I.   Introduction
   A. This Handbook has three main purposes:
      1. Explain the purposes of the integrated planning and program review process.
      2. Suggest thoughtful preparations for planning and program review.
      3. Explain how to complete the forms.
   B. The Handbook will evolve over time, in response to users' requests for clarification and enhancement.
II.   Terminology in This Handbook
   A. The term "unit" is operationally defined as the smallest organizational structure that performs planning and program review.
   B. The term "program" refers to any department, service, or program that undertakes planning and program review as a unit.
III.   Purposes and Scope of Integrated Planning and Program Review
   A. The fundamental purpose of ongoing, integrated planning and program review is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment.
   B. The ultimate beneficiaries of integrated planning and program review are our students.
   C. A secondary purpose is to focus available resources on the achievement of goals and objectives intended to maintain or improve effectiveness.
   D. The planning and program review process applies to every unit in the College. That includes all units in Instruction, Student Services, Administrative Services, and the President's Area.
IV.   The Integrated Planning and Program Review Cycle
   A. Proper planning and program review occur in a continuous cycle of assessment, planning, and implementation.
   B. Steps in the Cycle
      1. Document every step.
      2. Identify appropriate measures of program effectiveness, which include but are not limited to achievement of specified outcomes.
         a. Where possible, include criterion levels that indicate satisfactory effectiveness. For example, if you consider a retention rate or service satisfaction rate of less than 85% as inadequate, you would set your criterion for satisfactory effectiveness at 85%.
      3. Implement program improvements to facilitate achievement of specified outcomes, if the unit has already identified needed improvements but has not yet implemented them.
      4. Assess program effectiveness by applying the measures, including achievement of outcomes.
      5. Assess progress on previously identified goals and objectives.
      6. Analyze the results of the assessments.
      7. Modify outcome statements if the analysis results warrant it.

8. Prepare an Action Plan:
   a. Set specific goals in priority order, based on analysis results, to maintain or increase effectiveness; goals include improvements to facilitate achievement of outcomes if analysis results warrant such changes.
   b. Formulate objectives and actions needed to achieve the goals, with timelines and responsible persons.
   c. Identify, request, and supply a rationale for any resources required to carry out activities and achieve objectives and goals.
9. Receive allocated resources, if any.
10. Implement the Action Plan, using available resources as needed, and/or implement modified outcomes.
11. Begin the cycle again.

C. The Annual Planning form serves as an annual update to the more comprehensive program review, which occurs every third year.

V.   Participants in Integrated Planning and Program Review
   A. Broad participation in integrated planning and program review, as with any shared-governance activity, is an important contributor to the effectiveness of the process.
   B. All members of the unit, including managers and full- and part-time faculty and staff, should be invited to participate in the preparation and/or review of each program review and planning document.
      1. Document the invitation and each member's response to it.
      2. At a minimum, all permanent employees in the unit, and as many as possible of the rest of the unit's members, should sign off on the applicable document, signifying that they share in a consensus about the contents. Consensus does not necessarily mean agreement with every detail, but rather willingness to accept the contents as a whole for the good of the unit.
   C. In addition, at least one representative of each primary clientele of the unit should be invited to participate in the preparation and/or review of each program review and planning document.
      1. Document the invitation and each representative's response to it.
      2. Programs offering instruction or services to students should always invite at least one student to serve as a participant or reviewer.
      3. Programs offering services to faculty, managers, and/or classified staff (e.g., Admissions and Records, Tech Support, Purchasing) should always invite at least one of these clients to serve as a participant or reviewer.
   D. Additional participants (e.g., community members, business representatives) may be added to the team at the unit's discretion.
   E. Finally, at least one outside person—ordinarily an employee of the District in another department, but sometimes a community member or other appropriate non-District employee—should be invited to review each program review and planning document.

VI. General Tips
   A. Completing planning and program review should be a collaborative process, reflecting the shared vision and consensus of the members of the unit.
   B. Start early, and set aside ample time to discuss the issues related to planning and program review, and to draft, review, and revise your answers to the questions. The difference

between an outstanding plan or program review and a poorly written one often boils down to the amount of time devoted to the process.

