



Chaffey College
Integrated Planning Model
Fall 2012

GOVERNING BOARD



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Over the next four years, Chaffey College anticipates serving close to 50,000 students. Some will be returning students, while others will be joining the Chaffey family for the first time. They all have one goal in common; a hope for a better future and believe education will lead them to a more successful future. Our students' dreams persist through hard times and economic slumps. So, we must hold fast to our commitment to do our best to prepare them for the futures they all deserve.

With the initiation of statewide community college systems following the Truman Commission Report (1947), the ongoing challenge of maximizing access for diverse constituent groups, while maintaining quality educational standards, has been one of the most demanding with respect to fulfilling the mission. Truly effective institutions demonstrate the ability to incorporate both student access and goal completion into the mission, goals, and daily operations of the college. Chaffey College faculty, staff, and administrators are committed to both access and completion.

In order to ensure that the college continues to deliver on both access and completion, the college needs a strong integrated planning model that sets high standards for the college and challenges us toward continuous improvement. This document outlines that planning model and codifies the theoretical underpinnings which we believe ensure student access, success, and completion. After beginning with the mission statement and the goals of the Governing Board, the model is centered on "hope theory" and "mindset thinking." Through those lenses, this document outlines a clear Educational Strategic Vision that provides the framework from which all other planning documents stem. The beauty of this educational strategic vision is that it is not dependent on the status of the budget, and, in that sense, it is timeless. It challenges the college to continually ask how we can improve planning, processes, and procedures to help our students attain their goals as quickly and efficiently as possible. I am confident that this new integrated planning model will guide us well as we strive to maintain our "world class" status as a community college.

CHAFFEY COLLEGE

INTEGRATED PLANNING MODEL

2012-2016

History

In the fall of 2009, an effort began to update the Educational Master Plan. A large, representative group was convened and directed to conduct the necessary research and analysis that would culminate in a new Educational Master Plan. As the committee engaged in dialogue about new planning directions, confusion began to emerge about the definitions of the various planning documents (e.g., educational master plan, strategic plan, etc.). The committee reviewed planning models from League for Innovation colleges to find a workable framework. Although those planning models worked for the various colleges, the committee continued to struggle with how those models might work at Chaffey College. The Educational Master Plan Committee was committed to the idea that whatever planning model was developed needed to be authentic and reflective of the planning that actually occurs at the college.

Over the next two years, the committee continued to meet and discuss the planning elements in an attempt to first develop



a strategic plan that addressed the Completion Agenda from Chaffey's perspective¹. That effort was called *Completion Counts: Exceeding Expectations (C2:E2)*. This document attempted to meld disparate elements of the college's planning and processing functions (strategic plan, educational master plan, core values, completion agenda, etc.) into a cohesive framework. The *Completion Counts: Exceeding Expectations (C2:E2)* portion of the document listed four phases of the educational pathway: Introduction to the college (getting registered), Connection with the college (getting students engaged during the first semester), Advancement through their coursework (providing support), and Completion (helping students attain their goals, including degree and certificate completion and transfer). These elements were modeled after the Gates' initiative, "Completion by Design." The document also listed the various initiatives in which the college was engaged that

supported student completion. Various versions of that plan circulated throughout the campus during the 2010-2011 and 2011-2012 academic years. That strategic plan was formally approved by the Governing Board in May, 2012².

During this same period, the college was actively engaged in the Completion Agenda dialogue. Research by Kay McClenney from the University of Texas at Austin revealed that students want to be required to access critical services and courses so that they can reach their goals more quickly³. In addition, while trying to acquire the knowledge and information they need to complete their goals, students are often overwhelmed with the abundance of choices they have in community colleges. Judith Scott-Clayton from the Community College Research Center at Columbia University, for example, noted that the "shapeless river" students encounter when they enroll in community colleges often overwhelms them with an unlimited number of choices about educational and career pathways. She documents evidence showing that students are more likely to persist and succeed in programs that are tightly and consciously structured and have reduced bureaucratic obstacles.⁴ She explains that colleges must help students "determine what they want to do, plan how to do it, and then follow through on these plans" (p. 3).

As various campus committees engaged in this discussion, a conscious choice was made to focus the "options" students had. This meant creating ways that students would be guided on the proper pathways to ensure success. The key committee leading this effort was the Enrollment and Success Management Committee, one of the largest committees on campus with extensive representation from all campus constituent groups. Some of the changes made to improve student success included:

1 The Educational Master Plan Committee met 10/2/09, 12/4/09, 1/22/10, 3/5/10, 3/26/10, 4/23/10, 12/10/10, 4/6/12, and 8/21/12. The minutes are posted in the Accreditation Oversight Committee's Moodle Site.

2 See Governing Board minutes from May 23, 2012 meeting at the following link:
http://www.chaffey.edu/governingboard/5_23_12_Minutes.pdf

3 Kay McClenney: The TT Interview, *Texas Tribune*, 2-12-12

4 Scott-Clayton, Judith (2011). *The shapeless river: Does a lack of structure inhibit students' progress at community colleges?* New York: Community College Research Center Working Paper No. 25, Teachers College, Columbia University.

- **Dropping students from their courses if payment is not received within 10 days of registration.** This plan ensured that students who were serious about their coursework paid their fees, and those who were not are dropped. This opened additional seats for more students.
- **Ensuring the Datatel system for class rosters actively worked with the wait list process.** As students de-register for courses, the system now contacts the first person on the wait list and gives them 72 hours to register for the course for which they are waitlisted. If they do not enroll in the course, the system goes to the next person on the waitlist. At a time when access to community colleges in general is at a premium, this functionality has equalized access for all students.
- **Requiring instructor signature when classes begin.** In the past, students could add an open class in Admissions and Records without contacting the instructor first. At the same time, the instructor was issuing add codes to students who appeared in the first class period. Often, that resulted in over-enrollment of sections because the instructor was unaware of the other add activity in Admissions and Records. This requirement ensures students connect with their instructors from the beginning and allows orderly student additions to existing class sections.
- **Reducing the “add” period.** The add period at the beginning of each term used to be three weeks at Chaffey College. However, the literature was clear that the sooner students commit to classes, the more successful they are. To that end, the add period has been reduced to one week. Discussion continues about eventually moving that date to the week before classes begin.
- **Moving the “last day to drop” deadline earlier.** The last day to drop a course with a “W” grade was at the 75% point of a course. This behavior meant that students could drop after completing three fourths of a course and receive a “W” grade. That deadline has been moved to 61% of a course and, like the reduction of the “add” period, encourages students to commit to their classes earlier. Other reductions in the drop period are under consideration to further advance the students’ commitment to the course.
- **Fast Track courses.** The college began experimenting with accelerated courses and researched the outcomes. In addition, the college paid faculty to participate in a faculty inquiry team to explore all aspects of acceleration and make recommendations to the Enrollment and Success Management Committee. That work was completed in spring, 2012 and the information was disseminated. The research showed that all students studied performed better in accelerated courses especially males of all ethnicities. The college is incrementally increasing accelerated offerings and incorporating the best practices recommended by the Faculty Inquiry Team.



