PROGRAM AND SERVICES REVIEW MODULE HANDBOOK

WWW.CURRICUNET.COM/CHAFFEY_REVIEWS
Welcome
To The
Program and Services Review (PSR) Process!

Why is program review important?
Program review gives us the opportunity to reflect on our program’s performance, document what we do well, and establish goals for improvement.

What is Chaffey College’s Program Review Mission Statement?
Program and Services Review (PSR) Mission Statement:
The PSR process at Chaffey College is the foundation upon which all programs assess, maintain, and enhance program quality and vitality. The PSR process will guide goals linked to the Integrated Planning Model and the college’s mission in support of student learning.

The process:
In the spring of 2009, the college-wide PSR committee deemed it necessary to re-design our PSR process in order to be a more effective self-study that emphasizes long-term planning. A task force was formed to research alternative models and to develop a new model which reflects our unique character. After a year and a half of dialogue, discussion, and research, the PSR committee has adopted a model which places a priority on program health and long-term planning.

The process is designed as a true self-study, which focuses on both quantitative and qualitative data analysis, self-assessment, and long-term planning. One major distinction of the process is that we will no longer be completing PSR on an annual basis, but rather on a rotating three year planning calendar with one third of the college completing the process every year. This clearly places our primary attention on program and service goal setting and planning rather than budget requests. There is still a place for budget requests in our new process. However, budget requests must be directly related to the program/service goals as outlined in the three year plan.
In addition, as noted in our spring 2011 convocation, PSR is now directly linked to our larger college-wide SLO initiative and Integrated Planning Model processes.

Perhaps the most important piece in the process is the creation of the Visionary Improvement Plan (VIP; see page 30). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze and discuss data and assessment results in order to identify program improvement goals for the next three years. VIP goals are not budget requests (i.e. faculty, staff, software, etc.). VIP goals should be visionary and they must connect to the college’s educational vision and/or strategic goals. When developing your goals, consider these questions:

- What do data, assessment results, and other recent trends tell you about your program’s health?
- What can be improved?
- Are updates needed?
- How can the program improve or expand student learning?

The projected needs pages (see pages 35-39) are where budget requests can be made. Budget requests must be linked to your VIP. “Needs” are not in isolation. All requests (faculty, staff, software, etc.) should be connected and support your goals in the VIP.

If you have any questions during this process, contact:

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In Program and Services Review (PSR), programs discuss how their activities, learning outcomes, and visionary improvement plans connect to and further the outcomes contained in the strategic goals and action plans. This point represents the tip of the funnel, or the place where the most specific information on goal attainment is addressed. The vital role that PSR serves in facilitating institutional improvement cannot be understated. The following diagram illustrates the new focus on program health and connects PSR to learning outcomes and resource allocation:
GETTING STARTED

Go to:  www.curriculum.net/chaffey_reviews

First time users (log in and password are case sensitive):

   Log in:  First initial, last name (example:  Jennifer Lopez – jlopez)

   Password:  changeme

   Click OK

To change your password, go to the Personal Info link
Click on the Program Reviews link
To copy previous review (for all programs that have previously created a PSR in CurricUNET):

Find your review in the list:

Click the copy icon next to your review:

After copying your review, your screen will appear as follows:

This function copies only your previous program overview and VIP Goals.
To create a new review, click on Create New Program Review (only applies if your program has NOT previously created a PSR in CurricUNET)
Create New Review Screen:

1. Type in your program title (please check your spelling)
2. Select your program code from the drop down list
3. If you are an instructional program, choose your discipline. If you are not an instructional program, do not choose a discipline
4. Choose your review type (you can select more than one review type by holding the Ctrl key)
1. The Review Checklist is on the right hand side of the page. You can work on pages in any order you choose.

2. Be sure to save often on each page. When you are finished with the page, click Finish. A check mark will appear next to the page name and the link will turn green. Should you need to go back and make corrections on a finished page, click the Unlock button at the bottom of the page.

3. If you will have a co-contributor assisting in writing your program review, click on the Add a Co-Contributor link. Choose the individuals name from the drop down list. You may give the co-contributor access to certain pages by clicking the appropriate box next to the page name. You may also give access to all pages by clicking the Check All link on the left side of the page. Follow this process to add additional co-contributors, if necessary.

4. At the end of each page, there will be a box labeled Review Team Response. This box will be used by the PSR Committee to respond; please do not put anything in this box.
1. This will populate automatically from the Create New Review Screen or the copy function (changes can be made if needed)

2. This will populate automatically from the Create New Review Screen or the copy function (changes can be made if needed)

3. This will populate automatically from the Create New Review Screen (changes can be made if needed). This does not automatically populate from the copy function; be sure to check your review type.

