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2014
Program Review
Handbook

SAN DIEGO
MESA COLLEGE

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2014 Program Review
Handbook

The Mesa College model is an integrated one, used by instructional programs, student services, and administrative units. Program Review is a process designed by faculty, staff, and administrators to examine all academic, student, and administrative services and programs at the college, to determine the overall effectiveness of the institution. This review process leads ultimately to college-wide master planning and accreditation; it is the basis of program and service area planning, goal setting, and identification of needs, supporting budget, and hiring decisions, all contributing to enhanced student success.

Prepared by
San Diego Mesa College Program Review Steering Committee

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SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
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<div align="center">**INTRODUCTION**</div>

I. Program Review

Program Review is a process designed by faculty, staff, and administrators to examine all academic, student, and administrative services programs at the College, to determine the overall effectiveness of the institution. The Mesa College model is an integrated one, used by instructional programs, student services, and administrative services. The integrated model is allows each division to maintain its identity and uniqueness, while creating a standardized approach to program review. For the program review process and all its related documents, the term "service area(s)" encompasses Student and Administrative Services as well as administrative departments, such as instructional dean's offices. The purpose of reviewing all programs and service areas is to facilitate their ongoing improvement in order to meet the evolving needs of students and to fulfill the college mission.

Program Review is intended to provide every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, its strengths and challenges, external influences, and its relationship to the mission of the College and the District, as well as fulfillment of needs presented by students and the local community. In addition, Program Review is at the heart of all college planning because it originates where all planning originates: in each program and service area. This review process leads ultimately to college-wide master planning and meeting accreditation standards; it is the basis of program and service area planning, goal setting, and identification of needs in support of resource allocation decisions, all of which contribute to student success.

The Program Review process at Mesa College is designed to support the ACCJC Accreditation Standard I, Mission, Academic Quality and Institutional Effectiveness, and Integrity; Standard II, Student Learning Programs and Support Services; as well as Standard III, Resources.

"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." (Standard 1)

"The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness." (Standard II)

"The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness." (Standard III)

II. The Program Review Steering Committee

The Program Review Steering Committee comprises faculty, classified staff, and administrators, each appointed by their respective participatory governance body. The purpose of the Committee is to oversee the program review process at Mesa College and to provide the framework, context, and support necessary for its successful completion. With recent changes to integrated planning, a key responsibility of the Program Review Steering Committee is to collaborate with the lead writers to strengthen the program review document for subsequent college-wide planning and resource

allocation decisions. To this end, the Committee works closely with the Planning and Institutional Effectiveness Committee to assure alignment with their needs and practices.

Using the ACCJC rubric, the Program Review Steering Committee strives for continuous quality improvement through annual assessment of its process as well as its training sessions and support materials. Each summer a subgroup of the committee meets to address recommendations set forward in the annual report. The outcomes of the summer work group are presented at the first committee meeting of the semester and voted upon for implementation during the current academic year.

III. Responsibilities of the Program Review Steering Committee

The Program Review Steering Committee has the following responsibilities:

1. Create, review, modify as needed on a regular basis, and disseminate the Program Review Handbook containing questions, criteria, guidelines, and forms
2. Determine and publish the schedule of programs and service areas for program review
3. Establish and publish timelines for the program review process
4. Provide training and guidance on a regular and as-needed basis to groups and individuals
5. Provide training workshops at least once annually to describe the program review goals and process
6. Serve as liaisons to each program or service area, as assigned at the start of the process
7. At the conclusion of the program review process, prepare the final written report to be presented to President's Cabinet.
8. Assess the program review process annually and set process improvement goals for the following year.

IV. The Program Review Peer Review Process

The liaison assigned to each program/service area review will be drawn from that same division (Instruction, Student Services, Administration, and Administrative Services). Given the familiarity with the particular division, the liaison should be able to offer more focused guidance during the writing process. Liaisons include all members of the Program Review Steering Committee as well as numerous additional peer liaisons. The liaisons for this year are listed in the back of this Handbook.

V. Frequently Asked Questions (FAQs)

1. **What is a Lead Writer?**
   In a given program/service area, the lead writer is selected by the program or service area faculty and staff to coordinate completion of the program review document into an organized whole, answering the questions and following the outline provided.

2. **What are the Lead Writer's Responsibilities?**
   The lead writer's responsibilities are to:
   a. attend at least one general training session provided by the Program Review Committee and other training sessions as appropriate
   b. work collaboratively with other members of the program or service area to assure the widest possible participation in the process

c. assure that drafts of the document/form are circulated as they are produced to appropriate members of the program or service area, including the chair or supervisor and the manager, and that revisions and modifications are made to the document in a timely manner

d. maintain contact with the assigned program review liaison for questions that arise during the process and to consult with the Committee co-chairs when needed

3. **What is the role of other members of the department or service area?**
Regardless of who participates in the actual writing of the document, everyone in the program/service area should be involved in the preliminary discussions of process, developing documentation and providing data, and especially in responding to drafts circulated within the program/service area.

4. **What is the role of the Department Chair or Service Area Supervisor?**
The department chair or service area supervisor:
   a. communicates the timelines and the importance of the project
   b. makes the necessary assignments and monitors the progress of those involved
   c. attends the training session with the lead writer to support this role
   d. provides regular feedback and support regarding the draft document

5. **What is the role of the manager in the Program Review process?**
The manager serves in a major capacity and as such:
   a. provides input to the division-level Vice President concerning the programs/service areas to be reviewed
   b. ensures that faculty and staff understand their responsibilities and the timeline
   c. maintains contact with the faculty and staff throughout the development of the document
   d. remains available to answer questions and help interpret statistics, identifying appropriate evidence to support the faculty's and staff's identified goals
   e. upon submission of the finished document by the lead writer, reviews, digitally signs, and submits the Manager's Review document
   f. assists the department chair, supervisor, lead writer, and program/service area faculty and staff with the planning and resource allocation processes associated with the program review cycle
   g. may have additional duties as lead writer for the administrative area program review

6. **What is the role of the Vice Presidents of Instruction, Student Services, and Administrative Services?**
The Vice Presidents of Instruction, Student Services, and Administrative Services support the program review in the following manner:
   a. provide the necessary resources to implement the process
   b. consult with the managers to obtain required information for the program review process
   c. upon conclusion of the program review cycle, meet with the managers to review program and service area goals and requests for budgeting, planning, and resource allocation; this information is used to prepare planning and resource allocation recommendations

7. **What are the responsibilities of the Liaison?**
The responsibilities of the liaison are to:
   a. communicate directly with the Lead Writer regarding the process
   b. provide structured guidance to and collaboration with lead writers throughout the program review process
   c. assist lead writers in assuring that program reviews are appropriately documented to support subsequent budgeting and hiring
   d. provide initial targeted feedback to the lead writer midway through the writing process
   e. complete a Final Liaison Evaluation Guide after the document has been submitted

8. **What is the role of the President's Cabinet?**
   The role of the President's Cabinet is to review and recommend to the President acceptance of the Program Review Committee's final report. The report is then posted on the college website.

9. **How should the Program Review document (workspace) be used?**
   The program/service area should use the program review document as the basis for planning, documentation of assessment, and requests for resource allocation, in order to:
   a. set program/ service area improvement goals and demonstrate progress toward reaching those goals
   b. report assessment outcomes in terms of program or service area, including data and analysis required by the US Department of Education and the Accrediting Commission of Community and Junior Colleges
   c. serve as the cornerstone for planning and resource allocation
   d. justify/document requests for additional staff, equipment, faculty, and other needs
   e. provide an annual update to assure the current status of the program/service area

10. **What is the role of the Center for Institutional Effectiveness?**
    The Center for Institutional Effectiveness (CIE) includes the dean, campus-based researcher, and senior secretary. Its mission is to provide college-wide leadership and support for the infrastructure and integration of the components of the College's institutional effectiveness efforts, including program review, as follows:
    a. Maintain Taskstream modules and workspaces; preload data for each program
    b. Provide research and data support
    c. Act as liaison between program review and the three resource allocation prioritization committees by providing appropriate sections of the program review documents to the committees
    d. Process forms and information at the end of the program review cycle
    e. Oversee annual 360-degree integrated planning, assessment, and resource allocation evaluation
    f. Conduct training sessions in writing a program review and use of data
    g. Manage and update the Program Review website
    h. Provide reports on SLO and AUO results by program, service area, and/or course

REVISIONS TO THE PROGRAM REVIEW PROCESS AND TIMELINE

VI. Timeline Revision

Because the Fall 2014 Program Review is a comprehensive one, the Program Review Steering Committee wanted to extend the time allotted to lead writers, while still aligning with the resource allocation process in Spring 2015. To that end, the due date for program review was moved back to the end of January, with an additional two weeks for the manager and liaison reviews. Weekly training will be provided throughout the fall semester. In February, the CIE extracts resource requests and gives them to the appropriate prioritization committees and also prepares the annual report. March and April are devoted to prioritizing the resource requests. As the spring semester closes out, all aspects of the process are assessed and revised as needed over the summer.

VII. Revision of the Program Review Committee Structure

For the first time, all programs and student and administrative service areas, including deans and managers, vice presidents, and the president's office, are writing program reviews representing a total of 95 programs. All are engaged in a comprehensive review, to be followed by two years of updates. Deans/managers play a dual role as reviewers for their program's lead writers and as lead writers of their administrative area program review.

Each program review document is reviewed by a peer liaison (an instructional program review will have an instructional liaison, for example). In order for the liaison review process to not be unduly burdensome, each liaison reviews three programs. Consequently, there was a need for more liaisons, 35 total. The summer working group suggested breaking the Program Review Committee into a Steering Committee of fifteen persons representative of instruction, student services, and administration, who will still serve as liaisons, and an additional peer liaison group of about twenty, who would not need to attend every Committee meeting. That suggestion was adopted. All liaisons will attend training sessions as needed.

VIII. Evaluation of the Program Review Process

In Spring 2014, the Program Review Committee conducted a thorough evaluation of the 2013-2014 Program Review and integrated planning process. Nine recommendations resulted from the analysis of the survey data. These recommendations were approved by the Committee and included in the 2013-2014 Integrated Planning Process Evaluation, which was subsequently reviewed by President's Cabinet and approved by the President. A summary of the recommendations and actions are provided below:

Recommendation	*Action*
1. Separate budget request information from the Program Review new goals form and streamline the request process	The BARC revised its form to more closely resemble the faculty hiring request form and separated it from within the Program Review document.
2. Clarify the information required for the resource allocation rubrics	BARC has revised the rubric and will offer training to lead writers.
3. Provide additional examples of Program Review and resource request documents	In process.
4. Simplify the online Program Review module with a more user-friendly interface and intuitive navigation	Taskstream has been adjusted as much as possible within its structure. Each section of the Program Review has embedded instructions.
5. Tailor Program Review training to the needs and experience levels of lead writers	Training has been divided into basic and advanced sessions.
6. Conduct a needs assessment for Program Review data and research support	Instructional data packets were revised based on feedback received via the process evaluation, and training has been redesigned so that there are sessions for beginners and advanced lead writers. In addition, a needs assessment will be conducted in Spring 2015.
7. Begin the annual Program Review cycle in summer	This was not possible in 2014, but additional time was added to the back end of the cycle, and still have it mesh with the resource allocation cycles.
8. Redesign the Program Review web site to improve access to resources (layout, organization of content, navigation)	This is in process. Plans are to have links to FHP and CHP training materials, to place a link to Program Review on Mesa homepage, and to link a visual calendar of the Program Review activities by role.
9. Clarify the expectations for collaboration and communication during the Program Review process; it is uneven across departments and programs	Collaboration among lead writers, other members of the program or department, and managers is expected throughout the process. Specifics are noted in timeline. Additional reminders regarding expectations for roles, responsibilities, and communication among those collaborating in writing are placed within the Program Review document. Flex week opportunities are planned.