- **Multiple entry points for students.** Along with the changes in the add period and the Fast Track program, there was concern that students would miss educational opportunities because of the reduction in add time. To help ameliorate that concern, a “second chance” enrollment opportunity occurs approximately two months into the term. This affords existing or new students the opportunity to enroll in Fast Track courses that begin at those times (October and March). This eliminates the need for students to wait an entire semester to enroll in college if they miss the registration period of the primary term.
- **Reducing less effective distance education offerings.** As the completion agenda was discussed, comparisons of face-to-face, online, and hybrid success rates were reviewed and analyzed. The success rates of some online courses were as low as 9%. With the budget pressures continuing, the decision was made to offer fewer online courses and increase the face-to-face courses. At the same time, faculty were paid to participate in a faculty inquiry team that researched all aspects of distance education and made recommendations to the Distance Education Committee. That work was also completed in spring, 2012, and the Distance Education Committee began discussion of that material commencing with fall, 2012.

- **Integrating the English and Reading curriculum.** In the spring of 2012, the faculty in the English and Reading departments began engaging in discussions about how to reduce “loss points” along the sequences in both disciplines. Both national and regional studies indicate protracted sequences compromise students’ capacity to complete. The faculty spent the summer of 2012 determining ways to integrate three developmental English courses and six developmental reading courses. The result is a three-course sequence integrating the instruction of reading and writing into a seamless and mutually complementary experience for students. This integration serves several purposes: it reduces the sequence of courses and minimizes loss points; it simplifies the selection of prerequisites in the transfer areas that require strong reading and writing skills for student success; and it accelerates students’ progress toward college-readiness. These new courses will be implemented in the fall of 2013.

Still not satisfied that the existing strategic plan had sufficient clarity, the Associate Superintendent of Instruction and Student Services and the deans met on May 21, 2012 and on August 6, 2012⁵ in an attempt to ameliorate the confusion from all of the planning efforts. At that time, the group was able to identify the strategic goals in each of the *Completion Counts: Exceeding Expectations* phases (Introduction, Connection, Advancement, and Completion). In addition, the group realized that much of what was being considered “strategic” in the approved document was more visionary. That group created a revised document, now called the Integrated Planning Model, that has been shared with all campus constituencies⁶ to solicit review and input. That product has now become the new Integrated Planning Model for the college.

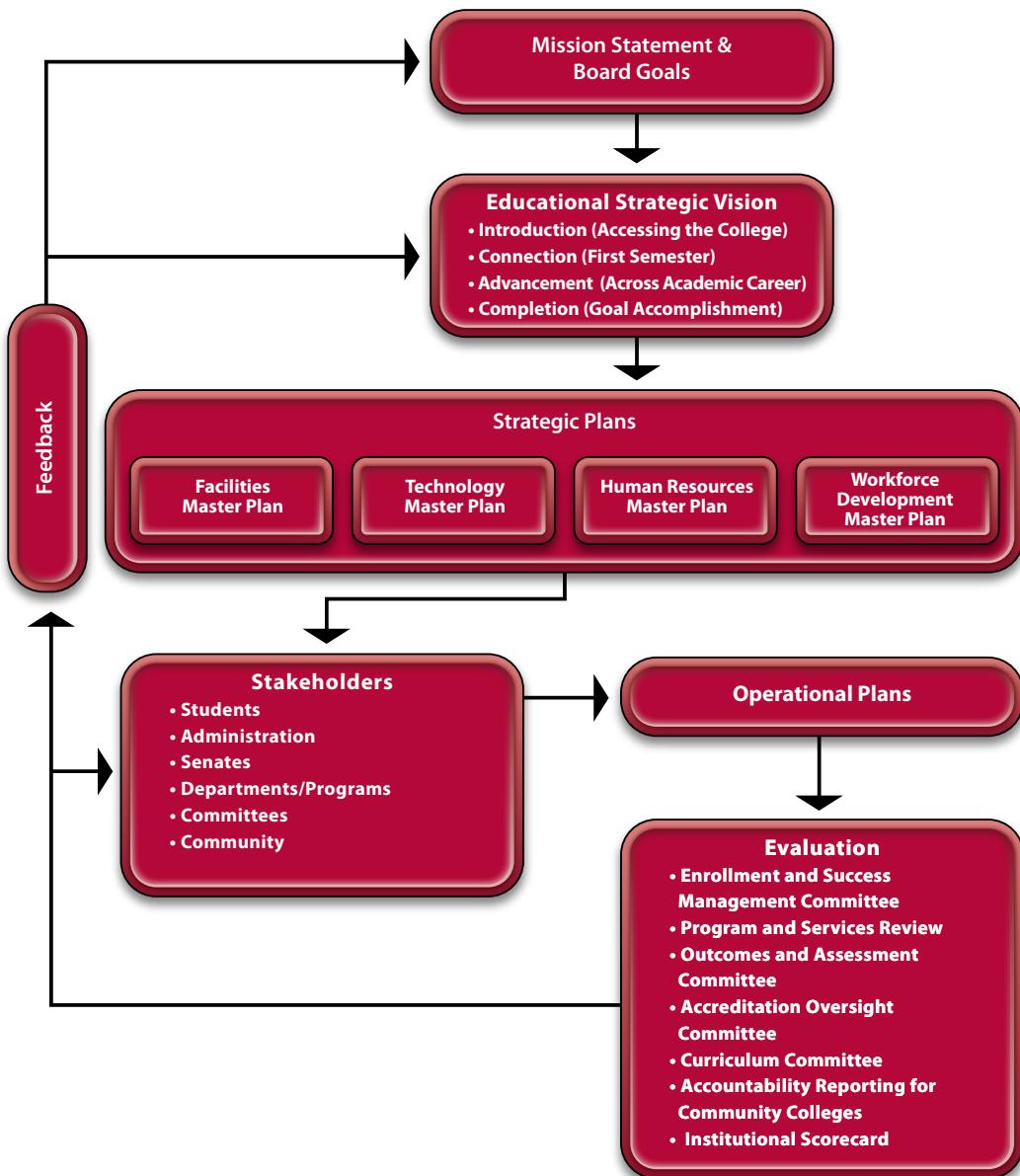
The Integrated Planning Model for Chaffey College is reflected in the diagram on the next page.



