



**Cañada College
Program Review Guidelines Manual
for
Student Services**

**Produced by the Program Review Committee
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STUDENT SERVICES

Program Review Guidelines

Introduction to Program Review

Comprehensive Program Reviews in Student Services serve many purposes. Most important of these is to improve programs and identify opportunities for future development. Comprehensive Program Reviews provide a systematic mechanism to monitor the status, effectiveness, efficiency and progress of programs in the Student Services division. This systematic program review process is designed to assess the overall organizational effectiveness of each Student Services program.

The Student Services Program Review Ad Hoc Committee was formed to develop guidelines for a review process that would be specific to programs in Student Services. Members of the Ad Hoc Committee include:

Ileana Gadea, University Center Project Director
Jeanne Gross, Dean, Academic Support Services
Phyllis Lucas-Woods, Vice President, Student Services
Karen Olesen, Counselor
Melissa Raby, Dean, Counseling and Enrollment Services
Rita Sabbadini, Program Supervisor, Learning Center

The Student Services Program Review Ad Hoc Committee began in Spring 2006 to develop procedural guidelines, to frame important questions to be addressed in the program review self-study, to clarify processes for peer review, and to develop a review timeline. The group drew from various established program review models to help shape a process for its use. Drawing from these institutional models, measurement criteria for evaluating organizational performance in Student Services programs were developed.

The committee in its development of these guidelines acknowledged that no one process or single set of performance criteria can apply to the broad range of programs, departments, services, and activities comprising Student Services, but that the review guidelines outlined here are intended to create a level of rigor and consistency in review focus that will be applied across all programs within Student Services.

This document provides guidelines for use in program review activities. It is important to emphasize the positive effect the review process is expected to have on Student Services planning, decision-making, overall performance, and stature within the College. As programs become more familiar with the review procedures, it is anticipated that they will value their use and the benefits derived from the process.

Purpose of Program Review

Program review provides Student Services with an opportunity to: 1) examine the current programming, services, directions, and organizational efficiency and resource capabilities of a program; 2) validate strengths; 3) identify opportunities for improvement; and 4) achieve high-level performance results while also serving as an important mechanism for communication within a program and between a program and central administration.

The objectives of program review are to:

- Assess how well a program performs in relation to its objectives, College priorities, and the Office of Student Services' goals and strategic initiatives;
- Encourage strategic thinking about a program's plans for the future;
- Define ways, primarily within existing resources, that a program can continue to improve in the quality of its programs, services, activities, and operations;
- Provide evidence of the excellence and effectiveness of a program's activities, services, programs and operations;
- Determine the extent to which a program has managed its resources in an efficient and effective manner;
- Evaluate the extent to which a program has successfully addressed student learning outcomes and/or business and service outcomes; and
- Identify obstacles that inhibit a program from achieving its desired goals and develop ways in which these obstacles can be managed.

Comprehensive program reviews assist in long-range planning and are valuable in setting priorities for the department, program, division, and the College. They also provide these same areas with information that allows them to:

- Identify future directions, needs, and priorities;
- Recognize and respond to the strengths and weaknesses of the program and identify important directions in the profession;
- Assist in assessing a program's relationships with and contributions to other programs within the College.

Comprehensive program reviews provide a means for the College to show its accountability for programs, services and resources. They occur on a regular cycle and they are evaluative, not just descriptive. Lastly, they are forward-looking.

Program Review Cycle

Student Services Program Reviews will occur on a six-year cycle. The Vice President of Student Services in consultation with Student Services administrators and directors develop this schedule. When possible, the schedule is coordinated with other review and accreditation activities. It is important to note that accreditation reviews are conducted for other purposes and do not take the place of Student Services' Program Reviews. However, elements of and preparation for these reviews may overlap and, therefore, coordination of these reviews will occur to eliminate unnecessary duplication of effort.

Need to add specifics re: a timeline

Components of Program Review

Section I: The Program Overview

The **Program Overview** should be brief and should reflect the consensus of the staff within the program. It is meant to provide a broad understanding of the program, current trends related to the program's mission, and how the program serves to meet the overall mission or goals of Cañada College. The Program Overview should address the following issues:

- A. The mission of the program and its link to the College's Mission and Goals
- B. Historical background and unique characteristics of the program
- C. Progress since the last Program Review
- D. Current strengths, opportunities, and challenges

Section II: Review Report

The **Review Report** provides a more detailed assessment of the program. While it is important to answer all of the questions in this section, please aim for brevity. The Review Report should include the following subsections:

- A. Programs and Services
- B. Staffing and Organizational Structure
- C. Student/Constituency Satisfaction
- D. Facilities, Technical Infrastructure, and Resources
- E. Outreach and Collaboration

Each of the subsections should include a narrative assessment based on the supporting data. The data used will include a program organizational chart, a five-year staffing profile, and supporting data. Teams should determine what data is necessary and work with the College Research Analyst early in the process to obtain the necessary information.

Below is a list of guiding questions for each subsection. Use these questions to create your narrative and refer to the data when necessary. Given the diverse range of student support, not every question will be equally relevant to each program. The goal of this narrative assessment is to encourage continuous improvement throughout the college, at all levels, and to guide effective planning and decision-making.

A. Programs and Services

1. What are the program's primary service offerings?
2. What are the service area outcomes?
3. How do these services support the College's mission and goals?
4. What are the program's strengths and weaknesses in the area of programs and services?
5. What methods are used for evaluating the program's service offerings?
6. What strategies have been used to improve delivery of support services within the program (e.g., technology, online options, etc.)?
7. How can the program's services become more effective?

