

GAVILAN COLLEGE
NON-INSTRUCTIONAL PROGRAM REVIEW

I. PURPOSE OF PROGRAM REVIEW

The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office. The IEC will use a self-study report provided by each program or service followed by a validation process to accomplish its purpose. The final goal of this process is the improvement of all programs and services at Gavilan College. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

- A. To evaluate how well an instructional service/program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the community.
- B. To strengthen planning, decision making, and scheduling.
- C. To influence service/program development and improvement.
- D. To assess the inter-relationships of service/programs (impact).
- E. To establish the basis for changes to the strategic plan
- F. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests, so as to ensure that district resources are used optimally,
- G. To improve student learning

II. PROCESS (see Page 2 for details)

Program Review is a systematic process for the collection, analysis and interpretation of data concerning a service/program and its curriculum. It will be utilized for making judgments about the effectiveness of the service or program and to facilitate improvement of the service/program. Validated recommendations for each service/program need to be linked and incorporated into the area service/program planning process, including proposals for scheduling and curriculum changes, budgeting decisions, and hiring practices. The process involves a discipline self-study and written report, based on the questions posed in Section IV C. The self-study will include a review of data provided by the Office of Instructional Services and any additional data the program may wish to collect. The written report should include interpretation of the data, commentary and finally the program's plans to address the findings of the self-study. A major outcome of the process is a continual updating of the program's unit plan including funding requests for department operating budgets.

III. TIMELINE FOR PROGRAM REVIEW

- A. Program review cycle will be between 3-5 years and will be established by a schedule published by the IEC. The Dean's Council may request programs be reviewed out of sequence because of cost, falling enrollment or needs assessment.
- B. The following timeline will be observed by the committee and programs being reviewed:

The IEC Process and Time Line

September	<p>Establish review calendar</p> <p>Notify programs being reviewed</p> <p>Provide Orientation</p> <p>Begin Unit Plan updates</p> <p>Begin work on Self-Study and statistics</p>	Deans will notify programs of yearly updates to unit plans and budget requests.
October		
November	Continue work on Self-Study	
December	Conclude Self-study and Unit Plans and Budget Request Forms	
January	Self-study, Unit plans and Budget Request Forms to Deans Jan 31.	
February	Final Report to IEC Feb. 16	All final yearly updates are due to the Deans.
March	Post documents on Research Website for review	The Dean will make sure the updated unit plan is connected to the budget request.
April	Programs meet with IEC	
May	IEC packet with all review documents submitted to President's Council.	
June	IEC packet with all review documents submitted to the Board of Trustees.	

IV. GUIDELINES FOR PROGRAM REVIEW SELF-STUDY REPORT

A. Preparing the self-study: (All tables, charts, surveys, the unit plan and the budget request form should be labeled as attachments)

1. Analyze and evaluate any pertinent data either gathered by the service or obtained from the Research website to be used in developing responses to Section C (attach copies of the data used to the self-study):
2. Prepare an overall description and assessment of the program (see section B); and
3. Address each of the questions listed below, make recommendations for both long term and short term, develop a unit plan and a budget request. The service area will relate evaluations and recommendations to the College's Mission Statement, Institutional Goals and Priorities, and the Strategic Plan .
4. The programs will identify the desired results of planned actions to include the expected impact of resource allocations on improvement in student learning.

B. Overall Description and Assessment of the Program

The self-study shall begin with an executive summary, which is a short description of the service. It is a general statement of the primary goals, objectives and outcome measures of the service, any unique characteristics, concerns or trends affecting the service, and any significant changes or needs anticipated in the next three years. This summary is a broad, general assessment versus the more detailed responses and recommendations for both long term and short term covered in the four emphasis areas (C-F).

C. General—Answer all questions that are applicable to your program.

1. What program outcomes are established and what measures are used to assess whether these outcomes are met?
2. Describe the service area history and what the service is designed specifically to do.
 - a. Satisfaction level of users
 - b. Program mandates
 - c. User diversity
 - d. Local (community/school) duplication of services
 - e. Tangible products developed
3. What is the student and staff utilization of this service?
 - a. Number and type of service users
 - b. Number and type of staff users
4. What evidence indicates that the service provided is of high quality?

5. What is the cost of providing this service?
 - a. Describe and give measurements for designated spaces
 - b. Show annual income and expenses
6. Describe program strengths and weaknesses
 - a. Plans for the future
 - b. Plans for improvement
 - c. Budget strengths and weaknesses
 - d. Other data elements needed to evaluate the impact of resource allocations
7. Comparison to other schools
 - a. Similarities to other programs
 - b. Unique characteristics

D. Staff Development

1. What staffing factors influence the effectiveness of the service?
2. What areas of focus have been identified for future staff development?
3. What evidence is there that staff members are staying current in their respective disciplines? (e.g., workshops, conferences, course work, related work experience, advanced degrees)?
4. What recognitions have staff members received?

E. Community Outreach and articulation

1. What has the service done to establish communication and cooperation with the secondary schools, Regional Occupational Program (R.O.P.) and four-year institutions (if applicable)?
2. If this is an occupational service, what noteworthy achievements have resulted from involvement with advisory committees?
3. How does the service coordinate with other programs and services to initiate community outreach activities?

F. Resources

1. What progress has the service made in obtaining the necessary resources (e.g., equipment, technology, grants, facilities, etc.) to enhance service effectiveness?
2. What staffing resources need to be added, deleted or changed?
3. What resource deficiencies have the area program experienced and how has this impacted the program?

G. Unit plan

1. From the assessment of paragraphs C through F, review and update the program's unit plan.
2. The unit plan is updated annually and will include activities, responsibilities and timelines. The unit plan will list each outcome the program is going to measure and explain how the program is going to measure it.
3. The unit plan is a document that should be aligned with the budget request process.

H. Budget Request

1. Create a three year funding request as appropriate to ensure resource requests are included for consideration in the annual budget development process. The requests should consider a three year planning cycle. Consider the following resource areas:
 - a. Personnel
 - i. Faculty
 - ii. Professional Support Staff
 - iii. Administrative staff and support
 - iv. Adjunct faculty, professional experts and other expert services
 - b. Equipment
 - c. Supplies
 - d. Other Resources
2. Identify desired outcomes from Budget Requests.
 - a. What data elements are to be monitored to determine if desired outcomes are achieved
 - b. How will student learning improve as a result of these resource allocations