

CAMPUS ADMINISTRATIVE UNIT PROGRAM REVIEW

Background and Guidelines

Due: September 1, 2008



Riverside Community College District
Office of Institutional Effectiveness

Web Resources:

<http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm>

Last Revised: June 24, 2008

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ADMINISTRATIVE UNIT PROGRAM REVIEW WORKSHEET

Administrative Unit: _____ Educational Services _____

Prepared by: _____ Gaither Loewenstein _____

Date: _____ August 15, 2008 _____

I. The Unit Overview

The Unit Overview 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 Riverside Community College District and its campuses.

1. What is the mission of your unit?

To facilitate and promote the success of RCC – Norco students by providing an integrated, seamless web of instructional and student support services.

2. Identify or outline how your unit serves the mission of the institution (district or college). Please limit to a single paragraph.

Educational Services is charged with providing oversight functions intended to ensure effective and efficient delivery of instructional and student support services to RCC – Norco students. The Vice President for Educational Services provides strategic leadership to the campus' instructional services and student services operations, with an emphasis on long-range planning, accreditation oversight and liaison, budget formulation and implementation, coordination with District academic affairs and student services offices and like functions on the Riverside and Moreno Valley campuses and day-to-day leadership of the campus during the absence of the Campus President. Operational management of instruction and student services is provided by the Dean of Instruction and the Dean of Student Services. The Assistant Dean of Library and Learning Resources, who reports directly to the Vice President for Educational Services, performs similar oversight functions with regard to the Airey Library, Instructional Media Center and the provision of technical support to Norco faculty members. The Child Care Center Supervisor also reports directly to the Vice President.

3. **Provide the official Organizational Chart of your unit and an ideal chart which includes all levels of services and positions.** *If necessary, provide very brief narrative descriptions by numbering the chart and including a numbered list with clarifications on a subsequent page.*

To be provided by District Human Resources.

4. **Describe the functions of your unit.**

Please use a bulleted list with headings as necessary to make it clear and easy to read.

■ ***Instructional Services***

- Preparation of class schedules, evaluation of full- and part-time faculty, administrative support for Academic Senate and Curriculum Committee, clerical support for faculty members, Dean of Instruction, department chairs and assistant chairs. Coordination of academic program reviews, oversight of student learning outcomes identification and measurement, identification of resource needs and allocation of budgetary resources to instructional units.

■ ***Student Services***

- Provision of counseling, admissions and records, financial aid, assessment, tutorial support, outreach, student activities and various categorically-funded support services to students. Preparation of student services program reviews, identification and measurement of student learning outcomes and service area outcomes for the above functions.

■ ***Library and Learning Resources***

- Operational oversight of Airey Library, Instructional Media Center and technical support services for faculty members. Integration of library functions and activities with instructional program delivery.

■ ***Child Care Center***

- Day-to-day management of Norco campus Child Care Center,

Each of the above three sub-units (with the exception of the Child Care Center, which is addressed in this portion of the document) have prepared separate program review sections for their unit. Instructional Services, Library and Learning Resources utilized the newly adopted Administrative Unit Program Review format (these reports are included as part of this document), while Student Services prepared a program review using its existing format (published under separate cover).

5. **In your 2007 report your unit proposed an assessment plan. Please provide a report on your findings as an appendix to this document.** Please try to organize your report so that it answers the following: 1) What did you do? 2) What were the results? 3) What do you plan to change as a result of your assessment? Include any survey results, etc.

You may wish to refer to the “*Self – Assessment/IE Evaluation Form for Administrative Units*” at the end of these instructions in preparing your analysis.

Your report appendix will be submitted to the District Assessment Committee for review.

The 2007 Administrative Unit Program Review for Educational Services contained five primary objectives to be assessed during 07/08. Each of these objectives, along with the result of the related assessment, is summarized below:

Objective #1: Increase FTES enrollment by 5% without utilizing off-campus facilities

FTES enrollment increased by 8.89% at Norco between 2006/07 and 2007/08, significantly exceeding the enrollment growth target for both the campus and the District.

Objective #2: Increase WSCH: FTEF from 530 (06/07) to 550 (07/08)

Norco’s WSCH: FTEF increased from 535 in Fall 2006 to 597 in Fall 2007, representing an increase of 11.56 percent. This was achieved by making greater utilization of existing space, enhancement of instructional space (Theatre 101, Humanities 111) and the addition of the West End Quad utilizing funds from Measure C. Additionally, training in schedule preparation was administered to department chairs and assistant chairs, resulting in the production of more efficient class schedules.

