INTRODUCTION/RATIONALE

Program Review uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students’ needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the college fulfill its mission, and respond to student needs.

Program Review will follow a three-year cycle for all student services departmental units. The Program Review, moreover, will be linked to annual unit planning and resource request process to not only satisfy District and accreditation requirements, but also to provide a means for annually assessing progress toward the achievement of the objectives developed in the unit plan.

The attached outlines are provided as tools for reviewing the past, to assess current status, and to assist in envisioning the future.

• **Program Review** (Sections I – II): Each unit, in collaboration with the Office of Planning, Research and Institutional Effectiveness, will develop appropriate data that will drive the program review. Units will analyze these data to (1) develop an accurate picture of their programs relative to past performance, identify emerging trends and progress toward achieving previously established college-wide goals and unit objectives, (2) identify potential or realized internal/external drivers that could have had significant impact on their programs, and (3) assess student learning. The results of this analysis will be used by the units in identifying a focused set of strategic issues from which ensuing program priorities will be developed.

• **Program Priorities** (Sections III): Based on the strategic issues identified in the Program Review, each unit will develop a limited number of priority areas over the subsequent three years. These program priorities, in conjunction with the student services guiding principles, are intended to provide context to the development and prioritization of annual unit objectives and by extension, the achievement of the annual college-wide goals.

• **Annual Progress Report** (Sections IV): The Annual Progress Report allows a program to determine the extent to which it is fulfilling its stated mission, and by extension, that of the College. This report, in tandem with the year-end unit plan document, provides a means of assessing the extent to which the program is achieving its objective, addressing its priorities and adhering to the guiding principles of the Student Services division. Further, the Annual Progress Report directly precedes the annual unit planning process, and thereby, serves to provide a thoughtful means of reflection and preparation.

**PROGRAM REVIEW: RELATED ACCREDITATION STANDARDS**

**STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

(Please note: The table of standards is not included in this text, but is available in the attached outlines.)
DISTRICT STRATEGIC DIRECTIONS

COLLEGE GOALS: 2008-2009

1. Develop and implement processes to promote engagement and success of first-year students.

2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.

3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.

4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).

5. Revise or develop new courses, programs and services based on assessment of emerging community needs.

6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.

7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.

8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.

9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.
STUDENT SERVICES GUIDING PRINCIPLES

FOCUS ON THE FRONT DOOR
Student Services will ensure that all new students feel welcomed and that, from their earliest experience with the College, they are channeled into and actively engaged in the experiences that matter most to their academic success.

CREATE A CULTURE OF EVIDENCE
Student Services will ensure that its plans and actions are both meaningful and measurable. We will use evidence (data) within a collaborative framework to develop a shared sense of meaning, to guide our decisions and to assess and continually improve our services.

INVEST IN EACH OTHER
Student Services will support and invest deeply in the growth and development of one another in the spirit of collegiality, understanding that improving our service to students requires deep collaboration across our student services units, our College, and our community.

CLOSE THE GAP
Student Services will create a supportive and dynamic campus environment that preserves and enhances the diversity and equity of students. In collaboration with the entire college community, we will identify and remove institutional barriers to student access and success, and thereby, close the access and achievement gaps for those who have been historically underrepresented and underserved by higher education.

ONE COLLEGE, MANY LOCATIONS
Student Services will ensure the consistent delivery of high-quality comprehensive services through the varied ways in which students access the College, be it in-person at our main campus or one of our outreach centers, or on-line.

Section I: Identification of Strategic Program Issues: The supervisor/Coordinator or other responsible person will identify the key strategic issues confronting their programs over the next three years as they relate to the program mission. He/She will utilize data collected and analyzed in Section II of the program review, along with any other pertinent information, to assist in identifying/summarizing these key issues. (Desired Length: No more than one typewritten, single-spaced page.)

Section II: Data Collection & Analysis: Program review begins with the collection and analysis of data. Such analysis is intended to help the supervisor/Coordinator and/or other responsible person(s) understand past and current program performance as well as identify the external (Opportunities & Threats) and internal (Strengths & Weaknesses) issues that have the potential to significantly impact the program in the future. The supervisor/Coordinator or other responsible person(s) will collect, analyze and summarize data in the following areas: (1) Provision and Delivery of Program Services; (2) Advisory Committee Recommendations (if applicable); (3) Student Learning Outcomes; (4) Workshop and/Other Related Curriculum (if applicable); (5) Program Resource Utilization (personnel, financial, and physical); (5) Collaboration Across Our Communities; and (7) Other Program Issues. These data will assist the supervisor in completing Section I.

Section III: Identification of Program Priorities: The supervisor/Coordinator or other responsible person, in conjunction with their dean, and where applicable, other key stakeholders, will utilize the results of the program review in identifying a limited number of priority areas that the program intends to address over the next three years in order to achieve its stated mission.

Section IV: Annual Progress Report: The supervisor/Coordinator or other responsible person will assess the extent to which the program is achieving its objectives, addressing its priorities and adhering to the guiding principles of the Student Services division. Annual progress reporting precedes the annual unit planning process, and thereby, serves to provide a thoughtful means of reflection and preparation of this plan.