B. Staffing and Organizational Structure

1. Explain the program's organizational structure, including reporting relationships, distribution of responsibilities/authority, formal and informal lines of communication, and use of management and/or cross-functional work teams.
2. Describe the program's staff profile. Include a breakdown of the program's workforce by position type and staff diversity within each position category. In the self-study report appendices, list the qualifications required for the various position categories. Describe staffing changes over the past five years and future anticipated changes. Explain the circumstances that brought about these changes and how these changes have/will affect the program's operations and services.

3. List the contributions individual staff members make to the College's shared governance endeavors (District or College, committee work, etc.) and to their respective professions (publications, presentations, leadership roles in professional associations, etc.)

C. Student/Constituency Satisfaction

1. What are the program's student learning outcomes?
2. How does the program determine students'/other constituencies' satisfaction or dissatisfaction with its performance?
3. How has the program used this information to make improvements in it within the past five years?
4. How would you rate the program's visibility on campus? Are students/other constituencies aware of the services provided?
5. What are the program's strengths and weaknesses in the areas of student learning outcomes and student/constituency satisfaction?
6. How can the program improve its effectiveness in the area of student/constituency satisfaction?

D. Facilities, Technical Infrastructure, and Resources

1. How do the size, type and/or quality of the program's current physical space affect its ability to fulfill its mission and support its current offerings?
2. Describe the information technology that is available to the program and its affect on the ability to fulfill its mission and support its services?
3. Describe the adequacy of the program's financial resources over the past five years. How efficiently does the program manage those resources?
4. Discuss any significant changes in the program's facilities, technical infrastructure, or other resources in the past five years.
5. In what ways can this program continue to improve the quality of its services and operations within existing resources?
6. What are the projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

E. Outreach and Collaboration

1. Describe the key collaborative relationships in which the program is involved and explain how these partnerships strengthen its capacity to advance student success/enhance the quality of services and programs provided/ create greater operational efficiencies for the program.
2. How effectively does information flow from this program to others on campus? Identify any areas where difficulties in communication could be improved.
3. How does the program make data and information available to faculty/staff/students, and/or prospective students?
4. What are the program's strengths and weaknesses in the area of outreach and collaboration?
5. How can this program improve its outreach and collaboration efforts?

Section III: Needs Assessment

The **Needs Assessment** is a brief summary of the needs of the program as outlined in the Review Report above. It should include the following subsections:

- A. Human Resource Needs
- B. Instructional/Service Needs
- C. Research Needs
- D. Technical, Equipment and Other Resource Needs
- E. Facilities Needs
- F. Marketing and Outreach Needs

Section IV: Appendices

Each Program Review must include the following appendices:

- A. Unit Organizational Chart
- B. Five-Year Program Staffing Profile
- C. Supporting Data/Research Information

Additional appendices can be included and should be listed in the Table of Contents.

Appendix A: Program Organizational Chart

An Organizational Chart must be created for the program. This can be created in any format and should clearly show how this program fits within the larger divisional and/or Student Services structure.

Appendix B: Five-Year Program Staffing Profile

Each program should create a table, using the template below, which shows the staffing levels in each category (administration, full-time classified staff, part-time classified staff, student workers, full-time faculty, and part-time faculty) for the previous five years, and the percentage change over that period of time.

| Position | Staffing Levels for Each of the Previous Five Years | | | | | % Change from Year 1 to Year 5 |
|------------------------------------|---|------|------|------|------|--------------------------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | |
| Administration | | | | | | |
| Bargaining Classified Staff FT | | | | | | |
| Bargaining Classified Staff PT | | | | | | |
| Non-bargaining Classified Staff FT | | | | | | |
| Non-bargaining Classified Staff PT | | | | | | |
| Student Workers | | | | | | |
| Faculty FT | | | | | | |
| Faculty PT | | | | | | |

Do we need a diversity chart? How should we list qualifications for position categories?

Appendix C: Supporting Data

Each program should collect any key performance indicators, such as annual operating budget, expenditures, number of service recipients, etc., in order to confirm its observations regarding its activities, accomplishments, needs, etc.

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Appendix D:
Student Services Program Review Template

Cañada College
Program Review for [Name of Unit]



Submitted on [Date]

Program Review Team Members and Approvals

Program Review Team Chair:

Program Review Team Members:

Approvals:

Division Dean

Vice President Student Services

Template

Program Review Checklist

| Date Completed | Action |
|----------------|---|
| | Form Program Review Team |
| | Gather documents (Org Chart / Staffing Profile) |
| | Contact College Research Analyst if necessary |
| | Solicit input from faculty and students |
| | Determine if additional research is needed |
| | Write Program Review report |
| | Report submitted to Dean and/or VP for approval |
| | Report submitted to Office of Student Services for approval |
| | Presentation to Curriculum Committee for information |
| | Report submitted to Budget & Planning Committee ? |
| | Presentation to College Council for information ? |
| | Report submitted to SMCCD Board of Trustees |

Template

Section I: Unit Overview

- A. The Mission of the Program and its Link to the College's Mission and Goals
- B. Historical Background and Unique Characteristics of the Program
- C. Progress since the Last Program Review
- D. Current Strengths, Opportunities, and Challenges

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Template

Section II: Review Report

- A. Programs and Services
- B. Staffing and Organizational Structure
- C. Student/Constituency Satisfaction
- D. Facilities, Technical Infrastructure, and Resources
- E. Outreach and Collaboration

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Template

Section III: Needs Assessment

- A. Human Resource Needs
- B. Instructional/Service Needs
- C. Research Needs
- D. Technical, Equipment and Other Resource Needs
- E. Facilities Needs
- F. Marketing and Outreach Needs

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Section IV: Appendices

- A. Unit Organizational Chart
- B. Five-Year Program Staffing Profile
- C. Supporting Data/Research Information
- D. Other

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