GUIDELINES AND RESPONSE SHEET FOR COMPLETION OF PROGRAM REVIEW

IX. The Program Review Process

The program review process was revised to provide division-specific forms for Instruction, Student Services, Counseling & DSPS (a hybrid of Student Services and Instruction), and Administrative Services and administrative units, such as school deans' offices. The template for each module is detailed below.

Lead Writer Training has been scheduled and is reflected in the Timeline. Training is hands-on and division-specific in a campus computer lab. Training has been broken down into sessions for experienced participants and sessions for newer participants and those seeking additional support. Targeted data/research training is staggered throughout the process and addresses specific needs. Focused training on SLO assessments and resource requests is also provided. Support materials are available on the Program Review website, organized according to role, located at http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/.

X. The Program Review Modules

Template for Comprehensive Program Review 2014-2015
INSTRUCTION

1. Provide a one-page executive summary of the following components of your Program Review (complete this section after you have completed all of the other sections):
    a. Program Overview and Description
    b. Strengths
    c. Challenges
    d. External Influences
    e. SLO Assessment and Implications for Practice
    f. Future Plans/Goals

2. Provide a list of tenured/tenure track faculty and support staff in the program as of Fall 2014.

3. Provide your program's mission statement.

4. Describe how your program supports the mission and goals of the College.

5. Provide the description of your program as it appears in the current college catalog.

6. Review the attached list of degrees and certificates conferred by the program during the past five years, and industry-standard certificates or licensures supported by the program (CTE only for the latter).
    For each award, indicate:
    a. when it was last reviewed and updated
    b. how many were awarded
    c. how it is meeting the needs of students, industry/workforce (if CTE), and/or articulation with four year institutions (transfer and CTE)
    d. any changes that are planned if it is not meeting these needs
    e. whether students can complete the degree/certificate requirements within a two year period (sequencing and scheduling of required courses are such that a student could complete them within a two year period or other appropriate timeline per requirements of specialized CTE certificates); this is a requirement of Title 5, California Code of Regulations

7. Provide an overview of your program's Curriculum Review and Development status.
    a. Fill in the attached CurricUNET Curriculum Review Grid, indicating when courses were reviewed or are scheduled to be reviewed in order to be consistent with Title 5 (every six years for transfer/general curriculum and every two years for CTE curriculum)
    b. Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth

8. Provide an overview of your program's Program-Level LO (PLO) Assessment Plan. The overarching Curriculum Map from Taskstream (showing how each course in the program maps to the PLOs) and a five year cumulative SLO assessment spreadsheet are attached for your convenience.
   a. Describe your assessment plan timeline that assures each Program-Level LO will be assessed within the six year accreditation cycle
   b. Describe your PLO assessment process
   c. Provide an overview of significant findings and actions you have taken to improve student outcomes
   d. Describe the results of the actions you have taken

9. Provide an overview of your Course-Level Assessment Plan. You can use the same support materials for this question as you did for the Program-Level assessment question.
   a. Describe your assessment plan timeline that assures each Course-Level SLO will be assessed within the six year accreditation cycle
   b. Describe your Course-Level SLO assessment process
   c. Provide an overview of significant findings and actions you have taken to improve student outcomes
   d. Describe the results of the actions you have taken

10. If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (i.e., twice yearly).
    a. Describe the impact that this committee has on your program
    b. Describe changes that have been made to the program as a result of the committee's recommendations

11. If a CTE program, please discuss your labor market indicators.

12. Please refer to your program's data report provided by the Center of Institutional Effectiveness and address the following:
    a. The demographics of your students and implications for practice (how you are responding to the needs of our changing demographics; please address gender, ethnicity, and age, and then the additional demographics that are applicable to your program planning)
    b. Key Performance Indicators (KPIs) for overall program outcomes and implications for practice:
       i. Enrollment
       ii. Retention (counts and rate)
       iii. Success (counts and rate)
       iv. Program GPA
    c. Key Performance Indicators (KPIs) for Productivity and implications for practice:
       i. Sections
       ii. Enrollments
       iii. Capacity
       iv. Fill rates
       v. FTEF (optional)
       vi. Load
       vii. FTES (optional)

13. Discuss other data relevant to your program (*may vary by program*).

14. Describe your program's strengths.

15. Describe your program's challenges.

16. Describe external influences that affect your program (*both positively and negatively where appropriate*).

17. Describe your program's vision for the future (please provide short term vision {three years or less} and long term vision {four to six years}).

18. List the program goals and objectives created to achieve your vision. (Form includes opportunity for mapping to College Goals and Objectives, Educational Master Plan, IT Strategic Plan, and SLO/PLO/ILO assessment outcomes, along with links to BARC resource request forms).

    If you received any resource allocation last year that was based upon resource prioritization emanating from Program Review, please describe what you received and how it has improved student outcomes (include data in describing the outcome).

    Classified Staff Requests (up to 3), Faculty Position Requests (up to 3)

Template for Comprehensive Program Review 2014-2015
ADMINISTRATIVE SERVICES

1. Provide a one-page executive summary of the following components of your Program Review (*complete this section after you have completed all of the other sections*):
    a. Service Area Overview and Description
    b. Strengths
    c. Challenges
    d. External Influences
    e. AUO Assessment and Implications for Improvement
    f. Future Plans/Goals

2. Provide a list of staff employed in the service area as of Fall 2014.

3. Provide your service area's mission statement and organizational goals.

4. Describe how your service area supports the mission, vision, values and goals of the College.

5. Provide the description of your service area as it appears in the current college catalog.

6. Provide an overview of your service area's AUOs and the activities that map to them. The *Activities vs. Outcomes Alignment Map* from Taskstream is attached for your convenience.
    a. Describe your assessment plan timeline that assures each AUO will be assessed within the six year accreditation cycle
    b. Describe your AUO assessment process, findings, and action plans (implications for practice)
    c. Describe changes you have made to your AUOs as a result of this assessment

7. Where appropriate, provide a list of *external* organizations, advisory or regional groups, or consortiums directly related to your service area, in which member(s) of your service area are directly involved.
    a. Describe the impact that these affiliations/participation have on your service area (*implications for practice*)

8. Discuss data relevant to your program (will vary by service area, and may include Point of Service Surveys, metrics related to volume and rate of work completion, and other measures of services and outcomes).
    a. Describe implications for practice and improvement

9. Describe your service area's strengths.

10. Describe your service area's challenges.

11. Describe external influences that affect your service area (*both positively and negatively where appropriate*).

12. Describe your service area's vision for the future (can provide short term visioning { three years or less} and long term visioning {four to six years}).

13. List the service area improvement goals and objectives created to achieve your vision. (Form includes opportunity for mapping to College Goals and Objectives, Educational Master Plan, Strategic Plan, IT Strategic Plan, and SLO/PLO/ILO assessment outcomes, along with links to BARC resource requests).

14. If you received any resource allocation last year that was based upon resource prioritization emanating from Program Review, please describe what you received and how it has improved student outcomes.

15. Classified Staff Requests (up to 3), Faculty Position Requests (up to 3)

Template for Comprehensive Program Review 2014-2015
STUDENT SERVICES

1. Provide one-page executive summary of the following components of your Program Review (*complete this section after you have completed all of the other sections*):
   a. Service Area Overview and Description
   b. Strengths
   c. Challenges
   d. External Influences
   e. SLO Assessment and Implications for Improvement
   f. Future Plans/Goals

2. Provide a list of faculty and staff employed in the service area as of Fall 2014.

3. Provide your service area's mission statement and organizational goals.

4. Describe how your service area supports the mission, vision, values and goals of the College.

5. Provide the description of your service area as it appears in the current college catalog.

6. Provide an overview of your service area's AUO/SLOs and the activities that map to them. The *Activities vs. Outcomes Alignment Map* from Taskstream is attached for your convenience.
   a. Describe your assessment plan timeline that assures each SLO will be assessed within the six year accreditation cycle
   b. Describe your SLO assessment process, findings, and action plans (implications for practice)
   c. Describe changes you have made to your SLOs as a result of this assessment

7. Where appropriate, provide a list of *external* organizations, advisory or regional groups, or consortiums directly related to your service area, in which member(s) of your service area are directly involved.
   a. Describe the impact that these affiliations/participation have on your service area (*implications for practice*)

8. Discuss data relevant to your program (will vary by service area, and may include SARS data, Point of Service Surveys, and other measures of services and outcomes).
   a. Describe implications for practice and improvement
   b. Describe implications for advancing Student Support and Success Program requirements and related legislation or regulatory requirements

9. Describe your service area's strengths.

10. Describe your service area's challenges.

11. Describe external influences that affect your service area (*both positively and negatively where appropriate*).

12. Describe your service area's vision for the future (provide short term visioning { three years or less} and long term visioning {four to six years}).

13. List the service area improvement goals and objectives created to achieve your vision. (Form includes opportunity for mapping to College Goals and Objectives, Educational Master Plan, Strategic Plan, IT Strategic Plan, and SLO/PLO/ILO assessment outcomes, along with links to BARC resource requests).

14. If you received any resource allocation last year that was based upon resource prioritization emanating from Program Review, please describe what you received and how it has improved student outcomes.

