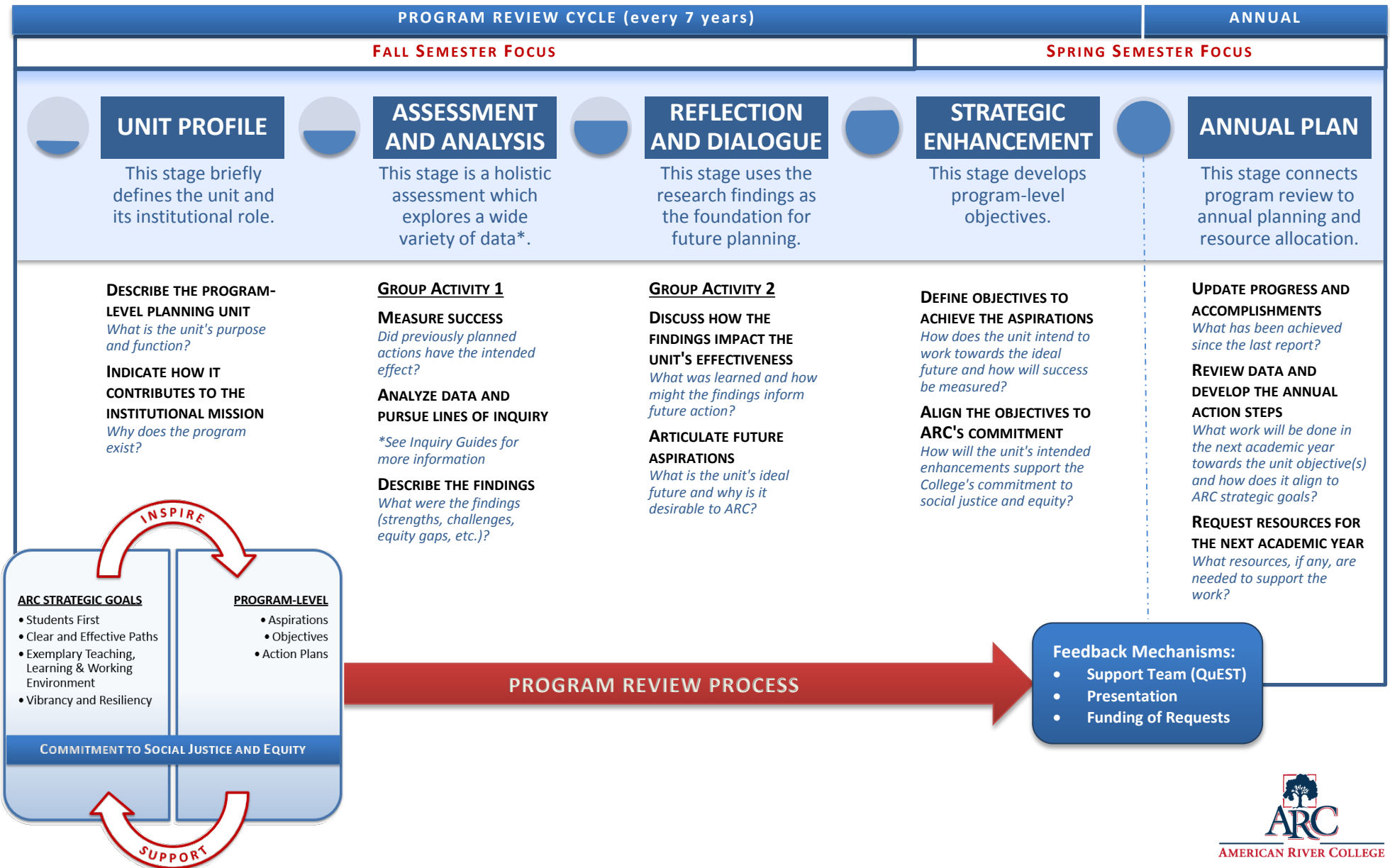


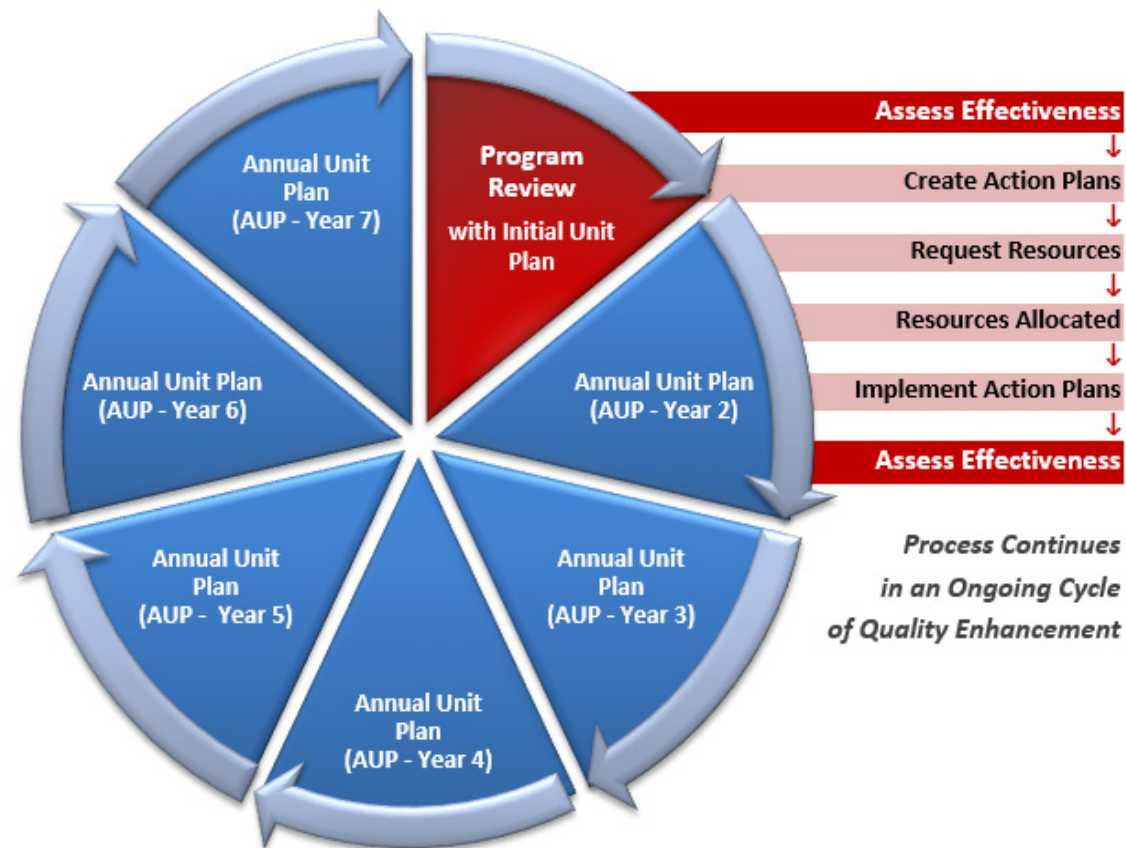
# Concept Diagram

The new model is intended to create a highly streamlined, but meaningful experience for participants. It is structured to support self-assessment and ongoing improvement of program-level planning units. The model aligns unit planning and resource allocation to the institution's strategic plan. The process stages are depicted below including a brief version of each prompt. Program-level planning units participating in program review would complete the entire process in a single year. Other planning units would only complete the last stage (annual plan).



## Integrated Model: Program Review and Annual Unit Planning

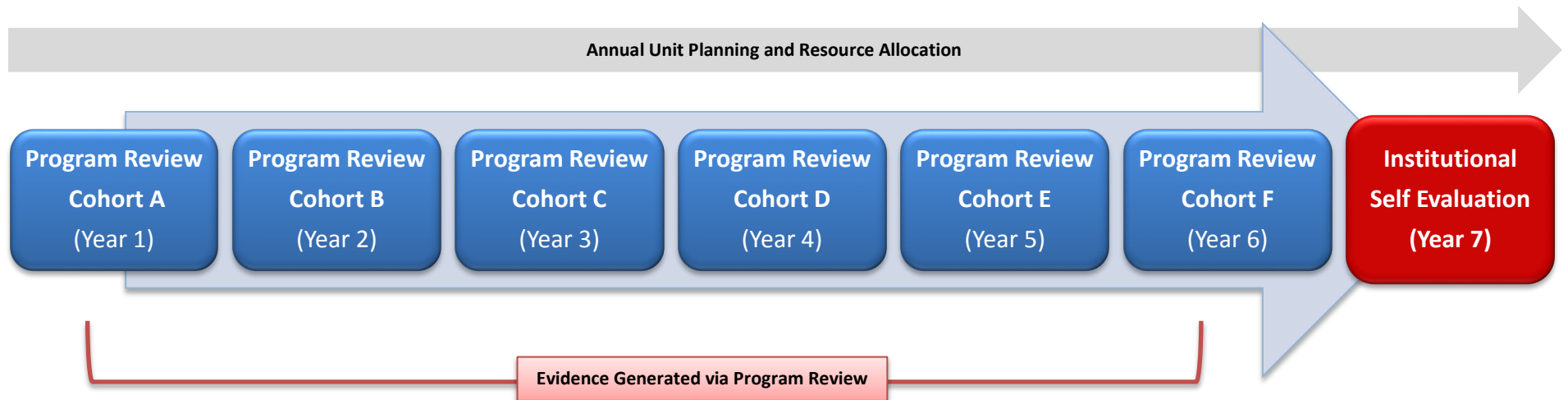
From the perspective of a single program-level planning unit, the combined model plays out over a multi-year cycle of planning, action, and evaluation of progress. Program review sets the objectives which drive the activities or action steps to which resources are allocated on an annual basis. Updates on progress towards the objectives are collected each year and data are reviewed to identify any needed adjustments (course corrections) and the aggregated progress reports serve as the starting point for evaluation at beginning of the next program review cycle. The image below depicts how the process would flow over a seven-year cycle.