Objective #3: Achieve an Overall Student Success Rate of 70%

Norco’s student success rate *declined significantly* from 68.0% in Fall 06 to 64.9% in Fall 07. This is a matter of serious concern, particularly in light of the fact that this decline occurred across virtually all disciplines, with only 20 percent of the disciplines offered by the campus experiencing an increase in student success. There are several factors that might have contributed to the decline in student success rates experienced by Norco, including:

- a. It is possible that in some instances the larger class sizes necessary to achieve higher instructional efficiencies may have adversely affected the quality of the learning experience for some students. To affirm or refute this will require further analysis correlating changes in class size with changes in student success rates. This project will be assigned to the associate dean of student success who will join the campus in Fall 08.

- b. Norco has not had any full-time faculty positions added to the campus for over two years. Over this time period, the number of class sections has increased, resulting in a higher proportion of classes being taught by part-time instructors. Although Norco produces 23 percent of the District's FTES enrollment, the campus employs only 14 percent of the District's full-time employees and has the lowest proportion of courses taught by full-time faculty of the three RCCD campuses. It is a plausible hypothesis, albeit one that requires further research that Norco's ever-increasing reliance on part-time faculty and staff has contributed to the decline in student success observed between 06/07 and 07/08.
- c. The population characteristics of students attending community colleges has changed in recent years, posing challenges with regard to student success rates. Norco, in particular, experienced an influx of students from the new JFK Middle College High School during 07/08 that may have contributed to the campus' declining overall student success rate.

Although the above referenced data are cause for serious concern, there are preliminary signs that some improvement in success rates may occur in 08/09. Most significantly, the campus implemented a scheduling strategy for pre-collegiate classes called *Success Track* in Fall 2007. Student success data for basic English classes suggest that significant improvements occurred in most of these classes, with improvements ranging from 15-19 percent in Fall 07 over Fall 08. There is reason to believe that as these more successful students matriculate into college-level courses during the 2008/09 academic year the campus may experience a resurgence in student success rates. In any case, *restoring the campus' progress toward increasing student success rates must be regarded as the top priority for Educational Services in the coming academic year.*

Objective #4: Conduct an integrated, systemic assessment of supplemental instruction initiatives, including tutorial services, student support labs, supplemental hours of instruction required outside of class in some disciplines and open lab offerings.

While various elements of this assessment were begun in 07/08, full implementation of this project awaits the arrival of our new Associate Dean of Student Success.

Objective #5: Achieve improvements in student satisfaction as measured by the Spring 2008 CCSEQ Survey in comparison with the 2006 survey results.

The results of the Spring 2006 CCSEQ survey conducted at Norco were not available at the time of the preparation of this report, but will be evaluated with regard to this objective at the time they become available and will be included in next year's Administrative Unit Program Review for Educational Services.

6. **In order to progress in the assessment of the effectiveness of your unit what types of data will you collect during the next year** (they may be the same as the prior year)?

- a. *Make a list. See Appendix A for examples of assessment methods. Mention only data that you sincerely believe will help you improve the effectiveness of your unit. In 2009 you will be asked to report on your data collection efforts and the ways in which these assessments have informed improvements in your unit.*
 - b. *If you are planning to use a customer service survey you may wish to model yours after the example in Appendix B. Please attach your proposed survey as an appendix to your report.*
- FTES enrollment growth by semester
 - WSCH: FTEF ratios by semester
 - Student success rates (ie. percentage of enrolled students earning A-C grades), both overall and by discipline
 - Term-to-term persistence rates for Norco students
 - Success rates of basic skills students in subsequent level courses
 - Relationship between utilization of supplemental instruction (i.e. Writing Center, Math Lab, Tutorial Center, 18 hours of required supplemental instruction in English and CIS courses), 96/97 lab classes) and student success.
 - CCSEQ Survey of enrolled students to be conducted in Spring 08

-- See previous section for data analysis.

7. Collaboration with Students and/or Other Units: A progress report

- a. *What are the unit's strengths and weaknesses in the area of outreach and collaboration? Did your unit improve since last year?*
 - i. Strengths include communication of information pertaining to enrollment growth, efficiency, scheduling decisions, strategic planning objectives and processes to faculty members.
 - ii. The delineation of duties and oversight responsibilities between the VP, Educational Services and the Deans of Instruction and Student Services. Collaboration with Riverside and Moreno Valley Campuses regarding the scheduling of courses could also be improved.
- b. *How effectively does information flow from and to this unit to other units on campus? Identify any areas where communication could be improved. Were improvements made since last year?*
 - i. Generally speaking, information flows effectively, perhaps as a result of the relatively small size of the campus.
 - ii. Communication could and must be improved with regard to the reporting of critical incidents affecting student safety (threats of violence, sexual harassment, etc.) to executive leadership. Counselors, faculty members and campus police in particular need to be trained to communicate all such incidents in a timely manner to campus leadership.

- c. *What changes in the area of outreach and collaboration are needed to make this unit more effective in its mission? Were changes made since last year and were they effective?*
 - i. Meetings between the Deans of Instruction, Student Services and the VP, Educational Services are scheduled on a weekly basis, but are frequently postponed due to schedule conflicts. Holding these meetings more frequently could improve intra-departmental coordination and communication.
 - ii. More frequent attendance by the VP, Educational Services at student services staff meetings and faculty meetings could improve communication within the unit.