   C. Length of Your Responses

     1. Please answer all questions thoughtfully, fully, and accurately, but be as concise as you can.

     2. Based on our experience in previous cycles, a high-quality program review is likely to require at least 10 pages of text (not counting pictures, charts, tables, and the Three Year Action Plan), but is very unlikely to require more than 25. Annual plans should be considerably shorter overall.

   D. If you are stuck at any point in the process, contact a Planning and Program Review Committee member and ask for help. See our website for contact information.

VII. Preparation

   A. Properly done, planning and program review require thoughtful, thorough consideration of all aspects of your program. Such consideration is unlikely to occur in a regular department meeting, in which other items crowd the agenda. We suggest that in the months leading up to your program review or planning period, the department engage in a series of discussions covering the areas listed in Program Review Form Question 5 (along with any other significant issues you collectively consider important), and prepare a summary of the results of each discussion. Here are some ideas on the topics that those discussions might involve:

     1. All College Areas

Discussion Categories	Specific Topics
SLO/SAO Cycle and Results	• Current progress in the cycle • Observations, interpretations, and learning from the assessment • Areas that are going well based on assessment • Areas that are not going well based on assessment • Plans for maintaining strengths and mitigating problem areas • Plan for subsequent reassessment
Outreach / Marketing	• Participation in outreach and/or marketing activities to reach targeted students, businesses, community members, etc. • Unit plans for outreach and/or marketing activities • Coordination with College Marketing Office
Partnerships	• Both internal and external partnerships – with whom do you work inside the College and/or with whom do you work outside the College? • How these partnerships contribute, or fail to contribute, to effectiveness and success • New partnerships that need to be developed
Best Practices	• Examples of best practices in the unit and how those are contributing to effectiveness and success
Efficiency in Using Resources	• How existing resources are being used more efficiently (e.g., supplies going further by changes in operations) • The impact of fewer resources and how that is being addressed • Examples of streamlining processes to reduce time spent or resources used
Group Dynamics	• Examples of teamwork, communication, decision-making, etc., that are contributing to effectiveness and success • Examples of dysfunction that are negatively affecting results, morale, etc.
Strengths	• Strengths are internal to the unit and might include areas such as staff competencies/talents, resources, operational efficiency, customer service, etc.
Weaknesses	• Weaknesses are internal to the unit and might include deficiencies in areas such as staff competencies/talents, resources, operational efficiency, customer service, etc.

Discussion Categories	Specific Topics
Innovations	• Processes, practices, and/or products that have been introduced in the unit since the last program review

2. By College Area

Discussion Categories	Specific Topics: Instruction	Specific Topics: Student Services	Specific Topics: Administrative Services and President's Area
Student Performance	• Student retention, success, persistence, licensure pass rates, employment rates, performance after transfer, awards, etc. • How and why these measures reflect on the unit's effectiveness in positive or negative ways	• Student retention, successful completion, persistence, employment rates, special awards, etc. • How and why these measures reflect on the unit's effectiveness in positive or negative ways	• Timely availability of textbooks • Access to food services • Student opinions of classroom condition, campus safety, etc.
Curriculum	• Decisions made about curriculum and rationale for those decisions • New courses or programs and why they were added • Courses or programs that were deleted and why • Status of courses due for revision • Involvement in Learning Communities and possible implications • Relationship to other courses and programs • Student preparation, placement	• New programs and why they were added • Programs that were deleted and why • Involvement in Learning Communities and possible implications • Relationship to other departments • Involvement in placement, remediation	• Facilities modifications to accommodate curricular and pedagogical changes • Number and nature of service failures (e.g., network connectivity, electrical outages) that require cancellation of classes
Scheduling	• The unit's scheduling matrix – plans for course offerings over a three-year period with appropriate rationale • Any cancelled courses along with reasons and solutions for future offerings • Trends in evening offerings • Trends in online offerings	• Trends in evening services • Trends in online services	• Coordination of services with class and student service scheduling to avoid unnecessary conflicts • Scheduling of use of study rooms, conference rooms, and other facilities

