

**PROGRAM REVIEW  
FOR SERVICE DEPARTMENTS,  
INSTRUCTIONAL INITIATIVES  
AND ORGANIZATIONAL UNITS OTHER  
THAN ACADEMIC DISCIPLINES**

**A PROCESS FOR  
SELF-EVALUATION  
AND  
CONTINUOUS IMPROVEMENT**

**CHANDLER-GILBERT  
COMMUNITY COLLEGE**

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# **Program Review Outline**

## **for Service Departments, Instructional Initiatives and Organizational Units other than Academic Disciplines**

### **Introduction:**

Chandler-Gilbert Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and services, enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs and services that address student and community needs.

### **Purpose:**

- Provide quality programs and services through peer review and self-evaluation
- Encourage systematic collection and review of student learning assessments and effectiveness measures
- Ensure that the program meets its stated mission and addresses the strategic directions of the college
- Recognize and celebrate achievements and successes
- Identify and address concerns and difficulties
- Address and fulfill accreditation requirements

### **Background Information:**

A formal program review process was instituted in 2000-01 to provide a consistent framework for evaluating academic disciplines at CGCC. The following outline has been developed in an effort to expand this type of assessment into service departments, instructional initiatives (such as faculty development, service learning, and learning communities) and other functional units of the college.

Review committees are encouraged to use this outline as a general guide. You may find that some topics are more applicable to your area than others, so you may modify or add items as necessary. The emphasis, however, should be placed on analysis, evaluation, and constructive criticism. The value of program review is to identify what can be improved rather than what may not be going well.

The current cycle of program review is five years, so please take this scope into consideration when describing your history and recent developments.

## **Guidelines for Writing the Report:**

Your report should be a well-organized narrative describing and evaluating your program, about 15 pages in length (single-spaced). Please use a traditional font and point size (such as Times New Roman 12) and number your pages.

Please be sure to check grammar, spelling, and dates. Your report will be viewed by others as representing the quality and integrity of your unit.

Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

Consider using appendices for survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report.

The report consists of the following parts/sections:

- Mission/Vision
- Overview
- Current Services
- Constituencies
- Resources
- Planning
- SUMMARY
- ACTION PLAN
- Appendices (if needed)

## **Presenting the Report to the College Community:**

Program review reports are presented to the college community in April. Units will be expected to produce summary documents (i.e., Summary and Action Plan; 2-4 pages) for distribution during their presentations. You should not duplicate your entire report for distribution to the college community, although you may make it available electronically.

Many units also use PowerPoint to present program review highlights. Due to the increasing number of program reviews each year, media services will no longer be able to produce videos, take photos, etc., for your unit's presentation. Each unit must rely on its own expertise and resources to produce a presentation.

## **Follow-Up Activities:**

### **1. Archiving Program Review Forms and Supporting Documentation**

- Paper copies of the completed program review including supporting data and other accompanying documentation should be filed with the:
  - Unit head
  - Appropriate Vice President
  - Institutional Research Office, and the
  - Curriculum Office

The Curriculum Office will provide notebooks containing complete Academic Support program review information to the Vice President of Academic Affairs, and the Library for Institutional Reserve and eventual archiving.

- Select completed program review forms and accompanying documentation are available for viewing on a CGCC Web site: <http://www.cgcc.edu/progreview/>. So this information can be made available on an ongoing basis, please send an electronic copy of the completed program review form and other accompanying documentation that is in an electronic format as e-mail attachments or on CD to the Curriculum Coordinator in the Curriculum Office.

### **2. Minute Papers**

- Team Chairs will be invited to present brief action plan updates during the public forum for program reviews in the year following their full presentation. This is an optional activity that gives you a chance to report your unit's progress to the college community. A suggestion would be to keep an ongoing list of successes and challenges relating to action plan goals.

**Process and Timeline:**

The process and a suggested timeline for a specific program’s review is provided below. The Team Chair may modify the number of meetings according to the needs of the program and the public forum schedule.