- d. *In the final analysis how does your unit support student learning and the overall satisfaction of students and employees with the college/district? Are you providing the needed and desired services?*
 - i. Evidence of success in service provision includes the 12% increase in WSCH: FTEF between 2006/07 and 07/08); evidence of need for improvement is provided by the declining student success rates discussed above.
 - ii. Significant challenges remain with regard to improving retention in online classes; improving student persistence and success among basic skills students; and improving instructional productivity in certain disciplines, such as business and computer information services.
 - iii. The unit's greatest area of unmet need centers on the acquisition and analysis of data pertaining to the effectiveness of the campus' various supplemental instruction intervention efforts, as well as the need to coordinate these efforts more effectively. With roughly 17 of every 20 incoming students lacking college-level reading, writing, and/or math skills, improvements in student success are dependent upon providing quality supplemental instruction.

8. Needs and objectives contained in the Annual Instructional Program Review which impact your unit:
 If your Annual Instructional Program Review document contained needs which impact your unit you will be provided with a file listing these needs. Please report them here.

Needs and Objectives from Annual Instructional Program Reviews which impact <u>Administrative Unit</u> :							
Need/Objective	Linked to Goal/SLO/Mission	Requested By	Office/Person Responsible for Completion	New Budget Needed for Completion		Anticipated Completion /Measure of Success*	Result /Date (Fill in when complete)
				No	Yes/Est. \$		
<i>Example: Research Causes of Student Withdrawal</i>	<i>Success Rate for Psychology Courses</i>	<i>Psychology Discipline, MV</i>	<i>Institutional Research</i>	X		<i>11/1/2008 Research Report</i>	
NONE							

*Please see Appendix: Administrative Unit Outcomes

9. Copy your unit’s major goals and related objectives from your 2007 Report and list results.

See above

Major and Objectives 2008-2009 for <u>Administrative Unit</u>:							
Goal	Objective	Link to Mission, District or Campus Strategic Initiatives, or SLO/AUO	Office/Person Responsible for Completion	New Budget Needed for Completion		Anticipated Completion /Measure of Success*	Result /Date (Fill in when complete)
				No	Yes/Est. \$		
<i>Example: Increase Institutional Effectiveness</i>	<i>Establish District wide Institutional Effectiveness Measures</i>	<i>All Strategic Initiatives</i>	<i>Institutional Effectiveness</i>	X		<i>3/08 Institutional Effectiveness Measures and Updates shared with the Board Annually</i>	

***Please see Appendix: Administrative Unit Outcomes**

10. List your unit’s major goals and related objectives for the upcoming 2009-2010 year:

If not clear in your table, detail if and how you met the goals and objectives you set in the prior year?

Major and Objectives 2009-2010 for <u>Administrative Unit</u>:							
Goal	Objective	Link to Mission, District or Campus Strategic Initiatives, or SLO/AUO	Office/Person Responsible for Completion	New Budget Needed for Completion		Anticipated Completion /Measure of Success*	Result /Date (Fill in when complete)
				No	Yes/Est. \$		
Student success	Increase successful course completion rate to 70%	Increase successful course completion	VP Ed. Svs.; Deans of Instruction, Student Services; faculty; counselors			Student success rate	
Student access	WSCH: FTEF of 600 for fall 08; 550 for fall 09	Increase student access	VP Ed. Svs.; Dean of Instruction; department chairs and assistant chairs			WSCH: FTEF	

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***Please see Appendix: Administrative Unit Outcomes**

2008

II. Unit Needs Assessment

1) Does the staffing structure meet the unit's needs?

The need for a new Assistant Dean of Supplemental Instruction that was identified last year's report has been addressed. The associate dean will begin working in Fall 09 and will be charged with:

- Developing and implementing a plan for physical and organizational integration of supplemental instruction services, including tutorial, math lab, writing center, CIS lab and supplemental instructional delivery directly associated with course offerings.
- Supervisory oversight of newly integrated center for supplemental instruction.
- Conducting an ongoing and comprehensive assessment of campus-based supplemental instruction effectiveness as a means of promoting student success and overseeing improvements in service delivery based on assessment results.
- Assessing possible causal factors associated with the decline in student success rates at Norco between 06/07 and 07/08.

There continues to be a serious need for a full-time, permanent receptionist in the Early Childhood Center. The campus' current reliance on part-time help for this position has resulted in high turnover and frequent lack of coverage at the front desk. This poses a serious threat to the safety of child care student clients and places the District at significant risk of liability in the event of an abduction or other adverse event. Providing essentially unimpeded access to the center by outsiders as a result of understaffing the front desk of the child care facility is an unacceptable circumstance which requires an immediate long-term solution.