15. Classified Staff Requests (up to 3), Faculty Position Requests (up to 3)

Template for Comprehensive Program Review 2014-2015
COUNSELING & DSPS

1. Provide a one-page executive summary of the following components of your Program Review (complete this section after you have completed all of the other sections):
   a. Program Overview and Description
   b. Strengths
   c. Challenges
   d. External Influences
   e. SLO Assessment and Implications for Practice
   f. Future Plans/Goals

2. Provide a list of tenured/tenure track faculty and support staff in the program as of Fall 2014.

3. Provide your program's mission statement.

4. Describe how your program supports the mission and goals of the College.

5. Provide the description of your program as it appears in the current college catalog.

6. Review the attached list of degrees and certificates conferred by the program during the past five years, and industry-standard certificates or licensures supported by the program (CTE only for the latter).
   For each award, indicate:
   a. when it was last reviewed and updated
   b. how it is meeting the needs of students, industry/workforce (if CTE), and/or articulation with four year institutions (transfer and CTE)
   c. any changes that are planned if it is not meeting these needs
   d. whether students can complete the degree/certificate requirements within a two year period (sequencing and scheduling of required courses are such that a student could complete them within a two year period or other appropriate timeline per requirements of specialized CTE certificates); this is a requirement of Title 5, California Code of Regulations

7. Provide an overview of your program's Curriculum Review and Development status.
   a. Fill in the attached CurricUNET Curriculum Review Grid, indicating when courses were reviewed or are scheduled to be reviewed in order to be consistent with Title 5 (every six years for transfer/general curriculum and every two years for CTE curriculum)
   b. Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth

8. Provide an overview of your program's Program-Level LO (PLO) Assessment Plan. The overarching Curriculum Map from Taskstream (showing how each course in the program maps to the PLOs) and a five year cumulative SLO assessment spreadsheet are attached for your convenience.
   a. Describe your assessment plan timeline that assures each Program-Level LO will be assessed within the six year accreditation cycle
   b. Describe your PLO assessment process.
   c. Provide an overview of significant findings and actions you have taken to improve student outcomes
   d. Describe the results of the actions you have taken

9. Provide an overview of your Course-Level Assessment Plan. You can use the same support materials for this question as you did for the Program-Level assessment question.
    a. Describe your assessment plan timeline that assures each Course-Level SLO will be assessed within the six year accreditation cycle
    b. Describe your Course-Level SLO assessment process.
    c. Provide an overview of significant findings and actions you have taken to improve student outcomes
    d. Describe the results of the actions you have taken

10. If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (i.e., twice yearly).
    a. Describe the impact that this committee has on your program
    b. Describe changes that have been made to the program as a result of the committee's recommendations

11. If a CTE program, please discuss your labor market indicators.

12. Please refer to your program's data report provided by the Center of Institutional Effectiveness and address the following:
    a. The demographics of your students and implications for practice (how you are responding to the needs of our changing demographics; please address gender, ethnicity, and age, and then the additional demographics that are applicable to your program planning)
    b. Key Performance Indicators (KPIs) for overall program outcomes and implications for practice:
        i. Enrollment
        ii. Retention (counts and rate)
        iii. Success (counts and rate)
        iv. Program GPA
    c. Key Performance Indicators (KPIs) for Productivity and implications for practice:
        i. Sections
        ii. Enrollments
        iii. Capacity
        iv. Fill rates
        v. FTEF (optional)
        vi. Load
        vii. FTES (optional)

13. Discuss other data relevant to your program (*may vary by program*).

14. Discuss your external organization affiliations.

15. Describe your program's strengths.

16. Describe your program's challenges.

17. Describe external influences that affect your program (*both positively and negatively where appropriate*).

18. Describe your program's vision for the future (please provide short term visioning {three years or less} and long term visioning {four to six years}).

19. List the program goals and objectives created to achieve your vision. (Form includes opportunity for mapping to College Goals and Objectives, Educational Master Plan, IT Strategic Plan, and SLO/PLO/ILO assessment outcomes, along with links to resource requests)

20. Classified Staff Requests (up to 3), Faculty Position Requests (up to 3)

21. Closing the loop on prior year resource allocations: If you received funding for one or more resource requests in 2012-2013 or 2013-2014, please provide a detailed discussion of what you received and how it has been used to advance your student service area's outcomes. Please reference student service area's outcomes assessment and other data. Describe implications for practice and improvement.

XI. Program Review Documents

Provided here are module outlines for each division, with examples of content and a brief discussion of how the data can be used in institutional planning. Also provided are the review sheets for the dean/manager and for the peer liaison.

Instructional Module Outline with Content Expectations and Function Map 2014-2015			
#	Questions/Prompts	Content/Deliverable from LW	Where the Information is Used
1	Summary of Program Review: Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, Future Plans/Goals and Needs	1 page summary, Lead Writer (LW) addresses each of the six specific areas following completion of all other sections	This appears at the beginning of the Program Review, serving as an executive summary for readers, and is extracted and included in the Summaries Report that is given to President's Cabinet and posted on the website with the Annual Report (results of liaison findings for evaluation of the Program Reviews)
2	List of faculty/staff in program or service area	LW provides list of faculty and separate list for staff for the program	This provides a historical summary of the tenured/tenure track faculty and classified staff for the year of the report
3	Provide Program Mission Statement	Copy/Paste from file; if there isn't one, draft one	This provides the program or service area mission statement and can be extracted for purposes of reviewing over all mission
4	Describe how program mission/goals align w/ college mission/goals	1-2 paragraphs describing how they align - reference specific parts of the mission and strategic directions/goals/objectives	This piece is the connection between what the College is working toward and what the program is working toward; they must be in alignment; will be extracted to review for operational/strategic planning
5	Description of program from Catalog	Copy/Paste from Catalog	The catalog is our legally binding document, and this incorporates what we say we do into the program review document

6	Degrees and Certificates- for each degree or cert listed, indicate when it was last reviewed and updated, how it meets needs of students, industry/workforce, and/or transfer/articulation, AND if students can complete the goal within a two year period	We provide list, LW provides status of each degree/cert according to questions listed, and planned changes for the future, including new programs or certificates	This section demonstrates the level of review and relevance of the programs, consistent with state regulations, and can be extracted to a report of all programs for the Executive Staff and other leadership to review over all instructional offerings
7	CurricUNET Curriculum Review Grid: a) fill in dates for review b) paragraph on curriculum changes and development	We provide curriculum grid in excel (from CurricUNET); LW completes dates of review and a paragraph on changes and development of curriculum.	This section accompanies the prompt on degrees and certificates, at the course level, and can be used in conjunction with that response in an overall report for use by the Executive Staff and other leadership
8	PLO overview a) Describe timeline to assess all PLO's by 6/15 b) Describe PLO assessment process c) Overview of significant findings and actions d) Results of actions/interventions taken to improve outcomes	We provide Program LO assessment spreadsheet and curriculum map (TS). They answer each of the 4 questions, 1-2 paragraphs each, according to content.	This section can be extracted into a separate report to demonstrate for ACCJC the assessment process and overall findings and actions of program level SLOs.
9	Course SLO overview a) Describe timeline to assess all Course SLO's by 6/15 b) Describe Course SLO assessment process c) Overview of significant findings and actions d) Results of actions/interventions taken to improve outcomes	We provide course SLO spreadsheets (from TS). LW answers each of 4 questions regarding overall course assessment, findings, and action plans - with results of actions (interventions). The length of the responses will vary according to the number of courses in the program; but should be 1-2 paragraphs for a and b, and up to a page for c and d	This section accompanies the prompt on program level SLOs, at the course level. It can be included in the same report as program assessment to demonstrate for ACCJC the assessment process and overall findings and actions of the course level SLOs
10	List CTE Advisory Community Members/Chair	CTE only: List Advisory Members/Chair and when they meet (e.g. each semester, monthly…)	This section can be extracted into a separate report to demonstrate for the state and ACCJC that CTE programs are working in conjunction with industry experts in planning and direction of program

11	CTE Discuss Market Indicators	CTE: Provide Labor Market Indicators (present and future) for the profession	This section accompanies the previous prompt, and provides data relevant to labor market for CTE programs; it can be extracted as well for the report
12	Analyze KPI Data with Implications for Practice a) Demographics b) Achievement Outcomes c) Productivity	We provide data and a box for each of the metrics. LW analyzes and responds to data, observing trends and details, along with how this information will apply to their practice. The section on demographics should be approximately 2 paragraphs and focus on results of analysis of the disaggregated data in terms of implications for practice; achievement outcomes should focus on trends in success and retention (both online and on-campus) and be approximately 2-3 paragraphs, including trends and implications for practice; productivity data should be approximately 2 paragraphs and address efficiencies of the program relative to curricular needs (class size), pedagogy, and student demand, and implications for practice	This section encapsulates the three primary required (USDOE) data sets, which can be reviewed together or extracted individually for evaluation or review institutionally, particularly for the purpose of planning at various levels, including strategic/operational
13	Discuss other program related data	Optional, if the program has additional data that they collect, analyze and act upon, then they provide this information and discussion.	This section can be extracted to inform planning
14	Program Strengths	2-3 paragraphs describing program strengths	This section can extracted to create a report of strengths -with the CBR analyzing and providing an overview of trends for strategic/operational planning
15	Program Challenges	2-3 paragraphs describing program challenges	This section can be used as the previous item will be used
16	External Influences	2-3 paragraphs describing external influences	This section can be used as the previous item will be used

17	Describe vision a) 3 years -short term b) 6 years -long term	LW provides discussion of the program's vision of where it wants to be in 3 years and 6 years; vision is based upon the gap between the program mission and what the program evaluation/assessment shows the program has achieved -vision should be approximately 1-2 paragraphs in length. The vision will then lead to the improvement goals	This section can be extracted to inform planning by providing an overview of trends in vision

18	Improvement goals (with their objectives) designed by the program in order to reach its vision. For each improvement goal, state:
	a) The Improvement Goal- and map to:
	    - Strategic Directions/Goals/Objectives
	    - SLO/PLO/ILO Assessment outcomes, if collected yet, or planned assessment if not yet assessed -IT Strategic Plan (optional)
	    - Facilities Master Plan (optional)
	b) List objectives needing to be completed in order to achieve the improvement goal, then for each objective, list:
	    - actions needed to be taken
	    - timeline for actions
	    - Assessment plan (to be conducted on the action once completed, to know if improvement goal was achieved)
	    - Resources needed to achieve objective (link to resource request: BARC - equipment and supplies, technology, and facilities; FHPC -faculty requests; CHPC-classified requests)
		(There may be multiple improvement goals, with specific objectives that lead to each goal's achievement; however there should not be more than 3-5 goals in any unit level plan -remember that this is for addressing overarching improvement goals.) An improvement goal will be a single sentence that explains the high level overview of what the program wants to achieve. Following the goal, the LW will list several actionable objectives for achieving the goal -the objectives identify the action (what needs to be done), the period during which it will take place, the assessment plan that will identify whether the outcome has been achieved, and resources needed to achieve each objective. The LW will then complete a separate request form for each resource requested (e.g., if LW requests a new faculty member as one of the program's objectives, he/she will need to fill out a Faculty Hiring Request Form; if LW requests new equipment, he/she will have to fill out an Equipment/Supplies request form for BARC). In addition, the LW will also map the goal to a drop-down list of the EMP's Strategic Directions/Goals/Objectives.	This section is complex and will be used in section a to demonstrate how each of the programs is addressing the College's overarching Strategic Directions/Goals/Objectives (mapping) and how the program goals/objectives link to SLO/AUO assessment and action planning. Section b operationalizes the plan and provides the SMART component of specific objectives needed to achieve the goals, along with resources needed to achieve the objectives. This section will support all resource allocation requests and can be printed out and provided to allocation prioritization committees by request. This section provides the base point for completing the next step of the resource request process, which is completion of the appropriate resource request form.