Discussion Categories	Specific Topics: Instruction	Specific Topics: Student Services	Specific Topics: Administrative Services and President's Area
Alternative Modes of Delivery	• Student performance results in courses offered online or as hybrids, compared to traditional modes of delivery • Plans for future alternative course modes	• Outcomes of and student satisfaction with alternative service modes • Plans for future alternative service modes	• Client satisfaction with newly streamlined or automated processes • Plans for automation of manual processes

B. While these preparatory discussions are in progress, at least one meeting of the Chairs Council and one meeting of the management team should include a refresher session on data access, use, and interpretation. Participants in those sessions should share the information gained there with all other unit participants.

VIII. Completing the Forms

A. Program Review Questions

1. *Assume the reader doesn't know anything about your program. Please describe your program including organizational chart/structure, your mission (purpose), who you serve, what kind of services you provide, and why these services are valuable, especially to students or other recipients.*

    a. We suggest that you adopt the following structure for your response:

        1) Introductory remarks, if desired
        2) Mission (and Goals, if available)
        3) Organizational chart, with supplemental description if desired
        4) A brief description of the population(s) you serve
        5) A list or brief description of the service(s) you provide
        6) A brief discussion of why your services are valuable to your target population(s) and to the College.

2. *How does your program define effectiveness, and what measures have you chosen to gauge it?*

    a. All units must include outcomes and their assessment in their definitions and measures of effectiveness.

    b. For all instructional units and many noninstructional units, annual reports of basic quantitative effectiveness indicators are available. Please obtain these reports from the following sources:

        1) Instruction: Your Dean
        2) Student Services: Your Dean
        3) Administrative Services: Your Vice President
        4) President's Area: Office of Research and Planning (ORP)

    c. All instructional units must include in their response to this question, at a minimum, consideration of the basic quantitative effectiveness indicators for instruction, which at present include the following:

        1) Student retention rates
        2) Student success or pass rates
        3) Total FTES
        4) WSCH/FTES

    d. If the unit regards figures on any of the basic reports as inaccurate for any reason, members must bring specific information about the nature of the inaccuracy to the attention of the person from whom they obtained the reports, so that the data can be corrected for the next cycle.

    e. It is very useful to get direct input from your students, alumni, community businesses that employ your students, or other clients regarding your program. If you do not already have access to such input, we suggest that you consult with ORP to determine whether a short survey is an appropriate and feasible method for gathering information on your clients' own perceptions.

    f. If you would like to have additional data made available for the next planning and program review cycle, please describe your needs in this section.

3. *Please summarize the results of the measures you have applied.*

    a. Append copies of the reports of basic quantitative effectiveness indicators applicable to your unit, the results of all outcomes assessments you have completed, and the results of any other effectiveness measures you considered in preparing this document.

    b. If you wish, summarize the highlights or most important results of the effectiveness measures you applied.

4. *Reflect on those results and tell us what they mean for your program.*

    a. Take the opportunity in this section to offer your interpretation of the results.

        1) What meaningful patterns or significant trends do you see in the results?

        2) How do you interpret those patterns or trends?

    b. What implications do the results have for your program? For example, if the results fell short of your criterion for effectiveness in a certain area, what changes in your program are needed to raise effectiveness to your criterion level?

5. *In answering both the following questions, please include as appropriate such areas as student performance, SLO/SAO cycle and results, curriculum, scheduling, alternative modes of delivery, outreach, partnerships, best practices, efficiency in using resources, group dynamics, strengths, weaknesses, innovations, etc.*

    a. *What is going well and why?*

    b. *What is not going well and why?*

        1) All instructional departments must consider the results of their most recent curriculum reviews in this section.

        2) In your response, please include consideration of this planning and program review process and of other decision-making processes and structures related to your program.