It should be noted that unit planning, which takes place annually, is not restricted to the program-level units which participate in program review. Units at all other levels of the institution may also participate in annual unit planning to specify planned activities and request resources for the upcoming year.

## Adjustment of Program Review Cycle and Cohorts

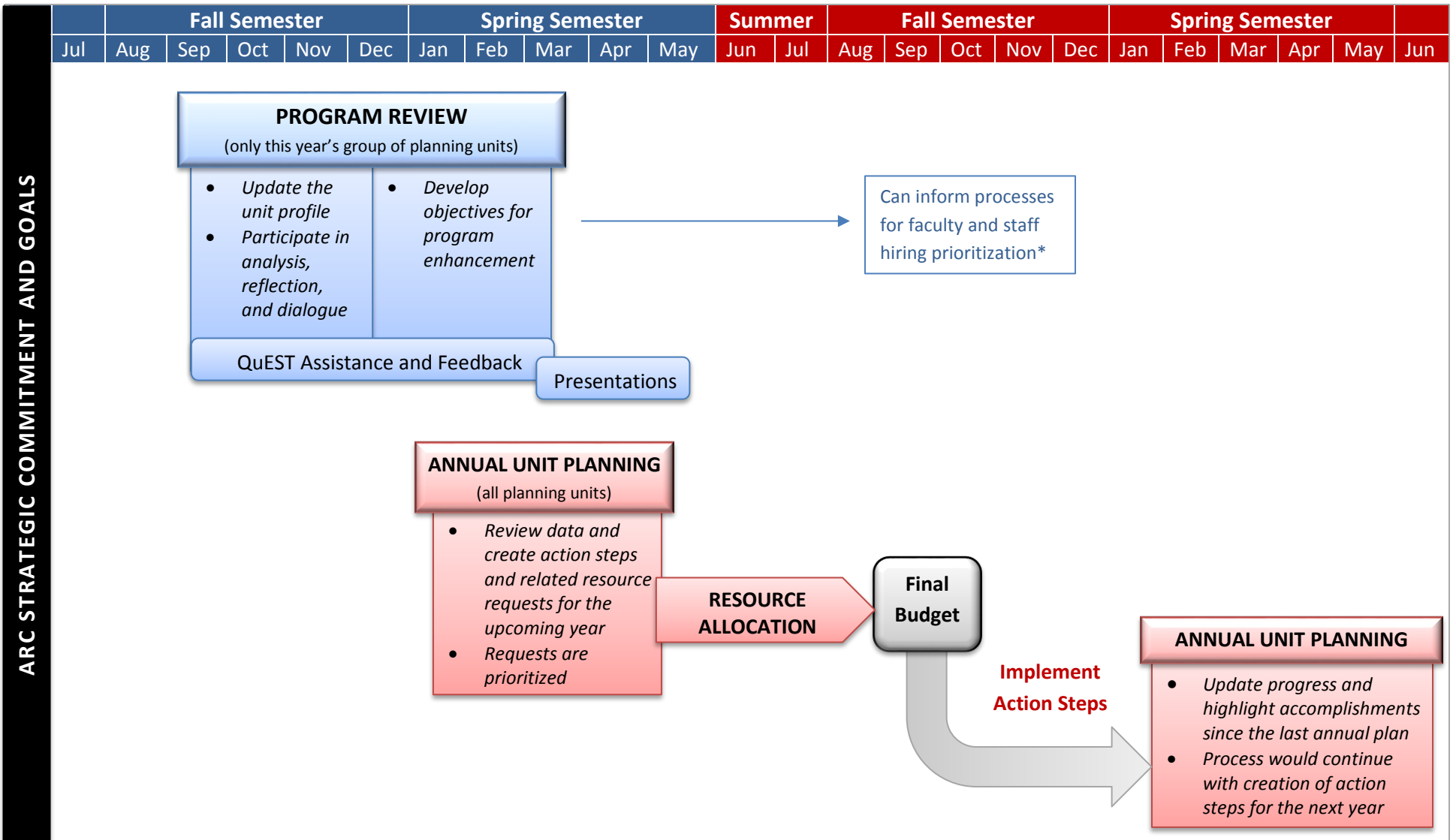
As a result of ACCJC's recent change to 7-year reaffirmation periods, there is an opportunity to adjust the program review cycle from six years to seven years in a manner which also better distributes workload. In the new seven-year cycle, there would be a hiatus year scheduled during the institutional self-evaluation. This will allow the College to entirely shift focus from program evaluation to institutional evaluation and eliminate the possibility that any individual would have the burden of participating in both processes in the same year.



With this adjustment to the schedule, there is also a one-time opportunity to adjust the program review cohorts so that each cohort is similar in size based on the number of planning units participating in a particular year. If desired, individual planning units could also be consolidated or restructured to more closely align with the program review planning unit definition.

## Two-Year Overview of the Model

The overview below depicts how the program review and annual unit planning process in Year 1 results in resource allocation, action, and progress updates in Year 2.



\*Because annual unit planning in Year 1 informs resource allocation in Year 2, it would not provide an effective method to inform a Year 2 process that results in a hire for Year 3. However, the long-range planning unit objectives could inform hiring prioritization processes.

# ANNUAL TIMELINE

The timeline below provides the key activities and deadlines associated with the program review, annual unit planning, and resource allocation process. The timeline extends through the beginning of the subsequent academic year because the final budget is adopted each September.

DATE	ACTIVITY OR DEADLINE	RESPONSIBLE
By September 15	Web-based system is set up for the next planning year	PRT
By October 1	Data and/or reports to inform the program review process are available	PRT
By October 1	Appointments are made to the Program Review Committee appointments to identify members that are not ex-officio.	Academic Senate
By October 15	Timelines for program review and annual unit planning are publicized. System is updated with training materials or other information if needed.	Program Review Committee/PRT
By October 15	Presentation dates/rooms are scheduled in consultation with the councils (special council session). Save the Date invitations are sent. - Invitees: Planning units (cohort), all administrators, all council members, and Program Review Committee members	Program Review Committee
By October 15	QuEST groups are coordinated. Supervising administrators and Program Review Committee members are assigned to teams. (See QuEST guides for details.)	Program Review Committee
By October 20	Training opportunity is conducted to provide context, expectations, walk-through of the system, and introduction to each planning unit's QuEST group. - Invitees: Planning units participating in program review, supervising administrators of the planning units, Program Review Committee	Program Review Committee
October 20	Program Review and Annual Unit Planning Cycle Begins - Fall: focus on analysis and reflection (program review units only) - Spring: focus on planning o Program enhancement objectives (program review units only) o Review Data, develop strategies, and request resources" (all units)	
Continuous	Collaborative interaction and support between QuEST and the planning units	QuEST
By December 1	Requests for data/research support should be submitted for priority status. Items involving student surveys or focus groups should be submitted as early as possible.	Planning units in review cycle
By February 1	Reminder sent regarding annual unit planning and upcoming deadlines; planning units are reminded to check-in with their QuEST group before the deadline	Program Review Committee
By March 15	Program review reports and/or annual unit plans with any related resource requests are submitted	All planning units
By March 25	Dean-level prioritization of resource requests	Deans
By April 5	AVP-level prioritization of resource requests	AVPs
By April 15	VP/President-level prioritization of resource requests	VPs/President
April 15-early May	Initial review of resource requests by President's Executive Staff (PES); allocations made for tentative budget if funding source is already identified	PES
By mid-May	Institutional Effectiveness Council accepts program review reports	IEC
By end of semester	Program review presentations are conducted in a special session of all councils; broad invitation to the campus with expectation that deans, council members, and other interested parties would attend	Planning units in review cycle; all councils
<b>Late May (approx.)</b>	<b>Tentative budget information provided to District as requested</b>	<b>Admin. Services</b>
<b>June</b>	<b>Tentative budget adopted by Board of Trustees</b>	<b>District Office</b>
June-August	Continued review and allocation of resources by PES as funding becomes available from various sources	PES
<b>Late-August (approx.)</b>	<b>Final budget information provided to District as requested</b>	<b>Admin. Services</b>
<b>By September 10</b>	<b>Final budget adopted by Board of Trustees</b>	<b>District Office</b>
By October	Report of funded requests provided to Operations Council for Review	<b>Admin. Services</b>

**Bold = external constraint that is not controlled by ARC**

# ARC PROGRAM REVIEW AND ANNUAL UNIT PLANNING PROMPTS

## PROGRAM REVIEW QUESTIONS

The following standard prompts would be used for all units participating in program review. Inquiry guides would differentiate the process for instructional, student service, and institutional/administrative support units.

- **UNIT PROFILE:**
  - Briefly describe the program-level planning unit. What is the unit's purpose and function?
  - How does the unit contribute to achievement of the mission of American River College? (*The current mission statement should be displayed with this prompt.*)
  
- **ASSESSMENT AND ANALYSIS (GROUP ACTIVITY 1):**
  - Consider the progress that has been made towards the unit's objectives over the last five years. Based on how the unit intended to measure success, did the unit's prior planned action steps result in the intended effect?
  - Analyze program-level data to assess the effectiveness of the program over the last five years. Compare program-level data to college-wide metrics, related program-level planning units, or other sources. Investigate influencing factors from the external and institutional environments. Pursue other lines of inquiry appropriate to the planning unit type (instructional, student support, institutional support). Use the Program Review Inquiry Guide for your planning unit type to guide the evaluation.

