address changes?
• Identify and explain important trends and implications for each area.

Be sure to explain trends and implications, otherwise you will be asked to revise. The review team will use the Data Rubric to evaluate your responses. (Refer to Appendix D).
DATA RESPONSE EXAMPLES
The following examples of data responses received a “3” because they identified changes and trends and explained them:

Example 1: “Overall enrollment has decreased by almost 3% because we have faced course cuts each semester for the past 4 semesters. We have specifically chosen to increase our late afternoon and evening offerings to accommodate student needs. Our students continue to request later classes to accommodate their work schedule. Our classes continue to have high enrollment at these later times. Child Development continues to be a predominately female profession and our enrollment patterns reflect this. We have actually seen an increase in our male population in the last several years, as some of our courses meet the general education requirement.”

Example 2: “The Program faculty (full-time and adjunct) have been using a variety of methods to encourage students to improve their academic performance and thus retention, including increased use of the Success Centers, the Early Alert program, iClickers in several sections, and individual conferences with students earning less than C grades.”

Example 3: “Retention patterns within the biology course offerings largely reflect that same patterns shown in the college wide data. One slight difference is the increased retention by females as compared to males. While this difference is very slight (and perhaps not statistically significant) it bears watching in future years. Some members of our department are investigating techniques to overcome the “stereotype threat” often afflicting females in math and science courses. Another difference is the higher retention rates for day time sections relative to evening sections. This may reflect the lack of evening support services such as DPS test taking services, tutoring, full time instructor’s office hours as well as a lower proportion of evening classes being taught by full time instructors.”

Example 4: “Our success rates for all categories are lower than that for the college as a whole. We suspect this may reflect the difficulty of our curriculum for an underprepared student population. This is an area that demands our attention. It may be worthwhile to investigate if we need to add prerequisites or advisory courses that would increase student success in our courses. Some instructors have started to implement active learning in their lectures. The department offered an accelerated 6-week section for students who learn best by immersion. Success increased from 42% to 63% when comparing the accelerated course to the same course by the same instructor last semester at the regular full semester pace.”

The following data response example received a “2” because the implications for the program are not included:
Example 1: Daytime enrollment is decreasing while evening class size has increased 5% in two years.

The following data response example received a “1” because it lacks an interpretation of the trends:
Example 1: Enrollment trend lines show a 3% decrease yearly, but the response is, “Enrollments have been consistent.”
Degree/Certificate Data • Instructional
Data will be provided as a separate document. Programs should review and address all degree and certificate data and consider what the data reveals about their program. Address the following:

• Given the data, is the number of majors and certificates what you would expect? Please comment.
• Are there low numbers of degree/certificate earners? Why? If numbers have increased or decreased over time, what are possible reasons for that?
• Are changes planned? If so, what are the changes addressing – updated curriculum, changes in labor markets, etc.?
• If your discipline has no program of study, why is there no program of study associated with this discipline?

Curriculum Update • Instructional
Data will be provided as a separate document. Courses should be updated every six years; courses with dates in RED have not been updated in the six-year window. Address the following:

• If course updates are due, describe your plan and timeline for updating courses.
• If courses are up-to-date, are there plans to develop, deactivate, or modify existing curriculum?

Advisory Committee Information • Instructional
If applicable, CTE programs or any other program that has an active Advisory Committee must complete this section.

• Describe the advisory board membership
• How often does the advisory board meet?
• What is the advisory board’s role and involvement with the program?
• How does the program respond to advisory board recommendations?

CTE programs will need to submit the following:

• Minutes of Advisory Committee meetings since the last program review.
• “Needs Assessment” (supplied by Institutional Research)

CTE programs should review the “Needs Assessment” and reflect on regional job outlook and address how the program is responding to those needs.
External Regulations • Instructional
If applicable, *External Regulations* apply to areas with outside accrediting agencies. Programs that are reviewed by an “external agency” will need to provide the following:

1. Name of external agency
   a. When agency last reviewed program
   b. What recommendations were made
   c. Were there any budgetary or institutional impacts from the recommendations
   d. Were the recommendations addressed; comment on status if needed
   e. When will the next review occur (if known)

Professional Development • Instructional
*Professional Development* provides opportunities for improvement for faculty and staff that enhance student learning and student success. Professional development opportunities encourage innovation, stimulate continued professional growth, and enhance the learning and working environment of Chaffey College.

Instructional Programs should list and describe professional development activities and campus engagement connected to student learning from the last TWO years.

- Activities include: Flex, workshops, courses taken, conferences, training, other.
- Engagement activities include: Governance committees, other college-related committees, campus participation, etc.

Consider how your instructional program benefits from participation in these activities.

- How do activities support student learning?
- How was the information shared and/or utilized within the department?
Student Support Programs: PSR Writing Overview

**Program Overview • Student Support**
Student Support Programs will complete a student support program review and describe how the program or service supports the college’s mission. As a part of the review process, program or services will analyze and discuss how support services provides access, support, and/or promote transfer or completion and link Visionary Improvement Plan (VIP) goals to the college’s Strategic Plan (Institutional Goals).

**Student Support** includes programs or services that provide direct access, support, and promote transition from the college. (Examples: Counseling, Admissions & Records, Success Centers, Library)

**Program Information • Student Support**
Please note, not every student support area provides access, support, and completion. Complete what is applicable to your area.

- **Access:** How do the services you provide to students facilitate access to learning? How do the services introduce students to the college?
- **Support:** How do the services you provide to students support student learning? How do the services support students while attending the college?
- **Completion:** How do the services you provide to students promote transfer, completion, and/or future success? How do the services help students move on from the college?

**Advisory Committee Information • Student Support**
If applicable, CTE programs or any other program that has an active Advisory Committee must complete this section (if applicable).

- Describe the advisory board membership
- How often does the advisory board meet?
- What is the advisory board’s role and involvement with the program?
- How does the program respond to advisory board recommendations?