SUMMARY OF STAFFING AND FACILITIES NEEDS*

- 1) Full-time receptionist, Early Childhood Center (Approximately \$ 40,000 for salary and benefits) **Justification:** see above.
 - 2) Security upgrade of Child Care Center (Approximately \$ 50,000)
- Additional needs of Educational Services, Norco unit are identified in the program reviews for sub-units, which are submitted under separate cover.

2) Five-Year Program Staffing Profile

Using the table below, show the staffing levels in each category for the previous five years, and the percentage change over that period of time. Use only numbers, not job titles.

Position	Staffing Levels for Each of the Previous Five Years						Anticipated needs	
	2004	2005	2006	2007	2007	% Change from Year 1 to Year 5	2009 -2010	2010-2011
Administration	2	2	3	5	5	150%	0	0
Classified Staff FT	4	4	5	5	5		1	0
Classified Staff PT								
Confidential Staff FT								
Hourly Staff								
Student Workers								
Faculty Reassigned FTE Full time								
Faculty Reassigned FTE Part time								
Total Full Time Equivalent Work	6	6	8	10	10	67%	1	0

Fill out the Management and/or Staff request form that follow if new employees are needed.

3. Staff Needs

NEW OR REPLACEMENT STAFF (Administrative or Classified)

<p>List Staff Positions Needed for Academic Year <u>2008/09</u> Please be as specific and as brief as possible when offering a reason. Place titles on list in order (rank) or importance.</p>	<p>Annual TCP* TCP for employee</p>
<p>1. Full-time Receptionist, Early Childhood Center <u>Reason:</u> There are grave security concerns associated with leaving the front counter of the center unstaffed; part-time coverage, with its associated high absentee and turnover rates, is insufficient to address this need. There is also a need for administrative support for the Center Director that filling this position would address.</p>	
<p>2. <u>Reason:</u></p>	
<p>3. <u>Reason:</u></p>	
<p>4. <u>Reason:</u></p>	
<p>5. <u>Reason:</u></p>	
<p>6. <u>Reason:</u></p>	

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

4. Equipment Needs Not Covered by Current Budget

List Equipment or Equipment Repair Needed for Academic Year _____ Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

5. Facilities Needs Not Covered by Current Building or Remodeling Projects*

<p style="text-align: center;">List Facility Needs for Academic Year _____ (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.</p>	Annual TCO*
	Total Cost of Request
<p>1. Security upgrade of Early Childhood Center <u>Reason:</u> Currently, access to the Center is unimpeded, which, combined with inconsistent part-time staffing at the front desk, poses opportunities for intrusion by child abductors, non-custodial parents, etc. Controlled access to the center, including security camera(s) and buzzer access, are a crucial priority need at this time.</p>	
<p>2. <u>Reason:</u></p>	
<p>3. <u>Reason:</u></p>	
<p>4. <u>Reason:</u></p>	
<p>5. <u>Reason:</u></p>	
<p>6. <u>Reason:</u></p>	

*Please speak with your campus Business Officer to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