⁵ Minutes from the two Deans’ Retreats can be found on the z-drive under the Vice President of Instruction.

⁶ Approved by Academic Senate on 9/4/12 and by the Classified Senate on 9/13/12. The minutes of those meetings are posted in the Accreditation Oversight Committee’s Moodle Site.

Chaffey College Integrated Planning Model



Mission

The planning process begins with the Governing Board who provides policy level guidance to the college through Board Policy 1250.⁷ These goals then guide the review and updating of the Mission Statement which is revised for relevance and applicability on a regular cycle (BP 1200)⁸ with a major review conducted every five years that is initiated by the Accreditation Oversight Committee. During the writing of the institution's self-study for the 2010 re-affirmation the Institutional Mission standard committee concluded, in conjunction with input from the June 2008 Management Retreat discussions, that the Institutional

7 See Board Policy 1250.

8 See Board Policy 1200 at the following link: http://www.chaffey.edu/policies/approved/1200_BP.pdf

Mission should be changed to better align with the institution's commitment to student learning and evidence-based assessment. The 2004 Mission Statement was reviewed and updated in 2009 and approved by the Governing Board in December, 2009.⁹ The current Mission Statement is:

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

The 2009 Mission Statement was then used as the foundation for the review and updating of the Chaffey College planning and decision-making processes.

The efforts of the campus to carry the Mission forward with regard to the educational master planning, strategic planning, and completion agenda planning processes have been broad-based and involved campus-wide discussions and commitment to student learning. The efforts resulted in the new Educational Strategic Vision for the college that is focused on student success based on research with two critical theoretical constructs playing a central role: hope theory (Snyder)¹⁰ and the work of Dr. Carol Dweck in her book, *Mindset: The New Psychology of Success*¹¹.

Theoretical History

Before addressing those two constructs, however, the evolution of how those decisions were reached should be addressed. During the 2010-2011 academic year as part of the college's Title 5 (Hispanic Serving Institution) grant planning process, a retreat was held with the Grant Steering Committee and key stakeholders in Lake Arrowhead¹². The first articles concerning hope theory were disseminated and discussed. The Faculty Summer Institute of 2011¹³ allowed faculty the opportunity to explore the use of hope

theory in the classroom. As excitement about hope grew from that retreat, the college invited Dr. Shane Lopez from the Gallup organization to speak at Convocation in fall, 2011¹⁴. Dr. Lopez is one of the leading experts in hope theory and has conducted extensive research across the world with it. In spring, 2012, Dr. Myron Dembo, Professor Emeritus in Educational Psychology in the Rossier School of Education at the University of Southern California spoke to the college about students' motivational patterns and discussed how faculty and staff can help students be more self-regulating in their behaviors.¹⁵ Additionally during 2011-2012, one of the grant faculty members attended a California Community College Success Network (3CSN) workshop at which Dr. Carol Dweck presented her work on mindset¹⁶. When planning the 2012 Faculty Summer Institute, the advisory team for the Faculty Success Center combined hope theory and mindset thinking together into the

programming for the Faculty Summer Institute so that faculty could explore how these constructs might impact their teaching practices.¹⁷ The success of that particular Summer Institute was very high, and faculty were energized with the combination of hope theory and mindset thinking. As those faculty spoke informally with their colleagues, interest in the constructs grew.

9 See Governing Board minutes from the December 10, 2009 meeting at the following link:
http://www.chaffey.edu/governingboard/12_10_09_board_minutes.pdf

10 Snyder, C. R. (1995). Conceptualizing, measuring, and nurturing hope. *Journal of Counseling and Development*, 73, 355-60.

11 Dweck, C. S. (2008). *Mindset: The new psychology of success – how we can learn to fulfill our potential*. New York: Ballantine.

12 Documentation posted on the Accreditation Oversight Committee's Moodle site.

13 See Faculty Summer Institute information in Accreditation Oversight Committee's Moodle site.

14 See Flex booklet for fall 2011 at this link: http://www.chaffey.edu/profdev/flex/Fall_Flex_Booklet_2011.pdf. Dr. Lopez' PowerPoint entitled, *How Hope Can Change Your Campus*, is also posted on the Professional Development website.

15 See Flex booklet for spring 2012 at this link: http://www.chaffey.edu/profdev/flex/Spring_Flex_2012_Booklet.pdf

16 See invitation to 3CSN event with Dr. Dweck and Cindy Walker's ticket for participation in Accreditation Oversight Committee's Moodle site.

17 See Faculty Summer Institute information in Accreditation Oversight Committee's Moodle site.

This philosophical component to the planning process was crucial to the directions outlined in the Educational Strategic Vision. Both the hope and mindset tenets represent an important extension of the philosophical shift that began with the Basic Skills Transformation in 2000. At that time, Chaffey College built an educational vision based on a commitment to learners and their needs, prioritizing their capacity to learn over their challenges, and creating a structural network in the Success Centers that supported the developmental nature of all learning. The hope theory and mindset frameworks integrate with both the past and the future to guide Chaffey's next directions about how college personnel create actionable strategies that not only improve students' capacity to achieve but also elevate the capacity of the faculty and staff to serve students well.