**CTE programs** will need to submit the following:
- Minutes of Advisory Committee meetings since the last program review.
- “Needs Assessment” (supplied by Institutional Research)

**CTE programs** should review the “Needs Assessment” and reflect on regional job outlook and address how the program is responding to those needs.
External Regulations ▪ Student Support
If applicable, *External Regulations* apply to areas with outside accreditating agencies. Programs that are reviewed by an “external agency” will need to provide the following:

1. Name of external agency
   a. When agency last reviewed program
   b. What recommendations were made
   c. Were there any budgetary or institutional impacts from the recommendations
   d. Were the recommendations addressed; comment on status if needed
   e. When will the next review occur (if known)

Professional Development ▪ Student Support
*Professional Development* provides opportunities for improvement for faculty and staff that enhance student learning and student success. Professional development opportunities encourage innovation, stimulate continued professional growth, and enhance the learning and working environment of Chaffey College.

Student Support programs or services should list and describe professional development activities and campus engagement connected to student learning from the last TWO years.
- Activities include: Flex, workshops, courses taken, conferences, training, other.
- Engagement activities include: Governance committees, other college-related committees, campus participation, etc.

Consider how your student support program or service benefits from participation in these activities.
- How do activities support student learning?
- How was the information shared and/or utilized within the department?
Administrative Programs: PSR Writing Overview

Program Overview • Administrative
Administrative Programs will complete an administrative program review and describe how the program or service supports the college’s mission. As a part of the review process, administrative programs will discuss how the program improves, expands or supports the operations of the college and link Visionary Improvement Plan (VIP) goals to the college’s Strategic Plan (Institutional Goals).

Administrative programs oversee programs or operations; administrative areas do not have curriculum and do not provide direct support to students. (Examples: Dean’s offices, VP’s offices, M&O, Lithography)

Program Information • Administrative
Administrative programs should address how the department improves, expands, and/or supports the operations of the college and how they evaluate or assess what they are doing.

• How does the administrative program support the college’s strategic goals?
• How does your administrative program improve, expand or support the operations of the college?
• How does the administrative program evaluate its effectiveness?
• If the program employs Administrative Unit Outcomes (AUOs) or uses some other evaluation tool, describe those assessments.

Administrative programs should describe staff functions and services in relation to the day-to-day operations of their office.

• What are the daily, weekly, monthly things that the office accomplishes?

Committee Information • Administrative
Administrative programs may have an active committee (on campus or external) that informs the direction and/or operations of the department. If the administrative program has an active committee, please describe the following:

• Committee membership.
• How often does the committee meet?
• What is the committee’s role and involvement with the administrative program?
• How does the administrative program respond to committee recommendations?
• *Include minutes of committee meetings since the last program review.
External Regulations • Administrative
If applicable, External Regulations apply to areas with outside accrediting agencies. Programs that are reviewed by an “external agency” will need to provide the following:

1. Name of external agency
   a. When agency last reviewed program
   b. What recommendations were made
   c. Were there any budgetary or institutional impacts from the recommendations
   d. Were the recommendations addressed; comment on status if needed
   e. When will the next review occur (if known)

Professional Development • Administrative
Professional Development provides opportunities for improvement for faculty and staff that enhance student learning and student success. Professional development opportunities encourage innovation, stimulate continued professional growth, and enhance the learning and working environment of Chaffey College.

Administrative Programs should list and describe professional development activities and campus engagement connected to student learning from the last TWO years.

• Activities include: Flex, workshops, courses taken, conferences, training, other.
• Engagement activities include: Governance committees, other college-related committees, campus participation, etc.

Consider how your administrative program benefits from participation in these activities.

• How do activities support student learning?
• How was the information shared and/or utilized within the department?
Student Learning Outcomes

The Outcomes and Assessment Committee (OAC) has provided information to help guide Instructional and Student Service areas in answering the SLO questions. This is an opportunity for your area to discuss/review your program’s student learning outcomes. If at any point in this process you need help, please contact Angela BurkHerrick at x6409.

The OAC will review and assign a score to the SLO portion of program review based on the SLO rubric. (Refer to Appendix E). The OAC score is an important factor in the overall PSR. A low OAC score may be a sign of poor program health. The PSR Committee will consider the OAC score when determining a final PSR score.
VIP Goal Results (All Review Types)

During the comprehensive PSR, programs and services will provide an update on the progress of their VIP goals, steps to success, and assessments.

- Was this goal accomplished?
- How were the results used?
- If the goal was not accomplished, will your program reassess or change the goal?

Visionary Improvement Plan (All Review Types)

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze and discuss data and assessment results in order to identify program improvement goals for the next three years. VIP goals are not budget requests (i.e. faculty, staff, software, etc.). VIP goals should be visionary and they must connect to the college’s Strategic Plan (Institutional Goals). (Refer to Appendix C). The review team will use the VIP Rubric to evaluate your responses. (Refer to Appendix D).

When developing your goals, consider the following:

- Where does the program want to be in three years?
- What steps will the program take to reach the goal?
- What assessments will be used to measure success?
- What do data, assessment results, and other recent trends tell you about your program’s health?
- What can be improved?
- Are updates needed?
- How can the program improve or expand student learning?
- Goals should be specific, measurable, attainable, relevant, and time-bound. The steps and assessments should make sense with the stated goal.

Shaping your goal(s) in one sentence:

- First, describe your goal with a verb (refer to Blooms Taxonomy; Appendix H).
- Next, include what you plan to achieve (what) and the rationale (why).