19	Close the loop on resource allocations from last year. State what resources the program received -the goal that it addressed, and how it impacted (improved or didn't improve) the goal and learning outcomes or administrative outcomes (include data)	Reporting on each resource allocation will entail approximately one paragraph to answer the specific questions.	This section closes the loop on resource allocation and can be extracted into an overall report that can be used for planning purposes and for demonstrating to ACCJC that the College evaluates and assures that expenditures are connected to improvement outcomes.
20	Hiring Requests		

Manager's Review: Instructional Program Review 2014/15

Process for Completing the Program Review:
Please check all that apply:
- The lead writer collaborated with the following personnel within the program or department to research and complete the Program Review:
  - ☐ Other faculty (tenured/tenure track and/or adjunct)
  - ☐ Department chair
  - ☐ Support staff
  - ☐ Dean

Content of the Program Review
Please check all that apply:
- The program addressed:
  - ☐ All required components of the Program Review
  - ☐ Most required components of the Program Review
  - ☐ Few of the required components of the Program Review

- The program made effective use of:
  - ☐ Data –specifically related to demographic, outcomes, and productivity data provided by the Campus Research Office
  - ☐ Data –other data provided by the Campus Research Office
  - ☐ Data –specific to student equity planning
  - ☐ Data –other data, from sources other than the Campus Research Office
  - ☐ Curriculum/program analysis and review
  - ☐ SLO assessment and action plans: closing the loop
  - ☐ Analysis of strengths, challenges, and external influences
  - ☐ Statement of vision
  - ☐ Statement of improvement goals and objectives
  - ☐ Aligning the program's improvement goals and objectives with the College's Strategic Directions and Goals, and other plans where appropriate
  - ☐ Relating program resource needs to improved student learning

Dean's Comments
- Text box for comments

Liaison Evaluation Guide: Instructional Program Review 2014/15

Please check all responses that apply to this Program Review:

Introductory Section

☐ The one page executive summary was complete and included a brief narrative of the following: Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The one page executive summary was *incomplete* and addressed some but not all of the required components, which included a brief description of the Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The program did not complete the executive summary

☐ The program included a current listing of the faculty and staff in the program

☐ The program did not include a current listing of the faculty and staff in the program

☐ The program included its mission statement

☐ The program did not include its mission statement

☐ The program included a statement on how its program mission addresses/aligns with the College mission and goals

☐ The program did not include a statement on how its program mission addresses/aligns with the College mission and goals

☐ The program included the description of the program as it appears in the catalog

☐ The program did not include the description of the program as it appears in the catalog

Curriculum and Degrees

☐ The program provided a complete review of the status of its degrees and certificates and the dates of their last review, and a statement of how the degree/certificate meets student needs, workforce development, and/or transfer

☐ The program provided a partial review of the status of its degrees and certificates and the dates of their last review, and a statement of how the degree/certificate meets student needs, workforce development, and/or transfer

☐ The program stated that students could complete the program or certificate within a two year period (that all required courses are offered at least once and in the proper sequencing within a two year period)

☐ The program did not indicate whether students could complete the program or certificate within a two year period (that all required courses are offered at least once and in the proper sequencing within a two year period)

☐ The program completed the CurricUNET Curriculum Review Grid, indicating when its courses would be reviewed (to assure the six year or two year review cycle), and wrote a paragraph addressing any curriculum changes and development

☐ The program did not provide a complete response to the CurricUNET Curriculum Review Grid query, indicating when its courses would be reviewed (to assure the six year or two year review cycle) or if there were changes or development to the curriculum

Student Learning Assessment

☐ The program provided a complete Program-Level LO overview, including the timeline to assess all program-level SLOs, its PLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not provide a *complete* Program-Level LO overview; it did not include one or more of the requirements, such as the timeline to assess all program-level SLOs, its PLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not address its Program-Level LOs

☐ The program provided a complete Course-Level SLO overview, including the timeline to assess all course-level SLOs, the program's course SLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not provide a *complete* Course-Level SLO overview; it did not include one or more of the requirements, such as the timeline to assess all course-level SLOs, the program's course SLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not address its Course-Level SLOs

CTE PROGRAMS ONLY

☐ The CTE program included the membership, chair, and meeting schedule of its Advisory Committee

☐ The CTE program did not include all information pertaining to membership, chair, or meeting schedule of its Advisory Committee

☐ The CTE program provided a discussion of labor market indicators affecting its program

☐ The CTE program did not provide a discussion of labor market indicators affecting its program

Key Performance Indicators for Instruction

☐ The program provided an analysis of trends in its student demographic data and discussed implications for practice
The program did not provide a complete analysis of trends in its student demographic data and/or discussion implications for practice

☐ The program provided an analysis of trends in its student outcomes data, including but not limited to success and retention, both online and on-campus, and disaggregated by age, gender, and ethnicity, and included a discussion of implications for practice

☐ The program did not provide a complete analysis of trends in its student outcomes data, omitting one or more of the topics of success and retention, both online and on-campus, and/or disaggregated by age, gender, and ethnicity, and/or discussion of implications for practice

☐ The program provided an analysis of trends in its productivity data, including discussion of efficiencies of the program relative to curricular needs (class size), pedagogy, and student demand, and discussed implications for practice

☐ The program did not provide a complete analysis of trends in its productivity data, omitting one or more of the requirements, such as a discussion of efficiencies of the program relative to curricular needs (class size), pedagogy, and/or student demand, and/or discussion of implications for practice

Other Data: Optional

☐ The program provided additional data relative to its discipline and discussed its implications for practice

Strengths, Challenges, and External Influences
- ☐ The program provided a discussion of its strengths, including data where appropriate to support its assertions where appropriate
- ☐ The program did not provide a discussion of its strengths

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- ☐ The program provided a discussion of its challenges, including data where appropriate to support its assertions where appropriate
- ☐ The program did not provide a discussion of its challenges

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- ☐ The program provided a discussion of external influences affecting the program, both positively and negatively, including data where appropriate to support its assertions where appropriate
- ☐ The program did not provide a discussion of external influences

Vision
- ☐ The program provided a discussion of its vision for the future, broken down by short term goals (3 years or less) and long term goals (4 to 6 years) where appropriate
- ☐ The program did not provide a discussion of its vision for the future

Improvement Goal 1
- ☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan
- ☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

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- ☐ The program submitted a partially completed improvement goal
- ☐ The program submitted a partially completed set of objectives

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- ☐ The program did not submit an improvement goal
- ☐ The program did not submit objectives

Improvement Goal 2 (Optional)
- ☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan
- ☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

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- ☐ The program submitted a partially completed improvement goal
- ☐ The program submitted a partially completed set of objectives

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- ☐ The program did not submit an improvement goal
- ☐ The program did not submit objectives

Improvement Goal 3 (Optional)

☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The program submitted a partially completed improvement goal
☐ The program submitted a partially completed set of objectives

☐ The program did not submit an improvement goal
☐ The program did not submit objectives

Improvement Goal 4 (Optional)

☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The program submitted a partially completed improvement goal
☐ The program submitted a partially completed set of objectives

☐ The program did not submit an improvement goal
☐ The program did not submit objectives

Resource Requests (Optional)

☐ The program submitted appropriate resource request forms for all allocations related to BARC: equipment and supplies, etc.
☐ The program did not submit the appropriate resource request forms for allocations related to BARC: equipment and supplies, etc.
☐ The program did not submit a request as it did not identify any needs related to BARC prioritization in its Program Review

☐ The program submitted appropriate resource request forms for all allocations related to Faculty Hiring Prioritization
☐ The program did not submit the appropriate resource request forms for allocations related to Faculty Hiring Prioritization
☐ The program did not submit a request as it did not identify any needs related to Faculty Hiring Prioritization in its Program Review

☐ The program submitted appropriate resource request forms for all allocations related to Classified Hiring Prioritization
☐ The program did not submit the appropriate resource request forms for allocations related to Classified Hiring Prioritization
☐ The program did not submit a request as it did not identify any needs related to Classified Hiring Prioritization in its Program Review

Closing the Loop on Prior Year Resource Allocations

☐ The program addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)

☐ The program partially addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)

The program received resources but did not respond to this question

☐ The program did not receive any resources in the prior year

Administrative Services Outline with Content Expectations and Function Map 2014-2015		
#	Questions/Prompts	Content/Deliverable from LW	Where the Information is Used
1	Summary of program review: Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, Future Plans/Goals and Needs	1 page summary, Lead Writer (LW) addresses each of the six specific areas following completion of all other sections	This appears at the beginning of the program review, serving as an executive summary for readers, and is extracted and included in the Summaries Report that is given to President's Cabinet and posted on the website with the Annual Report (results of liaison findings for evaluation of the program reviews)
2	List of staff in program or administrative unit	LW provides list of staff	This provides a historical summary of the contract staff for the year of the report
3	Provide Administrative Unit Mission Statement and Goals	Copy/Paste from file; if there isn't such a document, draft one	This provides the program or administrative unit mission statement and can be extracted for purposes of reviewing overall mission
4	Describe how program/administrative unit mission/goals align w/ college mission/strategic directions and goals	2-3 paragraphs describing how they align - reference specific parts of the mission and strategic directions/goals/objectives	This piece is the connection between what the college is working toward and what the program is working toward; they must be in alignment; will be extracted to review for operational/strategic planning
5	Description of administrative unit/program from Catalog	Copy/Paste from Catalog	The catalog is our legally binding document, and this incorporates what we officially state that we do into the program review document

6	Provide an overview of your unit's Administrative Unit Outcomes and the activities that map to them. a) Describe your assessment timeline to assess all AUOs by 6/15 b) Describe your AUO assessment process c) Overview of significant findings and actions d) Results of actions/interventions taken to improve outcomes	We provide the unit's Activities vs. Outcomes Alignment Map from Taskstream. The LW answers each of the 4 prompts, 1-2 paragraphs each, according to complexity of content.	This section can be extracted into a separate report to demonstrate for ACCJC the assessment process and overall findings and actions of administrative units
7	Where appropriate, provide a discussion of external organizations, advisory or regional groups, or consortiums directly related to your administrative area, in which member(s) of your area are involved. Describe the impact these affiliations/participation have on your service area (with implications for practice).	If the administrative area is not involved in such activities, write a sentence stating this. If it is involved in these types of activities, write a paragraph on each one, listing the name of the organization, what it addresses, and the impact that the affiliation/participation has on your administrative area -how it benefits effectiveness of the unit.	This section can be extracted to document for ACCJC how we assure legal compliance and current practice where appropriate and/or improved effectiveness of the unit.
8	Discuss data relevant to your program (will vary by administrative area, and may include Point of Service Surveys, metrics related to volume and rate of work completion, and/or other measures of services, work, and/or effectiveness). Describe implications for practice and improvement.	Provide 2-3 paragraphs (or more if the data are more extensive) to report the data, analyze it, and describe its implications for practice and improvement.	This section can be extracted to inform planning
9	Program Strengths	2-3 paragraphs describing program strengths	This section can extracted to create a report of strengths -with the CBR analyzing and providing an overview of trends for strategic/operational planning