- Identify programs to review for the next academic year  
and identify Team Chairs by ..... December 1
- Orientation for Team Chairs by ..... May 1
- Team Chairs identify team members for program review  
and notify unit Vice President by ..... May 15
- Meet with Director of Research, Planning and  
Development regarding data needs ..... Summer
- Collect qualitative and quantitative data  
and other pertinent documents ..... Summer and Early Fall
- Schedule of public forum presentations announced so that  
teams can adjust timeline as needed ..... September 1
- First team meeting to focus on purpose, process and end product by ..... September 30
- Second team meeting to review standard data sets by ..... October 30
- Third team meeting to review data from other sources  
and determine if more data is needed by ..... November 30
- Fourth team meeting to formulate recommendations and  
begin writing results by ..... February 15
- Fifth team meeting to prepare draft by ..... March 15
- Final report completed by ..... March 31
- Presentation of entire program review to unit, unit Vice President  
and as others as appropriate in ..... March or April
- Presentation of program review summary at a public forum in ..... March or April
- Provide program review materials as directed for college archives ..... March or April
- One-Minute White Papers at a public forum in ..... March or April of following year

## **Helpful Tips:**

- \* Identify special needs for data early in the year to allow time to research and compilation.
- \* Contact the Administrative Assistant in the Administrative Services Office for organization charts.
- \* Former and current team chairs can be helpful resources. They will tell you about the importance of assembling a good team consisting of people who are willing to work and share the tasks associated with producing a quality program review. Many have found it useful to keep the team to a manageable size (4 to 6 people); the larger the team, the harder it may be to schedule meetings and reach agreements on assignments, etc.
- \* Don't hesitate to ask questions and get clarifications.
- \* Team chairs can gain insight by attending the program review public forum presentations.
- \* If some members of the team are occasionally unable to attend team meeting, e-mail can be used to keep them updated and is also useful as a means of getting a good cross-section of input.
- \* Once you have started entering information on the program review form, always make a back-up copy!
- \* Be prepared for occasional miscommunications and "bumps in the road."
- \* Start early and do little pieces along the way.
- \* Take advantage of the opportunity provided by Media Services to practice your presentation in C110 prior to the public forum.

### **Action Plan Example:**

- 1) Goal: Develop our physical plant by implementing the proposed master plan for the 2004 bond.
  - a) Objective: Implement designs that are comprehensive, budget sensitive and aesthetically pleasant. Buildings must be sustainable, durable, efficient to maintain and designed safety and security best practices.
    - i) Timeframe: Spring 2005-Spring 2014.
    - ii) Responsible Party(ies): Jaime Garrido and Mark Mason
    - iii) Resource Implications: Funding source is 2004 bond.
  - b) Objective: Continue development of existing and new campus outdoor areas. Development will be in accordance with adopted campus landscaping plan, providing environments that are appropriate for our climate, safe, aesthetically pleasing, and conducive to learning.
    - i) Timeframe: Spring 2005-Spring 2014.
    - ii) Responsible Party(ies): Jaime Garrido and Mark Mason
    - iii) Resource Implications: Partial funding source is 2004 bond. Additional capital funding from college fund 7 will be required.
- 2) Goal: Maximize efficient and effective use of resources by protecting capital/building assets.
  - a) Objective: Develop and implement a preventative maintenance plan for building and building systems.
    - i) Timeframe: Spring 2005-Spring 2006
    - ii) Responsible Party(ies): Floyd Addicott and Jaime Garrido
    - iii) Resource Implications: Funding source is 2004 bond.
- 3) *How does the unit plan to monitor progress? (Note that this item was not a part of the Action Plan when the Action Plan example above was developed.)*

## **CGCC VISION, MISSION AND STRATEGIC GOALS**

### **VISION**

Chandler-Gilbert Community College strives to be a dynamic learning community reflecting collaboration, diversity, and student success through quality, enthusiastic teaching, learning, and serving.