*Goals are not budget requests (i.e., faculty, staff, software, equipment, etc.).
*Goals must apply to one or more Institutional Goals outlined in the college’s Strategic Plan. (Refer to Appendix C).
VIP Goal Examples: Instructional, Student Support, Administrative

Instructional / CTE VIP Goal

verb what
Example 1: (Increase) [program success rate across ethnic and gender categories] {to approach or exceed success rate of Chaffey General Education Sciences as a whole}.

why

Example 3: Establish a strong, viable citizenship program in Fontana to meet the needs of the community, attract new students and provide a bridge into college classes.

Example 4: Improve the retention rate in the ADN program by 25% to meet an increased demand for nurses in the community.

Student Support VIP Goal

Example 1: Triple the impact of our textbook rental program over the next three years from 40 courses with rental options by the end of 09/10 to 120 courses by the end of 11/12.

Example 2: Develop new materials and activities, as well as improve, modernize, and revise existing Success Center materials to enhance the learning experience of the changing student demographic.

Example 3: Implement a Student Counseling Alert program in which students who have completed a minimum of 15 semester units will be notified to schedule an appointment for educational planning and counseling to increase the student’s college retention and success.

Administrative VIP Goal

Example 1: Establish an Accreditation Oversight Committee to position the college to have accreditation addressed annually using available technology and capitalizing on existing governance and committee structures.

Example 2: Create a comprehensive scheduling plan for the XX program that is mindful of student success, student needs, and program pathways.

Example 3: Ensure that all quarterly and annual reports for outside grants will be submitted on time.
VIP Steps to Success and VIP Assessments
After entering your three-year goal, you will need to enter the Steps to Success and VIP Assessments for that goal. Steps to Success are steps you will take during years one and two to reach your three-year goal. VIP Assessments are the assessment strategies you will use to measure success.

VIP Steps to Success and Assessment Example

The program's three-year goal is: Support Personal, Academic and Career Development by increasing enrollment of males, African-Americans and Asians in the nursing assistant program.

Steps to Success Year 1: Research literature for methods/strategies of recruiting males, African-Americans and Asians into the program. Collaborate with Counseling on recruitment strategies.

VIP Assessment Year 1: By the end of the Spring semester a compilation of viable recruitment strategies/methods will be presented to the faculty. By the beginning of Spring semester, a meeting with counseling and faculty will have been scheduled.

Steps to Success Year 2: Implement at least two recruitment strategies for males, African-Americans and Asians.

VIP Assessment Year 2: By the end of spring semester, data should indicate an increase in the enrollment of males, African-Americans and Asians into the nursing assistant program.
Projected Needs (All Review Types)

Faculty Requests
Programs requesting faculty will complete this section. The request should include the year in which you are requesting the position (year one, two, or three of your visionary improvement plan), whether the position is instructional or non-instructional, and the location of the position (Rancho, Chino, or Fontana). All faculty requests must connect back to the visionary improvement plan.

Programs requesting faculty position(s) need to explain how the position(s) meet the following criteria:

• Affect the availability of prerequisites
• Are not easily filled by adjunct faculty due to specialized skills or external agency licensure requirements
• Facilitate compliance with state mandates
• Fill vacancies in departments with no full-time faculty
• Fill vacancies requiring faculty specialization or extensive technical requirements
• Fill vacancies that create hardship on the department or are created by changes in organizational structure
• Promote full-time/adjunct balance in departments where ratio is severely skewed
• Respond to markedly increased traffic and activity
• Serve new or expanding initiatives, student populations, or programs
• Support Chino and Fontana completion opportunities
• Support courses providing retraining for employment or promotions.
• Support courses that facilitate completion: degree or transfer, CTE certificates, or the requirements of state accrediting bodies.
• Support departments with new or expanding curriculum requirements
• Support departments with insufficient number of full-time faculty to cover course load, outside reporting, and other professional responsibilities (i.e. labs, technology, etc.).
• Support diversity of program and course offerings
• Support institutional growth for programs that support student success
• Support the assessed skills levels of students in math, English, or reading.
• Other pertinent information
Staff Requests
Programs and services requesting staff will complete this section. The request should include the year in which you are requesting the position (year one, two, or three of your visionary improvement plan), whether the position is instructional or non-instructional, and the location of the position (Rancho, Chino, or Fontana). Specify whether the position will be a classified contract (CSEA) position, apprentice, short-term, or student worker. All staff requests must connect back to the visionary improvement plan.

Programs requesting staff position(s) need to explain how the position(s) meet the following criteria:

- Health and safety compliance
- Planned and approved growth and expansion
- District-identified special expertise
- Innovation consistent with the District’s Strategic Plan/Institutional Goals
- Existing staffing levels
- Learning curve required
- Is there categorical or grant monies that could support the position? If so, what funding source?

**Classified Staff:** Position titles can be found in the [bargaining unit agreement](#) or the Z drive under Human Resources. If this is a new position, give the position a title and indicate (new) following the title.

**Management:** Position titles can be found in the [bargaining unit agreement](#) or the Z drive under Human Resources. If this is a new position, give the position a title and indicate (new) following the title.

**Confidential:** Position titles can be found in the [bargaining unit agreement](#) or the Z drive under Human Resources. If this is a new position, give the position a title and indicate (new) following the title.

**Short-Term Worker (STW):** Refer to [Appendix F](#) for the position description listing of Short-Term Worker and Apprentice positions. Apprentices are included in the short-term worker category. Note: 170 days or 980 hours in an academic year is the maximum an employee can work in a short-term position.

**Student Worker:** Student employee positions are classified into three ranges. Refer to [Appendix G](#) for Student Employment Rates.
Other Requests
All other budgetary requests are made in this section. Categories are *supplies*, *equipment*, *software*, and *other*. To determine what category an item falls under, refer to Appendix I: Definitions: Supplies, Equipment and Instructional Use. *Any budgetary requests made through Perkins must also appear in the program’s PSR.

Requests in these categories must be detailed in the following two documents:

1. **Other Requests Template:**
   Identify your request, rank the request (“1” being most needed), link the request to your VIP Goal(s), and provide any additional information about why the item is needed.

