CAMPUS/COLLEGE ADMINISTRATIVE UNIT PROGRAM REVIEW and ASSESSMENT WORKSHEETS
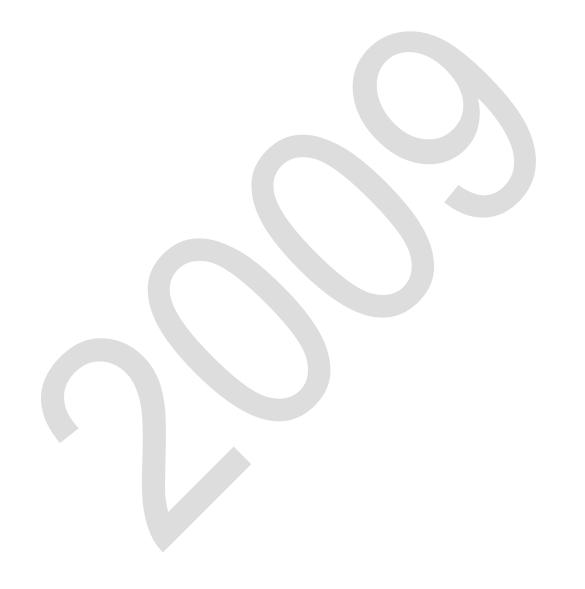
Administrative Unit: ____Vice President Educational Services -- Norco_____

Prepared by: _____Gaither Loewenstein_____

Date: _____September 6, 2009_____

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

2009

5. MAJOR Goals and Objectives 2009 – 2010 (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 the Office of Institutional Effectiveness (institional.effectiveness@rcc.edu) for a list of requests relevant to your unit.   Please allow a three day return around for your request to be fulfilled.

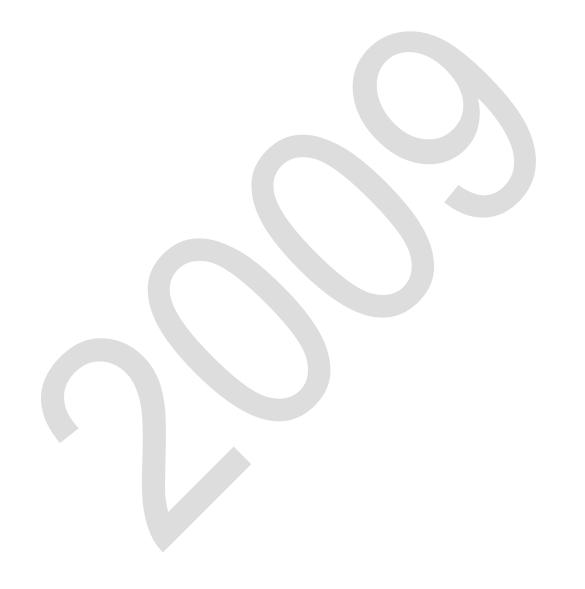|	Major Goal and/or Objective	Start Date	Status: ongoing, completed, or date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)

Unit Name: _____

8. 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 unit on your campus below. Please be as
specific and as brief as possibl

Unit Name: _____

11. Professional or Organizational Development Needs Not Covered by Current Budget*

List Professional Development Needs. Reasons might include in response to assessment
findings or the neeCS1 cs 0 0 1 scn 421.44 3ge tpd (25.004 1 57 >>w)r Needs. s

2009

Department/Unit: Date:
Assessment Facilitator: Ext.   Email:
Mission Statement:

Assessment Sheet #2: Current year's assessment plan (2009-10)

AnticipatedService Area
Outcomes(SAO):
What are you trying to do,
or aimtoS61 0 Tr)-4(w)5(ha)90r.16 Tm

Supplemental Information

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

– Peter Drucker

What is Administrative Unit Program Review?

Administrative Unit Program Review is a collaborative goal setting and assessment process designed to help improve and refine college services. It is intended to be flexible, collegial, relevant, practical, and should result in a clear sense of and tool dicec accomplishment for participants. All non-instructional service areas (hereafter referred to as "administrative units") undergo self study as part of a process that results in a comprehensive assessment of institutional effectiveness. A separate, but similar process is applied to Student Services units

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 corequisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

The Legal and Professional Basis for Program Review

TITLE 5, Section 51022(a)
The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

ACCJC STANDARDS
    Standard 1B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that 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