10	Program Challenges	2-3 paragraphs describing program challenges	This section can be used as the previous item will be used
11	External Influences	2-3 paragraphs describing external influences	This section can be used as the previous item will be used
12	Describe the administrative area's vision for the future a) 3 years -short term b) 6 years -long term	LW provides discussion of the program's vision of where it wants to be in 3 years and 6 years; vision is based upon the gap between the program mission and what the program evaluation/assessment shows the program has achieved -vision should be approximately 1-2 paragraphs in length. The vision will then lead to the improvement goals	This section can be extracted to inform planning by providing an overview of trends in vision

13	Improvement goals (with their objectives) designed by the program in order to reach its vision. For each improvement goal, state:
	 a) The Improvement Goal- and map to:
	    - Strategic Directions/Goals/Objectives
	    - SLO/PLO/ILO Assessment outcomes, if collected yet, or planned assessment if not yet assessed -IT Strategic Plan (optional)
	    - Facilities Master Plan (optional)
	 b) List objectives needing to be completed in order to achieve the improvement goal, then for each objective, list:
	    - actions needed to be taken
	    - timeline for actions
	    - Assessment plan (to be conducted on the action once completed, to know if improvement goal was achieved)
	    - Resources needed to achieve objective (link to resource request: BARC - equipment and supplies, technology, and facilities; FHPC -faculty requests; CHPC-classified requests)
		(There may be multiple improvement goals, with specific objectives that lead to each goal's achievement; however there should not be more than 3-5 goals in any unit level plan -remember that this is for addressing overarching improvement goals.) An improvement goal will be a single sentence that explains the high level overview of what the program wants to achieve. Following the goal, the LW will list several actionable objectives for achieving the goal -the objectives identify the action (what needs to be done), the period during which it will take place, the assessment plan that will identify whether the outcome has been achieved, and resources needed to achieve each objective. The LW will then complete a separate request form for each resource requested (e.g., if LW requests a new faculty member as one of the program's objectives, he/she will need to fill out a Faculty Hiring Request Form; if LW requests new equipment, he/she will have to fill out an Equipment/Supplies request form for BARC). In addition, the LW will also map the goal to a drop-down list of the EMP's Strategic Directions/Goals/Objectives.	This section is complex and will be used in a section to demonstrate how each of the programs is addressing the college's overarching Strategic Directions/Goals/ Objectives (mapping) and how the program goals/objectives link to SLO/AUO assessment and action planning. Section b operationalizes the plan and provides the SMART component of specific objectives needed to achieve the goals, along with resources needed to achieve the objectives. This section will support all resource allocation requests and can be printed out and provided to allocation prioritization committees by request. This section provides the base point for completing the next step of the resource request process, which is completion of the appropriate resource request form.

14	Close the loop on resource allocations from last year. State what resources the program received -the goal that it addressed, and how it impacted (improved or didn't improve) the goal and learning outcomes or administrative outcomes (include data)	Reporting on each resource allocation will entail approximately one paragraph to answer the specific questions.	This section closes the loop on resource allocation and can be extracted into an overall report that can be used for planning purposes and for demonstrating to ACCJC that the college evaluates and assures that expenditures are connected to improvement outcomes.

Manager's Review: Administrative Units Program Review 2014/15

Process for Completing the Program Review
Please check all that apply:
- The lead writer collaborated with the following personnel within the administrative unit or division to research and complete the Program Review:
  - ☐ Staff, including support staff
  - ☐ Supervisor
  - ☐ Division Head: including President or Vice President (if different from Supervisor)

Content of the Program Review
Please check all that apply:
- The administrative unit addressed:
  - ☐ All required components of the Program Review
  - ☐ Most required components of the Program Review
  - ☐ Few of the required components of the Program Review

- The administrative unit made effective use of:
  - ☐ Data –provided by the Campus Research Office
  - ☐ Data –other data, from sources other than the Campus Research Office
  - ☐ Data –specific to student equity planning
  - ☐ AUO assessment and action plans: closing the loop
  - ☐ Impact of external affiliations
  - ☐ Analysis of strengths, challenges, and external influences
  - ☐ Statement of vision
  - ☐ Statement of improvement goals and objectives
  - ☐ Aligning the program's improvement goals and objectives with the College's Strategic Directions and Goals, and other plans where appropriate
  - ☐ Relating the unit's resource needs to improved student outcomes

Supervisor's Comments
- Text box for comments

Liaison Evaluation Guide: Administrative Unit Program Review 2014/15

Please check all responses that apply to this Program Review:

Introductory Section

☐ The one page executive summary was complete and included a brief narrative of the following: Program Overview and Description, Strengths, Challenges, External Influences, AUO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The one page executive summary was *incomplete* and addressed some but not all of the required components, which included a brief description of the Program Overview and Description, Strengths, Challenges, External Influences, AUO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The administrative unit did not complete the executive summary

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☐ The administrative unit included a current listing of the administrators, staff, and faculty employed in the program

☐ The administrative unit did not include a current listing of the administrators, staff, and faculty employed in the program

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☐ The administrative unit included its mission statement and goals

☐ The administrative unit did not include its mission statement and goals

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☐ The administrative unit included a statement on how its mission and goals address/align with the College's mission and goals

☐ The administrative unit did not include a statement on how its mission address/align with the College's mission and goals

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☐ The Program Review included the description of the administrative unit as it appears in the catalog

☐ The Program Review did not include the description of the administrative unit as it appears in the catalog

☐ The administrative unit stated that its description does not appear in the catalog

Administrative Unit Outcome (AUO) Assessment

☐ The administrative unit provided a complete overview of its Administrative unit Outcomes (AUOs) and the activities that map to them. The administrative unit described its timeline to assess all AUOs, its AUO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not provide a *complete* overview of its Administrative unit Outcomes (AUOs) and the activities that map to them. It did not include one or more of the requirements, such as including the timeline to assess all AUOs, its AUO assessment process, significant findings and actions, and/or results of actions or interventions taken to improve outcomes

Data Relevant to Administrative Unit

- ☐ The administrative unit provided and analyzed data relevant to the effectiveness of its operation and discussed its implications for practice
- ☐ The administrative unit did not complete this requirement, and did not provide and analyze data relevant to the effectiveness of its operation, and/or discuss its implications for practice

External Organization Affiliations (Optional)

- ☐ The administrative unit listed organizations, advisory or regional groups, or consortiums to which its employees belong and discussed the impact these affiliations have on the effectiveness of the unit, with implications for practice

Strengths, Challenges, and External Influences

- ☐ The administrative unit provided a discussion of its strengths, including data where appropriate to support its assertions
- ☐ The administrative unit did not provide a discussion of its strengths

- ☐ The administrative unit provided a discussion of its challenges, including data where appropriate to support its assertions
- ☐ The administrative unit did not provide a discussion of its challenges

- ☐ The administrative unit provided a discussion of external influences affecting the program, both positively and negatively, including data where appropriate to support its assertions
- ☐ The administrative unit did not provide a discussion of external influences

- ☐ The administrative unit provided an analysis of trends in its productivity data, including discussion of efficiencies of the program relative to curricular needs (class size), pedagogy, and student demand, and discussed implications for practice

Vision

- ☐ The administrative unit provided a discussion of its vision for the future, broken down by short term goals (3 years or less) and long term goals (4 to 6 years) where appropriate
- ☐ The administrative unit did not provide a discussion of its vision for the future

Improvement Goal 1

- ☐ The administrative unit provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the administrative unit's AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan
- ☐ The administrative unit provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

- ☐ The administrative unit submitted a partially completed improvement goal
- ☐ The administrative unit submitted a partially completed set of objectives

- ☐ The administrative unit did not submit an improvement goal
- ☐ The administrative unit did not submit objectives

Improvement Goal 2 (Optional)

☐ The administrative unit provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the administrative unit's AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The administrative unit provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The administrative unit submitted a partially completed improvement goal
☐ The administrative unit submitted a partially completed set of objectives

☐ The administrative unit did not submit an improvement goal
☐ The administrative unit did not submit objectives

Improvement Goal 3 (Optional)

☐ The administrative unit provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the administrative unit's AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The administrative unit provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The administrative unit submitted a partially completed improvement goal
☐ The administrative unit submitted a partially completed set of objectives

☐ The administrative unit did not submit an improvement goal
☐ The administrative unit did not submit objectives

Improvement Goal 4 (Optional)

☐ The administrative unit provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the administrative unit's AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The administrative unit provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The administrative unit submitted a partially completed improvement goal
☐ The administrative unit submitted a partially completed set of objectives

☐ The administrative unit did not submit an improvement goal
☐ The administrative unit did not submit objectives

Resource Requests (Optional)

- ☐ The administrative unit submitted appropriate resource request forms for all allocations related to BARC: equipment and supplies, etc.
- ☐ The administrative unit did not submit the appropriate resource request forms for allocations related to BARC: equipment and supplies, etc.
- ☐ The program did not submit a request as it did not identify any needs related to BARC prioritization in its Program Review

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- ☐ The administrative unit submitted appropriate resource request forms for all allocations related to Faculty Hiring Prioritization
- ☐ The administrative unit did not submit the appropriate resource request forms for allocations related to Faculty Hiring Prioritization
- ☐ The administrative unit did not submit a request as it did not identify any needs related to Faculty Hiring Prioritization in its Program Review

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- ☐ The administrative unit submitted appropriate resource request forms for all allocations related to Classified Hiring Prioritization
- ☐ The administrative unit did not submit the appropriate resource request forms for allocations related to Classified Hiring Prioritization
- ☐ The administrative unit did not submit a request as it did not identify any needs related to Classified Hiring Prioritization in its Program Review

Closing the Loop on Prior Year Resource Allocations

- ☐ The administrative unit addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)
- ☐ The administrative unit partially addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)
- ☐ The administrative unit did not receive any resources in the prior year

	Student Services Outline with Content Expectations and Function Map 2014-2015		
#	**Questions/Prompts**	**Content/Deliverable from LW**	**Where the Information is Used**
1	Summary of program review: Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, Future Plans/Goals and Needs	1 page summary, Lead Writer (LW) addresses each of the six specific areas following completion of all other sections	This appears at the beginning of the program review, serving as an executive summary for readers, and is extracted and included in the Summaries Report that is given to President's Cabinet and posted on the website with the Annual Report (results of liaison findings for evaluation of the program reviews)
2	List of faculty/staff in program or service area	LW provides list of faculty and separate list for staff for the program	This provides a historical summary of the tenured/tenure track faculty and classified staff for the year of the report
3	Provide Service Area's Mission Statement and Organizational Goals	Copy/Paste from file; if there isn't such a document, draft one	This provides the program or service area mission statement and can be extracted for purposes of reviewing overall mission
4	Describe how service area mission/goals align w/ college mission/strategic directions and goals	2-3 paragraphs describing how they align - reference specific parts of the mission and strategic directions/goals/objectives	This piece is the connection between what the college is working toward and what the program is working toward; they must be in alignment; will be extracted to review for operational/strategic planning
5	Description of service area from Catalog	Copy/Paste from Catalog	The catalog is our legally binding document, and this incorporates what we officially state that we do into the program review document