2. **Other Request Addendum:**
   Directions accompany this Excel spreadsheet and requires detailed information about each request.

**IMPORTANT:**
**Quotes: MUST** be attached supporting each request.

- Quotes should include description, quantity, unit price, extended price, tax, shipping, and installation (if applicable).
- If a formal quote cannot be obtained, a screenshot is acceptable. Screenshots should include description, quantity, unit price, extended price, tax, shipping, and installation (if applicable). Tax, shipping, and/or installation should be estimated if not included on the quote.
- Quotes must be current within the last 90 days.

**Ongoing Costs:** If the request includes any ongoing costs (such as annual license or maintenance fees), those fees must be included with the request. Include how often the fee will occur (monthly, bi-annually, yearly, etc.)

**Budget Augmentation requests:** You must include a rationale for the figure you are requesting in the “Additional Information” box or submit as an attachment to the program review.
Supplementary Documents

Programs and services may attach any additional information that would be pertinent to the program review. Please only include documents that support your program review.

Self-Study Identification & Sign-off

The primary writer, first-level manager and permanent program staff (all full-time faculty and/or staff within the department/program) should sign-off confirming they have read and/or contributed to the PSR self-study. Permanent Staff members who are on leave or are otherwise unable to review the self-study will not be required to sign-off on completed PSR.

Review Team Summary

The Review Team Response Addendum page will be completed first by the PSR review teams. PSR Review teams will provide initial comments that may include assessments, recommendations, and request for changes in the following areas: Program Overview, Program Data, Degree/Certificate Data, Curriculum Update, Advisory Committee information, External Regulations, Student Support information, Administrative Program Information, Administrative Committee information, Professional Development, VIP Goal Results, VIP, Projected Needs, and Final Summary. Programs and services will have the opportunity to respond to the PSR review team’s initial comments and clarify, modify, or correct areas of the self-study before the PSR review team submits their final comments and assigns a final PSR ranking.

The PSR review team will use the Final Summary Rubric to determine your final PSR score. (Refer to Appendix D).
Annual Update

PSR’s Annual Update serves as a second point of contact during the three-year self-study cycle (approximately 40 programs/services per year). All programs and services complete an Annual Update that monitors the VIP progress and identify urgent resource needs.

The PSR Committee has established the following criteria for urgent resource needs:

- Changes in state and/or federal guidelines
- Changes required by a state mandated body (such as FAA, nursing boards)
- Broken and/or obsolete equipment (How does this broken and/or obsolete equipment adversely impact the program?)
- Unanticipated software changes and/or licensing changes in software
- Unexpected retirement or loss of faculty or staff member
- As the result of growth

A rationale must be provided for each “urgent resource need” request and explain why the need is “urgent” and how the program or service will be adversely affected without the item(s) requested. Ongoing items or issues resulting from lack of planning are not considered urgent (these items should have been in the department’s full PSR). DO NOT repeat requests from your full PSR.

- QUOTES MUST BE INCLUDED for any non-personnel request.
- Budget augmentation requests do not require a quote, but must include some explanation of how you arrived at the amount requested.
- Programs and services will be asked to reprioritize any "urgent needs" along with any outstanding items from the comprehensive PSR.

Refer to Projected Needs within this document for a comprehensive explanation of faculty, staff and other requests.
Appendices

Appendix A: ACCJC Requirements for Program Review

Standard I: Mission, Assuring Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
Institutional Effectiveness
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for sub-populations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
Appendix B: Chaffey College Integrated Planning Cycle

- **Governing Board** (Policy Review)
  - BP 1200 – Mission
  - BP 1250 – Board Goals for Student Success
  - BP 1400 – Core Values
  - BP 1450 – Core Competencies

- **Superintendent/President & Executive Team**

- **Strategic Plan**
  - External
    - Resource Development Committee
    - Economic Development
  - Internal
    - Equity Plan
    - Tech Plan
    - Staffing Plan
    - Facilities Plan
    - Budget

- **College Planning Council**
  - Review/evaluate the college planning process as driven by Accreditation
  - Review/evaluate the effectiveness of our governance structure
  - Provide oversight for the alignment of individual plans
  - Set goal-related benchmarks for the college
  - Address the areas where the decision-making processes cannot progress
  - Develop program of study initiation/discontinuance guidelines
  - Identify potential future directions for the college
  - Review and evaluate Core Competency data
  - Provide communication to the campus about planning
  - Plan for immediate needs (e.g., the Growth Initiative)

- **Program & Services Review**
  - Assess Progress toward Goals
  - Validate Needs
  - Assess Program Health

- **Outcomes & Assessment Committee**

- **Resource Allocation Committee**
  - Budget & Planning Alignment
  - One-time Resource Allocations
  - Feasibility Analysis
  - Prioritization

- **Prioritization Process**

- **Superintendent/President**

- **Institutional Research**
  - ARCC Metrics
  - Institutional Scorecard Data
  - Student Achievement Data
  - Other Data as Needed

- **SLO Monitoring Report**

- **Progress toward SLOs**

- **Financial Resources Requests**
Appendix C: Chaffey College Strategic Plan (Institutional Goals)

The college’s 2015-2018 Strategic Plan is as follows:

**Goal #1 - Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.**
- Increase the number of students who engage in academic support activities. (G1O1)
- Decrease the time students take for goal completion. (G1O2)
- Increase the Basic Skills Completion rate (state defined metric) among students who identify transfer as their goal. (G1O3)
- Increase the number of award earners. (G1O4)

**Goal #2 - Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.**
- Broaden participation in the activities that encourage reflective teaching practices. (G2O1)
- Increase the amount of instructional and collaborative spaces at all three campuses. (G2O2)
- Improve and expand the use of current technologies that facilitate student learning and success. (G2O3)
- Implement cost effective investments in current technologies and equipment that support the learning infrastructure. (G2O4)
- Create and maintain an effective online/electronic learning atmosphere (virtual environment). (G2O5)
- Improve and expand upon the security systems at all campuses. (G2O6)