What were the findings? Please identify program strengths, opportunities, challenges, equity gaps, influencing factors (e.g., program environment), data limitations, areas for further research, and/or other items of interest.
  
- **REFLECTION AND DIALOGUE (GROUP ACTIVITY 2):**
  - Discuss how the findings relate to the unit's effectiveness. What did your unit learn from the analysis and how might the relevant findings inform future action?
  - What is the unit's ideal future and why is it desirable to ARC? How will the unit's aspirations support accomplishment of the mission, improve institutional effectiveness, and/or increase academic quality?
  
- **STRATEGIC ENHANCEMENT:**
  - Define one or more program-level objectives which enhance the unit's effectiveness. What does your unit intend to do to work towards the ideal future? How will success be measured?
  - How will the unit's intended enhancements support the College's commitment to social justice and equity?

## ANNUAL QUESTIONS

The following prompts would be used annually to plan activities and request resources for the upcoming academic year. Units at all levels of the organization would participate in annual unit planning.

- Update your unit's progress and highlight accomplishments. What has been achieved since the last report?
- Program-level units: Review the unit's annual metrics (standard data). Are any changes necessary to program-level objectives? [*The unit's current objectives should be displayed with this prompt.*]
- Program-level units: [Placeholder for additional SLO assessment question.]
- Develop one or more action steps.
  - What work will be done in the next academic year towards program enhancement?
    - Short title for each plan
    - Brief description of planned activities including who will be involved
    - Align to one or more of the ARC strategic goals / annual metrics
  - What financial resources, if any, are needed to support the plan?
    - Amount including itemized cost and/or justification
    - Resource category (*e.g., personnel, instructional equipment*)
  - What other types of support, if any, are needed?
    - Description
    - Support category (*e.g., professional development, research*)

## ARC INQUIRY GUIDE: INSTRUCTIONAL PLANNING UNITS

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

### SUGGESTED TOPICS

Instructional planning units typically would consider the topics below in their assessment of effectiveness.

- Role in mission achievement including commitment to social justice and equity
- Curriculum offerings
- Programs of study (degrees/certificates)
- Instructional methods
- Student success and achievement
- Equitable access
- Enrollment/FTES/productivity
- Retention and persistence
- Staffing levels and structure
- Partnerships and synergies
- Safety/mandated training
- Transfer/employment outcomes
- Professional development

### SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Program-Level Data**
  - Summary Progress Report (consolidation of responses from previous annual unit planning)
  - 5-Year Trends Report (provides a wide variety of program-level metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
  - 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
  - Course Offering History (provides offering history with cancellation rates and other relevant data)
  - 3-Year Subject-Level Success Rates (headcount, course/section count, FTES, success, and withdrawal; overall rates and breakdown by modality)
  - 3-Year Subject-Level Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
  - 3-Year Course-Level Success Rates (similar to subject level above)
  - 3-Year Course-Level Success Rates by Equity (similar to subject level above)
  - Degree and Certificate Trends (trends by degree/certificate with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)
  - SLO Assessment Reports
  - Data relating to Department Set Standards (base/stretch goal)
- **ARC (Institutional)** – similar to reports above but providing college-wide data for comparison purposes
  - 5-Year Trends Report (provides a wide variety of college-wide metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
  - 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
  - 3-Year Institutional Course Success Rates (overall rates and breakdown by modality and other criteria)
  - 3-Year Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
  - Degree and Certificate Trends (trends by degree/certificate type with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)
  - Institution-Set Standards (base/stretch goal)
- **Pathway Data** (*to be added once pathways are finalized*)
  - Area of Interest Funnel Report (show trends in admission, enrollment, and retention to end of first term)
  - Pathway Progression Report (indicates progression of cohorts with filters for FT/PT status, subpopulations, etc.)
- **Regional and Other Data**
  - CTE Launchboard (<https://www.calpassplus.org/LaunchBoard/Home.aspx>)
  - EDD Labor Market Info such as [http://www.labormarketinfo.edd.ca.gov/file/indproj/sacr\\$\\_highlights.pdf](http://www.labormarketinfo.edd.ca.gov/file/indproj/sacr$_highlights.pdf)

**Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. The inquiry sheet will be adjusted as needed.**



## ARC INQUIRY GUIDE: INSTRUCTIONAL PLANNING UNITS (continued)

### SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

#### Priority Areas

- How well does the existing curriculum support the unit's purpose and function?
- Is there equitable and sufficient access to instruction (course offerings, scheduling patterns, locations, modalities)?
- Are the degrees and/or certificates listed in the catalog still relevant?
  - Consider whether the degrees/certificates are still offered, whether students regularly declare these programs of study, whether students are successfully completing, and whether the employment outlook suggests jobs will be available regionally for students in the related fields.
  - Are courses scheduled in a manner that allows students to complete their goals in a timely manner?
  - If there are significant concerns related to viability, please refer to the "Program Focus Review" in the Curriculum Committee Handbook for further information.
- Does the data indicate learning gaps that need to be addressed?
- What are the unit's greatest strengths? How can those strengths be further leveraged to promote effectiveness?

#### Additional Areas to Explore

- How do program-level metrics compare to similar programs and/or the college as a whole? (*Metrics are measurements in relationship to a baseline or goal.*)
- How are college metrics, program-level metrics, and student demographics changing over time? What do these changes indicate for the program?
- How well does the existing staffing structure/organization support the unit's purpose and function?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- How does the unit support the institution's commitment to social justice and equity?
- How do program-level equity metrics compare to college metrics? Do the metrics vary by course, modality, or other factors?
- Have structural barriers for students been unintentionally created?
- Is information for students available, clear, and consistent?
- How does the unit contribute to student achievement of Student Learning Outcomes?
- What are the emerging opportunities or risks resulting from the unit's environment (external influences)?
- In which areas could effectiveness be enhanced by additional professional development?
- Are there promising practices or innovative methods that could be adopted to improve effectiveness?
- Are there partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

### PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- **New data collection:** submit a request for assistance with surveys, focus groups, or other collection methods
- **Existing data:** submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

Requests can be submitted at <https://researchrq.arc.losrios.edu/>



## ARC INQUIRY GUIDE: **STUDENT SUPPORT PLANNING UNITS**

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

### SUGGESTED TOPICS

Student support planning units typically would consider the topics below in their assessment of effectiveness.

- Role in mission achievement including commitment to social justice and equity
- Service offerings, usage, design, and information
- Student success related to service participation (outcomes)
- Student engagement
- Equitable access
- Service persistence (continued use of the service)
- Staffing levels and structure
- Work environment/culture/tools
- Partnerships and synergies
- Safety/mandated training
- Service outcomes which are specific to the unit (e.g., admission yield)
- Professional development

### SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Student Support Planning Units**
  - Summary Progress Report (consolidation of responses from previous annual unit planning)
  - Various college-wide reports – **please see Sample Report Specifications at the end of this packet for details**
    - 5-Year Front Door Trends (metrics related to the potential students to be served based on applicants)
    - 5-Year Enrolled Student Trends (metrics on actual student population)
    - 5-Year Trends in Financial Aid
    - 3-Year Service Access Rates by Equity (metrics on equity related to service usage)
    - Funnel Report for Prior Year (metrics on progression of applicants/enrolled students)
    - New Student Loss Report by Term (metrics on loss factors for applicants and first-year students)
    - Service Concentration and Consistency by Term (distribution patterns and service persistence)
    - Institutional Barriers by Term (explores the effect of institutional barriers on persistence and success)
  - Institution-Set Standards (base/stretch goal)
  - Service-specific reports
    - 5-Year Service Review Report - applies to any service that is not accessed by all students
      - 5-year trend of participants (headcount) in the specific service
      - Demographics of participants compared to the entire student population
      - Milestones of participants compared to the entire student population (e.g., 15 units, 30 units)
      - Persistence rates of students using this service vs. not using this service
      - Persistence rates of students using this service and at least one other service vs. this service alone vs. no services
      - Demographics of participants who did not persist compared to all participants
      - Rates of use of other services (% of participants who are using 1 other service, 2 other services, 3 other services, etc.)
      - Completion rates of participants compared to the entire student population or subpopulation
    - Service usage rates for those services that collect usage data (e.g., tutoring)
    - Phone activity reports (if data is available on call volume, length of calls, dropped calls, etc.)
    - Custom report designed for each service that includes metrics based on the specific function
  - SSO Assessment Reports
  - Data related to SLO Support – specific to Library and Learning Resources (Standard II.B.3.)
  - Data from mandated reports (including MIS/SSSP)
  - Satisfaction surveys and focus group data

**Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. The inquiry sheet will be adjusted as needed.**

## ARC INQUIRY GUIDE: **STUDENT SUPPORT PLANNING UNITS (continued)**

### SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

#### Priority Areas

- How do program-level metrics demonstrate equitable outcomes compared to similar programs or the college as a whole? (*Metrics are measurements in relationship to a baseline or goal.*)
- How does the existing staffing structure/organization support the unit's purpose and function?
- Is there equitable and sufficient access to services (service hours, locations, modalities)?
- How does the unit support the institution's commitment to social justice?
- How does the unit contribute to achievement of Student Service Outcomes (SSO) and/or Institutional Student Learning Outcomes (ISLO)?
- What are the emerging opportunities or risks resulting from the unit's environment (internal and external influences)?
- What are the unit's greatest strengths in terms of services, practices, expertise, or other characteristics? How can those strengths be further leveraged to promote effectiveness?
- In which areas could effectiveness be enhanced by additional professional development related to practice, policy, procedure, or leadership?