6. Professional Development Needs Not Covered by Current Budget*

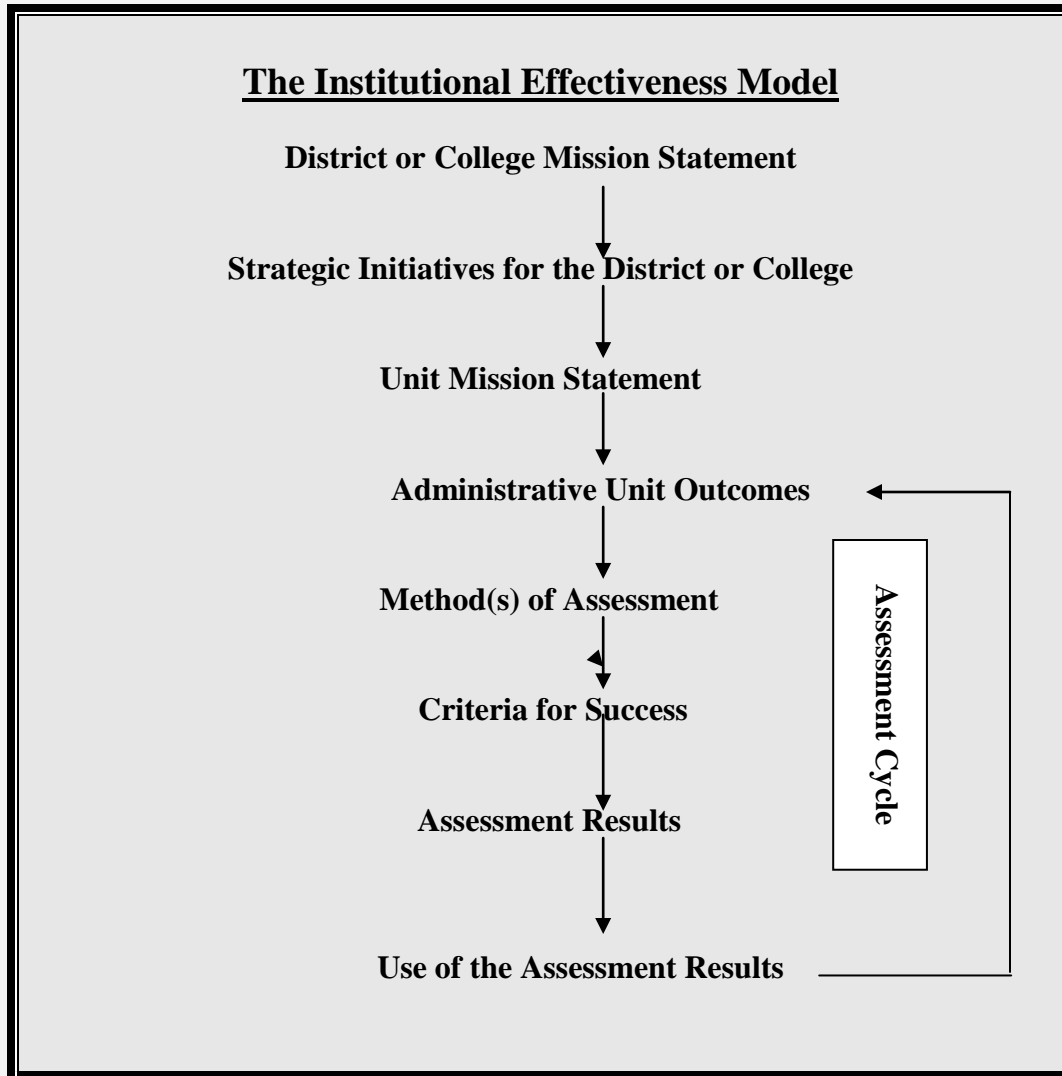
List Professional Development Needs for Academic Year _____. Reasons might include in response to AUO assessment findings or the need to update skills. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with the current budget.

7. OTHER NEEDS not covered by current support services or budget

List Misc Other Needs for Academic Year Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

Appendix A: Administrative Unit Outcomes



What Is an Administrative Unit Outcome?

Administrative Unit Outcomes are the result of specific programmatic, operational and administrative activities. They may provide measures of program quality or the degree to which administrative goals are achieved. They are not directly related to student learning, but they support activities which ultimately lead to student learning.

Examples of Administrative Unit Outcomes:

1. Provide computer lab resources and instructional support services which meet the

- needs of administrators, faculty and students.
2. Design success measures for the academic progress to be used as part of institutional effectiveness measures, complete research to analyze these measures and issue a report to the District.
 3. Enrollment of students will be completed accurately and in a timely manner.
 4. Students will report satisfaction with nine out of ten measures of satisfaction for reporting their satisfaction with advising services.
 5. Provide flu shots for 3,000 students.
 6. Create an online tutorial for online students that results in 20% fewer phone calls to the help desk per 1000 students.

Examples of Administrative Unit Outcomes Assessment Methods

1. Tracking the Use of a Service (e.g. hits on a website, use of computer technology)
2. Satisfaction surveys
3. Graduation rates
4. Retention rates
5. Establishing timelines and budgets
7. Recruiting results
8. Tracking program participation
9. Tracking complaints and how they are resolved
10. Community College Survey of Student Engagement (CCSSE)
11. Survey of Organizational Excellence
12. Benchmarks set by national, state, or peer organizations
13. External measures of performance or quality, e.g. the Association of Research Library Index which ranks university libraries.
14. Production of Reports which are acceptable to federal, state, accrediting agencies or the Board of Trustees
 - a. A program outcome could be the completion of a project or activity. This type of outcome does not provide information for improvement, however. As a result it is usually more meaningful to assess what the project or activity is intended to accomplish.
 - i. For example if the goal of the College Police is to install call boxes they might measure the success of this project by:
 1. Surveys to measure students belief that they are safer.
 2. An actual reduction in crime in the locations where the call boxes were placed.
 3. A report on that the project was completed on time and within budget.
 4. From an Institutional Effectiveness standpoint the desired outcome is not to buy and install equipment or to hire new personnel but it is what is to be accomplished with them.

What might success look like?

1. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the services.
2. Success measures for the academic progress used as part of institutional effectiveness measures are reported to be found useful by academic units according to program

review documents.

3. The criteria for success will be the completion of at least 92% of degree plans within 10 working day with errors in fewer than 1% of all degree plans.
4. Sixty percent of the students who participated in library training will report that they are satisfied or very satisfied with their ability to use library resources.
5. Eighty percent of students using the advising center will report that they are satisfied or very satisfied with the advising they received.