**Goal #3 - Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.**
- Ensure that the District’s organizational structure matches the financial and learning needs of the College. (G3O1)
- Develop strategic hiring plans and practices. (G3O2)
- Implement appropriate training orientation and professional development for all employee groups. (G3O3)
- Expand recruitment efforts to achieve increased diversity among applicants. (G3O4)

**Goal #4 - Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.**
- Increase contact points with all of our K-12 partners. (G4O1)
- Create multiple entry points for educational partners, including K-12 and Adult Educational Programs. (G4O2)
- Increase and strengthen the relationships with all of our business partners. (G4O3)
- Increase and strengthen the relationships with all of our government partners. (G4O4)
- Increase and strengthen the relationships with all of our community stakeholders. (G4O5)
Goal #5 - Chaffey College will decrease the achievement gap.

- Research key achievement gap indicators that affect student achievement and widely disseminate findings. (G5O1)
- Increase the number of underrepresented students’ participation in programs and support services. (G5O2)
- Conduct research to understand performance disparities and identify strategies to improve student success. (G5O3)
- Implement a consistent opportunity for culturally responsive strategies in college training and professional learning. (G5O4)
- Address financial assistance strategies for socioeconomically challenged students. (G5O6)

Goal #6 - Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.

- Develop and maintain effective practices of identifying and applying for grants. (G6O1)
- Ensure that resources are allocated based on institutional planning. (G6O2)
- Improve the alignment of expenditures with revenue. (G6O3)
- Reduce the College’s carbon footprint. (G6O4)
Appendix D: PSR Rubrics

The PSR review team will use the following rubrics to evaluate your data responses and VIP. The PSR review team will average the data, VIP and SLO scores and rank the program and services self-study using the Final Summary Rubric.

### Data Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Data and trends are interpreted properly. Implications for the program are included.</td>
</tr>
<tr>
<td>2</td>
<td>Data and trends are interpreted properly, but implications for the program are not included.</td>
</tr>
<tr>
<td>1</td>
<td>Interpretation does not match the obvious trends. Revision required.</td>
</tr>
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</table>

### VIP Goals Rubric:

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<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Goals are clear, specific, measurable, action-oriented, realistic, and time-bound.</td>
</tr>
<tr>
<td>2</td>
<td>Goals are clear but not fully developed.</td>
</tr>
<tr>
<td>1</td>
<td>Goal(s), steps to success and/or assessment are unclear. One or more of the above are not goals. Revision mandatory.</td>
</tr>
</tbody>
</table>

### Final Summary Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The program 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.</td>
</tr>
<tr>
<td>2</td>
<td>Parts of document unclear; revision suggested. See comments below. (The review team will leave specific comments on the parts of the document that were not clear. Although projected needs will be moved forward, it is strongly suggested that the program correct any issues.)</td>
</tr>
<tr>
<td>1</td>
<td>Parts of document unclear; revision required. See comments below. (The review team will leave specific comments on the parts of the document that were not clear. Projected needs will not be moved forward until all issues are corrected.)</td>
</tr>
</tbody>
</table>
## Appendix E: SLO Rubric

### 2016 INSTRUCTIONAL PROGRAMS - PSR SLO Rubric DRAFT (1/20/16)

<table>
<thead>
<tr>
<th>PROGRAM NAME:</th>
<th>SCORE</th>
<th>COMMENTS</th>
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<tr>
<td>Record points in score column</td>
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<td></td>
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<tr>
<td><strong>PROGRAM SLOs (1pt)</strong></td>
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<tr>
<td>Are there 3-5 Program SLOs for each degree and certificate? (1pt)</td>
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<tr>
<td><strong>CORE COMPETENCY MATRIX (1 pt)</strong></td>
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<tr>
<td>Is there a Core Competency Matrix for each degree and certificate? (.5 pt)</td>
<td></td>
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<tr>
<td>Does it contain the same SLOs listed on the PSR SLO page? (.5 pt)</td>
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<tr>
<td><strong>CURRICULUM MAP (1 pt.)</strong></td>
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<td>Is there a Curriculum Map for each degree and certificate? (.5 pt)</td>
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<tr>
<td>Does it contain the current SLOs? (.5 pt)</td>
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<tr>
<td><strong>CHRONOLOGICAL ASSESSMENT PLAN (CAP) (3 pts)</strong></td>
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<tr>
<td>Is there a CAP attached? (.5 pt)</td>
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<tr>
<td>Does CAP include an assessment schedule for 6 future semesters (until Fall 2019)? (.5 pt)</td>
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<tr>
<td>Does CAP indicate which course SLO will be assessed each semester? (.5pt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the type of assessment indicated for each course SLO on the CAP? (.5 pt)</td>
<td>0.5 pt = weakly explained; 1 pt = well explained</td>
<td></td>
</tr>
<tr>
<td>Is the rationale for how the &quot;pacing&quot; of their assessment schedule facilitates improvement well explained? (Question # 5 in PSR template) (1 pt)</td>
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</tr>
<tr>
<td><strong>CLOSING THE LOOP--Course Level (2 pts)</strong></td>
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<td></td>
</tr>
<tr>
<td>SUMMARY OF RESULTS on the Curricunet course SLO pages: is the data box # 10 and/or 12 for DE filled in with data from at least 2 rounds of SLO assessment? ) (1 pt)</td>
<td>0 = course not yet assessed; 0.5 = one round of assessment; 1 = multiple rounds of assessment</td>
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<tr>
<td>USE OF RESULTS ( Box # 11 and/or 12 for DE) on the Curricunet course SLO pages: Is the loop closed in a meaningful way or does the concluding statement indicate faculty are satisfied with results and nothing else? (1 pt)</td>
<td>0 = no response; 0.5 = brief response; 1 = meaningful use of results</td>
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<td><strong>Program Level Connections (2 pts) Template Question #7</strong></td>
<td></td>
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<tr>
<td>Are the conclusions drawn from assessment results regarding what their program is doing well and what could be improved meaningful? (2 pts)</td>
<td>0 = no response; 1 = brief, cursory response; 2 = thoughtful connections made</td>
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<tr>
<td><strong>TOTAL NUMERICAL SCORE:</strong></td>
<td></td>
<td></td>
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Now, please translate this numerical score to a “PSR score” and enter that final number on the Review Team Summary Page. PSR Score Translation: 90-100 = 3; 70-89 = 2; 60-69 = 1; below 59 = 0.
<table>
<thead>
<tr>
<th>PROGRAM NAME:</th>
<th>SCORE</th>
<th>COMMENTS</th>
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<td>Record points in score column</td>
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**PROGRAM SLOs (2 pts)**

