DISTRICT ADMINISTRATIVE UNIT PROGRAM REVIEW and ASSESSMENT WORKSHEETS
Due February 5, 2014
Please hold January 21, 2014 (9AM – 2PM) for all Units to meet and discuss opportunities for collaboration

Administrative Unit: _____

Prepared by: _____

Date: _____

*Questions? Contact Rita Chenoweth, District Program Review Director for help with the forms, or David Torres for data, research and assessment assistance. Please submit your completed forms to your **Vice Chancellor** and submit a copy to Debbie.McDowell@rccd.edu for uploading to website.*

Submit only your Worksheets. **Do not alter the forms**, or eliminate pages. If a page does not apply simply mark N/A.

I. THE UNIT PROGRAM REVIEW

*The **Unit Program Review** 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 colleges.*

1. WHAT IS THE MISSION OF YOUR UNIT?

2.   **The District's mission statement as of April 2013**

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meet the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship, and planning.

> **Does your unit provide (check those that apply):**
> ____ **development and enhancement of the communities we serve**
> ____ **leadership**
> ____ **advocacy** (external advocacy or public relations with local, state or federal agencies)
> ____ **resource development**
> ____ **planning**
> ____ **services**

3.   **LIST THE FUNCTIONS OF YOUR UNIT**

Function	Done in Collaboration with (leave blank if this function is not in collaboration with another unit)	Note if this is: development and enhancement of our communities, a leadership role, an advocacy role, resource development, planning or services

4.   **MAJOR Goals and Accomplishments in <u>2013</u> (do not include normal functions of your unit). No more than 10!!!! It may be helpful to reflect on your major goals from you 2011-2012 program review. You may have major accomplishments in addition to those plans. An accomplishment may include starting a new project/program that will be ongoing.**

Major Accomplishments	Start Date	Status: ongoing, completed, or date completion anticipated
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

5. **MAJOR Goals and Objectives for <u>2014</u> (do not include normal functions of your unit). No more than 10!!!!**
    In order from 1 – 10 is best, with 1 as the most important.
    Before writing your goals and objectives be sure to review other Program Review documents related to your unit to discern if there are service needs. Please check with David Torres or Raj Bajaj for a list of data requests relevant to your unit. Please allow a three-day turn around for your request to be fulfilled. Request Form link: http://academic.rcc.edu/ir/requestform.html

Major Goal and/or Objective	Start Date	Status: ongoing, completed, or date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

6.   **Provide the official Organizational Chart of your unit and an ideal chart that 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. The official chart can be obtained from Human Resources.*

If you wish, make this an appendix item.

7. **Staffing Profile (Please indicate the number in terms of FTE (Full-Time Equivalency). In other words a full time staff person is a 1.0, and a half time person is a .5)**

Position	Staffing Levels for Each of the Previous Six Years as of July 1							Anticipated total staff and new staff needed as of July 1st			
	2008	2009	2010	2011	2012	2013		Anticipated Staff 2014	New Staff 2014	Anticipated Staff 2015	New Staff 2015
Administration											
Classified Staff FT											
Classified Staff PT											
Confidential Staff FT											
Hourly Staff											
Student Workers											
Faculty Reassigned FTE Full time											
Faculty Reassigned FTE Part time											
Total Full Time Equivalent Staff											

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

RESOURCE REQUEST FORMS

The following pages contain resource request forms. Filling out the forms completely is important.

When filling out the forms on the <u>next</u> pages, please **consider** the following in framing your "rationale:"

    a. Has the workload of your unit increased in recent years?
    b. Did it increase or decrease due to the creation of three colleges?
    c. Has technology made it possible to do more work with the same staff?
    d. Or, has technology increased your workload (adding web features which need updating for example)?
    e. Does the workload have significant peaks and valleys during the fiscal year that would be best filled by part time staff?
    f. Do you need to replace equipment coming to the end of life?
    g. Do you need staff with different skills than those currently employed?
    h. Does current staff need significant professional development?
    i. Do you need resources in order to accomplish a strategy in the District Strategic Plan?

While you may keep your reasons brief, please be sure to include thorough descriptions so that those with little knowledge of your area understand your reasons. The boxes below will expand as you type.

Unit Name: _____

8. Staff Needs

NEW OR REPLACEMENT STAFF (Admin or Classified)[1]

List Staff Positions Needed for Academic Year_____ Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*
1. Reason:		
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

* 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 Associate Vice Chancellor Finance 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. Note that all replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

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[1] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

9. Equipment (excluding technology) Needs <u>Not</u> Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year_____ Please list/summarize the needs of your administrative unit below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
1. Reason:				
2. Reason:				
3. Reason:				
4. Reason:				
5. Reason:				
6. Reason:				

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
** TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with the Associate Vice Chancellor Finance to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.

