



Educational Master Planning Committee

EMPC Program Review Handbook

*Academic Program Review
Service Area Program Review*

**Approved by EMPC:
November 22, 2013**

IVC Program Review Handbook
Table of Contents

Introduction	1
Background.....	1
Purpose	1
Division, Departments, and Programs Conducting Program Review	3
Program Review Procedures & Annual Cycles.....	4
Program Review Cycle.....	4
Program Review Component	4
Strategic Planning On Line	6
Prioritization & Funding.....	6
Prioritization Process.....	6
Institutional Level.....	7
Table 1 – Program Review Timeline and Process.....	9
Data.....	11
Data Definitions.....	12
Universal Questions.....	15
S.M.A.R.T.	17
Legal and Professional Basis for Program Review	19
ACCJC Rubric for Evaluating Institutional Effectiveness – Part I: Program Review	20
Academic Program Review Template.....	23
Service Area Program Review Template	32



Program Review Handbook

Introduction:

Background:

Program Review has been part of the Imperial Valley College culture for over two decades. The purpose of program review is to examine programs/units for institutional effectiveness, integrated planning, viability, and relevancy to the College Mission, Vision and Values as well as to the IVC Educational Master Plan.

The Educational Master Planning Committee (EMPC) has crafted an effective program review model based upon several years of reviewing and assessing a myriad of models. The current model contains recommendations from the Fiscal Crisis Management Assistance Team (FCMAT) report from 2012, and recommendations from the Accreditation Evaluation Report from 2013. Significant changes were made in the internal processes and structure for Program Review for both academic and non-academic programs based upon these recommendations that now support and sustain an integrated program review cycle.

In response to the Accreditation Evaluation Report, it is imperative that institutional program review be fully integrated into all college planning and budgetary processes. To that end, the principles embodied in the original EMPC document have been adopted as the basis for this official College District model for implementation of institutional program review throughout all units – Academic, Administrative and Student Services.

The Educational Master Planning Committee (EMPC) has been established to serve as the overall monitor of this important process, and to ensure that the relevant information from the various program reviews were routed to the appropriate IVC standing committees for integration into our College's institutional plans (e.g., Educational Master Plan, Technology Plan, Staffing Plan, Marketing Plan, and Facilities Master Plan, etc.).

Purpose of Program Review:

The purpose of the IVC's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in the unit's future.

The intent of the program review process is to promote student-centered educational and service excellence by engaging all college units in self-examination and self-improvement.

The review process is to be broad-based, accessible, and integrated into other college-wide processes, such as accreditation, budget, and planning.

The information gathered and analyzed in program review is an integral part in planning, decision making, personnel development, program improvement, and optimal utilization of the college's budgetary resources.

Each unit's final report should be designed to give insight into the past, present and future through the following three broad questions

- Where has the program or service been?
- Where is it now?
- Where should it go from here?

Specifically, each unit's program review will:

- Ensure that all college programs and services are functioning in support of the college's student-centered mission.
- Ensure that all program goals and objectives and resource requests are aligned with one or more institutional goals and objectives.
- Promote steady improvement in the quality and currency of all college programs and services.
- Provide a body of evidence of institutional effectiveness at all levels for accreditation.
- Support the integration of the College Mission in all programs and services
- Facilitate self-analysis of each unit's functions and its relationship to college goals and the internal and external conditions that impact its operation.
- Note areas of strength and acknowledge accomplishments.
- Note areas in need of improvement to alert the college to concerns/issues in time for proactive solutions.
- Provide a vehicle for information-based, timely, collegial consultation for budget consideration to support development and improvement of all college programs and services.