### **MISSION**

Chandler-Gilbert Community College serves students and its diverse communities by providing quality life-long learning opportunities in a learner-centered environment through effective, accessible educational programs and activities.

We fulfill this mission as an institution of higher education through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

### **STRATEGIC GOALS**

1. Provide quality educational programs, services, and resources for the citizens of Chandler, Gilbert, Queen Creek, Higley, and the surrounding communities.
2. Offer developmental courses that will empower students to succeed in pursuing higher educational opportunities.
3. Support our community's economic development by providing educational programs to meet the specialized needs of business, industry, and the community.
4. Enable the institution to respond to the changing needs of today's educational programs, by providing technology for instruction and operations.
5. Enhance student success by providing quality student and academic support services.
6. Promote community service and student development opportunities.
7. Foster activities and programs that promote the understanding, appreciation and acceptance of diversity.
8. Serve as a community resource for social and cultural interaction.

## GLOSSARY

<b>Goal</b>	A long-term organizational target or direction of development.*
<b>Mission</b>	A statement of organizational purpose.* For program review purposes, a statement of program purpose.
<b>Objective</b>	A measurable target that must be met on the way to attaining a goal.*
<b>Vision</b>	A description of what an organization will look like if it succeeds in implementing its strategies and achieves its full potential.*

\* These definitions were taken from  
Creating and Implementing Your Strategic Plan  
by John M Bryson and Farnum K. Alston.

**CHANDLER-GILBERT COMMUNITY COLLEGE**

**PROGRAM:** \_\_\_\_\_  
**PROGRAM REVIEW TEAM:** \_\_\_\_\_  
**DATE OF THIS REPORT:** \_\_\_\_\_  
**PERIOD OF YEARS BEING REVIEWED:** \_\_\_\_\_

**1. Mission/Vision**

- State the unit’s mission (the purpose(s) for which the unit exists) and vision (how the unit sees itself in the future; what it will become).
- Describe the unit’s goals and objectives; how and by whom were these determined?
- Describe how the unit contributes to student success and to the college’s mission and goals.

**2. Overview**

- Provide a brief history of the unit.
- Describe significant changes that have occurred since the last review (if applicable) or over the last five years.
- Describe the unit’s organizational structure. (Provide an organizational chart.) Does the structure facilitate the unit’s ability to accomplish its goals and objectives?
- Describe the unit’s culture. What are some distinguishing characteristics in terms of your staff and their approach to work? How would others outside your unit describe it as a place to work?
- Describe any external forces that affect your unit—historical, economic, political, geographical, etc.
- What are the historical strengths of your unit, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the “best practices” category? How, using existing resources, can your unit maintain and build on these strengths?
- What aspects of your unit need the most improvement and how have these changed over time? What needs to occur, primarily within existing resources, to successfully make these improvements?

### 3. Current Services

- Describe and assess the services provided to internal and external constituencies.
- How are constituents made aware of priorities, policies and procedures? How does the unit learn about the constituents' needs and obtain feedback regarding service delivery? Are there services that constituents need or request which the unit cannot provide?
- Describe and assess the demand for services from internal and external constituencies. (Demand may be described in terms of the number of calls or visits to the unit, requests for service, or clients actually served in a period of time, etc.) How is this determined? What are the unit's key program/service performance goals or targets in relation to demand level? How does the unit measure effectiveness or efficiency in meeting demand?
- Customer satisfaction: How does the unit assess the extent to which constituents are satisfied with services?
  - What procedures or communication mechanisms do constituents use to express dissatisfaction with services? How does the unit ensure that complaints are resolved effectively and promptly? How are complaints aggregated and analyzed for use in improvement throughout your unit?
- Relationships with co-providers (other units or locations)
  - For any critical services provided by the unit in conjunction with other units within the institution, please describe and assess the relationship. How is the work coordinated between or among units or locations? How can such relations be facilitated?
- What are the primary strengths of your unit in relation to the unit's services, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
- What needs improvement in relation to current services ? What needs to occur, primarily within existing resources, to successfully make these improvements?