- Are there 3-5 Program SLOs? (1 pt)
- Are these program SLOs adequate? (.5pt.) and can they be reasonably measured? (.5 pt)

**CORE COMPETENCY MATRIX (1 pt)**

- Is there a Matrix attached to the SLO page in PSR? (.5 pt)
- Does it contain the same SLOs listed on the PSR SLO page? (.5 pt)

**CHRONOLOGICAL ASSESSMENT PLAN (CAP) (3 pts)**

- Is there a CAP attached to the SLO page in PSR? (.5 pt)
- Does CAP include an assessment schedule for 6 future semesters Until Fall 2019)? (.5 pt)
- Is the type of assessment indicated for each course SLO? (.5 pt)
- Is the rationale for how the "pacing" of their assessment schedule facilitates improvement well explained? (Question # 3 in PSR template) (1 pt)

| 0.5 pt = weakly explained; 1 pt = well explained |

**CLOSING THE LOOP (4 pts)**

- SUMMARY OF RESULTS: How and when does your program review and share assessment results? (Template Question # 5) (2 pts)
- USE OF RESULTS: Has the program utilized SLO assessment results for program improvement? (Template Question # 6) (2 pts)

| One round of review/assessment = 1 pt.; multiple rounds of review/assessment = 2 pts. |
| Describes specific, concrete action plan (1 pt) which has been implemented (2 pts) |

**TOTAL NUMERICAL SCORE:**

Now, please translate this numerical score to a "PSR score" and enter that final number on the Review Team Summary Page. PSR Score Translation: 90-100 = 3; 70-89 = 2; 60-69 = 1; below 59 = 0.
Appendix F: Short-Term Workers/Apprentice Position Description

Chaffey College • Office of Human Resources

POSITION DESCRIPTION LISTING (11 2015)
(170 days or 980 hours in an academic year is the maximum an employee can work in a short-term position)

Short-Term Workers
Short-Term Worker 1: Positions in this pay group work under very close supervision, require minimal/entry-level skill, and perform routine tasks which require a brief training period. $10.00/hr

Short-Term Worker 2: Positions in this pay group work under very close supervision; require minimal skill level; perform routine tasks which require a brief training period; provide instructional or departmental assistance; and have a very limited scope of responsibility. $10.25/hr

Short-Term Worker 3: Positions in this pay group work under close supervision; have limited scope of responsibility; perform routine tasks; have some knowledge and experience; may provide instructional support; and may answer questions which require knowledge of policy and procedure. $10.75/hr

Short-Term Worker 4: Positions in this pay group work under supervision; require knowledge, training or experience; may require knowledge of software packages; answer questions which require knowledge of policy and procedure. $11.00/hr

Short-Term Worker 5: Positions in this pay group work under supervision; require knowledge, training and experience; require knowledge of software packages; may exercise judgment appropriate to level of assignment. $12.00/hr

Short-Term Worker 6: Positions in this pay group perform under general supervision; require knowledge, training and experience in the position for which hired; require knowledge of software packages; and exercise judgment appropriate to level of assignment. $13.00/hr

Short-Term Worker 7: Positions in this pay group perform skilled work under minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative. $15.50/hr
**Short-Term Worker 8:** Positions in this pay group perform highly skilled work with minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.  
$18.00/hr

**Short-Term Worker 9:** Positions in this pay group perform at advanced level. Positions in this group are generally regarded as paraprofessional and require advanced knowledge, education/training, and experience; exercise independent judgment and initiative. $22.00/hr

**Short-Term Worker 10:** Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or highly technical advanced education and/or training is required; makes recommendations and exercises independent judgment and initiative. $25.00/hr

**Short-Term Worker 11:** Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or highly technical advanced education and/or training is required; makes recommendations and exercises independent judgment and initiative specific to the area/program employed. $30.00/hr

**Short-Term Worker 12:** Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative. $40.00/hr

**Short-Term Worker 13:** Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative, specific to the area/program employed. $48.00/hr

------------------------------------------------------------------------------------------------------------

**Governing Board Member**  
$400.00/mo

**Apprentices**  
**Apprentice 1:** Trainees in this pay group perform under close instruction; develop skills, abilities, and sensitivities for assisting a diverse population in an educational setting. Trainees in this pay group may perform work in the Child Development Center and must be enrolled in at least three (3) units, showing continuous progress towards a child development permit and/or degree in Early Childhood Education and have successfully completed at least six (6) units in Early Childhood Education. These trainees perform under very close instruction, work directly with children, oversee daily activities, and with help of the center teachers develop and implement activities.  
$10.00/hr
Apprentice 2: Trainees in this pay group perform under close instruction; require tutoring experience or subject competency; and provide tutoring, basic computer, and online instructional support for faculty, staff, and students.
$10.25/hr