Divisions, Departments, and Programs Conducting Program Review

Arts, Letters & Learning Services	Health & Science	Economic & Workforce Development
1. English	1. Alcohol & Drugs Studies	1. Business Administration (BUS)
2. ESL	2. Anthropology	1a. Business Administration
3. Humanities	3. Behavioral Science	1b. Business Financial Services
3a. Theater Arts	3a. Social Work	1c. Business Marketing
3b. Philosophy	4. History/American Indian Studies	1d. Business Management
3c. Music	5. Human Relations	1e. Economics (ECON)
3d. Art	6. Political Science	2. Business Accounting Technician
3e. Journalism	7. Psychology	2a. Business Administration Tech
3f. Humanities	8. Sociology	2b. Business Office Technician
3g. Religious Studies	9. Allied Health Professionals (AHP)	3. Multi-Media & Web Development
4. Communication Arts	10. Emergency Medical Services	3a. Computer Information Systems (CIS)
4a. Speech	10a. EMT	4. Legal Assistant (LEGL)
5. World Languages	10b. EMTP	4a. Court Services Specialist
5a. Spanish	11. Fire Technology (FIRE)	6. CISCO CCNA Discovery
5b. French	12. Fire I (Academy)	7. Air Conditioning & Refrigeration (ACR)
5c. Arabic	13. Medical Assistant	8. Automotive Technology (AUT)
5d. American Sign Language	14. Nursing LVN (VN)	9. Building Construction Technology (BLDC)
	15. Nursing RN (NURS)	10. Electrical Technology (ELTR)
	16. Pharmacy Technician	11. Energy Efficiency Technology
	17. Agriculture Sci/Business Mgmt	12. Electrical Trades (ELTT)
	17a. Environmental Science	13. Water Treatment Systems Tech (WT)
	18. Biology	14. Administration of Justice (AJ)
	19. Chemistry	15. Correctional Science (CSI)
	20. Computer Science	16. Welding Technology (WELD)
	21. Mathematics	17. Child Development (CDEV)
	22. Physical Science	18. Physical Education (PE)/Athletics
	22a. Astronomy	18a. Health
	23. Dental Assistant (DA)	
	24. Pre-Engineering	
	25. General Science	
	25a. Geography	
	25b. Geology	
	26. Life Science	
	27. Social Science	

Service Areas	
Academic Services	Business Services
Foster and Kinship Education	Business Services
Learning Services	Campus Safety
Library	Maintenance
	Parking Control
	Purchasing
Student Services, Technology , and Research	
Student Services	Technology
Admissions and Records	Application Services
CalWORK's Assessment	Enterprise Systems
CalWORK's Counseling	On-Line Services
District Counseling	
DSP&S	Research
EOPS	Institutional Researcher
Educational Talent Search	
Financial Aid	President's Office
Student Success and Support	Superintendent/President
Student Affairs	Board of Trustees
Student Health Center	Human Resources
Student Support Services	Public Relations
Transfer Articulation & University Partnerships	
Upward Bound	

Program Review Procedures and Annual Cycles:

There are two Program Review areas, which are outlined below. Please refer to the Accreditation website for all forms, an electronic version of this handbook and all other related program review documents (<http://accreditation.imperial.edu>).

Program Review Cycle:

Program Review is completed on an annual cycle. The cycle begins in the fall when the programs receive relevant data from the Institutional Researcher. Academic programs use the form developed for academic programs. Student services programs and administrative units use the form developed for non-academic programs. The program review is to be completed by January 31st and submitted to the area Dean or Director and then to the area Vice President. Requests for new resources that are documented in the program review are then sent to the appropriate resource committee for prioritization and consideration for funding in the next year's budget. For all program review areas, only extraordinary circumstances, events, or significant changes in the discipline, program, unit or service will be considered for adjustments in the timeline by the EMPC. State and/or federal assessments may be required more frequently for some programs and services. Programs that are completing State and/or Federal

program reviews may use that program review to satisfy the IVC program review provided all required elements in the IVC program review are included in the State or Federal program review and upon approval of the EMPC. Additionally, significant changes in a discipline, program, unit or service may necessitate an earlier review than previously scheduled.

Program Review Components:

The components that comprise a unit's program review generally include the following:

- Statistical data that describe the program/unit in terms of student contact, learning outcomes and staff assigned to the unit.
- SLO/SAO summary
- Survey results that indicate the customers' degree of satisfaction with the program or service, learning outcomes and suggestions for improvement.
- A comprehensive self-study of the program/unit that addresses its long-term goals, functions and services with evidence supporting one or more institutional goal; an evaluation of the data and survey results; and its response to a number of specific criteria*. The self-study should also include recommendations for improvement as well as a work plan that outlines resources required for implementation based upon analysis of data and identifies one or more institutional goal the resource supports.
- A review form, signed by the appropriate reporting entity, indicating that all criteria have been adequately addressed.

*Note: Please refer to the specific guidelines on each comprehensive Program Review for additional details regarding the specific components of Academic and non-academic units.