4. If your program has an advisory committee or is a Career Technical Education (CTE), or occupational program, click yes

5. If your program is accredited by an outside agency (i.e. NLNAC, FAA, ACERT), click yes

6. This will populate automatically from the Create New Review Screen or the copy function (changes can be made if needed)

7. Respond to the question. If using the copy function, this information will copy over. Please be sure to update your information if needed.
Review the data and respond to the question that follows. Repeat for the Success and Retention graphs.

A link to college wide ethnicity data is available in the help box on the right side of the screen.

Be sure to explain trends and implications, otherwise you will be asked to revise. The review team will use the following rubric to evaluate your responses:
Data Rubric

2= Data and trends are interpreted properly. Implications for the program are included.

The following data responses received a “2” because they identified changes and trends and explained them:

Example 1: “Overall enrollment has decreased by almost 3% because we have faced course cuts each semester for the past 4 semesters. We have specifically chosen to increase our late afternoon and evening offerings to accommodate student needs. Our students continue to request later classes to accommodate their work schedule. Our classes continue to have high enrollment at these later times. Child Development continues to be a predominately female profession and our enrollment patterns reflect this. We have actually seen an increase in our male population in the last several years, as some of our courses meet the general education requirement.”

Example 2: “The Program faculty (full-time and adjunct) have been using a variety of methods to encourage students to improve their academic performance and thus retention, including increased use of the Success Centers, the Early Alert program, iClickers in several sections, and individual conferences with students earning less than C grades.”

Example 3: “Retention patterns within the biology course offerings largely reflect that same patterns shown in the college wide data. One slight difference is the decreased retention by females as compared to males. While this difference is very slight (and perhaps not statistically significant) it bears watching in future years. Some members of our department are investigating techniques to overcome the "stereotype threat" often afflicting females in math and science courses. Another difference is the higher retention rates for day time sections relative to evening sections. This may reflect the lack of evening support services such as DPS test taking services, tutoring, full time instructors office hours as well as a lower proportion of evening classes being taught by full time instructors.”

Example 4: “Our success rates for all categories are lower than that for the college as a whole. We suspect this may reflect the difficulty of our curriculum for an underprepared student population. This is an area that demands our attention. It may be worthwhile to investigate if we need to add prerequisites or advisory courses that would increase student success in our courses. Some instructors have started to implement active learning in their lectures. The department offered an accelerated 6-week section for students who learn best by immersion. Success increased from 42% to 63% when comparing the accelerated course to the same course by the same instructor last semester at the regular full semester pace.”

1= Data and trends are interpreted properly, but implications for the program are not included.

Example: Daytime enrollment is decreasing while evening class size has increased 5% in two years.

0= Interpretation does not match the obvious trends. Revision required.

Example: Enrollment trend lines show a 3% decrease yearly, but the response is, “Enrollments have been consistent.”
DEGREE/CERTIFICATE DATA

Choose your program from the drop down box.

Review your data and respond to the question. Click add.
Repeat the steps above to add additional programs. When finished adding programs, click Finish.
The Outcomes and Assessment Committee has provided the following information to help guide you in answering the SLO questions:
LEARNING OUTCOMES PAGE FOR BOTH INSTRUCTIONAL AND STUDENT SERVICE AREAS

This is the opportunity for your area to discuss/review your program’s learning outcomes. If at any point in this process you need help from the SLO Facilitator, please contact Marie Boyd at x6968.

BOX #1

Where will you find your Program Learning Outcomes?

INSTRUCTIONAL PROGRAMS: Find your program SLOs on the curriculum side of Curricunet at www.curricunet.com/chaffey; look down the left side of our Curricunet homepage and do a program search; once on the program page, look in the upper right portion of the screen for the “Program Checklist” and click on Program SLOs. Feel free to update your program SLOs at this time. Do not erase old program SLOs – keep them for historical purposes. Remember, we need 3-5 program SLOs per program and certificate.

STUDENT SERVICES PROGRAMS: Find your program outcomes in one of several areas:
- from the Chaffey SLO page www.chaffey.edu/slo; click on tab for program evidence; locate your program alphabetically; look for the link to the 2009 PSR and click to open; OR
- From your 2010 PSR located on www.curricunet.com/chaffey_reviews; OR
- That white three ring binder that might still be floating around; OR
- Start anew and create fresh program learning outcomes.