During the August, 2012 management retreat, hope theory and mindset thinking were again combined and presented as a broad framework that applied to managers in their interactions with employees, and the managers worked through a number of scenarios that addressed the needs of individuals at varying stages of hope and mindset thinking.¹⁸ Like the Faculty Summer Institute, the managers were excited about the constructs and their application to the workplace. The classified professionals have also received introductory training in hope and mindset approaches. All employee groups will be engaged with this framework as it represents a new cultural direction, not just an educational strategy.

In addition to the management retreat, hope theory and mindset thinking undergirded the fall 2012 New Faculty Orientation program

which is a semester long program that covers many topics in depth, including data about Chaffey students, Chaffey culture, pedagogical issues, curriculum, shared governance, classroom management, etc. Of interest to this planning process, the August, 2012 management retreat presentation was modified for a faculty audience and presented to the new faculty on September 7, 2012.¹⁹ That presentation included the Educational Strategic Vision and a description of the Integrated Planning Model.



As the Associate Superintendent of Instruction and Student Services and the deans continued to work on the educational planning process, it became clear that the hope theory and mindset thinking provided a powerful planning framework that resonated with the campus as inspirational and authentic and was, subsequently, adopted by the college in this Integrated Planning Model.

Hope and Mindset Explained

According to Snyder (1995), hope is defined as "the process of thinking about one's goals, along with the motivation to move toward (agency) and the ways to achieve (pathways) those goals" (p. 355). In other words, hope can be thought of as the "will power" to move toward action as well as the "way power" or the pathway that will lead to goal achievement. When thinking of hope in this manner, hope can then be measured and influenced to improve students' chances of attaining their goals. Working with Dr. Lopez, the college has incorporated the hope scale into its existing assessment questions and is beginning to collect and analyze the results from those items. The college is also working with the Gallup organization to assess the hope levels of all incoming freshmen students. Students' levels of hope (e.g., high hope versus low hope) can be identified. Through the shared governance process, that information will be used to determine what interventions are needed by which students, as well as deciding who will provide that service to students.

The second theoretical body of work informing the educational vision is the aforementioned book by Dr. Dweck (2008). Briefly stated, Dr. Dweck categorizes mindset as either fixed or growth. In a fixed mindset, the individual assumes that his or her qualities are carved in stone—they have only a certain amount of intelligence, personality, and moral character.

18 See Management Retreat Powerpoint Presentation in Accreditation Oversight Committee's Moodle site.

19 See New Faculty Orientation Powerpoint Presentation and the New Faculty Orientation program outline in Accreditation Oversight Committee's Moodle Site.

In contrast, the growth mindset is “based on the belief that one’s basic qualities are things that can be cultivated through effort” (p. 7). In other words, everyone “can change and grow through application and experience” (p. 7). Scales that measure students’ mindset at the point of entry have also been added to the assessment process.

When combining the two constructs, hope and mindset, a continuum can be developed that characterizes individuals’ outlooks on themselves relative to the particular challenges they face:



In the Low Hope/Fixed Mindset individuals tend to set easy goals, are overcome by obstacles, fear challenge and failure, shrink from feedback, blame others for failures, and are threatened by others’ success. In contrast, in the high hope/growth mindset individuals tend to set challenging goals (take risks), view obstacles as opportunities, use failure and feedback to improve, assume responsibility for failure, and celebrate others’ success and contributions.

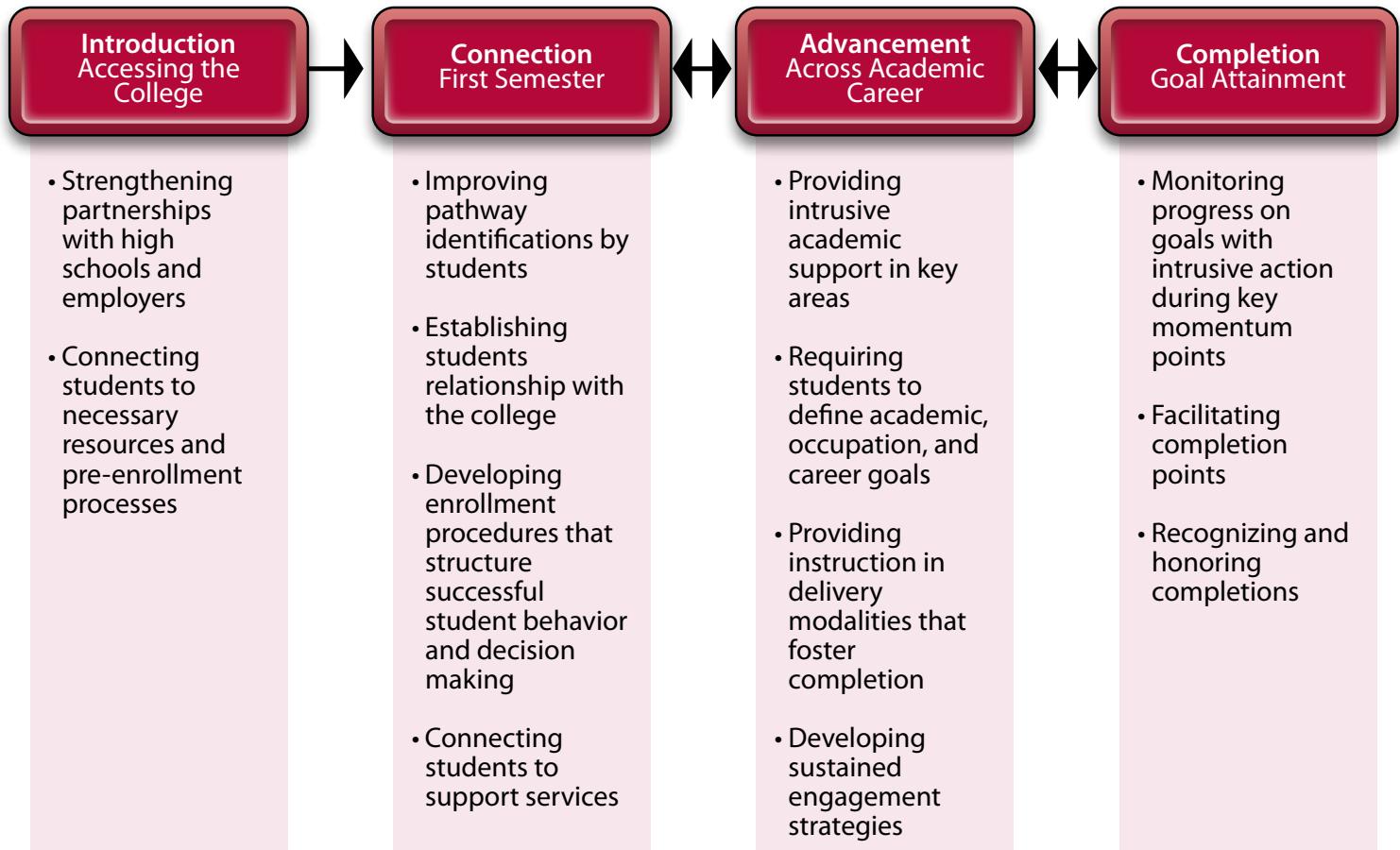
By viewing hope and mindset in this manner, it becomes possible to coach individuals toward a high hope/growth mindset through specific actions. Not only is this possible with faculty members engaging with students, but all levels of the college can benefit from this information. Counseling and instructional support faculty and staff can challenge students’ low hope/fixed mindset notions and help them reframe their thinking toward more hopeful stances. All members of the college can learn to demonstrate more high hope/growth mindset responses in their interactions with students, the public, and each other. Clearly, these ideas apply to every facet of the college.