#### Additional Areas to Explore

- How are college metrics, program-level metrics, and student demographics changing over time? What do these changes indicate for the unit?
- How does the existing range of services effectively support the unit's purpose and function?
- Does the data indicate service gaps that need to be addressed?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- Have structural barriers for students been unintentionally created (e.g., procedural hurdles)?
- Is information for students available, clear, and consistent?
- How could practices be changed to better meet the needs of all students?
- Which promising practices or innovative methods could be adopted to improve effectiveness?
- Which partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

### PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- **New data collection:** submit a request for assistance with surveys, focus groups, or other collection methods
- **Existing data:** submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

Requests can be submitted at <https://researchrq.arc.losrios.edu/>

## ARC INQUIRY GUIDE: INSTITUTIONAL/ADMINISTRATIVE SUPPORT PLANNING UNITS

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

### SUGGESTED TOPICS

Institutional/administrative support planning units typically would consider the topics below in their assessment of effectiveness.

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>- Role in mission achievement including commitment to social justice and equity</li><li>- Support offerings and usage</li><li>- Equitable access</li><li>- Staffing levels and structure</li><li>- Resource development and management (physical, financial, information, and technology resources)</li></ul> | <ul style="list-style-type: none"><li>- Partnerships and synergies</li><li>- Safety/mandated training</li><li>- Sustainability</li><li>- Student support (e.g., equipment, facilities, printing)</li><li>- Support outcomes which are specific to the unit (e.g., help desk response time)</li><li>- Professional development</li></ul> |
|---|---|

### SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Program-specific Information**
  - Summary Progress Report (consolidation of responses from previous annual unit planning)
  - Service usage data (e.g., help desk tickets or printing requests)
  - Service provision data (e.g., office hours, response time, ratio of staff to service users, etc.)
  - Transaction processing volume data (e.g., in-person payments vs. web-based payments)
  - Infrastructure and technology data (e.g., average age of instructional computers)
  - Operational reports on equipment, service outages, and other related items
  - Comparison of industry standards to existing reality
  - Audit reports and budget reports
  - Data from institutional plans such as technology and facility plans
  - Vendor-based recommended practices and information
  - Topic-focused environmental scans and needs assessment
  - Administrative Unit Outcome assessment reports (if used)
  - Custom report designed for each service that includes metrics based on the specific function
  - Data from mandated reports
  - Inspection reports and proof of correction
  - Training participation data
  - Satisfaction surveys and focus group data (e.g., gauge student perceptions of cleanliness of facilities, safety, etc.)
- **ARC (Institutional)** – college-wide data for an understanding of the population served and how it is changing
  - 5-Year Student Trends Report (provides a wide variety of college-wide metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
  - 5-Year Student Headcount/Enrollment Trends by Location/Modality Report (provides data related to student traffic/use of facilities)
  - Employee Trend Data (college-wide data on staffing levels, demographics, employee retention, etc.)
  - Institution-Set Standards (base/stretch goal)
  - Other relevant reports
- **Districtwide** (if data is available)
  - Facilities Comparison (e.g., square footage by entity/department compared to other campuses)
  - Staffing Level Comparison (e.g., staff compared to service volume or size of facility)

**Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. Any planning unit which provides substantial services to students could also consider the suggested data listed for Student Support Planning Units. The inquiry sheet will be adjusted as needed.**

## ARC INQUIRY GUIDE: INSTITUTIONAL/ADMINISTRATIVE SUPPORT PLANNING UNITS (continued)

### SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

- How are college metrics, program-level metrics, and student/employee demographics changing over time? What do these changes indicate for the unit? (*Metrics are measurements in relationship to a baseline or goal.*)
- How well does the existing staffing structure/organization support the unit's purpose and function?
- How well does the existing range of services support the unit's purpose and function?
- Is there equitable and sufficient access to services and information (service hours, sources, locations, offerings)?
- Can services and information be easily accessed by individuals who are not located at the main campus?
- Is information provided to users through web sites and other sources clear and consistent?
- Does the data indicate service gaps that need to be addressed?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- How could the unit provide more effective tools or training related to its function?
- How could resources within the control of the unit be managed more effectively?
- How could practices be changed to better meet the needs of employees and others who interact with the unit?
- How could practices be changed to better support the institution's sustainability goals?
- How does the unit support the institution's commitment to social justice and equity?
- Have structural barriers for students been unintentionally created (e.g., procedural hurdles)?
- How does the unit contribute to achievement of Administrative Unit Outcomes (AUO), if established, and/or Institutional Student Learning Outcomes (ISLO)?
- What are the emerging opportunities or risks resulting from the unit's environment (external influences)?
- Has the planning unit been drastically impacted by the expansion/reduction of other programs on campus? If so, what are the implications?
- What are the unit's greatest strengths? How can those strengths be further leveraged to promote effectiveness?
- In which areas could effectiveness be enhanced by additional professional development?
- Are there promising practices or innovative methods that could be adopted to improve effectiveness?
- Are there partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

### PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

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- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

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# QuEST GUIDE

## What is QuEST?

Throughout the program review process, planning units receive valuable training, feedback, and assistance from a Quality Enhancement Support Team (QuEST). This interaction is designed to provide the program-level planning unit with institutional collaboration that can enable its efforts to improve effectiveness. Once assigned, the planning unit can call upon the QuEST resource to answer technical questions or provide process guidance at any time. The planning unit is strongly encouraged to participate in sponsored training in the fall and schedule a meeting in the spring at which the QuEST group can offer feedback and additional support to the planning unit. This meeting also serves as a mechanism by which the Program Review Committee can solicit regular feedback about the program review process.

## Who serves as a member of a Quality Enhancement Support Team?

Teams are structured to include a variety of individuals who can provide relevant feedback and assistance. Typical composition of the team is:

- Supervising administrator of the unit participating in program review
- Program Review Committee representatives which are likely to include:
  - Representative from the Research Office
  - Representative from Information Technology
  - Representative who can assist with appropriate application of the equity lens
  - One or more individuals from the same type of unit (instructional, student support, or institutional/administrative support)

## When does QuEST happen?

Sept/Early October	Program Review Committee	<b>Preparation:</b> <ul style="list-style-type: none"> <li>▪ Prepares for the upcoming program review cycle and training</li> <li>▪ Assigns QuEST teams</li> <li>▪ Schedules kickoff/training sessions in October and invites participants (including supervising administrator)</li> </ul>
Early October	Program Review Committee Supervising administrators	Participate in QuEST training for team members
Mid-October	Participants in program review QuEST members (including supervising administrators)	<b>Program Review Kickoff/Training (1 meeting):</b> <ul style="list-style-type: none"> <li>▪ Overview of program review and QuEST</li> <li>▪ Deadlines and expectations</li> <li>▪ Technical training</li> </ul>
October 20-March 15	Program review participants QuEST members (as needed)	Participants conduct program review and call upon QuEST members (including the supervising administrator) on an as needed basis
Late Feb-Early March	Program review participants QuEST members (including supervising administrators)	<b>Program Review Check-In (1 meeting):</b> A meeting is scheduled to provide feedback and suggestions for the draft program review. This is also an opportunity to help the participants prepare for the upcoming presentation and for the participants to give feedback on the process.
April	Program review participants QuEST members (including supervising administrators) Invitees from the entire college	<b>Program Review Presentation</b> <ul style="list-style-type: none"> <li>▪ held as a special session of the governance councils; deans are also expected to attend</li> <li>▪ entire college is welcome; during fall, “save the date” invitations are sent to program review participants, all administrators/supervisors, council members, and members of the Program Review Committee</li> </ul>
May	Program Review Committee	Assessment: Committee discusses QuEST feedback and adjusts the process for the upcoming year if needed

### **What types of feedback and support should the QuEST members provide?**

The interaction should be tailored to the planning unit and remain focused on helping the program improve effectiveness. Some potential areas to assistance include:

- Technical assistance with technology, data analysis, and other components of the program review process
- Questions which can help clarify and refine the proposed program-level objectives
- Feedback on alignment to the institutional commitment to social justice and equity
- Ideas for addressing identified challenges
- Ideas for leveraging strengths or taking advantage of opportunities
- Suggestions for future collaboration or consolidation of related efforts across different planning units
- Suggestions for future professional development
- Recommendations for data collection and future research
- Support preparation of the unit's presentation to the campus
- Solicit input from the planning unit on the effectiveness of the program review process and suggestions for how it could be improved in the future (e.g., data that would have been useful)

In addition to the items listed above, planning units can expect their supervising administrator to engage in regular dialogue with them throughout the collaborative process.

### **How is the process coordinated?**

The Program Review Committee provides coordination for program review including the QuEST process. Committee members populate the teams and are supplemented by supervising administrators. In general, each team is designed to include functional representation that mirrors the program types (instructional, student support and institutional/administrative support) as well as technical resources commonly utilized by all participants in program review.

### **Why was QuEST implemented?**

During the 2017-18 academic year, a project team was charged with developing a consolidated program review and annual unit planning process that was highly effective and efficient. In keeping with the ARC Redesign, the team determined that the process should be more interactive, meaningful, data-informed, and supportive of the participants. The QuEST method was introduced to pro-actively create the conditions which can best enable assessment and strategic enhancement of ARC's programs.

