



**Cañada College
Program Review Handbook
for
Student Support services**

**Produced by the Program Review Committee
June, 2006**

The Components of Program Review

Each Program Review report will be comprised of the following sections:

- I. Unit Overview (2-3 pages)
- II. Review Report (approximately 10 pages)
- III. Needs Assessment (2-3 pages)
- IV. Appendices:
 - a. Unit Organizational Chart
 - b. Five-Year Program Staffing Profile
 - c. Supporting Data
 - d. Other Appendices as needed

Section I: The Unit Overview

The **Unit Overview** should be brief (2-3 pages), and should reflect the consensus of the staff within the unit. It is meant to provide a broad understanding of the unit, current trends related to the unit's mission, and how the unit serves to meet the overall mission or goals of Cañada College. The Unit Overview should address the following issues:

- A. The Mission of the unit and its link to the College's Mission and Goals (see Appendix B)
- B. Historical background and unique characteristics of the unit
- 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 unit. 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. Staffing and organizational structure
- B. Programs and services
- C. Student/constituency satisfaction
- D. Facilities, technical infrastructure, and resources
- E. Outreach and collaboration

Each of the subsections should include a narrative self-assessment based on the supporting data. The data used will include a unit 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 unit. 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. Staffing and Organizational Structure

1. Describe the administrative/classified/faculty staffing structure of the unit. How does this staffing structure affect the unit's ability to fulfill its mission and goals?
2. What steps can be taken to improve this unit's organizational efficiency within its current budget?

3. What changes in administration, faculty, and staff are needed to make this unit more effective?

B. Programs and Services

1. What are the unit's primary service offerings?
2. What is the demand for these services from other units on campus?
3. How do these services support the College's mission and goals?
4. Is there any overlap or duplication of programs or service functions with other units of the College? If so, how could this be addressed?
5. What methods are used for evaluating the unit's offerings?
6. What strategies have been used to improve delivery of support services within the unit (e.g., technology, online options, etc.)?
7. What are the unit's strengths or weaknesses in the area of programs and services?
8. What changes in the area of programs and services are needed to make this unit more effective?

C. Student / Constituency Satisfaction

1. How do you determine students'/other constituencies' satisfaction or dissatisfaction with your unit's performance?
2. How have you used this information to make improvements in the unit within the past five years?
3. How would you rate your unit's visibility on campus? Are students/other constituencies aware of the services you provide?
4. What are the unit's strengths or weaknesses in the areas of student/constituency satisfaction?
5. What changes are needed to improve the program's effectiveness in the areas of student/constituency satisfaction?

D. Facilities, Technical Infrastructure, and Resources

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

E. Outreach and Collaboration

1. Describe the key collaborative relationships that your unit is involved in 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 unit.
2. How effectively does information flow from this unit to other units on campus? Identify any areas where difficulties in communication could be approved.
3. How does your unit make data and information available to faculty/staff/students, and/or prospective students?
4. What are the unit's strengths and weaknesses in the area of outreach and collaboration?
5. What changes in the area of outreach and collaboration are needed to make this unit more effective in its mission?

Section III: Needs Assessment

The **Needs Assessment** is a brief (2-3 page) summary of the needs of the unit as outlined in the Review Report above. The Needs Assessment 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
- G. Retention 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

Additional appendices can be included and should be listed in the table of contents.

A. Unit Organizational Chart

An Organizational Chart should be created for the unit. This can be created in any format and should clearly show how this program fits in with the larger divisional structure.

B. Five-Year Program Staffing Profile

Each unit 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 | | | | | | |

C. Supporting Data

Each unit 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.

Appendix B:

Cañada College Mission, Vision and Values Statement

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Vision

Cañada College ensures success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Values

Striving to produce responsible, life-long learners who become resourceful, adaptive, independent and productive employees, employers, and members of their community, Cañada College values and actively promotes:

- personalized instruction and service
- active learning and interaction
- high standards of excellence
- increased student access
- diversity in staff, student body, and curriculum
- partnerships with business, schools, colleges and universities, governments, and community based organizations

Appendix C:

Student Support Review Template

Cañada College

Program Review for [Name of Unit]



Submitted on [Date]

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Program Review Team Members and Approvals

Program Review Team Chair:

Program Review Team Members:

Approvals:

Division Dean

Vice President of Instruction or Student Services

Program Review Checklist

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

Section I: Unit Overview

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

Section II: Review Report

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

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- B. Five-Year Program Staffing Profile**
- C. Supporting Data**
- D. Other**