Strategic Planning On Line (SPOL):

During the 2013-2014 planning year, the college is in the process of transition to utilizing a new planning tool known as Strategic Planning On Line (SPOL). SPOL is a comprehensive, integrated system that supports institutional effectiveness, specifically strategic planning, outcome assessments, program review, and accreditation compliance and reporting. Beginning with the 2014-2015 planning units will complete program review entirely in the SPOL system. For the 2013-2014 planning year planning units will begin to use SPOL on a limited basis until the system is fully developed for the college. All programs will retrieve their program review data from a data repository in the SPOL system. The program review form recently implemented for academic and non-academic programs has been modified to facilitate easy transition to the program review format in SPOL. Programs will complete their program as a WORD document which will then be uploaded into the SPOL system. Detailed instructions and training on completing the various components in the program review form will be given to all involved in the program review process. By the next planning cycle the SPOL system will be fully operational and program review will be completely done in SPOL.

Prioritization & Funding:

Program reviews will serve as a basis for annual prioritization, funding and budget planning. Each program/unit will submit the completed program reviews to the appropriate entity as identified in Table 1 to be incorporated into the college's annual budget process.

The office of the Vice President for Student Services, Technology, and Research shall maintain copies of all program review reports as a permanent archive and will provide data as needed for all program review reports.

The Prioritization Process:

Each discipline/unit completes a program review for the academic year as assigned. For each resource request in the program review, a particular resource plan is identified in seven categories:

- Marketing/PR
- Staffing*
- Facilities
- Professional Development
- Technology

Each program review resource request is separated out by type of need (e.g., Technology, staffing, facilities, marketing, professional development.) Once compiled for the committees, the lists will be provided to the seven IVC standing committees that prioritize these needs.

Institutional Level:

The following SCC Standing Committees are charged with prioritization of the following Program Review requests:

IVC Standing Committee:	Program Review Prioritization Items:
Marketing/PR Committee	<ul style="list-style-type: none">• Marketing/Public Relations Requests
Staffing Committee	<ul style="list-style-type: none">• New Classified Positions• New Administrator Positions• New Faculty Positions*
Facilities Committee	<ul style="list-style-type: none">• Facilities Needs• Equipment Needs (except technology equipment)
Technology Committee	<ul style="list-style-type: none">• Technology Needs
Campus Hour/Professional Development Committee	<ul style="list-style-type: none">• Professional Development Needs

*Note: All Faculty requests are prioritized separately by the Curriculum Committee and are submitted to the Staffing Committee for inclusion in the institutional prioritization process.

Each of these committees is charged with the responsibility of developing prioritized lists of institutional needs based on program reviews submitted in that academic year.

The resource standing committees begin meeting in February to establish guidelines, criteria and/or rubrics for their committee's prioritization process. Each standing committee shall discuss the process and develop the method/rubric for their prioritization process.

Standing committees are required to complete the prioritization process no later than the specified date by the EMPC, which is usually in early March.

The prioritized lists from each committee are then forwarded to the Presidents Budget Review Committee, consisting of the Executive Council, President of the Academic Senate, and Chair of the College Council. This committee will review each of the committee's prioritized lists and compile a Master List of requests and determine which requests will be included in the tentative budget based on budget projections for the next fiscal year.

Every spring, the following year's deadlines are announced before April and the program review process begins again.



Table 1
Program Review Timeline and Process

Timeline	Process Summary
July	<ul style="list-style-type: none"> • Board revises and/or affirms EMP, resource plans, and strategic plan. • Board sets goals for next fiscal year based on the recommendations in the EMP, strategic plan, environmental scan, and other pertinent data. • Administration previews electronic and format improvements to the program review processes.
August	<ul style="list-style-type: none"> • EMPC meets to plan the orientation for the planning process after a review of Board goals/direction, EMP goals and objectives, and electronic and format improvement to the program review processes. • EMPC approves final format for the program review process. • EMPC outlines the planning process, the program review timeline, and the formats to be utilized for the College Council, Academic Senate, programs, and departments. • Researcher works with EMPC to develop data.
September	<ul style="list-style-type: none"> • EMPC works with administration to provide training to all staff involved in completing annual and comprehensive program review forms. • Business Office and IT provide budget template and guidelines to campus community for development of the Annual Program Review for the budget. • Faculty and staff begin development of SLO program grids and program review.
October	<ul style="list-style-type: none"> • Programs/departments continue development of SLO grids and program review.
November	<ul style="list-style-type: none"> • Programs/departments continue development of SLO grids and program review.
December	<ul style="list-style-type: none"> • Programs/Departments submit Program Reviews to CBO, CIO, CSSO, and CEO.
January	<ul style="list-style-type: none"> • Designated programs/departments submit printed and/or electronic Program Reviews to EMPC through CBO, CIO, and CSSO.
February	<ul style="list-style-type: none"> • CBO, CIO, CSSO review Program Reviews and forward summary and complete reviews to EMPC. • EMPC asks the resource plan committees to begin review of program reviews, summarize, and make recommendations for prioritization. • EMPC evaluates the resource plan committee reports. • EMPC assigns two subcommittees to evaluate existing program review processes for viability.
March	<ul style="list-style-type: none"> • Budget and Fiscal Planning Committee reevaluates the criteria for prioritization and updates fiscal plan based on input from program review budgets.
April	<ul style="list-style-type: none"> • EMP updated and submitted to the campus community through the shared governance process. Resource plans and Strategic Plan updated through shared governance process based on the EMP input. • Business Office compiles “Draft” tentative budget. • EMPC meets to evaluate the program review processes. Assigned subcommittees submit recommendations for improvement in the processes for the next cycle.