# QuEST Guide for Supervising Administrators

## What is QuEST?

Throughout the program review process, planning units receive valuable training, feedback, and assistance from a Quality Enhancement Support Team (QuEST). This interaction is designed to provide the program-level planning unit with institutional collaboration that can enable its efforts to improve effectiveness. Once assigned, the planning unit can call upon the QuEST resource to answer technical questions or provide process guidance at any time. The planning unit is strongly encouraged to participate in sponsored training in the fall and schedule a meeting in the spring at which the QuEST group can offer feedback and additional support to the planning unit. This meeting also serves as a mechanism by which the Program Review Committee can solicit regular feedback about the program review process.

## Who serves as a member of a Quality Enhancement Support Team?

Teams are structured to include a variety of individuals who can provide relevant feedback and assistance. Typical composition of the team is:

- **Supervising administrator of the unit participating in program review**
- Program Review Committee representatives which are likely to include:
  - Representative from the Research Office
  - Representative from Information Technology
  - Representative who can assist with appropriate application of the equity lens
  - One or more individuals from the same type of unit (instructional, student support, or institutional/administrative support)

## When does QuEST happen?

When	Who is Involved	Event (What Happens)
Sept/Early October	Program Review Committee	<u>Preparation:</u> <ul style="list-style-type: none"> <li>▪ Prepares for the upcoming program review cycle and training</li> <li>▪ Assigns QuEST teams</li> <li>▪ Schedules kickoff/training sessions in October and invites participants (including supervising administrators)</li> </ul>
Early October	Program Review Committee <b>Supervising administrators</b>	Participate in QuEST training for team members
Mid-October	Participants in program review QuEST members (including <b>supervising administrators</b> )	<u>Program Review Kickoff/Training (1 meeting):</u> <ul style="list-style-type: none"> <li>▪ Overview of program review and QuEST</li> <li>▪ Deadlines and expectations</li> <li>▪ Technical training</li> </ul>
October 20-March 15	Program review participants QuEST members (as needed)	Participants conduct program review and call upon QuEST members (including the <b>supervising administrator</b> ) on an as needed basis
Late Feb-Early March	Program review participants QuEST members (including <b>supervising administrators</b> )	<u>Program Review Check-In (1 meeting):</u> A meeting is scheduled to provide feedback and suggestions for the draft program review. This is also an opportunity to help the participants prepare for the upcoming presentation and for the participants to give feedback on the process.
April	Program review participants QuEST members (including <b>supervising administrators</b> ) Invitees from the entire college	Program Review Presentation <ul style="list-style-type: none"> <li>▪ held as a special session of the governance councils; deans are also expected to attend</li> <li>▪ entire college is welcome; during fall, “save the date” invitations are sent to program review participants, all administrators/supervisors, council members, and members of the Program Review Committee</li> </ul>
May	Program Review Committee	Assessment: Committee discusses QuEST feedback and adjusts the process for the upcoming year if needed



### What types of feedback and support should the QuEST members provide?

The interaction should be tailored to the planning unit and remain focused on helping the program improve effectiveness. Some potential areas to assistance include:

- Technical assistance with technology, data analysis, and other components of the program review process
- Questions which can help clarify and refine the proposed program-level objectives
- Feedback on alignment to the institutional commitment to social justice and equity
- Ideas for addressing identified challenges
- Ideas for leveraging strengths or taking advantage of opportunities
- Suggestions for future collaboration or consolidation of related efforts across different planning units
- Suggestions for future professional development
- Recommendations for data collection and future research
- Support preparation of the unit's presentation to the campus
- Solicit input from the planning unit on the effectiveness of the program review process and suggestions for how it could be improved in the future (e.g., useful data)

### How does the role of the supervising administrator differ from other QuEST members?

Unlike other QuEST members, the **supervising administrator** has direct responsibility for the planning unit and its resources. In addition to the types of feedback and support listed above, the **supervising administrator** is expected to:

- Proactively engage in dialogue with the planning unit throughout the process
- Provide support as needed to enable the timely completion of program review and annual unit planning
- Understand the aspirations, objectives, and progress of each unit in the administrator's area as described in the program review report (responses to prompts)
- Be prepared to prioritize resource requests and/or make budget recommendations during annual unit planning based on this knowledge
- Be prepared to represent the content of program review reports in conversations with PES, governance councils, or other interested parties
- Assist the planning unit to adjust or adapt if conditions change significantly between program review cycles

### When is the supervising administrator expected to represent the content of program review reports?

The planning units are responsible for the formal presentation of program review each spring. For other venues, the **supervising administrator** needs to be familiar with the program review reports and understand planned objectives sufficiently so that the administrator can provide information and respond to questions. The administrator should feel comfortable with the content (no lack of clarity or unresolved concerns) and be able to represent the planning unit's intent without contradicting the program review. The administrator also will be involved in prioritizing and recommending resource requests annually. During that process, the administrator may be asked for additional information that would be contained within the program review report. For example, the unit's aspirations and objectives may not be entirely clear in the briefly stated action step/resource request. The administrator should be able to explain the big picture of what the unit is trying to do over multiple years.

### What types of conditions might require a change of plan?

Planning units may wish to deviate from their plan because of a compelling reason such as a significant change that is outside their control or an opportunity that emerges unexpectedly. The **supervising administrator** is expected to assist the unit adjust or adapt their plan so they can remain nimble in support of ARC goals. Potential reasons include:

- Legislative mandates: Program reviews written prior to mandates (e.g., SSSP or AB 705) may contain objectives that are no longer appropriate in the new environment.
- Unexpected grant awards: Large grants can open up possibilities or come with requirements that were unknown at the time of program review. This may necessitate adjustment at the program level (e.g., NSF grants that are specific to a particular program).
- Position vacancies/hiring freezes: Planned objectives may be dependent on having a certain level of staffing available to do the work.
- College-wide change of mission/direction: Program activities support the mission and ARC strategic plan. A major change could cause a planning unit to rethink its aspirations and objectives.

### **Who would be considered to be a supervising administrator?**

Supervising administrators have direct responsibility for the program (planning unit) and its resources. Supervising administrators are typically designated at the dean level or above (dean, associate vice-president, vice-president, president).

### **How is the process coordinated?**

The Program Review Committee provides coordination for program review including the QuEST process. Committee members populate the teams and are supplemented by supervising administrators. In general, each team is designed to include functional representation that mirrors the program types (instructional, student support and institutional/administrative support) as well as technical resources commonly utilized by all participants in program review.

### **Why was QuEST implemented?**

During the 2017-18 academic year, a project team was charged with developing a consolidated program review and annual unit planning process that was highly effective and efficient. In keeping with the ARC Redesign, the team determined that the process should be more interactive, meaningful, data-informed, and supportive of the participants. The QuEST method was introduced to pro-actively create the conditions which can best enable assessment and strategic enhancement of ARC's programs.

# Technology – System Design Characteristics

Desirable Characteristics	Notes
<p><b>Single System that Consolidates Related Processes and Information</b></p> <ul style="list-style-type: none"> <li>- Program review (cyclical)</li> <li>- Annual unit planning and resource allocation</li> <li>- Student learning outcome assessment</li> <li>- Department-set standards</li> <li>- Institutional and program-level data access</li> <li>- Reporting interface</li> </ul>	<p>The implementation team indicated a desire to integrate/interface with related systems</p> <ul style="list-style-type: none"> <li>- SLO data</li> <li>- Department Set Standards</li> <li>- Standard metrics (Data on Demand)</li> <li>- Research data request methods</li> </ul>
<p><b>User-Friendly Interface/Ease of Use</b></p> <ul style="list-style-type: none"> <li>- Single sign-on authentication method</li> <li>- Data-based permissions to facilitate broader department level participation</li> <li>- Tailored views and/or prompts based on program or program type (e.g., student services)</li> <li>- Pre-populated data elements (when appropriate)</li> <li>- Clear indication of status (items that need to be completed)</li> <li>- Provide an easy method to contact the Program Review Committee, I.T., and/or others for training assistance</li> <li>- Provide an easy method to request additional data and/or research support</li> </ul>	<p>View access supports cross-departmental collaboration and transparency</p>
<p><b>Transparency</b></p> <ul style="list-style-type: none"> <li>- Allow all employees to have view access to the system               <ul style="list-style-type: none"> <li>o Ability to view prompts and training materials at any time</li> <li>o Ability to view program-level data for the planning unit</li> <li>o Ability to view comparison data from the institution as a whole as well as other similar planning units</li> </ul> </li> <li>- Ability for any user to run reports based on system data (e.g., resource requests for a specific year)</li> <li>- Allow all employees to view a published version of previously completed program reviews</li> </ul>	
<p><b>Integrated Planning</b></p> <ul style="list-style-type: none"> <li>- Aligns program-level objectives to institutional commitment (i.e., social justice and equity)</li> <li>- Aligns annual action steps and resource requests to institutional strategic goals</li> <li>- Allows planned program-level objectives to be viewed from the planning unit or planning year perspective</li> <li>- Allows action steps and resource requests to be viewed from the planning year or associated institutional goal perspective</li> <li>- Provides a repository of evidence for accreditation self-evaluation which clearly shows the connection between planning, resource allocation, action, and continuous improvement</li> <li>- Shows connections between institutional goals, planned activities, and allocated resources</li> <li>- Closes the loop (planned activities → resource requests → resource allocation → implementation → results)</li> </ul>	<p>When creating program-level action steps, users should be able to select institutional goals from a list which includes a brief description and full text of each goal. Based on this linkage, anyone should be able to view all the activities and allocated resources by year that are associated to a particular ARC strategic goal.</p>
<p><b>Scalable Over Time</b></p> <ul style="list-style-type: none"> <li>- Can support multiple strategic plans with institutional goals tied to different years</li> <li>- Can support multiple versions of program review prompts (questions) tied to different years</li> <li>- Includes methods to activate/inactivate/change user permissions and the planning units to which they are associated</li> <li>- Includes methods to activate/inactivate/change planning units</li> <li>- Can incorporate additional components not yet identified in the Single System list above</li> </ul>	