It is best to set realistic outcomes, so that successful *incremental* improvement can be shown or currently high success can be maintained. If a target is not reached that does not mean a program is weak or ineffective, particularly if increasing demand for the service has placed additional strains on the unit's resources. Instead the information should be used to make changes in the program or service, or to request additional resources as needed to improve the outcome and move it toward the target.

Good assessment practice is to have more than one success criterion to aid in identification of areas where improvement in the quality of a program can be made. For example, if the Admissions Department has set a goal that "enrollment for students majoring in cosmetology will be completed accurately and in a timely manner," one success criterion might be the completion of at least 92% of enrollments within 3 working days. A secondary criterion might be that at least 80% of the responses to the questions concerning student satisfaction will be either (a) Definitely yes or (b) Yes to the question of satisfaction with the specific processes asked about.

Self – Assessment/IE Evaluation Form for Administrative Units

If may be helpful to complete the following self-assessment tool with the members of your unit as a means of assessing your report prior to its annual submission.

Administrative Unit:	
Reviewed by:	
Date Reviewed:	

Review Criteria

Section I: IE Assessment Plan

	Yes	No
Were any of last year's outcomes carried over from last year?		
Does the unit mission clearly link to the college Mission?		
Do the Unit program outcomes clearly link to the college Strategic Plan goals?		
Do the Unit program outcomes clearly link to the college Strategic Plan objectives?		
Is each Unit program outcome:		
Clear and specific?		
Appropriate to the Unit?		
Measurable/quantifiable?		
Are multiple methods used to assess SLOs or AUOs?		
Are direct assessment measures used?		
Identify them:		
Are indirect assessment measures used?		
Identify them:		
Are the assessment methods appropriate for each outcome to be evaluated?		
Do the methods for assessment provide information that can be used for improvement?		
Are success criteria identified for each outcome?		
Are the criteria appropriate for each outcome?		
Are the proposed evaluation methods incorporated into the activities of the unit?		

Section II: Results

Did the assessment provide enough information to determine if outcomes had been achieved?		
Do the results provide information for decisions for improvement of each outcome?		
Are recommended improvements based on assessment results?		
For outcomes that were carried over were last year's recommended improvements made?		

Appendix B Satisfaction Survey

We in the _____ Office appreciate your taking the time to provide feedback about your recent experience with our office. Your opinion is important and will help us continue to provide the highest quality service.

Please indicate your level of satisfaction with the services received from our office in each of the following areas by assigning a number from 1 to 3 to each statement. If an area does not apply, please indicate so by circling N/A.

1) Staff were knowledgeable and able to answer my questions clearly.

1	2	3	N/A	
Exceeded Expectations	Met Expectations	Needs Improvement	Not Applicable	

2) Staff were efficient and responded to my request in a reasonable time.

1	2	3	N/A	
Exceeded Expectations	Met Expectations	Needs Improvement	Not Applicable	

3) Office staff worked together well as a team to accomplish my goals.

1	2	3	N/A	
Exceeded Expectations	Met Expectations	Needs Improvement	Not Applicable	

4) I was treated with courtesy and respect.

1	2	3	N/A	
Exceeded Expectations	Met Expectations	Needs Improvement	Not Applicable	

5. Is there anything we could have done better?

6. In what areas did we excel?

Additional comments?

Customer Name (Optional) _____

Thank you

Appendix C:

The Legal and Professional Basis for Program Review

TITLE 5, Section 51022(a)

The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

ACCJC STANDARDS

Standard 1B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that 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, library and other learning support services.

EDUCATION CODE, Section 78016

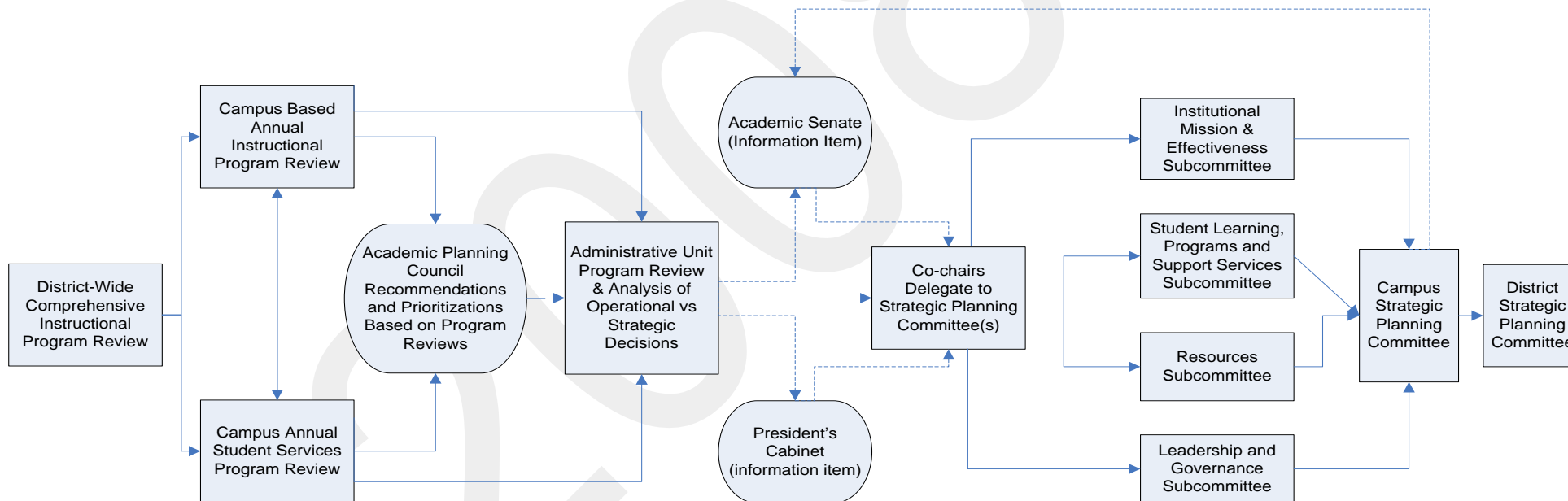
(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following: (1) Meets a documented labor market demand. (2) Does not represent unnecessary duplication of other manpower training programs in the area. (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