        3) Please be specific in your descriptions and analysis, and use concrete examples.

        4) Bear in mind that your responses to these questions comprise the core of your program review.

        5) Focus on the most important high points (the elements of which you are most proud, or that might serve as a model for other programs) and the most troubling low points (the issues with which you are really struggling). But don't stop there—go on to discuss the implications of your findings for your program and for the College. Or, to put it another way, answer the time-honored question of the skeptical observer: So what?

6. *What feedback did you receive from your last program review? How did you respond to it?*
   a. Summarize the feedback you received from this committee and the conclusions that you drew from it.
   b. What actions, if any, did you take as a result of the feedback (e.g., held a department meeting to discuss it, made changes to the program review, made changes to your program)?
   c. If you made any changes to your program as a result of the feedback, have you assessed their impact on your unit's effectiveness? If so, please describe your findings.
7. *Tell us where you would like your program to be three years from now (vision).*
   a. As you construct your vision, it might be helpful to think about some of the following questions:
      1) Imagine your program three 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?
      2) Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
      3) In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
      4) What long-term impact would you like your program to have on the College and the community?
      5) What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?
8. *Reflect on your responses to all the previous questions. Complete the Three Year Action Plan worksheet, entering in priority order the specific program goals and objectives you have formulated to maintain or enhance your strengths, or to address identified weaknesses. In addition, enter any resources required to achieve each objective.*
   a. See section VIII.B below.
9. *How do your vision and goals contribute to the College's mission?*
   a. The response to this question should reflect the consensus of the unit as a whole, rather than the viewpoint of a minority of the membership.
   b. Here is the CHC mission statement: "The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment."
   c. As you pursue your vision (see Question 7 above) and your goals (see Question 8 above and section VIII.B below), how will your actions contribute to the advancement of students' education and success and to a quality learning environment?
B. Three-Year Action Plan Questions
   1. *Goal*
      a. At the program level, a goal is a major aspiration that the program intends to realize over the next three years.
      b. A program goal should have the following characteristics:
         1) Reflects the program's Big Picture
         2) Clearly serves the interests of the program as a whole

　　　　　　3) Ambitious—even audacious!—yet attainable in principle
　　　　　　4) Achievement of the goal represents significant progress toward realization of the program's vision for the future.
　　　　　　5) Relatively long-range and stable over time, until it is achieved
　　　c. Remember to list your goals in priority order.
2. *Objective*
　　a. At the program level, an objective is a concrete, measurable outcome that represents a milestone on the way to achieving a goal.
　　b. Each program objective should have the following characteristics:
　　　　1) Relevant and significant with respect to the applicable goal
　　　　2) Brings the goal down to earth in clear language
　　　　3) Achievement of the objective represents significant progress toward achievement of that goal
　　　　4) Achievement of all the objectives related to a goal does not necessarily mean achievement of that goal; it often represents completion of one phase of work that will continue with the formulation of additional objectives and action plans.
　　　　5) Specific
　　　　6) Measurable
　　　　7) Reasonable with respect to:
　　　　　　a) Scope
　　　　　　b) Timeline
　　　　8) Lends itself to formulation of a coherent set of actions
　　c. List your objectives in priority order under each goal, unless there is a compelling reason to list them differently.
3. *Actions/Tasks*
　　a. At the program level, an action is one of a coherent set of specific steps that must be taken to reach the objective.
　　b. Each action should have the following characteristics:
　　　　1) Specific
　　　　2) Reasonable with respect to:
　　　　　　a) Scope
　　　　　　b) Timeline
　　　　　　c) Workloads
　　　　3) Completion of all the actions under an objective means achievement of that objective.
　　c. Describe each action at an appropriate level of detail. If you end up with 25 actions for one objective, you probably have included too much detail; if you end up with two, you might have included too little.
　　d. List the actions in a logical sequence.
4. *Resources*
　　a. List all the significant resources needed to achieve the objective, including personnel, training, technology, information, equipment, supplies, and space.
5. *Rationale*
　　a. For each resource listed: For what reason(s) is this particular resource needed to achieve the objective?