Desirable Characteristics	Notes
<p><b>Data-Informed</b></p> <ul style="list-style-type: none"> <li>- Easy access to relevant institutional data for the program-level planning unit as well as comparison data (e.g., college-wide, comparable programs)</li> <li>- Includes summary and disaggregated data in standard reports or interactive interface; in particular consider:               <ul style="list-style-type: none"> <li>- disaggregation by program type and mode of delivery (Standard I.B.5.)</li> <li>- disaggregation of student learning outcomes and achievement for subpopulations of students (Standard I.B.6.)</li> </ul> </li> <li>- Includes a method to request additional data</li> <li>- Annual metrics for program-level planning units</li> </ul>	<p>Please see inquiry guides and sample report specifications for suggested data to incorporate within the system</p> <p>Appropriate annual metrics need to be determined</p>
<p><b>Solid Reporting Interface</b></p> <ul style="list-style-type: none"> <li>- Reports can be printed, exported to PDF, or viewed on screen</li> <li>- Multiple levels of reporting with filters or selection prompts (see annual unit planning definitions for details)               <ul style="list-style-type: none"> <li>o Program level detail and summary</li> <li>o Division/area level detail and summary</li> <li>o Executive level detail and summary</li> <li>o Institutional detail and summary</li> </ul> </li> <li>- Ability to report on single or multiple years</li> <li>- Ability to export data for external use</li> <li>- Ability to report resource requests filtered by either resource category or support category (see prompts)</li> </ul>	<p>List of desired reports needs to be determined</p>
<p><b>Data Integrity Safeguards</b></p> <ul style="list-style-type: none"> <li>- Ensure that responses are not overwritten if multiple people within the planning unit access the system at the same time</li> <li>- Ability to lock editing access at the end of a planning year; allow resource requests to be prioritized and marked as funded after the end of the planning year</li> <li>- Possibly record change history by operator</li> </ul>	
<p><b>Planning Units</b></p> <ul style="list-style-type: none"> <li>- Allows multiple levels of planning units (executive-level, division/area-level, and program-level) that can be assigned different types of planning (i.e., program review vs. annual unit plans)</li> <li>- Allows a single user to be attached to multiple planning units when appropriate</li> <li>- Allow each planning unit to be mapped to one or more departments/subjects to allow alignment with SLO assessment, department-set standards, data access by course designator, etc.</li> </ul>	<p>The use of planning units, program review cohorts, and planning years would provide a structure for multiple functions of the system. Some potential uses are:</p> <ul style="list-style-type: none"> <li>- Tracking which programs are due for program review (group assigned to planning year)</li> <li>- Tracking resource requests by either year or unit</li> <li>- Controlling which strategic plan is available for use in a particular year for assignment of institutional goals</li> </ul>
<p><b>Planning Years</b></p> <ul style="list-style-type: none"> <li>- Structured to tie together components based on planning/budget years</li> <li>- Institutional goals derive from a single strategic plan, but can be associated with multiple planning years</li> <li>- Users can easily select one or more applicable institutional goals for each action step created in a specific planning year (e.g., check the goals that apply)</li> <li>- Reporting could demonstrate linkage of institutional and program-level planning by either planning year or by ARC goal</li> </ul>	
<p><b>Program Review Cohorts</b></p> <ul style="list-style-type: none"> <li>- Ability to assign program-level planning units to a program review cohort (i.e., a group that participates in a particular program review year)</li> <li>- Ability to assign each program review cohort to the planning years (or a planning year cycle) in which the cohort would participate</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting by planning year, planning unit, or program review cohort</li> <li>- Ability to view/report on annual plan status for a particular year (which units have or have not completed)</li> </ul>

Desirable Characteristics	Notes
<p><b>Annual Unit Plan Functionality</b></p> <ul style="list-style-type: none"> <li>- Ability to have multiple action steps per unit per year <ul style="list-style-type: none"> <li>o Short title for reporting purposes</li> <li>o Brief description of planned activities</li> <li>o Requested resources <ul style="list-style-type: none"> <li>▪ Amount</li> <li>▪ Itemized cost/justification</li> <li>▪ Category such as personnel, technology, instructional equipment, etc.</li> </ul> </li> </ul> </li> <li>- Ability to copy an action step from one planning year to the next so that work can continue if necessary</li> <li>- Allow multiple resource requests to be attached to a single action step so that different categories can be identified (e.g., separate requests for personnel and technology)</li> </ul>	
<p><b>Resource Allocation Prioritization and Tracking</b></p> <ul style="list-style-type: none"> <li>- Facilitates prioritization <ul style="list-style-type: none"> <li>o Provides a mechanism for supervising administrators to prioritize resource requests efficiently</li> <li>o Has a comprehensive view of all action steps and related resource requests for the administrator’s units</li> <li>o Ability to apply a priority level of urgent, high (time-sensitive), high (other reason), medium, low, or on hold from the initiator level with the ability for administrators to reprioritize requests in their areas</li> <li>o Possibly add an option to identify a potential funding source</li> </ul> </li> <li>- Ability to easily mark funded items <ul style="list-style-type: none"> <li>o Allows reporting of items that remain unfunded for review as additional funding becomes available within the year</li> <li>o Would permit reporting of the funded items by strategic goal</li> </ul> </li> </ul>	
<p><b>Landing Page</b></p> <ul style="list-style-type: none"> <li>- Provides quick navigation to the major system components such as program review, annual planning, reporting interface, etc. department-set standards, SLO assessment, etc.</li> <li>- Designed to accommodate future development phases; program review and annual unit planning could be set up first with additional areas such as SLO assessment incorporated in a later phase</li> <li>- Includes an area where deadlines and other updates can be posted</li> </ul>	<p>Landing page can serve as the “Getting Started” point for users.</p>
<p><b>Administration Console</b></p> <ul style="list-style-type: none"> <li>- Provides an interface for management of user permissions</li> <li>- Provides an interface for system data used across all modules such as the institutional hierarchy</li> <li>- Provides an interface for expert users to control module-specific configuration of annual settings, planning years, strategic plan goals, etc. rather than relying solely on I.T.</li> </ul>	<p>If a decentralized approach is desired, the administration console could be designed to include separate administration rights for different areas such as Program Review and SLO Assessment.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- Includes an area with links to external resources such as labor market data, Launchboard, etc.</li> <li>- Allow training materials to be stored within the system for easy access</li> <li>- May want to include a document repository with the ability for users to upload historical program review reports and other materials for future use.</li> </ul>	
<p><b>Additional items as necessary for integration of SLOs, department-set standards, etc.</b></p>	

## How to Approach Program Review

Program review is a self-assessment and planning process. It is intended to be beneficial to both your program-level planning unit and the college. It should result in vibrant, effective programs which are working synergistically to achieve the institution’s mission and strategic goals.

- Spend at least 50% of your time on analysis, reflection, and dialogue. Much of the value of program review depends on exploring relevant data, understanding the implications, and discussing what the future should hold.
- Responses to the prompts should be concise. The purpose is to record your intended plans and to accurately convey your program-level information to the rest of the college.
- Your unit will develop one or more measurable objectives to work on during the next program review cycle.
- Keep in mind that your annual action steps and resource requests will be aligned directly to the ARC strategic goals.



## Attributes of Meaningful Program Review and Annual Unit Planning

One common thought that often surfaces among those who are new to program review is whether a sample of an exemplary program review report can be provided. While a sample could highlight the “nuts and bolts” of program review, it wouldn’t depict the most essential components which lie in the reflection and dialogue which is unique to each program. There are many ways to create a meaningful experience that provides value to both the program and the college as a whole. To discern whether the process is headed in the right direction, it may help to ponder these questions:

### Program Review

- Was there sufficient assessment and analysis to form relevant, data-informed conclusions?
- Was there an opportunity for the planning unit to discuss and reflect on what was learned?
- Were enough people involved to allow exploration of multiple perspectives?
- When appropriate, did the planning unit ask courageous questions and dig beyond surface issues?
- Have one or more objectives been developed which have the potential to result in improved program effectiveness, student learning, and/or achievement?
- Will you be able to measure the outcome of each objective in the future?
- Do the responses recorded for each prompt provide enough detail that the reader can reasonably understand the current state of the program, aspirations, and objectives?

### Annual Unit Planning

- Have data been reviewed and have one or more action steps been created for the upcoming year which provide a clear roadmap of the activities the planning unit needs to complete?
- Does the planning unit have sufficient resources to achieve the objectives? If not, were resource requests included in the system?