With regard to the Educational Strategic Vision, however, these constructs create a framework through which students’ educational experiences are influenced.



Educational Strategic Vision

The same four phases of a student's experience (Introduction, Connection, Advancement, and Completion) mentioned above as part of the Completion Agenda provide the structure for the Educational Strategic Vision. The diagram below illustrates each of the four phases and the guiding tenets for each phase:



During the Introduction phase of the vision, the college is expected to help students engage in the behaviors that will set the stage for future success while also connecting them to transitional strategies and services. Examples of initiatives that speak to this phase include Senior Early Assessment (SEA) and Math and English First (ME 1st). In the second phase, Connection, the college is ensuring that new students have opportunities to engage with the college in meaningful ways. Examples of this include involvement with the Success Centers, EOPS, DPS, the Veterans Resource Center, etc. During the third phase, Advancement, the college is expected to create opportunities that help students accelerate their progress toward goal and provide intrusive support at key momentum points. Examples of initiatives that demonstrate this include Supplemental Instruction, the Success Guides, and E-advising/degree audit. In the final phase, Completion, the college is expected to help students facilitate completion through goal accomplishment. Examples of this behavior include participation in the Transfer Model Curriculum degrees, Transfer Center Events, and the identification and automatic conferring of degrees/certificates earned by students. At every phase of the students' journey, the college is committed not only to actionable strategies but also to communication with students that foster successful behavior.

To that end, the following Vision Statement has been created to summarize the influence of hope and mindset on the Educational Strategic Vision. The new Educational Strategic Vision Statement is as follows:

Chaffey College will demonstrate organizational coherence that will propel students toward their goals.

Strategic Plans

With regard to the Integrated Planning Model, the Educational Strategic Vision is informed by research and establishes the broad planning parameters for the college. Each main component of the college (e.g., Facilities, Technology, Human Resources, and Workforce Development) begins with the Educational Strategic Vision as the impetus for their respective master plans. In essence, the Educational Strategic Vision becomes the “educational plan” for the college. The various master plans support that educational focus.

Stakeholders

In this planning model, the stakeholders include students, administration, both the Faculty and Classified Senates, all campus committees and task forces, departments and programs, and the community who work through the shared governance process to develop Operational Plans. It is at this level that specific, concrete actions are planned and implemented. These actions operationalize the Educational Strategic Vision.

Operational Plans

The Superintendent/President establishes broad goals that stem from the institution’s Core Values²⁰ and support the Educational Strategic Vision. In addition, through this process, he establishes planning directions for all areas of the college. All Associate Superintendents and Vice-Presidents then work with their appropriate shared governance bodies to establish actionable, strategic goals and to identify the appropriate evaluation mechanisms for those goals. The work reflected in these strategic goals is carried out through the committee and shared governance structure of the college. For the period of 2012 through 2016, the Superintendent/President has established the following broad goals:

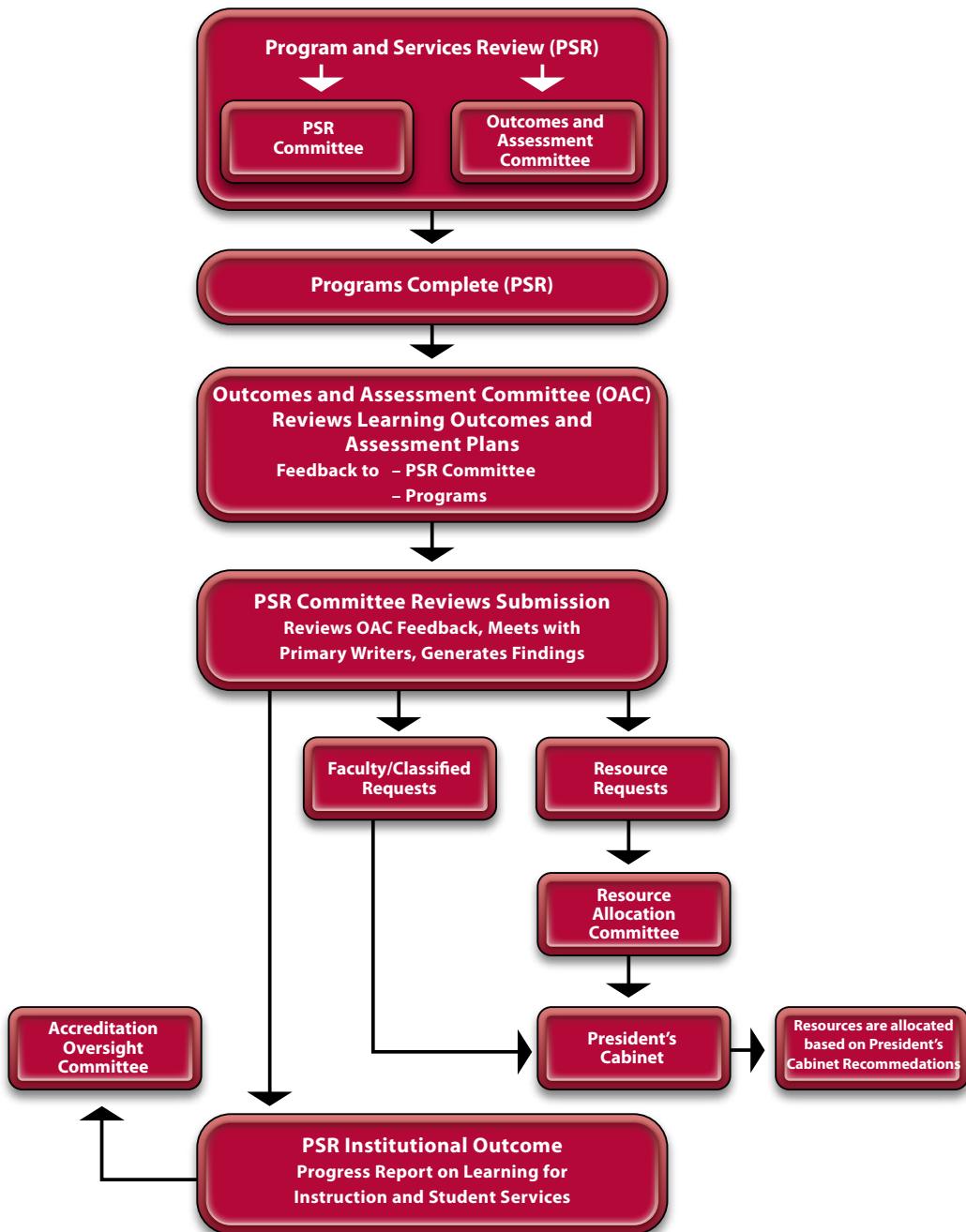
- Student Success through Teaching and Learning
- Human Resources Planning and Professional Development
- Workforce and Economic Development
- Improve the Infrastructure and Physical Learning Environment
- Cost-Effective Investments in Technology that Support the Learning Infrastructure
- Learning Support and Fiscal Stability
- Sustainability

Evaluation

Evaluation of the Integrated Planning Model and its components occurs in a multitude of ways. At the heart of the evaluation component is Program and Services Review (PSR). In PSR, programs discuss how their activities, learning outcomes, and visionary improvement plans connect to and further the Educational Strategic Vision and the overall goals established by the Superintendent/President. The vital role PSR serves in facilitating institutional improvement cannot be understated. The diagram on the following page illustrates the new focus on program health and connects PSR to learning outcomes and resource allocation:

20 Found on p. 4 of the 2012-2013 Chaffey College catalog.

Program and Services Review Process



Commencing with the 2010-2011 academic year, each program began completing PSR every three years. This allows each program to engage in self-study reflection two times in the six-year accreditation cycle. Annual planning updates keep the institution focused on strategic goals and action plans. The new, three-year review more clearly aligns learning outcomes, completion data (disaggregated by ethnicity and gender), and improvement dialogue to institutional processes.

The manner in which programs are now reviewed has transformed to facilitate more dialogue. After a program completes a review, a team from the PSR Committee will carefully review the data, program responses, and any additional items presented

through the PSR process. Simultaneously, the Outcomes and Assessment Committee reviews progress on learning outcomes and provides feedback to both the PSR Committee and the program as to the quality of the learning outcomes and the program's progress with the overall student learning outcome process. The PSR review teams are now much more engaged in the process, from beginning to end. Before a program embarks on PSR, the review team makes themselves available to answer any questions and provide overall guidance on the writing process. During the writing phase, many teams coach the program faculty and staff through the process. And, after the review has been evaluated, the PSR review team helps interpret feedback and answer questions as needed. In addition to this shift toward more active dialogue, an ancillary Program Discontinuance Policy has been developed and is initiated as appropriate in accordance with the procedures that have been established²¹.

The staffing requests continue to be reviewed, prioritized, and allocated through President's Cabinet. Effective with the 2012-2013 academic year, resource requests go to the newly established Resource Allocation Committee which is comprised of representatives from all possible funding sources (e.g., Perkins, Instructional Block Grant, Technology Committee, etc.). The Resource Allocation Committee reviews the findings from the PSR process and makes determinations as to prioritization and funding source. The recommendations from the Resource Allocation Committee are then forwarded to President's Cabinet for ratification.

In addition to program-specific feedback, the PSR process generates one institutional report, the *Progress Report on Learning for Instruction and Student Services*. This report, prepared jointly by the PSR Committee and the Outcomes and Assessment Committee, updates the Accreditation Oversight Committee on the college's activity with regard to learning outcomes and also identifies any key institutional issues or trends that need to be addressed through the integrated planning process.

In summary, Program and Services Review (PSR) is a prominent connection point of the Integrated Planning Model and provides critical feedback to programs and the institution as a whole. The PSR process enables the institution to allocate resources according to institutional planning and learning outcome review. The important function of PSR is not, however, the only method of evaluation.



The Accreditation Oversight Committee (AOC) ensures that the college has continuity with regard to the planning process and the strategic goals. In addition, the AOC committee ensures that all college activities are mapped to the accreditation standards and the Educational Strategic Vision and that evidence is collected annually through ongoing activities rather than once every six years. With regard to the reports from PSR, the Accreditation Oversight Committee reviews them and recommends changes to the Board Policies, the Educational Strategic Vision, the Strategic Master Plans, or the Operational Plans as appropriate.

The AOC uses a Moodle course (the college's distance learning platform) to collect feedback from all shared governance committees and constituent groups²². This information is then evaluated and summarized in an annual report back to the college. The AOC also recommends any modifications that need to be made to the planning process.