Apprentice 3: Trainees in this pay group may perform skilled work under general instruction; may provide instructional technology, assistive/alternate technology, and accounting support for faculty, staff, and students; may provide support for productions, exhibitions, and presentations for faculty, staff, students, and the community; and/or may support instructional strategies through mentoring, coaching, and/or training. In addition, trainees in this pay group may perform under general instruction; develop skills, abilities and sensitivities for assisting a diverse population in an educational setting. Trainees performing work in the Child Development Center must be enrolled in at least three (3) units showing continuous progress towards a child development permit and/or degree in Early Childhood Education and have successfully completed twenty-four (24) units of college courses in Early Childhood Education. They perform skilled work under general instruction, working directly with children, observing daily activities, and with help of the Center teachers, develop and implement activities.
$11.00/hr

Apprentice 4, 5, 6 & 7: Not currently assigned.
Apprentice 8: Trainees in this pay group perform skilled work under general direction and exercise independent decision-making within the scope of responsibility; and provide support for productions, exhibitions, and presentations for faculty, staff, students, and the community.
$14.00/hr

Apprentice 9: Trainees in this pay group perform skilled work under general instruction; require a bachelor’s degree; and provide assistance to faculty, management, and staff including individual and small group tutoring, mentoring, coaching, and/or accounting support. May provide advanced instructional/technological support.
$15.00/hr

Master Tutor Apprentice 10: Trainees in this pay group have already demonstrated leadership and expertise and have 2 years experience in a learning lab, tutorial center, learning resource center, or the equivalent; must complete Level 2 CRLA certification, NADE or other appropriate organization certification); require a bachelor’s degree; play a mentoring role for the developing apprentices to better assist students in individual and small group tutoring, directed learning activities, learning groups, and through the use of instructional technology.
$17/hr
Appendix G: Student Employment Rates

Excerpted from the Student Employment Handbook

Wages and Pay Ranges
Student employee positions are classified into three ranges (with Range 3 being the most skilled or difficult) using three classifying factors: level of responsibility, qualifications, and difficulty.

Effective January 1, 2016, the minimum wage in California will be $10.00 per hour. In response to this change, the student employee pay scale will be adjusted as follows:

Range 1 = $10.00 / hour - Entry-level positions
Require minimal previous experience. Acceptable performance levels can be reached primarily through on-the-job training. Examples: entry-level office assistants, entry-level lab assistants, entry-level bookstore clerks, police cadets, M & O assistants, student ambassadors, food service workers, etc…

Range 2 = $11.00 / hour - Intermediate-level positions
Position requires some previous experience. Acceptable performance levels can be reached through a combination of prior knowledge, skills, and abilities working in conjunction with on-the-job training. Examples: intermediate-level office assistants and lab assistants, peer advisors, senior bookstore clerks, etc…

Range 3 = $12.00 / hour - Advanced-level positions
Position requires considerable previous experience (or certification such as CPR, MA, etc…). Although on-the-job training may be provided, acceptable performance levels can only be reached through a sufficient amount of specific prior knowledge, skills, and abilities. Examples: tutors, SI leaders, medical assistants, information technology interns, etc…
## Appendix H: Blooms Taxonomy

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tr>
<td>Bloom's</td>
<td>Remember previously</td>
<td>Demonstrate an understanding of the facts.</td>
<td>Apply knowledge to actual situations.</td>
<td>Break down objects or ideas into simpler parts and find evidence to support generalizations.</td>
<td>Compile component ideas into a new whole or propose alternative solutions.</td>
<td>Make and defend judgements based on internal evidence or external criteria.</td>
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### Verbs

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</tbody>
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Appendix I: Definitions - Supplies, Equipment, and Instructional Use

Requested SUPPLY/ EQUIPMENT

SUPPLY
- Consumable and/or replaced when broken
- Under $500
- Life Expectancy < 1 year

Instructional
- Assists student in classroom
- Used as a Learning Resource
- To acquire facts, skills, opinions
- To develop cognitive processes
- Printed or non-printed
- Textbooks, tests, educational materials
- Software, videos, etc.

Non-Instructional

Inventoried

EQUIPMENT
- Permanent; not consumable
- Not easily lost, stolen or destroyed
- Repairable
- Over $500
- Life Expectancy > 1 year

Instructional
- Equipment used for presentations & hands-on experiences
- For Classroom demonstrations
- Student evaluation or use
- Used for preparing learning materials-faculty computers
- Classroom and lab furniture, computers, projectors, equipment
- Computers or equipment for direct student assistance, such as registration, counseling or student services

Non-Instructional

Instructional Items DO NOT INCLUDE:
1. Items primarily for administrative purposes, class management, course management, or supervision
2. Items for non-instructional departments (6xxx’s) - except for some student services equipment.
**Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)** – accredits community colleges and other associate degree granting institutions in the Western region of the United States. The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

**Administrative Unit Outcome** - statements describing what the administrative units intend to accomplish or achieve in support of student learning. Assessment of AUOs often comes in the form of surveys across administrative units related to “client satisfaction.”

**Advisory Committee** - Advisory Committees are composed of representatives from the workforce and industry as well as members of the program faculty and college administration. Workforce and industry representatives are selected based on their specific knowledge and expertise. The Advisory Committee guides faculty with curriculum and establishing performance standards that reflect the needs of industry and the community.

**Annual Update** - All programs and services are evaluated on a three-year cycle (approximately 40 programs per year). All programs and services complete an Annual Update that monitors the Visionary Improvement Plan progress, steps to success, and urgent resource needs that must meet specific criteria. PSR’s Annual Update serves as a second point of contract during the three-year self-study cycle.

**Associate Degree for Transfer (ADT)** - The benefit for students completing these associate degrees for transfer is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In addition, section 66747 states that “a student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.”