## What is the difference between a planning unit’s aspirations, objectives, and action steps?

- **Aspiration is a desired future state of the planning unit (aka program vision)**
  - Qualitative description of the ideal future
  - Not constrained by the time frame of the program review cycle or the program’s current resources
- **Objectives are specific, measurable results you want to achieve that will help the planning unit reach the desired future state**
  - Can generally be framed by the intro of “we intend to...”
  - Can be assessed at the end of the program review cycle to determine if the goal was achieved (measurable)
  - Assuming that resources are allocated, it should be possible to complete the goal before the next program review cycle
- **Action steps are the individual activities (actions) and anticipated resources involved in accomplishing the objective**
  - Acts as a roadmap which outlines each step of the plan and the timeline for implementation
  - May indicate who is responsible for carrying out each step

### EXAMPLE

Aspiration	Underwater Basket-Weaving is a thriving program with healthy enrollments and strong course completion rates.	
Objective 1	Increase enrollments by 15% in five years	Annual plan
Action Steps	1. Support recruitment of prospective students to the area of interest through faculty participation in the meta major open house event.	2017-18
	2. Map planned program offerings over the next five years during the fall department meetings. Determine potential changes needed to support a 15% enrollment increase.	
	3. Develop one new course which focuses on the cultural components of underwater basket-weaving and recruit adjunct faculty to teach the new course.  Resource request: Instructional supplies and materials (\$1500) - 4 instructor resource guides, samples of culture-specific baskets, samples of weaving materials, and other supplies	2018-19
	4. Begin offering short community education workshops to attract new students to the program.  Resource request: \$500 - workshops will be self-supporting but resources are needed to cover startup costs (20 single-sided dry erase learning boards, 4 packages of dry erase markers, basic weaving materials, printing cost for marketing materials)	2019-20
	5. Partner with local businesses and galleries to showcase student work.	
Objective 2	Increase the program’s overall course completion rate from 67% to 75% in five years	Annual Plan
Action Steps	1. Pilot offering virtual office hours to assist students who have scheduling constraints.	2018-19
	2. Participate in ARC professional development series focused on best practices for improving completion rates.	2019-20



## What do the priority levels for resource requests indicate?

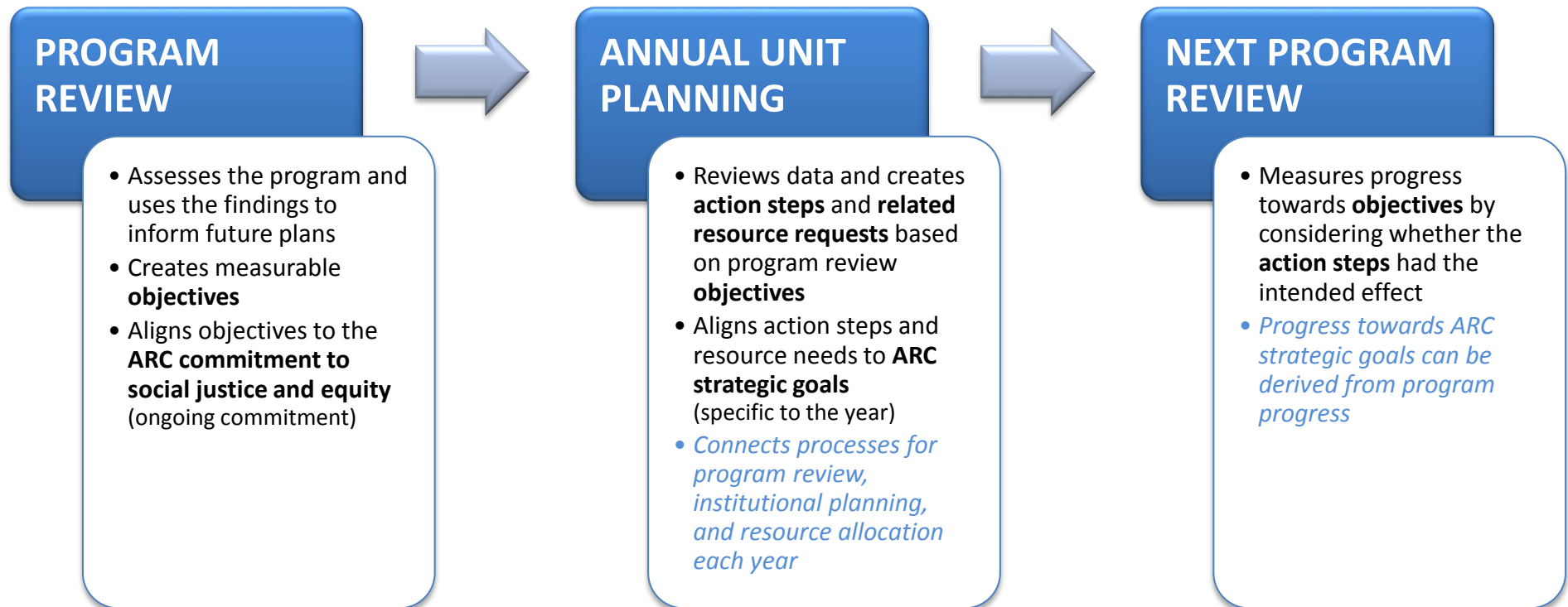
During annual unit planning, planning units create action steps and may request resources. Requests which have a budget impact should be assigned a priority level by the initiator. The priority level may be adjusted by subsequent reviewers as conditions change or new information becomes available.

To create consistent use of the priority levels, the following intended uses have been established:

Priority Level	Intended Use
<b>Urgent</b>	Critical need which is necessary to address legal, safety, or other major concerns as soon as possible
<b>High (Time-Sensitive)</b>	Time-sensitive need for activities to be completed in summer or early fall; funding must occur by the tentative budget to be useful; if funding is not available by June, the resource request item should be placed on hold
<b>High (Other Reason)</b>	High priority due to a compelling reason other than being time-sensitive; requestor should indicate the reason
<b>Medium</b>	Necessary to complete activities stated in annual unit plan; consider for funding in tentative or final budget
<b>Low</b>	Beneficial, but not absolutely necessary to complete activities stated in annual unit plan; consider after other requests
<b>On Hold</b>	On hold for the remainder of the funding cycle for various reasons such as timing issues, legal constraints, new information, already funded through another program's budget, etc.

## How do program review, planning, and resource allocation processes relate?

During the 2017-18 academic year, ARC’s processes for program review, annual planning, and resource requests were intentionally restructured using a streamlined and highly integrated design. The new structure is closely connected to institutional planning and mechanisms for resource allocation. It also closes the loop from planned activities → resource requests → resource allocation → implementation → results which can then inform future planning. The diagram below depicts how the integration unfolds over two program review cycles.



**The long-range themes or priorities identified in each ARC Educational Master Plan also provide guiding direction for planning at the institutional and program levels.**

ACCJC Standard I.B.9.: “The institution engages in **continuous, broad based, systematic evaluation and planning**. The institution integrates **program review, planning, and resource allocation into a comprehensive process** that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)”

## Model Mapped to ACCJC Standards

The related standards identified in this table are those considered most closely connected to the component based on the design of the program review and annual unit planning model.

Component	Prompts	Related Standards
<p><b>Entire process</b></p>	<p>n/a</p>	<p>I.B.5. The institution <b>assesses accomplishment of its mission through program review</b> and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</p> <p>I.B.7. The institution <b>regularly evaluates its policies and practices</b> across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes <b>to assure their effectiveness in supporting academic quality and accomplishment of mission.</b></p> <p>I.B.9. The institution engages in <b>continuous, broad based, systematic evaluation and planning.</b> The institution integrates <b>program review, planning, and resource allocation into a comprehensive process</b> that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p> <p>II.A.16. The institution <b>regularly evaluates and improves the quality and currency of all instructional programs</b> offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution <b>systematically strives to improve programs and courses</b> to enhance learning outcomes and achievement for students.</p> <p>II.B.3. The institution <b>evaluates library and other learning support services</b> to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution <b>uses the results of these evaluations as the basis for improvement.</b></p> <p>II.C.1. The institution <b>regularly evaluates the quality of student support services</b> and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and <b>enhance accomplishment of the mission of the institution.</b> (ER 15)</p>
<p><b>Unit Profile stage</b></p>	<ul style="list-style-type: none"> <li>▪ Briefly describe the program-level planning unit. What is the unit's purpose and function?</li> <li>▪ How does the unit contribute to achievement of the mission of American River College?</li> </ul>	<p>I.A.3. The institution's <b>programs and services are aligned with its mission.</b> The <b>mission guides institutional decision-making, planning, and resource allocation</b> and informs institutional goals for student learning and achievement.</p>

Component	Prompts	Related Standards
<b>Assessment and Analysis stage</b>	<ul style="list-style-type: none"> <li>▪ Consider the progress that has been made towards the unit’s objectives over the last five years. Based on how the unit intended to measure success, did the unit’s prior action steps result in the intended effect?</li>   <li>▪ Analyze program-level data to assess the effectiveness of the program over the last five years. Compare program-level data to college-wide metrics, related program-level planning units, or other sources. Investigate influencing factors from the external and institutional environments. Pursue other lines of inquiry appropriate to the planning unit type (instructional, student support, institutional support). <u>Use the Program Review Inquiry Guide for your planning unit type to guide the evaluation.</u></li>   <li>▪ What were the findings? Please identify program strengths, opportunities, challenges, equity gaps, influencing factors (e.g., program environment), data limitations, areas for further research, and/or other items of interest.</li> </ul>	<p>I.B.4. The institution <b>uses assessment data</b> and organizes its institutional processes to support student learning and student achievement.</p> <p>I.B.5. The institution <b>assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</b></p> <p>I.B.6. The institution <b>disaggregates and analyzes learning outcomes and achievement for subpopulations of students.</b> When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.</p> <p>III.C. 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution <b>uses assessment data to continuously improve student support programs and services.</b></p> <p>IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</p> <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring the college sets institutional performance standards for student achievement;</li> <li>• <b>ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</b></li> <li>• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>• ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>
<b>Reflection and Dialogue stage</b>	<ul style="list-style-type: none"> <li>▪ Discuss how the findings relate to the unit's effectiveness. What did your unit learn from the analysis and how might the relevant findings inform future action?</li>   <li>▪ What is the unit's ideal future and why is it desirable to ARC? How will the unit’s aspirations support accomplishment of the mission, improve institutional effectiveness, and/or increase academic quality?</li> </ul>	<p>I.B.1 The institution <b>demonstrates a sustained, substantive and collegial dialog</b> about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</p> <p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process <b>that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.</b> Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>