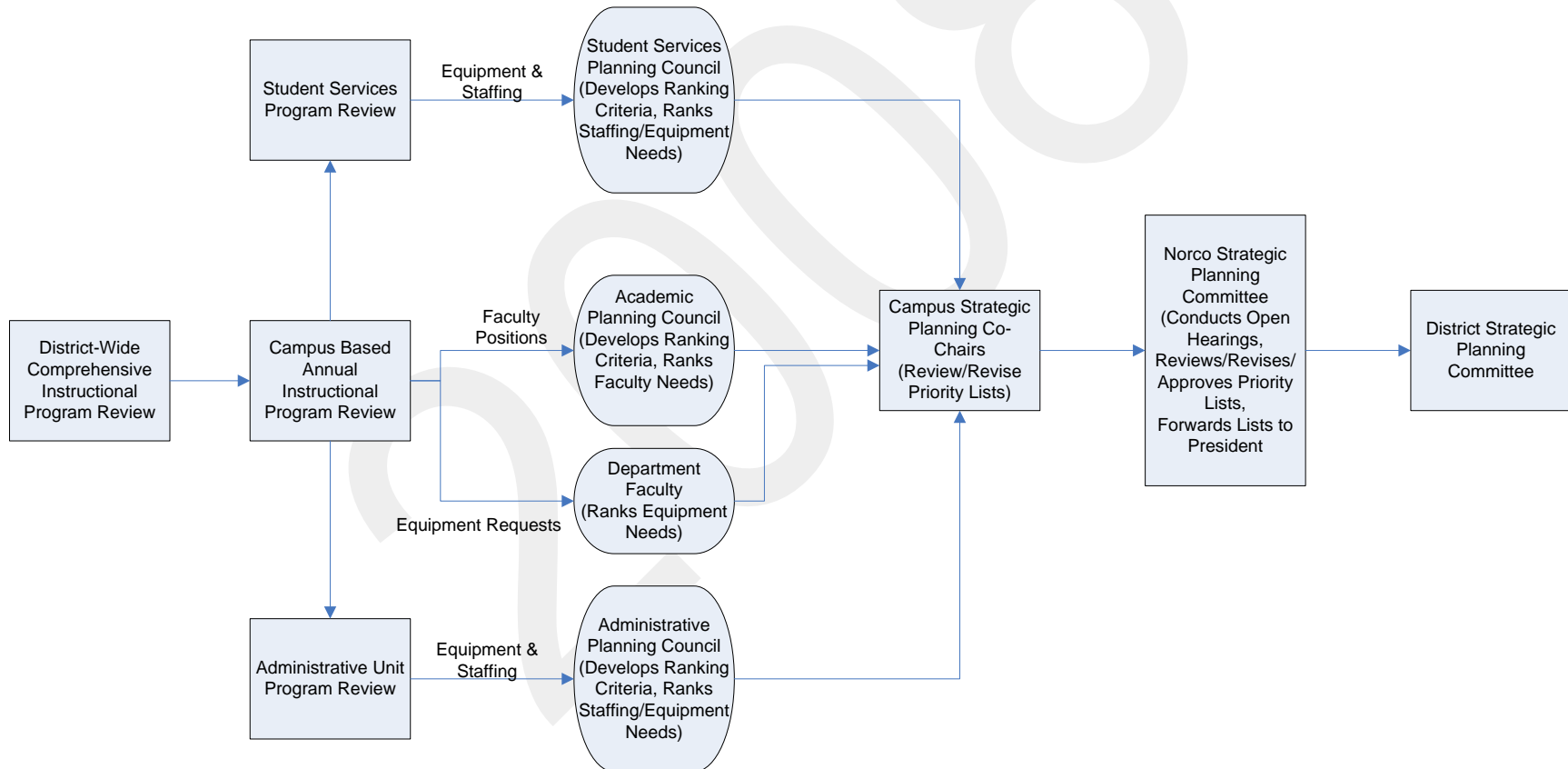
Moreno Valley Campus Strategic Planning Process 2008