May	<ul style="list-style-type: none">• CBO makes available “Draft” tentative budget to the college community through shared governance process.• Budget and Fiscal Planning Committee submits recommendations for the tentative budget to strategic planning committee and the CEO through the shared governance process.• Strategic plan is reviewed and finalized through shared governance process.• EMPC meets to assess status of EMP goals and objectives, and to approve final recommendations for process improvements.• Board of Trustees approves EMP.
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Data

Units base their program review on a variety of types of data and sources of data, including, but not limited to:

- Student tracking trends
- Course enrollment trends
- Section count trends
- Student demographic trends
- Student success trends
- Student survey
- Point-of-service surveys
- Labor market information
- Environmental scan information

Data Definitions

CATEGORY	TERM	DESCRIPTION
Enrollment	Headcount	Student headcount is an unduplicated count of students who are active in a credit class on census day. It is the number of individual students taking classes. Students may enroll in one more courses in a term, but each student is counted only once for the term.
Enrollment		Student enrollment is a duplicated count of students. Students may be enrolled in more than one course. Each enrollment for which there is a transcript notation is counted for the term.
Census		The day on which active enrollment is counted for the purpose of computing FTES, the basis for State funding. Census for term-length classes is Monday of the 3rd week of classes.
Census Enrollment		Enrollment on census day.
Full-Time Equivalent Student (FTES)		FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTES is expressed by the equation below:
		$FTES = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 525 \text{ where TLM} = 16.5$
		Example: FTES for a 3 unit class with 30 students enrolled at census $FTES = (30 \times 3.38 \text{ hours/week} \times 16.5 \text{ weeks/semester}) / 525 = 3.19$
Full-Time Equivalent Faculty (FTEF)		In a FTEF, a faculty member's actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an institution. The formula to calculate FTEF is expressed by the equation below:
		$FTEF = \text{WFCH} / \text{Contract teaching load of the discipline where WFCH} = \text{standard course hours}$ Example: $3/15 = 0.20$

CATEGORY	TERM	DESCRIPTION
	Weekly Student Contact Hours (WSCH)	WSCH is acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution. WSCH = census enrollment x class hours per week
	Instructional Efficiency	WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of cost-efficiency or instructional quality. District has established 510 as the target WSCH/FTEF standard.
	Average Class Size	ACS is a measure of the enrollment per section.
	Instructional Method	Classroom (F2F) - Traditional classes offered 'on campus' in a classroom Hybrid – Classes that are offered both online and in the classroom. Online (OL) – Web-based
	Section Count	The number of sections offered, including combined classes counted separately.
	Duration	Describe term of the class, short/full.
	Session Time	Describes whether the class was offered in the day or in the evening (after 4:00 p.m.).
Student Achievement Outcomes	Success Rate	The percentage of students who received a passing grade of A, B, C, P at the end of the semester. Success rate = (A, B, C, P)/(A, B, C, D, F, P, N, W, I)
	Retention Rate	The percentage of students retained in a class at the end of the semester. Retention rate = (A, B, C, D, F, N, P, I)/(A, B, C, D, F, P, N, I, W)
	Persistence Rate	(number of students with at least one course in next term) / (number of students with at least one course in the first term)
	Degrees	Associate of Arts and Associate of Science
	Certificate	Awards requiring 18 or more units
	Division	Academic division that includes one or more disciplines/subjects
	Program	The program in which an award is earned by a student

CATEGORY	TERM	DESCRIPTION
Expenditure and Budget	Fiscal Year	July 1 - June 30
	AY (Academic Year)	Summer - Fall - Winter - Spring
	Restricted and Categorical Funds	Funds restricted to a particular categorical program or grant
Unrestricted Funds	Funds comprising the general fund of the college	
Actual Expenditures	Expenses according to the year-end closing as reported in the Final Budget	
Budget	Final Budget adopted by the board	

Universal Questions

To Ask Yourself When Planning Anything

- What are you going to do?
- Why are you going to do it?
- How are you going to do it?
- How will you know that you've been successful?
- Do you need any additional money?
- Do you need help from anyone else?

