

## Non-Instructional Questions

*Note: Be sure to enter all the information requested at the top of the Program Review form:*

- *Plan Name*
- *Principal Preparer*
- *Progress Report Preparer*

The questions themselves are shown in italics. Comments and suggestions follow some questions, in roman type.

- 1. Assume the reader doesn't know anything about your program. Please describe your program, including the following:*
  - a. Organization (including staffing and structure)*
  - b. Mission, or primary purpose*
  - c. Whom you serve (including demographics and representativeness of population served)*
  - d. What kind of services you provide - **Rubric Item:** Describe your [Pattern of Service](#) including alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services).*
- 2. What external factors have a significant impact on your program? Please include the following as appropriate:*
  - a. Budgetary constraints or opportunities*
  - b. Service area demographics*
  - c. Requirements of four-year institutions*
  - d. Requirements of prospective employers*
  - e. Job market*
  - f. Developments in the field (both current and future)*
  - g. Competition from other institutions*
  - h. Requirements imposed by regulations, policies, standards, and other mandates*
- 3. Progress on SAOs – **Rubric Item:** [Service Area and/or Student Learning Outcomes Process](#).*
  - a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.*
  - b. Please describe any improvements made by your unit as a result of the outcomes assessment process.*
  - c. What is your plan for continuously completing the assessment cycle?*
  - d. If your program has SLOs, please discuss here.*
- 4. Please provide...*
  - a. **Rubric Item:** At least two quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.*
  - b. **Rubric Item:** A summary of the results of these measures. (Please be sure to set a target and provide the reasoning for the [target](#) that has been set.)*
  - c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?*

## COMMENTS AND SUGGESTIONS

- If you would like assistance in developing additional measures of effectiveness, please contact the OIERP as soon as possible, to allow enough time for the office to process your request.

5. Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it..
  - a. Non-Instructional Program Effectiveness Evaluation Rubric
    - i) **Rubric Item:** Describe a significant innovation or enhancement, and the data collected and analyzed that has helped to determine the efficacy of the innovation.
    - ii) **Rubric Item:** Describe at least 2 external and/or internal partnerships that substantially impact the quality of services to students or clients.
  
6. Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas.
  - o Representativeness of population served
  - o Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
  - o Partnerships (internal and external)
  - o Innovation and Implementation of best practices
  - o Efficiency in operations
  - o Efficiency in resource use
  - o Staffing
  - o Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
  - o Professional development and training
  - o Group dynamics (e.g., how well do unit members work together?)
  - o Compliance with applicable mandates
  
7. Vision and Mission
  - a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
  - b. **Rubric Item (Alignment):** *In what ways does your mission and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan?*

### COMMENTS AND SUGGESTIONS

As you construct your vision, it might be helpful to think about some of the following questions:

- Imagine your program four years from now in an ideal future. You and your colleagues have done everything you possibly can to make the program excellent. Look around: What do you see?
  - Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
  - In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
  - What long-term impact would you like your program to have on the College and the community?
  - What strengths, opportunities, or new directions now exist on which you can capitalize in four years' time?
8. Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.
  
  9. **Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. *In writing your objectives and developing your resource requests, take into account student learning and program assessment results.* Assign an overall priority to each goal and each objective. In addition,

enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)