**Bloom’s Taxonomy** – Categorization system used to define and encourage higher levels of human cognition. (E.g. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation)

**Career Technical Education (CTE)** - CTE provides hands-on learning, career exploration and overall success. Students have the opportunity to develop skills necessary to be successful in the workplace while pursuing their personal aspirations. Programs offered prepare students for rewarding careers with competitive salaries, opportunities for professional growth and advancement.
Census Date - 20% of the way through the course.

Certificate of Achievement - any credit certificate that may appear by name on a student transcript, diploma, or completion award and which requires 18 or more semester units or 27 or more quarter units of degree-applicable coursework.

Core Competencies - The fundamental components that all students will show competency in upon completion of Chaffey College’s General Education program, associates degrees, certificates or courses. Core Competencies provide Chaffey College with a link that connects student learning outcomes at the course and program level to the overall mission of the college and the success of our students.

Distance Education - Instruction is delivered by any one of several technological modes (online, videotapes, teleconferencing, etc.) Students and instructors are separated by physical distance at least part of the time.

Educational Strategic Vision – Chaffey College’s commitment to the four-phase approach to the student’s experience: Introduction, Connection, Advancement, and Completion.

External Regulations / External Agencies - program is accredited by an outside agency.

FLEX – The Flexible (Flex) program consists of staff development activities “in-lieu-of” regular instruction. FLEX activities provide faculty professional development opportunities.

Full-Time Equivalent Faculty (FTEF) - This unit of measurement is used to create an equivalency for full-time and part-time faculty. It takes all the course hours taught within a program and divides them by a full-time faculty load, which is 30 Lecture Hour Equivalents (LHE) a year or 15 a semester.

Full-Time Equivalent Student (FTES) - This unit of measurement is the basis for apportionment (how the college is funded). It tells us how many full-time equivalent students a class or program serves. FTES is not “headcount enrollment,” but is calculated by dividing the total student hours at a specified point in time (determined by the attendance accounting method used, as explained below) by 525. The number 525 represents the number of contact hours for a theoretically derived full-time student enrolled in courses 3 hours a day, 5 days a week, for an academic year of 35 weeks (3 x 5 x 35 = 525).

Governance Committee - committees include Faculty or Classified Senate; other campus participation could include club advisors, fundraising, etc.

Hybrid Classes - a combination of online and classroom instruction. Students meet with the instructor at the designated location on the stated days and times throughout the term. The first face-to-face meeting will take place the first scheduled week of the class.
Strategic Plan (Institutional Goals) - Superintendent/President and the Governing Board developed one set of long-range institutional goals with which all programs and departments could connect. Using that single unified set of institutional (long-term) goals, the Executive Team and their respective managers, faculty, and staff identified strategic objectives (short-term goals) designed to help the institution accomplish the institutional (long-term) goals. Refer to Appendix C.

Needs Assessment - current labor market information and analysis, or other comparable information; must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

Online Classes - are attended exclusively on the Internet; there are no regular on-campus meetings. However, some online classes do require specific dates or times or interactive Internet class activities.

Outcomes and Assessment Committee - leads the Student Learning Outcomes (SLO) assessment process, provides vision and leadership for outcomes-based assessment, ensures that Chaffey College is in compliance with WASC guidelines for student learning outcomes implementation, and provides administrators, faculty, and staff with regular updates and information about the field of outcomes-based assessment and its status at Chaffey College.

Perkins Funding - (known as CTEA) is funding that comes from the U.S. Department of Education through the California Community College Chancellor's office to improve Career Technical Education (CTE) at community colleges and through the State Department of Education at high schools. These funds improve the academic performance of students, especially special population students, who are enrolled in career and technical education programs.

Professional Development - to provide opportunities for improvement for Faculty and Staff that enhance student learning and student success. The intent is to improve the overall effectiveness of the institution by providing professional development opportunities that encourage innovation, stimulate continued professional growth, and enhance the learning and working environment of Chaffey College. This will be accomplished by providing ongoing opportunities to improve the knowledge, skills, and well being of all employees of the district.

Resource Allocation Committee - ensures that resources are distributed in accordance with the new Integrated Planning Model framework. To that end, the resulting equipment, software, technology, and budget augmentation requests stemming from the Program and Services Review (PSR) process are sent to the Resource Allocation Committee (RAC). At that time, the RAC will identify available funding sources and prioritize the lists of request from the PSR. Those items with the highest priority will be purchased until the allocated funds are exhausted. RAC applies developed rubrics to funding requests so that available resources are prioritized and used to meet the needs of the college. RAC also facilitates institutional discussions about ongoing funding needs, equipment depreciation, and other related processes.
Retention Rate - This is the percentage of students who maintained enrollment in the course until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only Ws are counted against the retention rate. Students who drop or are dropped by the no-penalty drop date are not used in this calculation.
For example, a course with 45 students that ended the semester with 40 students receiving a grade and 5 students receiving a W would have a retention rate of 89%.

Review Team Summary – is an evaluation of a program’s full review. Programs are assessed based on the 3, 2, 1 rubric.

Steps to Success - steps you will take during years one and two of your VIP to reach your three-year goal. VIP Assessments are the assessment strategies you will use to measure success.

Student Learning Outcomes (SLO) - The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.

Success Rate - This is the percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, or P. At the time the report is run, non-passing grades, incompletes, and Ws are counted against the success rate.
For example, a course with 45 students that ended the semester with 35 students receiving a passing grade, 5 students receiving an F, and 5 students receiving a W would have a success rate of 78%.

Visionary Improvement Plan (Goal) - is an opportunity for all program members (not just primary writers) to get together to analyze and discuss data and assessment results in order to identify program improvement goals for the next three years. VIP goals are not budget requests (i.e. faculty, staff, software, etc.). VIP goals should be visionary and they must connect to the college’s Institutional Goals.

Visionary Improvement Plan (Assessments) - the assessment strategies you will use to measure success.