What are you going to do?

Objective Written so that it is Specific, Measurable, Action-Oriented, Results-Driven and Time-Limited (SMART)

Objective Title The “nutshell” version of the objectives – short and descriptive

Why are you going to do it?

Objective Purpose What kind of objective is it? What purpose does it serve?

Institutional Goals Which goal(s) or part of the strategic plan does the objective support or advance?

Objective Types There may be a number of underlying reasons for this objective... which reasons fit?

Planning Priorities Does this objective support an institutional priority?

Associated Standards Does the objective correct an issue of partial or non-compliance with accreditation standards? Does it provide evidence of compliance with a standard?

Associated Outcomes Is this objective intended to address a gap in performance for an assessment outcome?

SWOT Analysis This objective may flow from an analysis of your internal strengths and weaknesses and external opportunities and threats. If so, document these findings in the SWOT Analysis framework.

How are you going to do it?

- Tasks** List the many things that must be accomplished to achieve the overall objective. These might be steps to follow in an action plan or more finely-defined outcomes that add up to the overall outcome.
- Due Date** Do you have target dates for achieving these tasks that will keep you on track?

How will you know that you've been successful?

- Intended Results** List the results you want to achieve both from the objective overall, and from specific tasks or strategies.
- Assessment Measures** Describe the measurement tools that you will use and/or methodologies you will employ to gather data. This might also include existing data sources

Do you need any additional money?

- Enhanced Budget** You can ask for new money for each task to be considered during the spring budget development period.

Do you need help from anyone else?

- Units Impacted** Identify any other planning units that must provide you with resources for you to be successful in achieving your objective. That may mean that someone from that office will spend time working on something that you submit to them, assisting you in developing or installing something, or providing you with a product; or another department may need to purchase something on your behalf.

Creating S.M.A.R.T. Goals

Specific

Measurable

Attainable

Realistic

Time Bound

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Time Bound – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Source: Top Achievement Self Improvement and Personal Development Community
<http://topachievement.com/smart.html>

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 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.

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.

ACCJC Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample Institutional Behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement *All programs must be at Sustainable Level	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

ACCJC Rubric for Evaluating Institutional Effectiveness-Part I: Program Review

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness-Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample Institutional Behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money". • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals <i>over</i> time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.

Sustainable Continuous Quality Improvement	<ul style="list-style-type: none">• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.• There is ongoing review and adaptation of evaluation and planning processes.• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.
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Academic Program Review

ACADEMIC YEAR		<input type="checkbox"/> Basic Skills	<input type="checkbox"/> Transfer	<input type="checkbox"/> Career Technical Education (CTE)
PROGRAM				
DEPARTMENT	Department			
DIVISION	Division			
SUBMITTER				

I. INSTITUTIONAL GOALS

<p>INSTITUTIONAL GOAL 1</p>	<p>INSTITUTIONAL MISSION AND EFFECTIVENESS – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p>
<p>INSTITUTIONAL GOAL 2</p>	<p>STUDENT LEARNING PROGRAMS AND SERVICES – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p>
<p>INSTITUTIONAL GOAL 3</p>	<p>RESOURCES – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p>
<p>INSTITUTIONAL GOAL 4</p>	<p>LEADERSHIP AND GOVERNANCE – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p>

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)		INSTITUTIONAL GOAL(S) (Check all that apply.)
1	PAST PROGRAM GOAL #1	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	Identify Program Goal from Last Program Review:	
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). **Attach graphs or trend data.**
 - a. What factors or overall changes in your program may have influenced or contributed to observed trends in the data?
 - b. What program changes, if any, will you recommend that you expect would have a positive effect on your students' outcomes (Be specific. How will these changes impact data?)
 - c. Describe any trends in demographic diversity among students in your program, if applicable.
2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.
3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)
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1	FUTURE PROGRAM GOAL #1 Budget Priority #1			INSTITUTIONAL GOAL(S)
Identify Goal:				<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Objective:				
Task(s):				
Timeline:				
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing	<input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ _____