6	Provide an overview of your area's Student Learning Outcomes and/or Administrative Unit Outcomes and the activities that map to them. a) Describe your assessment timeline to assess all SLOs/AUOs by 6/15 b) Describe your SLO/AUO assessment process c) Overview of significant findings and actions d) Results of actions/interventions taken to improve outcomes	We provide the unit's Activities vs. Outcomes Alignment Map from Taskstream. The LW answers each of the 4 prompts, 1-3 paragraphs each, according to complexity of content.	This section can be extracted into a separate report to demonstrate for ACCJC the assessment process and overall findings and actions of administrative units
7	Where appropriate, provide a discussion of external organizations, advisory or regional groups, or consortiums directly related to your administrative area, in which member(s) of your area are involved. Describe the impact these affiliations/participation have on your service area (with implications for practice).	If the administrative area is not involved in such activities, write a sentence stating this. If it is involved in these types of activities, write a paragraph on each one, listing the name of the organization, what it addresses, and the impact that the affiliation/participation has on your administrative area -how it benefits effectiveness of the unit.	This section can be extracted to document for ACCJC how we assure legal compliance and current practice where appropriate and/or improved effectiveness of the unit.
8	Discuss data relevant to your program (will vary by service area, and may include Point of Service Surveys, SARS data, and other measures of services, work, and/or effectiveness). Describe implications for practice and improvement. Describe implications for advancing Student Support and Success Program requirements and related legislation or regulatory requirements.	Provide 3-4 paragraphs (or more according to volume and complexity of data) to report the data, analyze it, and describe its implications for practice and improvement. Include specific discussion on how it will advance SSSP practices/requirements and related legislation or regulatory requirements, including student equity.	This section can be extracted to inform planning

9	Service Area Strengths	2-3 paragraphs describing service area strengths	This section can extracted to create a report of strengths -with the CBR analyzing and providing an overview of trends for strategic/operational planning
10	Program Challenges	2-3 paragraphs describing service area challenges	This section can be used as the previous item will be used
11	External Influences	2-3 paragraphs describing external influences	This section can be used as the previous item will be used
12	Describe the service area's vision for the future a) 3 years -short term b) 6 years -long term	LW provides discussion of the service area's vision of where it wants to be in 3 years and 6 years; vision is based upon the gap between the program mission and what the program evaluation/assessment shows the program has achieved -vision should be approximately 2-3 paragraphs in length. The vision will then lead to the improvement goals	This section can be extracted to inform planning by providing an overview of trends in vision

13	Improvement goals (with their objectives) designed by the program in order to reach its vision. For each improvement goal, state:
	a) The Improvement Goal- and map to:
	    - Strategic Directions/Goals/Objectives
	    - SLO/PLO/ILO Assessment outcomes, if collected yet, or planned assessment if not yet assessed -IT Strategic Plan (optional)
	    - Facilities Master Plan (optional)
	b) List objectives needing to be completed in order to achieve the improvement goal, then for each objective, list:
	    - actions needed to be taken
	    - timeline for actions
	    - Assessment plan (to be conducted on the action once completed, to know if improvement goal was achieved)
	    - Resources needed to achieve objective (link to resource request: BARC - equipment and supplies, technology, and facilities; FHPC -faculty requests; CHPC-classified requests)
		(There may be multiple improvement goals, with specific objectives that lead to each goal's achievement; however there should not be more than 3-5 goals in any unit level plan -remember that this is for addressing overarching improvement goals.) An improvement goal will be a single sentence that explains the high level overview of what the program wants to achieve. Following the goal, the LW will list several actionable objectives for achieving the goal -the objectives identify the action (what needs to be done), the period during which it will take place, the assessment plan that will identify whether the outcome has been achieved, and resources needed to achieve each objective. The LW will then complete a separate request form for each resource requested (e.g., if LW requests a new faculty member as one of the program's objectives, he/she will need to fill out a Faculty Hiring Request Form; if LW requests new equipment, he/she will have to fill out an Equipment/Supplies request form for BARC). In addition, the LW will also map the goal to a drop-down list of the EMP's Strategic Directions/Goals/Objectives.	This section is complex and will be used in a section to demonstrate how each of the programs is addressing the college's overarching Strategic Directions/Goals/ Objectives (mapping) and how the program goals/objectives link to SLO/AUO assessment and action planning. Section b operationalizes the plan and provides the SMART component of specific objectives needed to achieve the goals, along with resources needed to achieve the objectives. This section will support all resource allocation requests and can be printed out and provided to allocation prioritization committees by request. This section provides the base point for completing the next step of the resource request process, which is completion of the appropriate resource request form.

14	Close the loop on resource allocations from last year. State what resources the service area received -the goal that it addressed, and how it impacted (improved or didn't improve) the goal and student learning outcomes or administrative outcomes (include data)	Reporting on each resource allocation will entail approximately one paragraph to answer the specific questions.	This section closes the loop on resource allocation and can be extracted into an overall report that can be used for planning purposes and for demonstrating to ACCJC that the college evaluates and assures that expenditures are connected to improvement outcomes.

Manager's Review: Student Services Program Review 2014/15

Process for Completing the Program Review

Please check all that apply:

- The lead writer collaborated with the following personnel within the service area or division to research and complete the Program Review:
  - ☐ Faculty
  - ☐ Staff, including support staff
  - ☐ Supervisor
  - ☐ Dean or Vice President (if different from Supervisor)

Content of the Program Review

Please check all that apply:

- The service area addressed:
  - ☐ All required components of the Program Review
  - ☐ Most required components of the Program Review
  - ☐ Few of the required components of the Program Review

- The service area made effective use of:
  - ☐ Data –provided by the Campus Research Office
  - ☐ Data –specific to delivery of student services, such as SARS data and other measures of work/product/service delivery
  - ☐ Data –specific to student equity planning
  - ☐ Data –other data, from sources other than the Campus Research Office or internal data collection
  - ☐ SLO and AUO assessment and action plans: closing the loop
  - ☐ Impact of external affiliations on effectiveness of service area
  - ☐ Analysis of strengths, challenges, and external influences
  - ☐ Statement of vision
  - ☐ Statement of improvement goals and objectives
  - ☐ Aligning the program's improvement goals and objectives with the College's Strategic Directions and Goals, and other plans where appropriate
  - ☐ Relating the unit's resource needs to improved student outcomes

Supervisor's Comments

- Text box for comments

Liaison Evaluation Guide: Student Services Program Review 2014/15

Please check all responses that apply to this Program Review:

Introductory Section

☐ The one page executive summary was complete and included a brief narrative of the following: Program Overview and Description, Strengths, Challenges, External Influences, AUO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The one page executive summary was *incomplete* and addressed some but not all of the required components, which included a brief description of the Program Overview and Description, Strengths, Challenges, External Influences, AUO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The service area did not complete the executive summary

☐ The service area included a current listing of the administrators, staff, and faculty employed in the program

☐ The service area did not include a current listing of the administrators, staff, or faculty employed in the program

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☐ The service area included its mission statement and goals

☐ The service area did not include its mission statement and goals

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☐ The service area included a statement on how its mission and goals address/align with the College's mission and goals

☐ The service area did not include a statement on how its mission address/align with the College's mission and goals

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☐ The Program Review included the description of the service area as it appears in the catalog

☐ The Program Review did not include the description of the service area as it appears in the catalog

☐ The service area stated that its description does not appear in the catalog

Service Area Outcome (AUO) Assessment

☐ The service area provided a complete overview of its Service Area Outcomes (SLOs/AUOs) and the activities that map to them. The service area described its timeline to assess all SLOs/AUOs, its SLO/AUO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not provide a *complete* overview of its Service Area Outcomes (SLOs/AUOs) and the activities that map to them. It did not include one or more of the requirements, such as including the timeline to assess all SLOs/AUOs, its SLO/AUO assessment process, significant findings and actions, and/or results of actions or interventions taken to improve outcomes

Data Relevant to Service Area

☐ The service area provided and analyzed data relevant to the effectiveness of its operation and discussed its implications for practice

☐ The service area did not complete this requirement, and did not provide and analyze data relevant to the effectiveness of its operation, and/or discuss its implications for practice

☐ The service area provided an analysis of how it can/will address improving student equity in its area of service

☐ The service area did not provide an analysis of how it can/will address improving student equity in its area of service

External Organization Affiliations (Optional)

☐ The service area listed organizations, advisory or regional groups, or consortiums to which its employees belong and discussed the impact these affiliations have on the effectiveness of the unit, with implications for practice

Strengths, Challenges, and External Influences

☐ The service area provided a discussion of its strengths, including data where appropriate to support its assertions

☐ The service area did not provide a discussion of its strengths

☐ The service area provided a discussion of its challenges, including data where appropriate to support its assertions

☐ The service area did not provide a discussion of its challenges

☐ The service area provided a discussion of external influences affecting the program, both positively and negatively, including data where appropriate to support its assertions

☐ The service area did not provide a discussion of external influences

Vision

☐ The service area provided a discussion of its vision for the future, broken down by short term goals (3 years or less) and long term goals (4 to 6 years) where appropriate

☐ The service area did not provide a discussion of its vision for the future

Improvement Goal 1

☐ The service area provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the service area's SLOs/AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The service area provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The service area submitted a partially completed improvement goal

☐ The service area submitted a partially completed set of objectives for the improvement goal

☐ The service area did not submit an improvement goal

☐ The service area did not submit objectives

Improvement Goal 2 (Optional)

☐ The service area provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the service area's SLOs/AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The service area provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The service area submitted a partially completed improvement goal
☐ The service area submitted a partially completed set of objectives for the improvement goal

☐ The service area did not submit an improvement goal
☐ The service area did not submit objectives

Improvement Goal 3 (Optional)

☐ The service area provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the service area's SLOs/AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The service area provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The service area submitted a partially completed improvement goal
☐ The service area submitted a partially completed set of objectives for the improvement goal

☐ The service area did not submit an improvement goal
☐ The service area did not submit objectives

Improvement Goal 4 (Optional)

☐ The service area provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the service area's SLOs/AUOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The service area provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

☐ The service area submitted a partially completed improvement goal
☐ The service area submitted a partially completed set of objectives for the improvement goal

☐ The service area did not submit an improvement goal
☐ The service area did not submit objectives

Resource Requests (Optional)

☐ The service area submitted appropriate resource request forms for all allocations related to BARC: equipment and supplies, etc.

☐ The service area did not submit the appropriate resource request forms for allocations related to BARC: equipment and supplies, etc.