(Processes may vary by campus)



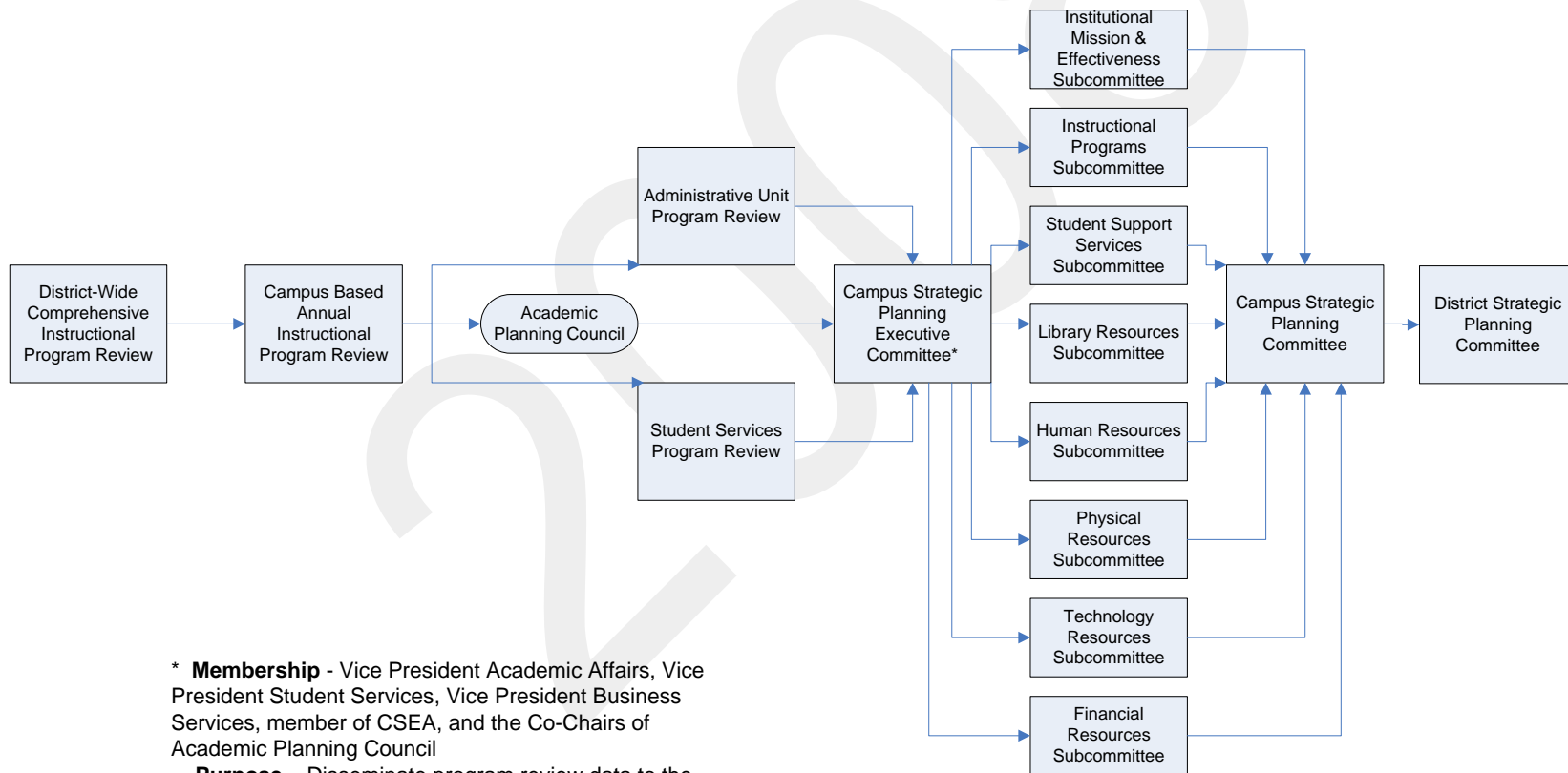
Norco Campus Ranking Process January 2008

(Processes may vary by campus)



Sample Campus Riverside City Strategic Planning Process 2007-2008

(Processes may vary by campus)



* **Membership** - Vice President Academic Affairs, Vice President Student Services, Vice President Business Services, member of CSEA, and the Co-Chairs of Academic Planning Council

Purpose – Disseminate program review data to the appropriate strategic planning subcommittees

District Level Program Review and Budgetary Linkages