Please remember, we need 3-5 program SLOs per program and certificate, or student service.

BOX #2

INSTRUCTIONAL PROGRAMS: This is your opportunity to discuss your assessment format and why you went with that particular type of assessment. Find your course level assessment and make inferences to what that evidence means regarding your program learning outcomes. Where do you find course SLO evidence?

- Course level SLO evidence is kept on the curriculum side of Curricunet (www.curricunet.com/chaffey); click on the pencil icon; select learning outcomes from the course checklist located in the upper right corner of that screen; OR
- You may keep some of your SLO course assessment in those white binders that might still be floating around
STUDENT SERVICES PROGRAMS: This is your opportunity to discuss your assessment format and why you went with that particular type of assessment. Make some inferences to what your assessment evidence means regarding your program learning outcomes. Where do you find your evidence?

- That white three ring binder that may still be floating around was created as your main repository of evidence; OR
- Institutional Research has done a terrific job of analyzing and writing up much of the learning outcome activity which has occurred in student services. Please check their learning outcomes websites at [http://www.chaffey.edu/research/slo_resources.htm](http://www.chaffey.edu/research/slo_resources.htm)

In addition to checking your specific assessment evidence, the following checklist is provided for both instructional and student services to help jump start your thoughts. Check all that might apply and see if you can make any inferences regarding your program health:

- Modify your syllabus to spend more or less time covering a particular concept/topic
- Modify the Course Outline of Record for the course
- Modify the Course Outline of Record for the entire program of study
- Establish Pre-requisites or co-requisites
- Eliminate pre-requisites or co-requisites
- Add new material/topics/content
- Engage in professional reading in your field to check trends
- Engage in other professional development activities related to your teaching style
- Employ new technologies in your classroom
- Re-write your course SLOs
- Re-write your program SLOs
- Re-considered the effectiveness of your assessment tool
- Changed your assessment tool
- Sought student input into the SLO process
- Modified your program review
- Requested additional faculty or staff
- Requested technology
- Spent more time thinking and discussing “student success” with your colleagues
- Reviewed results and decided to assess in the same manner again
- Employed elements of Hope Theory
- Other

### BOX 3

The third box asks you for your thoughts regarding any discoveries you may have made as a result of this assessment evidence and reflection in regards to a need for materials, equipment, staffing, more course/sections. This is where you begin to make your case for requests of resources. You will be requested to refer back to this box in the Visionary Improvement Plan section of PSR.
**NEW THIS YEAR FOR STUDENT SERVICES**

**STUDENT SERVICES**: you will need to attach TWO documents:

- Chronological assessment plan (CAP): This should be updated to reflect your current assessment activity;
- Core Competency Matrix: Your program learning outcomes should align with the college’s Core Competencies and this document is proof that they do indeed align. PSR SLO reviewers will be comparing the program learning outcomes listed in program review to guarantee they are the same program learning outcomes on this matrix.

Templates for both of these documents can be found on: www.chaffey.edu/slo
CURRICULUM UPDATE

Choose your discipline and click Save and Refresh.
Courses and programs from CurricUNET curriculum will populate automatically. Any courses that have not been updated within the last six years will show in red font. Review your courses and programs and answer the questions that follow.
ADVISORY COMMITTEE INFORMATION (if applicable)

Answer the question in regards to your advisory committee. Attach minutes and/or labor market study by clicking the Browse button and attaching files from your computer.
EXTERNAL REGULATIONS (if applicable)

Answer the questions in regards to any external agencies that review your program. More than one agency can be added, if needed.
Answer the questions. If you have AUO’s that you are actively using, please include that information in the first text box.
Answer the question. Click the Add button to add services.

Add services one at a time.
Answer the question. Click the Add button to add services.

Add services one at a time.
Answer the question. Click the Add button to add services.

Add services one at a time.
To add department professional development activities, click the Add button.

Report activities that have occurred in the last two years. For faculty, report only full-time faculty.

List flex activities, workshops, conferences, etc., connected to student learning in the appropriate boxes. Listing names is optional. Items can be grouped in one box or can be added separately.
To add departmental engagement activities, click the add button.

List committee participation in the appropriate boxes. Listing names is optional. Items can be grouped in one box or can be added separately.