#### 4. Constituencies

- Constituencies are people internal or external to the college who use the unit's services and resources; professional organizations with which the unit is affiliated.
- Internal: Current students, faculty, other units or departments...
  - Describe and assess your methods of providing service to constituents at Williams Campus, Sun Lakes Education Center, and off-campus sites (if applicable). How do you facilitate communication with these constituencies? What changes are needed, if any, and why?
- External: Prospective students, educational institutions, community, District Support Services, business, industry, government...
  - What county, state, and federal regulations and compliance issues impact your unit (examples: city fire codes, handling of hazardous materials, grant regulations, special license requirements, copyright, etc.)?
  - Does your unit comply with practices recommended by an external professional organization? If so, what organization(s)? Briefly describe your compliance with these practices. Is your unit periodically assessed by a professional organization? If so, include a copy of your last professional association evaluation in the appendices and indicate here when you were last reviewed, the results, and when you will be reviewed again.
  - What are the primary strengths of your unit in relation to constituencies, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
  - What aspects of your unit need the most improvement in relation to constituencies? What needs to occur, primarily within existing resources, to successfully make these improvements?

#### 5. Resources

- Human
  - Describe and assess the unit's administration, faculty, and support staff in terms of number, length of experience, age, gender, ethnicity, full- or part-time status, etc.
  - Describe and assess the professional development activities of the unit's employees; for example, seminars, conferences, workshops, credit courses, advanced degrees, and memberships in professional organizations.

- Partnerships: Does your unit have partnerships with external organizations? If so, please describe the nature of these partnerships and assess their benefit to the unit. If the unit contracts with any other organizations for services, describe and evaluate them here.
- How does the unit provide for backup in critical staff functions?
- **Physical**
  - Facilities: Describe and assess the areas in which the unit operates.
  - Technology: Describe and assess the technology used by the unit including, computer hardware and software, telecommunications equipment, etc.
  - Furniture, Fixtures, and Other Equipment: Describe and assess these items in terms of usefulness, obsolescence, or needs for ongoing maintenance and replacement.
  - Other Physical Resources: Describe and assess inventories or other consumable or renewable resources required by the unit.
- **Financial – Optional**
  - Is there anything unique or distinctive about your unit’s finances, e.g., special funding, grants, capital allocation, etc.? Is the unit facing specific issues relating to financial resources? If so, explain.
  - Operating and capital budgets: You may wish to include information about permanent and temporary funding sources, and indicate how these sources have changed over time.
  - What are the primary strengths of your unit in relation to resources, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the “best practices” category? How, using existing resources, can your unit maintain and build on these strengths?
  - What aspects of your unit need the most improvement in relation to resources? What needs to occur, primarily within existing resources, to successfully make these improvements?

## 6. Planning

- Describe and assess the planning process used by the unit. Who are the key participants in planning activities? What are your short- or long-term planning horizons?
- What are the primary strengths of your unit in relation to planning, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the “best practices” category? How, using existing resources, can your unit maintain and build on these strengths?
- What aspects of your unit need the most improvement in relation to planning? What needs to occur, primarily within existing resources, to successfully make these improvements?

## SUMMARY

- Achievements and Progress Since Last Review (if applicable)
- Mission, Goals and Objectives
  - To what extent does the unit meet its mission, goals and objectives?
- Strengths
  - Unique characteristics, special capacities...
- Challenges
  - Concerns, needs, areas for improvement...
- Celebration and Recognition
  - Awards, honors, special recognitions...
- Recommendations for Change
  - Internal to program, external to program, new opportunities
- Additional data needed to effectively evaluate this program

## ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program. See the example on page 7.

Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....

- 1) Goal:
  - a) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
  - b) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
- 2) Goal:
  - a) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
  - b) Objective:
    - i) Timeframe:
    - ii) Responsible Party(ies):
    - iii) Resource Implications:
- 3) How does the unit plan to monitor progress?  
Progress reports on a routine basis? Incorporated into an existing annual report? Minute papers at subsequent program review presentations?