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[2] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

10. Technology (Computers and equipment attached to them)++ Needs <u>Not</u> Covered by Current Budget [3]

NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Submitted by:	Title:	Phone:

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C) ?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure ?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Annual TCO* Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with the Associate Vice Chancellor Finance to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microcomputer Support Supervisor to obtain accurate cost estimates.
- **++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment**.

Remember to keep in mind your administrative unit's prioritization rubrics when justifying your request.

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[3] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "justification" section of this form.

Unit Name: _____

11. Facilities Needs <u>Not</u> Covered by Current Building or Remodeling Projects*[4]

List Facility Needs for Academic Year_____ (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Annual TCO* 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>	

*Please contact the Associate Vice Chancellor Facilities, Planning and Development to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

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[4] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

12. Professional or Organizational Development Needs Not Covered by Current Budget*[5]

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, 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. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

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

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[5] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

13. Learning Support Services <u>Not</u> Covered by Current Budget

List Learning Support Services Needs Please list funding requests related to the Writing and Reading Center, the Math Learning Center, Tutorial Services, and the Instructional Media Center. These do not include laboratory components that are <u>required</u> of a course. Place items on list in order (rank) or importance.	Total Cost of Requests			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
1. Reason:				
2. Reason:				
3. Reason:				
4. Reason:				
5. Reason:				

Unit Name: _____

14. OTHER NEEDS not covered by current budget[6]

List Other Needs that you are certain do not fit elsewhere 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. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

[6] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

15. Long Term Planning Needs (2 – 5 years from now)[7]

If your unit anticipates significant* additional needs for personnel, equipment or facilities that may occur two to five years from now, please list those here	Fiscal Year Needed	Number Requested	Total Cost of Request
1. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

*Significant needs are generally those with annual costs over $20,000. They may be the result, for example, of institutionalizing a grant, anticipated growth, or major equipment coming to the end of its life.

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[7] If your SERVICE AREA OUTCOMES (SAO) assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

II. ASSESSMENT

Why Administrative Units Conduct Assessments: Research indicates that collecting and analyzing evidence leads to improvement of institutional or unit level effectiveness. In addition it:

- Ensures units are examining their services and programs
- Documents outcomes assessment and internal improvement efforts
- Allows each unit to demonstrate how well it is performing
- Allows for requesting resources
- Relies on fact, not perception
- Allows unit staff to prioritize improvements

Steps to Developing Assessment Plans & Reports

1. **Unit develops measurable Service Area Outcomes (SAO).** An SAO is a "specific statement that describes the benefit that a [unit] hopes to achieve or the impact [. . .] that is a result of the work that your unit performs. Outcomes should be:

- Challenging but attainable
- Articulate what the unit wants to achieve
- Indicate end results for the unit rather than actions
- Relate to the unit's mission and vision
- Focus on the benefit to the recipient of the service
- Be stable over a number of years. If it is time dependent, it is most likely a goal not an outcome
- Be measurable and directly related to the work of your unit.[8]

Stems for writing outcomes can include:

- "In support of student learning, staff will _____"
- "Students are aware of _____"
- "Administrators (or staff) have the _____"

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[8] Source: The American University in Cairo. "A Guide to Developing and Implementing Effective Outcomes Assessment: Academic Support and Administrative Units at AUC." December 1, 2007. Link: http://www.aucegypt.edu/research/IR/assess/Documents/Assessment%20Guide_Admin.pdf

2. **Unit defines how it will assess progress (non-evaluative) towards the outcomes.** The unit might consider taking an inventory of the current tools being used. For example:
   - What information is being collected already?
   - What assessment are you already using?

   Methods that can be used to measure progress include, for example:
   - Student satisfaction surveys
   - Number and type of complaints
   - Growth in a specific function
   - Comparisons to professional organizations' best practices
   - Focus groups
   - Opinion surveys
   - Time to complete a task

   - **Unit completes the assessment plan and carries out the assessment**. In order to ensure the plan is completed:
   - Designate a coordinator for the assessment project and/or assign responsibility for individual components
   - Develop a timeline indicating when work will be collected, results tabulated, analysis completed and subsequent dialogues

   - **Unit gathers information, analyzes results, communicates findings, and takes action**. This step is important as it is used to identify changes needed to improve efficiency, effectiveness, and unit performance. It should also be applied to for planning and budgeting and resource allocation requests (short term and long term). Ultimately it may be tied to the institution's ability to achieve its mission.

Department/Unit: **Date:**
Assessment Facilitator: **Ext.**   **Email:**

Assessment Sheet #1: Update from previous year's assessments (2012-2013)

What were the Service Area Outcomes (**SAO**s) you assessed last year?	How did you assess progress? Please list the **methods** you used in the assessment.	**When:** In what timeframe was the assessment completed?	What was the target or benchmark you hoped to achieve or did achieve in the assessment?	Have you used the results from the assessment to make improvements? Please describe these improvements here.