☐ The program did not submit a request as it did not identify any needs related to BARC prioritization in its Program Review

☐ The service area submitted appropriate resource request forms for all allocations related to Faculty Hiring Prioritization

☐ The service area did not submit the appropriate resource request forms for allocations related to Faculty Hiring Prioritization

☐ The service area did not submit a request as it did not identify any needs related to Faculty Hiring Prioritization in its Program Review

☐ The service area submitted appropriate resource request forms for all allocations related to Classified Hiring Prioritization

☐ The service area did not submit the appropriate resource request forms for allocations related to Classified Hiring Prioritization

☐ The service area did not submit a request as it did not identify any needs related to Classified Hiring Prioritization in its Program Review

Closing the Loop on Prior Year Resource Allocations

☐ The service area addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)

☐ The service area partially addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)

☐ The service area did not receive any resources in the prior year

Counseling & DSPS Module Outline with Content Expectations and Function Map 2014-2015		
#	Questions/Prompts	Content/Deliverable from LW	Where the Information is Used
1	Summary of program review: Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, Future Plans/Goals and Needs	1 page summary, Lead Writer (LW) addresses each of the six specific areas following completion of all other sections	This appears at the beginning of the program review, serving as an executive summary for readers, and is extracted and included in the Summaries Report that is given to President's Cabinet and posted on the website with the Annual Report (results of liaison findings for evaluation of the program reviews)
2	List of faculty/staff in program or service area	LW provides list of faculty and separate list for staff for the program	This provides a historical summary of the tenured/tenure track faculty and classified staff for the year of the report
3	Provide Program Mission Statement	Copy/Paste from file; if there isn't one, draft one	This provides the program or service area mission statement and can be extracted for purposes of reviewing over all mission
4	Describe how program mission/goals align w/ college mission/goals	1-2 paragraphs describing how they align - reference specific parts of the mission and strategic directions/goals/objectives	This piece is the connection between what the college is working toward and what the program is working toward; they must be in alignment; will be extracted to review for operational/strategic planning
5	Description of program from Catalog	Copy/Paste from Catalog	The catalog is our legally binding document, and this incorporates what we say we do into the program review document
6	Degrees and Certificates- for each degree or cert listed, indicate when it was last reviewed and updated, how it meets needs of students, industry/workforce, and/or transfer/articulation, AND if students can complete the goal within a two year period	We provide list, LW provides status of each degree/cert according to questions listed, and planned changes for the future, including new programs or certificates	This section demonstrates the level of review and relevance of the programs, consistent with state regulations, and can be extracted to a report of all programs for the Executive Staff and other leadership to review over all instructional offerings

7	CurricUNET Curriculum Review Grid: a) fill in dates for review b) paragraph on curriculum changes and development	We provide curriculum grid in excel (from CurricUNET), LW completes dates of review and a paragraph on changes and development of curriculum.	This section accompanies the prompt on degrees and certificates, at the course level, and can be used in conjunction with that response in an overall report for use by the Executive Staff and other leadership
8	PLO overview a) Describe timeline to assess all PLO's by 6/15 b) Describe PLO assessment process c) Overview of significant findings and actions d) Results of actions/interventions taken to improve outcomes	We provide Program LO assessment spreadsheet and curriculum map (TS). LW answers each of the 4 questions, 1-2 paragraphs each, according to content.	This section can be extracted into a separate report to demonstrate for ACCJC the assessment process and overall findings and actions of program level SLOs.
9	Course SLO overview a) Describe timeline to assess all Course SLO's by 6/15 b) Describe Course SLO assessment process c) Overview of significant findings and actions d) Results of actions/interventions taken to improve outcomes	We provide course SLO spreadsheets (from TS). LW answers each of 4 questions regarding overall course assessment, findings, and action plans -with results of actions (interventions). The length of the responses will vary according to the number of courses in the program; but should be 1-2 paragraphs for a and b, and up to a page for c and d	This section accompanies the prompt on program level SLOs, at the course level. It can be included in the same report as program assessment to demonstrate for ACCJC the assessment process and overall findings and actions of the course level SLOs

10	Analyze KPI Data with Implications for Practice a) Demographics b) Achievement Outcomes c) Productivity	We provide data and a box for each of the metrics. LW analyzes and responds to data, observing trends and details, along with how this information will apply to their practice. The section on demographics should be approximately 2 paragraphs and focus on results of analysis of the disaggregated data in terms of implications for practice; achievement outcomes should focus on trends in success and retention (both online and on-campus) and be approximately 2-3 paragraphs, including trends and implications for practice; productivity data should be approximately 2 paragraphs and address efficiencies of the program relative to curricular needs (class size), pedagogy, and student demand, and implications for practice	This section encapsulates the three primary required (USDOE) data sets, which can be reviewed together or extracted individually for evaluation or review institutionally, particularly for the purpose of planning at various levels, including strategic/operational
11	Where appropriate, provide a discussion of external organizations, advisory or regional groups or consortiums directly related to your area, in which member(s) of your area are involved. Describe the impact these affiliations/participations have on your service area (with implications for practice).	If the area is not involved in such activities, write a sentence stating this. If it is involved in these types of activities, write a paragraph on each one, listing the name of the organization, what it addresses, and the impact that the affiliation/participation has on your area--how it benefits effectiveness of the unit.	This section can be extracted to document for ACCJC how we assure legal compliance and current practice where appropriate and/or improved effectiveness of the unit.
12	Discuss other program related data	Optional, if the program has additional data that they collect, analyze and act upon, then they provide this information and discussion.	This section can be extracted to inform planning

13	Program Strengths	2-3 paragraphs describing program strengths	This section can extracted to create a report of strengths -with the CBR analyzing and providing an overview of trends for strategic/operational planning
14	Program Challenges	2-3 paragraphs describing program challenges	This section can be used as the previous item will be used
15	External Influences	2-3 paragraphs describing external influences	This section can be used as the previous item will be used
16	Describe vision a) 3 years -short term b) 6 years -long term	LW provides discussion of the program's vision of where it wants to be in 3 years and 6 years; vision is based upon the gap between the program mission and what the program evaluation/assessment shows the program has achieved -vision should be approximately 1-2 paragraphs in length. The vision will then lead to the improvement goals	This section can be extracted to inform planning by providing an overview of trends in vision

17	Improvement goals (with their objectives) designed by the program in order to reach its vision. For each improvement goal, state: a) The Improvement Goal- and map to: 　　- Strategic Directions/Goals/Objectives 　　- SLO/PLO/ILO Assessment outcomes, if collected yet, or planned assessment if not yet assessed -IT Strategic Plan (optional) 　　- Facilities Master Plan (optional) b) List objectives needing to be completed in order to achieve the improvement goal, then for each objective, list: 　　- actions needed to be taken 　　- timeline for actions 　　- Assessment plan (to be conducted on the action once completed, to know if improvement goal was achieved) 　　- Resources needed to achieve objective (link to resource request: BARC -equipment and supplies, technology, and facilities; FHPC -faculty requests; CHPC-classified requests)	(There may be multiple improvement goals, with specific objectives that lead to each goal's achievement; however there should not be more than 3-5 goals in any unit level plan -remember that this is for addressing overarching improvement goals.) An improvement goal will be a single sentence that explains the high level overview of what the program wants to achieve. Following the goal, the LW will list several actionable objectives for achieving the goal -the objectives identify the action (what needs to be done), the period during which it will take place, the assessment plan that will identify whether the outcome has been achieved, and resources needed to achieve each objective. The LW will then complete a separate request form for each resource requested (e.g., if LW requests a new faculty member as one of the program's objectives, he/she will need to fill out a Faculty Hiring Request Form; if LW requests new equipment, he/she will have to fill out an Equipment/Supplies request form for BARC). In addition, the LW will also map the goal to a drop-down list of the EMP's Strategic Directions/Goals/Objectives.	This section is complex and will be used in section a to demonstrate how each of the programs is addressing the college's overarching Strategic Directions/Goals/ Objectives (mapping) and how the program goals/objectives link to SLO/AUO assessment and action planning. Section b operationalizes the plan and provides the SMART component of specific objectives needed to achieve the goals, along with resources needed to achieve the objectives. This section will support all resource allocation requests and can be printed out and provided to allocation prioritization committees by request. This section provides the base point for completing the next step of the resource request process, which is completion of the appropriate resource request form.
18	Close the loop on resource allocations from last year. State what resources the program received -the goal that it addressed, and how it impacted (improved or didn't improve) the goal and learning outcomes or administrative outcomes (include data)	Reporting on each resource allocation will entail approximately one paragraph to answer the specific questions.	This section closes the loop on resource allocation and can be extracted into an overall report that can be used for planning purposes and for demonstrating to ACCJC that the college evaluates and assures that expenditures are connected to improvement outcomes.
19	Hiring Requests		

Manager's Review: Counseling & DSPS Program Review 2014/15

Process for Completing the Program Review
Please check all that apply:
- The lead writer collaborated with the following personnel within the program or department to research and complete the Program Review:
    - ☐ Other faculty (tenured/tenure track and/or adjunct)
    - ☐ Department chair
    - ☐ Support staff
    - ☐ Dean

Content of the Program Review
Please check all that apply:
- The program addressed:
    - ☐ All required components of the Program Review
    - ☐ Most required components of the Program Review
    - ☐ Few of the required components of the Program Review

- The program made effective use of:
    - ☐ Data –specifically related to demographic, outcomes, and productivity data provided by the Campus Research Office
    - ☐ Data –other data provided by the Campus Research Office
    - ☐ Data –specific to student equity planning
    - ☐ Data –other data, from sources other than the Campus Research Office
    - ☐ Curriculum/program analysis and review
    - ☐ SLO and AUO assessment and action plans: closing the loop
    - ☐ Impact of external affiliations on effectiveness of service area
    - ☐ Analysis of strengths, challenges, and external influences
    - ☐ Statement of vision
    - ☐ Statement of improvement goals and objectives
    - ☐ Aligning the program's improvement goals and objectives with the College's Strategic Directions and Goals, and other plans where appropriate
    - ☐ Relating program resource needs to improved student learning

Dean's Comments
- Text box for comments

Liaison Evaluation Guide: Counseling & DSPS Program Review 2014/15

Please check all responses that apply to this Program Review:

Introductory Section

☐ The one page executive summary was complete and included a brief narrative of the following: Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The one page executive summary was *incomplete* and addressed some but not all of the required components, which included a brief description of the Program Overview and Description, Strengths, Challenges, External Influences, SLO Assessment and Implications for Practice, and Future Plans, Goals, and Needed Resources

☐ The program did not complete the executive summary

☐ The program included a current listing of the faculty and staff in the program
☐ The program did not include a current listing of the faculty and staff in the program

☐ The program included its mission statement
☐ The program did not include its mission statement

☐ The program included a statement on how its program mission addresses/aligns with the College's mission and goals
☐ The program did not include a statement on how its program mission addresses/aligns with the College's mission and goals

☐ The program included the description of the program as it appears in the catalog
☐ The program did not include the description of the program as it appears in the catalog

Curriculum and Degrees

☐ The program provided a complete review of the status of its degrees and certificates and the dates of their last review, and a statement of how the degree/certificate meets student needs, workforce development, and/or transfer.

☐ The program provided a partial review of the status of its degrees and certificates and the dates of their last review, and a statement of how the degree/certificate meets student needs, workforce development, and/or transfer.