Examples of governance committees include Faculty or Classified Senate; other campus participation could include club advisors, fundraising, etc.
Your previous VIP Goals will automatically populate. Answer the question in regards to each VIP Goal.
To add goals, click the Add button

Start by filling in your three year goal. First, describe your goal with a verb (use Bloom’s Taxonomy; see next page). Next, include what you plan to achieve (what) and the rationale (why) in one sentence. Goals are not budget requests (i.e., faculty, staff, software, equipment, etc.). Enter one goal at a time.

Goals must apply to one or more Educational Visions and/or Strategic Goals. Select the appropriate visions and/or goals.
VIP Goals Examples:

**Instructional/Occupational:**

**verb**  
**what**

*Example 1:* *(Increase)* *(program success rate across ethnic and gender categories)* *(to approach or exceed success rate of Chaffey General Education Sciences as a whole).*

**why**

*Example 2:* Support Personal, Academic and Career Development by increasing enrollment of males, African-Americans and Asians in the nursing assistant program.

*Example 3:* Establish a strong, viable citizenship program in Fontana to meet the needs of the community, attract new students and provide a bridge into college classes.

*Example 4:* Improve the retention rate in the ADN program by 25% to meet an increased demand for nurses in the community.
**Student Support:**

*Example 1:* Triple the impact of our textbook rental program over the next three years from 40 courses with rental options by the end of 09/10 to 120 courses by the end of 11/12.

*Example 2:* Develop new materials and activities, as well as improve, modernize, and revise existing Success Center materials to enhance the learning experience of the changing student demographic.

*Example 3:* Implement a Student Counseling Alert program in which students who have completed a minimum of 15 semester units will be notified to schedule an appointment for educational planning and counseling to increase the student's college retention and success.

**Administrative:**

*Example 1:* Establish an Accreditation Oversight Committee to position the college to have accreditation addressed annually using available technology and capitalizing on existing governance and committee structures.

*Example 2:* Create a comprehensive scheduling plan for the XX program that is mindful of student success, student needs, and program pathways.

*Example 3:* Ensure that all quarterly and annual reports for outside grants will be submitted on time.
After entering your three year goal, you will need to enter the Steps to Success and VIP Assessments for that goal. Steps to Success are steps you will take during years one and two to reach your three year goal. VIP Assessments are the assessment strategies you will use to measure success.

VIP Steps to Success and Assessment Examples:

*The program’s three year goal is:* Support Personal, Academic and Career Development by increasing enrollment of males, African-Americans and Asians in the nursing assistant program.

Steps to Success Year 1: Research literature for methods/strategies of recruiting males, African-Americans and Asians into the program. Collaborate with Counseling on recruitment strategies.

VIP Assessment Year 1: By the end of the Spring semester a compilation of viable recruitment strategies/methods will be presented to the faculty. By the beginning of Spring semester a meeting with counseling and faculty will have been scheduled.

Steps to Success Year 2: Implement at least two recruitment strategies for males, African-Americans and Asians.

VIP Assessment Year 2: By the end of spring semester, data should indicate an increase in the enrollment of males, African-Americans and Asians into the nursing assistant program.
The review team will use the following rubric to evaluate your responses:

**VIP Goals Rubric:**

3 = Goals are clear.

2 = Goals are clear but not fully developed.

1 = Goal(s), steps to success and/or assessment are unclear.

0 = Revision mandatory; one or more of the above are not goals.
PROJECTED NEEDS

PROJECTED NEEDS - FACULTY REQUESTS

1. Select the year that you are requesting the position.
2. Enter the position title.
3. Enter the number of positions requested.
4. Choose whether the position will be instructional or non-instructional.
5. Requests must relate to one of your VIP goals; choose the appropriate VIP goal from the drop down box.
6. Choose the location for the position (Chino, Fontana, or Rancho)

The criteria section must be complete. If the position request does not meet the criteria requested, please state “Not applicable.” Click the add button to save the current request and add additional requests if needed.
PROJECTED NEEDS-STAFF REQUESTS

1. Select the year that you are requesting the position.

2. Select the category of staff request (classified, short-term worker, or student worker)

3. If classified is selected:
   a. Enter the position title. Position titles can be found in the CSEA bargaining unit agreement. The agreement can be found on the Human Resources Z: drive. If this is a new position, give the position a title and indicate (new) following the title.
   b. Select the range. Position titles can be found in the CSEA bargaining unit agreement. The agreement can be found on the Human Resources Z: drive. If this is a new position, indicate the range that you are requesting for the position.
   c. Indicate whether this is a full-time (1.0) position or a part-time (0.475) position.