2	FUTURE PROGRAM GOAL #2 Budget Priority #2		INSTITUTIONAL GOAL(S)
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Objective:			
Task(s):			
Timeline:			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing	<input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology
			\$ _____

3	FUTURE PROGRAM GOAL #3 Budget Priority #3		INSTITUTIONAL GOAL(S)
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Objective:			
Task(s):			
Timeline:			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing	<input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology
TOTAL BUDGET REQUEST			\$ _____

1. How will your enhanced budget request improve student success?

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	ISLO(S) [Link PLO to appropriate ISLO(s).]
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PLO 1	PROGRAM LEARNING OUTCOME #1	ISLO(S)
	Identify Program Outcome:	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5
	Measurable Outcome Summary:	
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome:	<input type="checkbox"/> ISLO 1
	Measurable Outcome Summary:	<input type="checkbox"/> ISLO 2
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	<input type="checkbox"/> ISLO 3
Provide detail on any improvements/effectiveness and detail status on those not fully met:		<input type="checkbox"/> ISLO 4
		<input type="checkbox"/> ISLO 5

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome:	<input type="checkbox"/> ISLO 1
	Measurable Outcome Summary:	<input type="checkbox"/> ISLO 2
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	<input type="checkbox"/> ISLO 3
Provide detail on any improvements/effectiveness and detail status on those not fully met:		<input type="checkbox"/> ISLO 4
		<input type="checkbox"/> ISLO 5

******* ATTACH PLO/SLO GRID *******



IMPERIAL VALLEY COLLEGE

SERVICE AREA PROGRAM REVIEW

DATE:	Click here to enter a date.
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DEPARTMENT/PROGRAM:	Click here to enter text.
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PREPARED BY:	Click here to enter text.	
	Name	Signature

AREA DEAN/DIRECTOR:	Click here to enter text.	
	Name	Signature

AREA VICE PRESIDENT:	Click here to enter text.	
	Name	Signature

IMPERIAL VALLEY COLLEGE

MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

- I. **PROGRAM/DEPARTMENT DISCRPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)
Click here to enter text.
- II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)
Click here to enter text.
- III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)
Click here to enter text.
- IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)
Click here to enter text.
- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)
Click here to enter text.
- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached “Process Improvement Opportunities” form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)
Click here to enter text.

**SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES**

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Click here to enter text.
<i>Opportunities for:</i>
PROCESS #1: Click here to enter text.
Work efficiencies: Click here to enter text.
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Click here to enter text.
PROCESS #2: Click here to enter text.
Work efficiencies: Click here to enter text.
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Click here to enter text.
PROCESS #3: Click here to enter text.
Work efficiencies: Click here to enter text.
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Click here to enter text.

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)
---	---

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

Comments:

FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)
---	---

1	FUTURE PROGRAM GOAL #1 Budget Priority #1		INSTITUTIONAL GOAL(S)
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Objective:			
Task(s):			
Timeline:			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing	<input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology
			\$ _____

2	FUTURE PROGRAM GOAL #2 Budget Priority #2		INSTITUTIONAL GOAL(S)	
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	
Objective:				
Task(s):				
Timeline:				
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing	<input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ _____

3	FUTURE PROGRAM GOAL #3 Budget Priority #3		INSTITUTIONAL GOAL(S)	
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	
Objective:				
Task(s):				
Timeline:				
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing	<input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ _____
TOTAL BUDGET REQUEST			\$ _____	

1. How will your enhanced budget request improve student success?

Comments:

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES (Describe learning outcomes.)	ISLO(S) [Link SAO to appropriate ISLO(s).]
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SAO	SERVICE AREA OUTCOME #1	ISLO(S)
1	Identify Outcome: <hr/> Measurable Outcome Summary: <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5

SAO	SERVICE AREA OUTCOME #2	ISLO(S)
2	Identify Outcome:	<input type="checkbox"/> ISLO 1
	Measurable Outcome Summary:	<input type="checkbox"/> ISLO 2
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	<input type="checkbox"/> ISLO 3
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	<input type="checkbox"/> ISLO 4
		<input type="checkbox"/> ISLO 5

SAO	SERVICE AREA OUTCOME #3	ISLO(S)
3	Identify Outcome:	<input type="checkbox"/> ISLO 1
	Measurable Outcome Summary:	<input type="checkbox"/> ISLO 2
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	<input type="checkbox"/> ISLO 3
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	<input type="checkbox"/> ISLO 4
		<input type="checkbox"/> ISLO 5