Evaluation of learning outcomes occurs at many levels. First, the deans and program faculty ensure that the evaluation process for course and program learning outcomes is both robust and authentic. In the same way, the Curriculum Committee, as a branch of the Faculty Senate, conducts evaluation of institutional learning outcomes on an annual basis. The assessment results from this effort are reviewed by the Curriculum Committee and shared with the campus. Adjustments are made as needed to the institutional learning outcomes.

21 The College's discontinuance procedure, Administrative Procedure 4021, can be found at the following link:
<http://www.chaffey.edu/policies/approved/4021-AP.pdf>

22 The Accreditation Oversight Committee can be accessed through the following link: <http://moodle2.chaffey.edu/> (log-in credentials are required).

Institutional Scorecard

Two sets of performance metrics are included in the institutional evaluation and comprise the Chaffey College Institutional Scorecard. The intent of the scorecard is to measure the college's performance on achieving the Educational Strategic Vision. The first set of metrics included in the scorecard are found in the Accountability Report for Community Colleges (ARCC) required by the Chancellor's Office. This report requires all colleges to report to their Governing Boards and to the state Chancellor's Office institutional performance on retention, success, persistence, basic skills improvement rates, etc. The other group of performance metrics include items not recorded in the ARCC report; however, they are additional indicators that align with each of the four phases in the Educational Strategic Vision.

It should be noted that because this planning effort was a three-year process, the baseline data the college has decided to use were from the 2009-2010 academic year. Once established, the college annually evaluates the past three years' worth of data as a rolling benchmark and projections of performance on the metrics are developed. The "scoring" system on the scorecard illustrates how well the college met the specified goals. The Chaffey College Institutional Scorecard only reports out aggregated data to demonstrate the "big picture" performance for the college. However, the college maintains a commitment to equity and strategic planning that ensures that achievement is measured by student characteristics over time.

Finally, because the college views the Integrated Planning Model as a living document, the model will be updated annually as new programs and strategies related to hope theory and mindset thinking are developed. That means, too, that additional metrics may be added to the Chaffey College Institutional Scorecard as needed.



Feedback

After the evaluation is completed, the resulting evidence and information is infused throughout the organization at the appropriate levels to be evaluated and used as appropriate in future planning endeavors.

Conclusion

As is evidence in this document, the process of creating a viable planning process has been arduous but meaningful. Upon reflection of the activity of the past three years, there are some conclusions that can be reached about Chaffey College that help explain the dilemma we faced during this time.

First, we are able to change course quickly when needed. With the Basic Skills Transformation, the college learned that we were able to make a significant, lasting cultural shift. In many ways, our success in this endeavor provided the college with a "high hope/growth mindset" without realizing it at the time.

Next, we need a "moral imperative" to provide the philosophical framework for change, and that new emphasis is the inculcation of hope and mindset thinking throughout the college. This means the college needs to change to be what students need us to be—rather than viewing students as deficient or problematic. Once the college has learned the new vocabulary about that moral imperative (hope and mindset in this case), we are able to have extensive dialogue about needed changes and challenge ourselves to improve. Students' experience and success are always at the heart of the moral imperatives that resonate with us.

Finally, Chaffey College has a high "risk tolerance." We are not afraid to try new programs and/or endeavors to see whether or not they work.

INTRODUCTION

Integrated Planning Model Measure	2009-10	2010-11	2011-12	Change
<i>Strengthening partnerships with high schools and employers</i>				
Percentage of students who participate in Senior Early Assessment	63.0%	55.6%	60.3%	↑
Number of advisory committees	26	28	17	↓
Number of internship and work experience opportunities	211	240	248	↑
Number of business partnerships	128	152	162	↑
<i>Connecting students to necessary resources and pre-enrollment processes</i>				
Number of applications	21,515	23,462	27,085	↑
Percentage of applicants who take the assessment exam	35.4%	34.2%	36.0%	↑
Percentage of applicants who take the assessment exam and enroll in courses	21.3%	19.7%	17.7%	↓
Percentage of first-time students completing orientation	39.7%	46.9%	37.3%	↓
Percentage of students who apply for financial aid	46.0%	54.6%	62.5%	↑
Percentage of first-time students who apply for the EOPS Program	6.7%	8.1%	9.7%	↑
Percentage of first-time fall semester students who enroll in courses from the automated waitlist process within the 72 hour add window	N/A	25.5%	35.4%	↑
Total Score:				+ 6

Possible Score: 14

Improvement Demonstrated on 8 of 11 Measures

CONNECTION

Integrated Planning Model Measure	2009-10	2010-11	2011-12	Change
<i>Improving pathway identifications by students</i>				
Number of students with approved educational plans	N/A	N/A	4,186	↔
Number of students who have an e-advising worksheet in Colleague	N/A	N/A	3,781	↔
<i>Establishing students' relationship with Chaffey College</i>				
Percentage of students participating in group counseling sessions				
Percentage of students accessing the Success Centers	55.9%	57.3%	58.8%	↑
Percentage of students attending Bibliographic Information sessions in the Library	N/A	N/A	20.2%	↔
Percentage of students who receive counseling, assistance in developing a student education plan, or academic follow-up services	44.0%	45.6%	45.7%	↑
Percentage of students in the EOPS Program	3.0%	3.2%	3.8%	↑
Percentage of students in the DPS Program	4.9%	5.5%	6.3%	↑
Percentage of students in the International Student Program	0.8%	0.9%	0.9%	↔
Percentage of students in the Honors Program	2.4%	2.8%	2.4%	↓
Percentage of student-athletes	1.2%	1.1%	1.4%	↑
Percentage of students attending Success Guide sessions	N/A	N/A	6.4%	↔
<i>Developing enrollment procedures that structure successful behavior and decision making</i>				
Percentage of students participating in group counseling sessions				
Percentage of students who follow their English assessment placement recommendation	93.6%	95.4%	95.9%	↑
Percentage of students who follow their Mathematics assessment placement recommendation	92.0%	88.6%	89.7%	↑
Number of appeals for late adds	135	242	223	↑
<i>Connecting students to support services</i>				
Percentage of students attending Success Guide sessions	N/A	N/A	6.4%	↔
Percentage of students in the EOPS Program	3.0%	3.2%	3.8%	↑
Percentage of students in the DPS Program	4.9%	5.5%	6.3%	↑
Percentage of students served by the Veterans Resource Center	1.6%	1.6%	1.6%	↔
Percentage of students contacted in Early Advantage	52.0%	78.9%	73.5%	↓
Percentage of students accessing the Success Centers	55.9%	57.3%	58.8%	↑
Percentage of students who receive counseling, assistance in developing a student education plan, or academic follow-up services	44.0%	45.6%	45.7%	↑
Percentage of students who receive financial aid:	44.2%	53.9%	60.8%	↑
Percentage of who receive BOG Fee Waivers	43.2%	52.9%	59.4%	
Percentage of students who receive Grants	23.9%	33.7%	39.1%	
Percentage of students who receive Loans	2.5%	0.1%	0.2%	
Percentage of students who receive Scholarships	1.7%	2.0%	2.4%	
Percentage of students who receive Work Study	0.6%	0.6%	0.6%	
Number of student contacts in the Transfer Center	3,329	3,882	5,054	↑
Total Score:	+ 18			