  6. *Cost/Savings*
    a. Enter the estimated additional cost of, or savings associated with, each resource listed (compared to the current year's budget). Please label savings as such; if an entry has no label, we will assume it represents a cost.
    b. If you need help in estimating costs or savings, please see your Dean (in Instruction or Student Services), Vice President (in Administrative Services), or the President's Office (in the President's Area).
    c. If you know of potential external sources of support for listed resources, please identify them here.
  7. *Timeline*
    a. Provide a realistic, reasonable estimate of when each action should take place.
  8. *Person Responsible*
    a. List the title and name of the specific person with overall responsibility for ensuring achievement of the objective as planned.

C. Annual Planning Questions
  1. *Have there been any changes in your program over the past year that have had a significant impact on its goals and/or effectiveness? If so, please describe the changes and their impact.*
    a. This is the section in which to report major changes, such as the following:
      1) Gains or losses in personnel
      2) New program accreditation standards
      3) Major budget cuts or donations received
    b. If you anticipate events or changes in the coming year that are likely have such an impact, please describe them here.
    c. If there have been no significant changes, please indicate that.
  2. *Please summarize the results of program effectiveness measures you have applied since your last program review.*
    a. Append copies of the reports of basic quantitative effectiveness indicators applicable to your unit, the results of all outcomes assessments you have completed, and the results of any other effectiveness measures you considered in preparing this document.
    b. If you wish, summarize the highlights or most important results of the effectiveness measures you applied.
  3. *Based on these results, what conclusions have you drawn about your program's progress since the last program review? Include as appropriate such areas as student performance, SLO/SAO cycle and results, curriculum, scheduling, alternative modes of delivery, outreach, partnerships, best practices, efficiency in using resources, group dynamics, strengths, weaknesses, innovations, etc.*
    a. Please be specific in your descriptions and analysis, and use concrete examples.
    b. In what areas or issues have you made the most significant progress, and what are the implications of that progress for your program and for the College?
    c. In what areas or issues have you found your progress insufficient or disappointing, and what are the implications of this lack of progress for your program and for the College?
    d. If your findings indicate the need for new or revised goals or objectives, be sure to include them in your Three Year Action Plan worksheet (see below).

4. *Please provide a status update on meeting program goals and objectives.*
   a. Please list the program goals your unit most recently adopted, along with the applicable objectives under each goal, and briefly describe your current progress on each goal and objective.
   b. If you were not required to formulate program goals and objectives last year, please indicate that.
5. *On the Three Year Action Plan worksheet, please enter in updated priority order the specific program goals and objectives you have formulated to maintain or enhance your strengths, or to address identified weaknesses. You may create new goals and objectives, and/or you may carry over goals and objectives from last year in original or modified form. In addition, enter any resources required to achieve each objective.*
   a. See section VIII.B above.
6. *If there is anything else you would like the committee to take into consideration in evaluating your annual plan, please describe it.*
   a. You are free to include anything you wish in this section.

IX.   Feedback, Priorities, and Evaluation
   A. The unit leader is charged with ensuring that the unit's integrated planning and program review process is completed in timely fashion.
      1. For instructional disciplines with no full-time faculty, the unit leaders are faculty chairs and deans.
      2. For interdisciplinary studies, the unit leaders are the deans and faculty chairs collaboratively. (As courses are added, the appropriate deans and faculty chairs would be included in the process.)
      3. For the Office of the President, the President is the unit leader, and will be responsible for submitting the final draft of the unit program review document to the Planning and Program Review Committee.
      4. For those units reporting directly to the President, the unit leaders are the directors.
      5. For each program within Administrative Services, the unit leader is the supervisor (working collaboratively with leads to the extent possible).
      6. For each program within Student Services, the unit leader is the dean or director.
      7. For programs within Instruction, faculty chairs, coordinators, directors, and deans, as applicable, are the unit leaders.
      8. If the normal unit leader for a given program is not available, then unit leadership moves up to the next higher supervisor. For example, if a directorship is vacant, then the unit leader is the dean to whom that director reported.
   B. Initial Feedback and Submission
      1. Instructional Disciplines
         a. Disciplines in collaboration with their faculty chair will complete program review and planning documents.
         b. Disciplines and faculty chairs will send their documents to their deans and the Vice President for feedback.
         c. Deans and the Vice President will provide feedback to the disciplines and faculty chairs, but cannot make changes to the unit documents.
         d. After receiving feedback, each faculty chair will be responsible for turning in the final draft of each unit document to the applicable dean in both electronic and hard copy.