☐ The program stated that students could complete the program or certificate within a two year period (that all required courses are offered at least once and in the proper sequencing within a two year period)

☐ The program did not indicate whether students could complete the program or certificate within a two year period (that all required courses are offered at least once and in the proper sequencing within a two year period)

☐ The program completed the CurricUNET Curriculum Review Grid, indicating when its courses would be reviewed (to assure the six year or two year review cycle), and wrote a paragraph addressing any curriculum changes and development

☐ The program did not provide a complete response to the CurricUNET Curriculum Review Grid query, indicating when its courses would be reviewed (to assure the six year or two year review cycle) or if there were changes or development to the curriculum

Student Learning Assessment

☐ The program provided a complete Program-Level LO overview, including the timeline to assess all program-level SLOs, its PLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not provide a *complete* Program-Level LO overview; it did not include one or more of the requirements, such as the timeline to assess all program-level SLOs, its PLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not address its Program-Level LOs

☐ The program provided a complete Course-Level SLO overview, including the timeline to assess all course-level SLOs, the program's course SLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not provide a *complete* Course-Level SLO overview; it did not include one or more of the requirements, such as the timeline to assess all course-level SLOs, the program's course SLO assessment process, significant findings and actions, and results of actions or interventions taken to improve outcomes

☐ The program did not address its Course-Level SLOs

Key Performance Indicators for Instruction

☐ The program provided an analysis of trends in its student demographic data and discussed implications for practice

☐ The program did not provide a complete analysis of trends in its student demographic data and/or discussion implications for practice

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☐ The program provided an analysis of trends in its student outcomes data, including but not limited to success and retention, both online and on-campus, and disaggregated by age, gender, and ethnicity, and included a discussion of implications for practice

☐ The program did not provide a complete analysis of trends in its student outcomes data, omitting one or more of the topics of success and retention, both online and on-campus, and/or disaggregated by age, gender, and ethnicity, and/or discussion of implications for practice

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☐ The program provided an analysis of trends in its productivity data, including discussion of efficiencies of the program relative to curricular needs (class size), pedagogy, and student demand, and discussed implications for practice

☐ The program did not provide a complete analysis of trends in its productivity data, omitting one or more of the requirements, such as a discussion of efficiencies of the program relative to curricular needs (class size), pedagogy, and/or student demand, and/or discussion of implications for practice

Other Data: Optional

☐ The program provided additional data relative to its discipline and discussed its implications for practice

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☐ The program provided a discussion of external organization affiliations

☐ The program did not provide a discussion of external organization affiliations

Strengths, Challenges, and External Influences

☐ The program provided a discussion of its strengths, including data where appropriate to support its assertions where appropriate

☐ The program did not provide a discussion of its strengths

☐ The program provided a discussion of its challenges, including data where appropriate to support its assertions where appropriate

☐ The program did not provide a discussion of its challenges

☐ The program provided a discussion of external influences affecting the program, both positively and negatively, including data where appropriate to support its assertions where appropriate

☐ The program did not provide a discussion of external influences

Vision

☐ The program provided a discussion of its vision for the future, broken down by short term goals (3 years or less) and long term goals (4 to 6 years) where appropriate

☐ The program did not provide a discussion of its vision for the future

Improvement Goal 1

☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

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☐ The program submitted a partially completed improvement goal

☐ The program submitted a partially completed set of objectives

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☐ The program did not submit an improvement goal

☐ The program did not submit objectives

Improvement Goal 2 (Optional)

☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan

☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

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☐ The program submitted a partially completed improvement goal

☐ The program submitted a partially completed set of objectives

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☐ The program did not submit an improvement goal

☐ The program did not submit objectives

Improvement Goal 3 (Optional)

- ☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan
- ☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

- ☐ The program submitted a partially completed improvement goal
- ☐ The program submitted a partially completed set of objectives

- ☐ The program did not submit an improvement goal
- ☐ The program did not submit objectives

Improvement Goal 4 (Optional)

- ☐ The program provided one improvement goal, which was mapped to the College's Strategic Directions and Goals and the program's LOs and assessment plan, and where appropriate to the IT Strategic Plan and/or Facilities Master Plan
- ☐ The program provided 1-4 objectives to be completed in order to achieve the improvement goal. Each objective included a statement of actions needing to be taken to achieve the objective, a timeline for the actions, proposed assessment plan, and resources needed to achieve the objective

- ☐ The program submitted a partially completed improvement goal
- ☐ The program submitted a partially completed set of objectives

- ☐ The program did not submit an improvement goal
- ☐ The program did not submit objectives

Resource Requests (Optional)

- ☐ The program submitted appropriate resource request forms for all allocations related to BARC: equipment and supplies, etc.
- ☐ The program did not submit the appropriate resource request forms for allocations related to BARC: equipment and supplies, etc.
- ☐ The program did not submit a request as it did not identify any needs related to BARC prioritization in its Program Review

- ☐ The program submitted appropriate resource request forms for all allocations related to Faculty Hiring Prioritization
- ☐ The program did not submit the appropriate resource request forms for allocations related to Faculty Hiring Prioritization
- ☐ The program did not submit a request as it did not identify any needs related to Faculty Hiring Prioritization in its Program Review

- ☐ The program submitted appropriate resource request forms for all allocations related to Classified Hiring Prioritization
- ☐ The program did not submit the appropriate resource request forms for allocations related to Classified Hiring Prioritization
- ☐ The program did not submit a request as it did not identify any needs related to Classified Hiring Prioritization in its Program Review

Closing the Loop on Prior Year Resource Allocations

☐ The program addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)

☐ The program partially addressed what resources were received, the prior-year goal that the resource addressed, and how the resource impacted the achievement of the goal and learning outcomes (includes data)

☐ The program received resources but did not respond to this question

☐ The program did not receive any resources in the prior year

XII. TIMELINE FOR PROGRAM REVIEW PROCESS

The comprehensive timeline lists dates for Program Review Steering Committee meetings, training sessions, and due dates. It is color-coded according to role (liaison, lead writer, manager) and indicates whether an activity is recommended or required. The most current version of the timeline can be accessed on the Program Review website.
http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/

XIII. PROGRAM REVIEW DATA

The College's Center for Institutional Effectiveness (CIE) provides several data summary reports for each instructional program annually. The CIE also assists service areas with the collection and analysis of relevant data. This information is used to respond to specific data-related questions in the document and to support responses in the narrative portion of the program review. In addition, programs and service areas may use internally- or externally-collected data in their program reviews. If such data are used, they should be included when submitting the program plan. The Campus Based Researcher offers a series of Flex workshops addressing division-specific research data and use of data in program review. Research assistance is available by request through the College Research Office, located in A-109; a full description of services provided and the Research Request form are available at: http://sdmesa.edu/institutional-research/index.cfm. To assure the ethical use of data, when requesting research assistance for the first time, the lead writer/chair/supervisor will need to review and sign the document titled Guidelines for Implementing the Research Planning Agenda (GIRPA), located at: http://sdmesa.edu/institutional-research/pdf/GIRPA.pdf.

Instructional Programs

The CIE provides student demographic, enrollment, and productivity data for the most recent five (5) years. Each program will receive a Student Characteristics, Outcomes, and Productivity report for the previous five academic years. The Student Characteristics report includes unduplicated headcount, demographic and academic information for students enrolled in program courses.   The Outcomes report provides enrollment, success, retention, and GPA data for all program courses combined. In addition, the Outcomes report provides enrollment, success, retention, and GPA data disaggregated by student demographics, online status, and course. The Productivity report provides enrollment, FTES, FTEF, and load information for all program courses combined. Reports on degrees and certificates conferred will be available in the program review workspace for each program. These data reports are derived from college-wide key performance indicators or KPIs and help the program assess progress toward its goals and identify the program's strengths and challenges. The data should support planning and provide evidence for resource allocation. Although these reports provide a substantial amount of information for program planning, they may not cover all areas relevant to your program. When possible, additional student learning indicators, such as student graduation rates, student job placement rates, and student scores on licensure exams, should also be included in the program review. Furthermore, student learning outcome assessment data should be used to support the analysis and interpretation of how the program or service area supports student learning. The CIE also provides a curriculum grid, curriculum map, and SLO assessment summaries by program and course.

Student Services Areas

The CIE assists Student Services Programs with data collection and analysis for program review. For those Student Service areas offering academic courses, enrollment and productivity data will be provided in the same format as the instructional programs. These programs include Counseling and DSPS. For all Student Services areas, the Research Office assists with the development of surveys, analysis of survey and service utilization data, and cohort tracking studies. The CIE also provides an activity map and SLO/AUO assessment summary by service area.

Administrative Services Areas

Administrative Services Programs may request special research from the College Research Office, including survey research, Administrative Unit Outcomes assessment, and other service area-specific research. In addition, user surveys are conducted on a regular basis to provide Administrative Services with appropriate data to meet their program review needs. The CIE also provides an activity map and SLO/AUO assessment summary by service area.

Administrative Departments

Administrative departments may request special research from the College Research Office, including survey research, Administrative Unit Outcomes assessment, and other service area-specific research.

Steering Committee Members and Peer Liaisons

Co-Chairs: Madeleine Hinkes, Taj Krumholz, Dina Miyoshi, & Ebony Tyree

Members:	Mark Abajian	Ian Kay	Bruce Naschak
	Danene Brown	Angela Liewen	Robert Pickford
	Nellie Dougherty	Cesar Lopez	Saloua Saidane
	Ashanti Hands	Jonathan McLeod	

Ex-Officio Members: Ginger Davis | Bri Hays

Additional Peer Liaisons:

Isaac Arguelles-Ibarra	David Fierro	Susheela Narayan
Manny Bautista	Anne Geller	Connie Renda
Anar Brahmbhatt	Joe Halcott	Charlotta Robertson
Barbara Buchanan	Leroy Johnson	Monica Romero
Brian Cushing	Andy MacNeill	Xiaochuan Song
Saeid Eidgahy	Tim McGrath	Charles Zappia
Genevieve Esguerra	Claude Mona	

Program Review Steering Committee

Membership: 2014-2015

Committee Co-Chairs:
Madeleine Hinkes, Deans Council
Taj Krumholz, Administrative Services
Dina Miyoshi, Academic Senate
Ebony Tyree, Student Services

Administrative Representatives
Danene Brown
Ashanti Hands

Classified Representatives
Angela Liewen

Academic Senate Representatives
Mark Abajian   Jonathan McLeod
Nellie Dougherty   Bruce Naschak
Ian Kay   Robert Pickford
César López   Saloua Saidane

Associated Students Representative
Jesus M. Escudero IV

Ex-Officio Members
Ginger Davis,
   Administrative Support
Bri Hays,
   Campus-Based Researcher

Consultant
Michelle (Toni) Parsons

Revised October 2014 by the Program Review Committee

Revised September 2011 by the Program Review Committee/Subcommittee
Revised July/September 2010 by the Program Review Committee/Subcommittee
Revised July/August 2009 by the Program Review Subcommittee
Revised July/August 2008 by the Program Review Integration Subcommittee
Revised June, 2007 by the Program Review Integration Subcommittee
Revised Years Three to Five approved May 24, 2005 by President's Cabinet
Revised Year One approved March 1, 2005 by President's Cabinet
Years Two to Five approved October 7, 2003 by President's Cabinet
Year One approved May 6, 2003 by President's Cabinet

Original approved 2002-2003