

## Non-Instructional Questions

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

- Plan Name:
- Prepared by:

### 1. **Mission:**

- Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.*
- Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?***

### 2. **Description of Program:** Please describe your program, including the following:

- Organizational structure and staffing*
- Whom you serve (including demographics and representativeness of population served)*
- Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service*
- Pattern of Service: Rubric Item:** *Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients*

### 3. **External Factors with Significant Impact:** What external factors have a significant impact on your program? Please include the following as appropriate:

- Budgetary constraints or opportunities*
- Competition from other institutions*
- Requirements of four-year institutions*
- Requirements imposed by regulations, policies, standards, and other mandates*
- Job market*
  - Requirements of prospective employers*
  - Developments in the field (both current and future)*

4. **Progress on Outcomes Assessment:**

**Rubric Item:** [Service Area and Student Learning Outcomes Process](#).

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

5. **Unit's Performance on Institutional Quantitative Effectiveness Indicators:** Please discuss your program's performance on each data item below.

- 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 three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

6. **(Student Services Only) Other Unit-Specific Quantitative and Qualitative Results:**

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view **program and college demographics by year**.
- b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your **program specific data on degrees and certificates**.
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

[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.

6. **(Administrative Services Only) Other Unit-Specific Quantitative and Qualitative Results:**
- a. **Rubric Item: Define and describe** useful quantitative or qualitative measures you have chosen to gauge your program's effectiveness that are in addition to the SAOs from measure 3 ([Program Effectiveness Measures](#)). (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, square footage serviced, acres managed, student, faculty, and staff satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, and satisfaction with college facilities) etc.
  - b. **Rubric Item:** Please be sure to set a target ([Program Effectiveness Criteria](#)) for each measure and provide the reasoning for the targets that have been set. 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.

7. **Evaluation:** You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:
- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
  - Innovation and Implementation of best practices
  - Efficiency in operations
  - Efficiency in resource use
  - Staffing
  - Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
  - Professional development and training
  - Group dynamics (e.g., how well do unit members work together?)
  - Compliance with applicable mandates

8. **Vision:**

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

[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?

9. **Progress on Prior Goals:** Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

10. **Four-Year Action Plan (Goals, Objectives, Resources, and Actions):**

**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](#).)