    e.   The dean will submit the final documents in both electronic and hard copy, along with comments, to the Planning and Program Review Committee for assessment.

2. Learning and Instructional Resources

    a.   Supervisors, coordinators, and directors will send program review and planning documents to the dean for feedback.

    b.   The dean will provide feedback to the supervisors, coordinators, and directors, but cannot make changes to the unit documents.

    c.   After receiving feedback, each supervisor, coordinator, or director will be responsible for turning in the final draft of each unit document to the dean in both electronic and hard copy.

    d.   The dean will submit the final documents in both electronic and hard copy, along with comments, to the Planning and Program Review Committee for assessment.

3. Administrative Services

    a.   Each supervisor will send program review and planning documents to the applicable director or Vice President for feedback.

    b.   The director or Vice President will provide feedback to each supervisor, but cannot make changes to the unit documents.

    c.   After receiving feedback, each supervisor will be responsible for turning in the final draft of each unit document to the director or Vice President in both electronic and hard copy.

    d.   The director or Vice President will submit the final documents in both electronic and hard copy, along with comments, to the Planning and Program Review Committee for assessment.

4. Student Services

    a.   A Counseling Committee will be formed to represent all faculty counselors in Student Services and will complete the program review and planning documents.

        1)   The Counseling Committee will send its documents to the appropriate dean for feedback.

        2)   The dean will provide feedback to the Counseling Committee, but cannot make changes to the committee's documents.

        3)   After receiving feedback, the Counseling Committee will be responsible for turning in the final draft of each document to the dean in both electronic and hard copy.

        4)   The dean will submit the final documents in both electronic and hard copy, along with comments, to the Planning and Program Review Committee for assessment.

    b.   Health and Wellness

        1)   The coordinator of Health and Wellness will send the program review and annual planning documents to the dean for feedback.

        2)   The dean will provide feedback, but cannot make changes to the unit documents.

        3)   After receiving feedback, the coordinator will then be responsible for turning in the final draft of each document to the dean.

        4)   The dean will submit the final documents in both electronic and hard copy, along with comments, to the Planning and Program Review Committee for assessment.

      c. All Other Programs
        1) All other directors and the deans will send their program review and annual planning documents to the applicable dean or Vice President for review.
        2) The dean or Vice President will provide feedback, but cannot make changes to the unit documents.
        3) After receiving feedback, each director or dean will be responsible for turning in the final draft of each document to the dean or Vice President in both electronic and hard copy.
        4) The dean or Vice President will submit the final documents in both electronic and hard copy, along with comments, to the Planning and Program Review Committee for assessment.

5. President's Area
    a. Directors will send program review and planning documents to the President for feedback.
    b. The President will provide feedback, but cannot make changes to the unit documents.
    c. After receiving feedback, each director will submit the final documents in both electronic and hard copy to the Planning and Program Review Committee for assessment.

6. A copy of each Three Year Action Plan that includes technology resource requests will be forwarded to the Director of Technology Services to help inform that department's annual planning.