Component	Prompts	Related Standards
<b>Strategic Enhancement stage</b>	<ul style="list-style-type: none"> <li>▪ Define one or more program-level objectives which enhance the unit's effectiveness. What does your unit intend to do to work towards the ideal future? How will success be measured?</li> <li>▪ How will the unit's intended enhancements support the College's commitment to social justice and equity?</li> </ul>	<p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a <b>comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality</b>. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p> <p>IV.A.1. Institutional leaders create and <b>encourage innovation leading to institutional excellence</b>. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</p>
<b>Annual Plan stage</b>	<ul style="list-style-type: none"> <li>▪ Update your unit's progress and highlight accomplishments. What has been achieved since the last report?</li> <li>▪ Review the unit's annual metrics (standard data). Are any changes necessary to program-level objectives?</li> <li>▪ Develop one or more action steps. <ul style="list-style-type: none"> <li>○ What work will be done in the next academic year towards program enhancement? (Align to one or more of the ARC strategic goals.)</li> <li>○ What financial resources, if any, are needed to support the plan?</li> <li>○ What other types of support, if any, are needed?</li> </ul> </li> </ul>	<p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates <b>program review, planning, and resource allocation into a comprehensive process</b> that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning <b>addresses short- and long-range needs</b> for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>
<b>Feedback Mechanisms</b>	<ul style="list-style-type: none"> <li>▪ Quality Enhancement Support Teams (QuEST)</li> <li>▪ Presentations</li> <li>▪ Resource Allocation</li> </ul>	<p>I.B.1 The institution <b>demonstrates a sustained, substantive and collegial dialog</b> about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</p> <p>IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. <b>They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved</b>. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</p> <p>I.B.8. The institution <b>broadly communicates</b> the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</p> <p>III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and <b>improve institutional effectiveness</b>. The <b>distribution of resources supports the</b> development, maintenance, allocation and reallocation, and <b>enhancement of programs and services</b>. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)</p>

The full text of the ACCJC Standards is available at <https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>

## Sample Report Specifications for Student Support Planning Units

*It is sometimes difficult for institutions to design standardized program review reports for student support planning units because the units have greater variability than instructional planning units. These sample specifications are provided as a possible starting point for developing relevant metrics to inform the program review process.*

### **5-Year Front Door Trends – Report describing potential students to be served**

- Applicants by term (e.g., comparison of five fall terms) based on CCCApply applications
- Admit status by term – comparison of transfer, returning, first-time freshman, concurrent enrollment
- Demographic trends by year (applicants by median age, applicants by gender, applicants by ethnicity) based on CCCApply applications
- Goal category by term – shows trends across grouped goals (e.g., all degree goals, all certificate goals, transfer without degree, all career skills/licensure goals, current 4-year student, other)
- Financial aid applicant trends by term (% of admission applicants with ISIR on file, % applied for BOG)
- Special population trends by term – veterans, foster youth, and first generation
- Needs and Interests trends by term – % of applicants indicating interest in financial aid, athletics, online classes, DSPS, etc.
- Top 20 high schools for recent grads in most recent year – count and % of applicant pool
- Graphs of most recent year for primary language, residency status, and AB 540 eligible vs. AB 540 actual
- Ability to filter by program participants (e.g., applicants who subsequently participated in a service such as CalWORKs)

### **5-Year Enrolled Student Trends - Report describing the actual student population to be served**

- Unduplicated headcount by term (e.g., comparison of five fall terms)
- Admit status by term for enrolled students – comparison of continuing, returning, transfer, first-time freshman, concurrent enrollment
- Demographic trends by year (students by median age, students by gender, students by ethnicity, and intersection of gender/ethnicity)
- Financial aid awards by year - % of enrolled students with financial aid awards (unduplicated) and breakdowns by award type (duplicated)
- Special population trends by term – enrolled veterans, foster youth, first generation, AB 540
- Service usage by term (trends of students receiving services from CalWORKs, EOPS, DSPS, and other programs)
- Modality trends from the student perspective – students enrolled 100% online, 100% on campus (possibly broken down by location), and blended enrollment
- Trends in withdrawal, retention, and success rates by ethnicity

### **5-Year Trends in Financial Aid**

- College-wide trends for financial aid application volume, number of awards by type, % of students awarded with demographic breakdowns
- College-wide trend for financial aid applications that did not result in an award (e.g., ISER with no award)
- Same metrics as above, but filtered based on participation in services
- Same metrics as above, but filtered for one or more special populations (e.g., foster youth)

### **3-Year Service Access Rates by Equity – Indicator of equity disparities in access/usage of services**

- Unduplicated headcount across all services – totals by year with breakdowns or filters by race/ethnicity, age, gender, and special populations
- Unduplicated headcount by specific service - totals by year with breakdowns or filters by race/ethnicity, age, gender, and special populations
- Intersection of race/ethnicity and gender across all services – unduplicated headcount by service and % of the group (i.e., % of African-American males who accessed any service)
- Intersection of race/ethnicity and gender by specific service – unduplicated headcount by service and % of the group (i.e., % of African-American males who accessed the specific service)

### **Funnel Report for Prior Year – Indicator of effectiveness of conversion and retention efforts**

- First Term Funnel - Starting with applicants for the prior fall term, graph the % which enroll, remain enrolled past the drop with no record date, complete the first term (any grade), complete successfully (passing grades in all courses)
- First Year Funnel - Starting with applicants for the prior fall term, graph the % which enroll, remain enrolled past the drop with no record date, complete the first term (any grade), enroll in the spring semester, remain enrolled past the drop date, complete the second term (any grade), and re-enroll in the next fall.

**New Student Loss Report for Any Term – Indicator of areas which may need greater attention due to high loss**

- Applicant Loss Rate – Enrollment in First Term
  - Total applicants for the term and number who did not enroll
  - Percentage enrolled/not enrolled displayed in a pie chart or other visual representation
  - Educational goals (ranked high to low) for those who did enroll vs. did not enroll
  - Ethnicity/Age/Gender comparison for those who did enroll vs. did not enroll
  - Percentage of non-enrolled applicants who attended another college/university and top 10 college/universities attended instead of ARC (if NSC Student Tracker data is available; if not, this item could look solely at Los Rios data to identify transition to other Los Rios colleges)
  - Top 10 feeder high schools of applicants who did not enroll
  - Expressed CCCApply Needs and Interests that are the greatest indicator of potential loss (ranking based on the % of those who indicated the need/interest who did not enroll)
  - Comparison of application timing for those who did/did not enroll (i.e., show whether loss was greater among early applicants vs. late applicants)
  - Financial aid award rate (any type of aid) comparing those who did/did not enroll
- Incoming Student Loss Rate – Persistence to Second Term
  - Of the students who did enroll in the first term, number and percentage who enrolled/did not enroll in the second term displayed in a pie chart or other visual representation
  - Educational goals (ranked high to low) for those who did enroll vs. did not enroll in the second term
  - Ethnicity/age/gender comparison for those who did enroll vs. did not enroll in the second term
  - Between those who did enroll vs. did not enroll in a second term, compare the percentage who:
    - remained enrolled to the end of the first term (completed at least one course with a grade – exclude nonevaluative symbols such as W, I, RD, etc.)
    - successfully completed the first term (completed all courses with passing grades – exclude any courses which were dropped with no record)
    - received any type of financial aid in the first term
    - participated in any type of support service in the first term
  - Percentage of non-enrolled students who attended another college/university in the second term and top 10 college/universities attended (if NSC Student Tracker data is available; if not, this item could look solely at Los Rios data to identify transition to other Los Rios colleges)
  - Using the first term, comparison of registration timing for those who did/did not enroll in the second term (i.e., show whether loss was greater among early registrants vs. late registrants); if there were multiple registration activity points, use the earliest registration for comparison

**Service Concentration and Consistency by Term Report – Indicator of service overlaps and service loss rates**

- Concentration of participation of services - Looking solely at the group of students who have accessed at least one service, display the following:
  - Distribution of number of services accessed per student
  - Distribution broken down by FT vs. PT status
  - Distribution broken down by student modality (100% online, 100% on campus, blended enrollment)
  - For each service, the average number of other services its participants access
- Consistency of participation of services – display a table of services with the following information based on the input term:
  - Count of total participants
  - Count of new participants
  - % of total participants active in prior primary term, prior two primary terms, prior three primary terms

**Institutional Barriers by Term Report – report indicating effect of institutional barriers on persistence and success; can be used to determine where additional efforts may be most beneficial**

- All Students – include filters for foster youth, veterans, first generation
  - Applied, but did not receive financial aid (compare persistence and success to total population)
  - Enrolled, but class cancelled (compare persistence and success to total population)
  - Enrolled, but dropped for nonpayment (compare persistence and success to total population)
- New Students – include filters for foster youth, veterans, first generation
  - Applied, but did not receive financial aid (compare persistence and success to total population)
  - Enrolled, but class cancelled (compare persistence and success to total population)
  - Enrolled, but dropped for nonpayment (compare persistence and success to total population)