Possible Score: 24

Improvement Demonstrated on 14 of 17 Measures

ADVANCEMENT

Integrated Planning Model Measure	2009-10	2010-11	2011-12	Change
<i>Providing intrusive academic support in key areas</i>				
Percentage of students receiving support in foundation skills courses	62.6%	70.6%	70.4%	↓
Percentage of students who comply with Success Center requirements	80.2%	75.8%	74.2%	↓
Percentage of students receiving support in high-risk, high-barrier courses accessing Supplemental Instruction	36.4%	33.1%	30.8%	↓
Percentage of students receiving support in Early Advantage	52.0%	78.9%	73.5%	↓
Percentage of students participating in Directed Learning Activities in the Success Centers in Foundation Skills courses	34.2%	37.4%	37.2%	↓
Percentage of students participating in Directed Learning Activities in the Success Centers in Career Technical Education (CTE) courses	2.8%	2.1%	1.5%	↓
Percentage of students participating in Directed Learning Activities in the Success Centers in Transfer Level courses	24.5%	21.6%	18.8%	↓
Percentage of students in Opening Doors who sign a contract				
<i>Requiring students to define academic, occupational, and career goals</i>				
Percentage of students with approved educational plans	N/A	N/A	17.4%	↔
Percentage of students who have an e-advising worksheet in Colleague	N/A	N/A	15.7%	↔
<i>Providing instruction in delivery modalities that foster completion</i>				
Percentage of Fast Track sections	N/A	N/A	5.8%	↔
Percentage of hybrid sections that exceed the face-to-face success rate	61.3%	51.6%	64.0%	↑
Percentage of online sections that exceed the face-to-face success rate	37.8%	37.9%	53.7%	↑
<i>Developing sustained engagement strategies</i>				
Number of faculty participating in Faculty Success Center sessions on engagement	N/A	100	140	↑
Number of classified staff trained in sustained engagement strategies	N/A	N/A	196	↔
Percentage of assessed students who took the Hope Scale	N/A	N/A	89.9%	↔
Total Score:				- 6

Possible Score: 12

Improvement Demonstrated on 3 of 10 Measures

COMPLETION

Integrated Planning Model Measure	2009-10	2010-11	2011-12	Change
Monitoring progress on goals with intrusive action during key momentum points				
Percentage of students with "W" grades	40.3%	36.6%	30.6%	↑
Percentage of credit courses repeated once by students	9.6%	9.6%	10.1%	↓
Percentage of credit courses repeated twice by students	1.6%	1.5%	1.3%	↑
Percentage of credit courses repeated three times by students	0.4%	0.4%	0.3%	↑
Percentage of students who have completed 15 units	84.6%	86.3%	88.3%	↑
Percentage of students who have completed 30 units	70.4%	68.8%	70.1%	↑
Student Progress and Achievement Rate (SPAR)	46.7%	48.3%	48.8%	↑
Percentage of students persisting from term-to-term	69.4%	71.6%	72.6%	↑
Percentage of students retained in courses	87.9%	88.4%	90.7%	↑
Percentage of section offerings that are Career Technical Education (CTE)	33.5%	33.7%	31.3%	↓
Career Technical Education (CTE) course success rate	74.2%	74.7%	76.5%	↑
Percentage of students who were removed from academic difficulty within three semesters	20.8%	20.4%	21.6%	↑
Percentage of students who persisted after first term experienced academic difficulty	57.8%	53.3%	61.4%	↑
Facilitating completion points				
Percentage of students who progress through foundation sequence to successful completion of transfer-level courses:				
English - two levels below transfer	27.1%	27.7%	30.5%	↑
English – three levels below transfer	12.9%	19.2%	9.2%	↓
Mathematics – three levels below transfer	17.5%	18.4%	21.4%	↑
Mathematics – four levels below transfer	5.3%	8.8%	7.7%	↓
Course success rate (all courses)	68.8%	70.6%	71.5%	↑
Percentage of students who take English in their first year	60.7%	46.7%	53.1%	↑
Percentage of students who take Math in their first year	51.5%	34.7%	48.8%	↑
Percentage of students with an undecided uninformed educational goal	17.3%	16.5%	16.0%	↑
Percentage of students with an undecided informed educational goal	7.3%	6.7%	5.1%	↑
Recognizing and honoring completions				
Number of degrees awarded	1,422	1,279	1,477	↑
Number of certificates awarded	823	1,027	1,392	↑
Percentage of students who transfer	35.5%	32.6%	36.0%	↑
Percentage of students on the Deans' List	6.1%	6.7%	6.4%	↓
Percentage of students in the Honors Program	2.4%	2.8%	2.6%	↓
Number of former Chaffey College students enrolled at four-year colleges and universities	16,031	16,231	16,560	↑
Total Score:	+ 32			

Possible Score: 52

Improvement Demonstrated on 22 of 28 Measures