C. Institutional Priorities Process for Three Year Action Plans
1. The process of setting institutional priorities for the Three Year Action Plans, regardless of whether those Plans are submitted as part of program review or annual planning, operates in the same way.
2. Functions
    a. Unit leader: The position responsible for completing the unit's planning and program review process, which may be a faculty chair, supervisor, coordinator, director, or dean. See section IX.A above.
    b. Division manager: The position responsible for the set of units that comprise a given division.
    c. Area manager: The Vice Presidents (for all the divisions in their respective Areas) and the President (for all the departments in the President's Area).
3. Steps in Setting Priorities
    a. The division manager discusses Three Year Action Plan priorities across the division with the unit leaders. Based on that discussion, he or she creates a consolidated divisional priority list of goals, objectives, resources, and rationales, and submits it in both electronic and hard copy to the applicable Area manager and to the Planning and Program Review Committee (along with the final unit planning and program review documents, as described above).
    b. The Area manager discusses priorities across the Area with the division managers. Based on that discussion, he or she creates a consolidated Area priority list of goals, objectives, resources, and rationales from the divisional lists, and submits it in both electronic and hard copy to the President (along with copies of the final

unit planning and program review documents) and to the Planning and Program Review Committee.

    c. The Planning and Program Review Committee reviews the divisional and Area priority lists, and recommends a consolidated institutional priority list of goals, objectives, resources, and rationales, which it submits to the President.

    d. The President, with the advice of the Cabinet, creates the final institutional priority list of goals, objectives, resources, and rationales based on the Planning and Program Review Committee recommendation and the Area priority lists, and reports back to the campus community on the decision. If the President's list departs significantly from the Planning and Program Review Committee's recommendation, the President provides the rationale for the departure(s).

D. Evaluation Process for Program Review

1. Subcommittees of the Planning and Program Review Committee will be formed to conduct program review evaluation.

2. The evaluation process will consist of two parts, each based on a scoring rubric (see the Planning and Program Review Committee website for examples of the rubrics):

    a. An evaluation of the quality (e.g., completeness, clarity, reliance on evidence) of the submitted documents.

    b. A substantive evaluation of each program's health and/or effectiveness, based on the information contained in the submitted documents.

3. The chair(s) of the committee will distribute the submitted documents to the subcommittees along with copies of the evaluation rubrics and scoring sheets. (See the Planning and Program Review Committee website for the rubrics and scoring sheets.)

    a. Subcommittees will evaluate the documents and submit their rubric scores and written comments on a signature sheet to the chair for distribution to the full committee.

    b. If there is a dissenting opinion, it will also be submitted in writing.

4. The chair will electronically distribute the subcommittee results to each member of the full committee one week prior to the applicable committee meeting.

    a. The full committee will be responsible for reviewing each document in preparation for full committee discussion.

5. The applicable unit leader and at least two other members of the unit (unless the unit has fewer members) will meet with the committee to discuss the program review and answer any questions the committee may have.

6. Recommendations/comments/commendations will be drafted by the full committee after discussion of the subcommittee findings and the meeting with the unit representatives.

7. The chair will write and distribute the committee's findings to the unit by mid-March

8. Units will have two weeks after receiving the committee's findings to submit written responses.

9. The chair will forward the committee's report and the unit's response (if any) to the President. Included in the report will be any dissenting opinions.

E. Evaluation Process for Annual Planning
1. Copies of the completed annual planning documents will be submitted to the committee according to the dates listed in the Planning and Program Review Schedule.
2. Subcommittees will review the annual planning documents.
3. Subcommittees will submit written comments, recommendations, and suggestions to the chair, who will distribute them to the full committee.
4. The full committee will review and discuss the subcommittees' reports. In addition, the committee will look for opportunities to increase partnerships and effective use of resources across planning units.
5. The full committee will submit a written report to the President with any comments, concerns or recommendations based on analysis of the planning documents.
6. A copy of the committee's report to the President will be sent to any planning unit impacted and will be available to all units.

X.   Schedule of Planning and Program Review
A. See the Schedule for the current and upcoming years at the Planning and Program Review Committee website.

XI.   Accreditation Standards
A. Accrediting Commission for Community and Junior Colleges, Accreditation Standard IB, Improving Institutional Effectiveness:
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.