Department/Unit: **Date:**
Assessment Facilitator: **Ext.**   **Email:**

Assessment Sheet #2: Current year's assessment plan (2013-2014)

Anticipated Service Area Outcomes (SAO): What are you trying to do, or what SAO are you planning to assess? NO MORE THAN 2	Assessment Methods: What assessment methods do you plan to use?	Timeframe: When will assessment be conducted and reviewed?	Targets/Benchmarks: What is the minimum result, target, or value that represents success at achieving this outcome?	Use of Results: How do you anticipate using the results from the assessment?

Program Review Background Information

"Efficiency is doing things right, effectiveness is doing the right things"

– Peter Drucker

What is District Administrative Unit Program Review?

District Administrative Unit Program Review is a collaborative goal-setting and assessment process designed to help improve and refine district services. It is intended to be flexible, collegial, relevant, practical, and should result in a clear sense of direction and accomplishment for participants. All district service areas (hereafter referred to as "district administrative units") undergo self-study as part of a process that results in a comprehensive assessment of institutional effectiveness. When completed, the unit representatives will present their self-study to the District Administrative Unit Annual Program Review Discussion on **January 21, 2014** for review. Members of the District Assessment Committee will provide the Program Review Committee with recommendations regarding your future assessment plans. The Program review process is now integrated into Strategic Planning, therefore, resource allocations and planning for your unit will be directly impacted by this plan.

District Administrative Units will be asked to update their program review document annually. It is anticipated that the same format will be used and updates should require only minimal editing.

The most important **extrinsic purpose** of this review is for you to **receive the resources you need** (equipment, staff, etc.) and to meet accreditation standards. The **intrinsic purpose** of the self-study process is **to help district administrative units clarify and achieve their goals**. In addition, the process aids units in strengthening the bonds within the district and fostering cooperation with instructional units.

The major objectives of Program Review are to:
1. State program goals and align future goals with the District's mission and Strategic Plan
2. Collect and analyze data on key performance indicators, district Service Area Outcomes, program activities, and accomplishments
3. Examine and document the effectiveness of student support and administrative services

4. Develop recommendations and strategies concerning future program directions and needs (e.g. budget, staffing, and resources)
5. Comply with Accreditation Standards, Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements

This process is NOT designed to result in a comprehensive master plan for your unit. **It is designed to deliver a brief, annual, strategically oriented program review, outcomes assessment plan, and resource needs list.**

Program Review Process Checklist

Date Completed	Action
	Attend District Administrative Program Review Discussion Meeting, if needed
	Schedule a meeting with your Program Review Team
	Gather documents including key performance indicators, such as annual operating budget, expenditures, number of service recipients, survey results, etc., in order to confirm its observations regarding its activities, accomplishments, needs, etc.
	Determine if additional research is needed, and contact Institutional Research as needed
	Update Program Review report as needed
	Review the report to ensure that appropriate assessments are included
	Meet with others preparing District Administrative Program Review documents to review their draft reports and determine if there are opportunities for collaboration that will enhance efficiency, effectiveness and reduce costs. Where these opportunities exist they are reflected in final unit reviews. (**Please hold January 21, 2014 for an all-day discussion meeting**)
	Submit the District Administrative Unit Annual Report to your Vice Chancellor due on **February 5, 2014** and e-mail a copy to debbie.mcdowell@rccd.edu.

How Program Review Integrates with Planning

Planning – Self-study documents are intended to be key drivers informing the District and each college's strategic planning process. District Administrative Unit reviews will be updated annually and serve as a vital component in the planning and budgeting process. Each District Administrative Unit review will reflect requests and initiatives mentioned in Annual Instructional Program Reviews, College Administrative Unit Programs Reviews, and College Student Service Program Reviews as appropriate (see chart and timelines at the end of this document). Completed reviews will be shared with the District Strategic Planning Committee (DSPC) and made available to the entire district online. The results of discussions in the planning committees are intended to link into budget planning. A flow chart showing the linkages follows.

Program review and assessment are the cornerstones of planning. The Board has endorsed Strategic Themes including:

- Student Access
- Student Success
- Service to the Community
- System Effectiveness
- Financial Resource Development
   Organizational and Professional Development

Program review provides a means through which units set goals and objectives that support the district's plans, through focusing on the student as a learner. Be sure to review the plan and reflect upon the work of your unit in relationship to the themes and strategies in the plan.

The Centennial District Strategic Plan 2013-2016 is available online at
http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/StrategicPlanning.aspx

The new strategic plan includes the following strategic themes: (1) Student Access (2) Student Success (3) Resource Stewardship (4) Community Collaboration and Partnership (5) Creativity and Innovation (6) System Effectiveness

The Legal and Professional Basis for Program Review

TITLE 5, Section 51022(a)

Within six months of the formation of a community college district, the governing board shall adopt 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.
7. 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.

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.