4. If short-term worker is selected:
   a. Select the range. Short-term worker ranges are available on the Human Resources Z: drive. Apprentices are included in the short-term worker category.
   b. Indicate the total number of hours you anticipate this position will work. Short-term workers and apprentices are limited to 980 hours in an academic year.

5. If student worker is selected:
   a. Select the range.
   b. Indicate the total number of hours you anticipate this position will work. Student workers are limited to 20 hours per week during semesters and 35 hours per week during nonattendance periods.
6. For all position types, choose whether the position will be instructional or non-instructional.
7. Requests must relate to one of your VIP goals; choose the appropriate VIP goal from the drop down box.
8. Choose the location for the position (Chino, Fontana, or Rancho)

The criteria section must be complete. If the position request does not meet the criteria requested, please state “Not applicable.” Click the add button to save the current request and add additional requests if needed.
1. Select the year you are requesting the item.
2. Select the category of request (equipment, software, technology, other). If you need assistance determining the category of a request, see help information on page 40.
3. Choose whether the item will be for instructional or non-instructional use. For help determining if items are instructional or non-instructional, see page 40.
4. Requests must relate to one of your VIP goals; choose the appropriate VIP goal from the drop down box. If the item does not clearly connect to the VIP goal, use the additional information box to explain why the need is critical and urgent for your department.
5. Enter a description of the item. Be as detailed as possible.
6. Enter the quantity requested.
7. Enter the cost. Quotes must be included for all requests on the attached files page. If you are a requesting a budget augmentation, include a rationale for the figure you are requesting in the additional information box or as an attachment on the attached files page.
8. Enter any tax, shipping, and or installation costs, if applicable.
9. Select the location that the item will be housed at (Chino, Fontana, Rancho). If possible, include the building and room number in the additional information box.
10. If there will be ongoing costs associated with this request (such as an annual license fees, maintenance fees, etc.) check the box. If ongoing costs is selected you will receive the following two additional questions:

   a. Enter the amount of the ongoing cost
   b. Describe the ongoing cost. Include how often the fee will occur (monthly, bi-annually, yearly, etc.)

11. Include any additional information that pertains to your request.

Requests will be entered in ranked order (i.e., the first request you enter will be ranked #1, the second request #2, and so on). Item number one will be considered your departments most needed item. These rankings will be used by the Resource Allocation Committee. If you need to re-rank items after you have entered them, you can use the drag and drop feature described below:

Drag and drop using the hand icon in the controls to the left to rank the requests. A placeholder will appear in the position where the item will go when dropped. Items must sometimes be (almost) completely dragged above/below the next item to get the placeholder to move.

Click and hold the hand symbol . Drag the item to the appropriate ranking position.
DEFINITIONS – Supplies, Equipment and Instructional Use

Requested Supply/Equipment

Supply
- Consumable and/or replaced when broken
- Under $500
- Life Expectancy < 1 year

Equipment
- Permanent; not consumable
- Not easily lost, stolen or destroyed
- Repairable
- Over $500
- Life Expectancy > 1 year
- Inventoried

Instructional Items DO NOT INCLUDE:
1. Items primarily for administrative purposes, class management, course management, or supervision.
2. Items for non-instructional departments (6xxx’s) - except for some student services equipment.

Instructional
- Assists student in classroom
- Used as a Learning Resource
- To acquire facts, skills, opinions
- To develop cognitive processes
- Printed or non-printed
- Textbooks, tests, educational materials
- Software, videos, etc.

Non-Instructional

Instructional
- Equipment used for presentations & hands-on experiences
- For classroom demonstrations
- Student evaluation or use
- Used for preparing learning materials-faculty computers
- Classroom and lab furniture, computers, projectors, equipment
- Computers or equipment for direct student assistance, such as registration, counseling or student services

Non-Instructional
The Attached Files page is available for you to attach any additional information you feel would be pertinent to your program review. Please only include documents that support your program review. In order to attach a file, you must give the document a title in the title box. Attach a file by clicking the Browse button and attaching the file from your computer.
The Review Team Summary page is for use of the review team. You do not enter any information on this page.

The review team will use the following rubric to evaluate your full program review:

**Final Summary Rubric:**

3 = The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests.

2 = Parts of document unclear; revision suggested. See comments below. (The review team will leave specific comments on the parts of the document that were not clear. Although projected needs will be moved forward, it is strongly suggested that the program correct any issues.)

1 = Parts of document unclear; revision required. See comments below. (The review team will leave specific comments on the parts of the document that were not clear. Projected needs will not be moved forward until all issues are corrected.)

0 = Document unclear. Mandatory revision required for projected needs to move forward.