

LASSEN COMMUNITY COLLEGE

NON-INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE

HANDBOOK

3<sup>rd</sup> EDITION

September 2009

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# LASSEN COMMUNITY COLLEGE

## NON-INSTRUCTIONAL PROGRAM REVIEW

### OVERVIEW and GOALS

Program review is an integral part of the total process of planning and budgeting at Lassen Community College. The evaluation and recommendation subsections from each program review provide the basis for informed decision making on programs, personnel, facilities, equipment, and budget.

The program review process is an effective vehicle for accountability and provides an opportunity for staff to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

### REVIEW PROCEDURE:

The Non-instructional Program Review process and the Instructional Program Review process at Lassen follow the same pattern. All non-instructional programs at Lassen Community College will be reviewed at least once every four years. All programs will use similar self-study format and instruments.

The self-study team completing the NIPR will be composed of all permanent staff of the program being evaluated. The self-study team will use qualitative and quantitative data as a basis for preparing and writing the self-study evaluation report.

The Superintendent/President will consult with the appropriate administrator, who will advise supervisors of the upcoming program review.

### SELF-STUDY REPORT:

Report Preparation:

Preparation of the self-study is viewed as a primary vehicle for evaluating a program as well as developing plans and strategies for the improvement of a program. The self-study approach allows the staff, who are directly involved in the program, to assume primary responsibility for the examination and strengthening of their program. The self-study document will be reviewed by the institutional planning committees as part of the institutional planning process.

The supervisor of the area will be the program self-study coordinator and be responsible for the completion of the self-study.

NIPR Report Format            The report is organized in eight sections:

1.     Executive Summary
2.     Program Goals and Objectives
3.     Outside Compliance Issues (audits, State and Federal Reports, etc.)
4.     Student Learning Outcomes (when appropriate)
5.     Personnel and Support Services
6.     Facilities/Equipment
7.     Budget
8.     Summary and Prioritized Program Recommendations

Sections 2-6 each consist of four subsections: description, evaluation, recommendation/plan and documentation. The recommendations should be substantiated by the description and evaluation subsections and/or reference to attachments. Documentation may be attached as appendices to the end of the written document.

Upon completion of the non-instructional program review process, the final written document will be submitted to the President’s Cabinet for review and comment. The Self-Study and administrative comments will be presented to Consultation Council/Strategic Planning. An Executive Summary of the self-study will be presented to the Governing Board. Upon review of the document by the Consultation Council/Strategic Planning Committee an original copy will be maintained on file by the appropriate administrator and in the college library. Copies of appropriate sections will be forwarded to the institutional planning committees.

### **STUDENT/USER EVALUATION OF PROGRAM**

Overview:

The student/user satisfaction survey portion of the evaluation procedure is designed to solicit comments from students or users concerning the program.

Survey Methods:

An anonymous questionnaire is considered to be the most effective format. This will encourage the students/users to be candid in their responses. The student/user evaluation will be scheduled and administered by the appropriate administrator. The administrator will consult with the members of the self-study group to determine the student/user sampling.

It is important to insure the students/users understand that the focus of the survey is on the program.

### **TIMELINE for PROCEDURES**

|                  |   |
|------------------|---|
| October          | Notification of request for a Non-Instructional Program Review  |
| Week 1 (Sp term) | Initial meeting of the self-study team should occur during or prior to the first week of the Spring semester. |
| Week 2-6         | Evaluations (when appropriate) are administered and compiled.   |

|             |   |
|-------------|---|
| Week 7-11 - | Preparation of the self-study document  |
| Week 12     | The self-study team submits the completed non-instructional program review documents to the appropriate administrator.                            |
| Week 13-14  | Administrator review  |
| Summer–     | President’s Cabinet reviews and comments on the self-study  |
| September   | The administrator and Superintendent/President jointly present the final written report to the Consultation Council/Strategic Planning Committee. |
| October     | An executive summary is presented to the Governing Board  |

This entire process is designed to occur and find approval and reflection during one academic year and coincide with the budget enhancement requesting process.

### **LIST OF NON-INSTRUCTIONAL PROGRAMS**

For the purpose of the Non-instructional review process, a program is defined as an operational area of the college, including:

#### **Administrative Services Administration – Dean of Administrative Services**

- Human Resources
- Coppervale
- Information Technology (MIS)
- Maintenance and Operation of Plant (including Custodial Services And Security)
- Fiscal Operation
- Auxiliary Services (Early Childhood Development Center, Bookstore, Food Services, Book Rental/Loan and Dorm funds account management)
- Administrative Services (Duplicating, Purchasing, Logistics)

#### **Instructional Administration (including Outreach) – VP/Dean of Instructional Services**

- Community Service (Instruction)
- Contract Education
- Distance Education
- Basic Skills
- Instructional Support Services (including Library, Learning Center, ITV)

#### **Student Services Administration – Dean of Student Services**

- Student Services Administration
- Enrollment Services (Student Financial Aid, Admissions & Records, Student Accounts, Financial Aid Outreach)
- CalWorks/TANF
- Counseling & Guidance (including Matriculation, Articulation/Transfer Center, Assessment/Testing, Orientation and Early Alert)
- Disabled Students Programs and Services
- Extended Opportunities Programs and Services/CARE
- Special Grant Programs (Foster Youth, Independent Living Program, Kinship Education)
- Student Life (including Residential Life )

## Planning and Policy – Superintendent/President

- Marketing/Community Relations
- Institutional Research
- Resource Development/Competitive Grants

## **PROGRAM REVIEW CYCLE**

The review cycle is listed below. All areas will be reviewed at least once every four years.

### **2010**

Distance Education

Community Service (Instruction)

Human Resources

Marketing/Community Relations

Fiscal Operation

Auxiliary Services (Food Services and Bookstore)

### **2011**

Contract Education

Institutional Research

Information Technology

Auxiliary Services (Child Development Center and Dorm)

Resource Development/Competitive Grants

Administrative Services (duplicating, purchasing, logistics)

### **2012**

Enrollment Services

Student Life (including Residential Life)

Basic Skills

Special Grant Programs

Instructional Support Services

### **2013**

Student Services Administration

CalWORKs/TANF

Counseling

DSPS

EOPS/CARE

Coppervale

Maintenance and Operation of Plant

## **REVIEW OF NON- INSTRUCTIONAL PROGRAMS OUT OF SEQUENCE:**

Program staff, the Superintendent/President or the Governing Board may request an early program review.

## **ANNUAL STUDENT LEARNING OUTCOMES ASSESSMENT**

Given that program changes occur on an annual basis, an annual update is being implemented. All recognized non-instructional program areas will complete an annual update based upon their assessment of adopted SLO's. Basic data should be gathered or arranged to be provided by the Office of Institutional Research no later than May of each year. Annual updates for non-instructional SLO's are due by the end of October and are submitted to the appropriate administrator in charge of the non-instructional area. Any suggestions that have budget impact will need to be highlighted for inclusion into the annual budget building process that starts about this time each year. The purpose of the annual updates is to recognize and document changes within a program student learning outcome and more quickly incorporate emerging program needs into the budget and planning processes. The annual report will include the same subsections as the NIPR including:

### **a. Description:**

Include a description of the adopted student learning outcomes and a summary of the assessments completed in the past.

### **b. Evaluation:**

Provide an analysis of the current year SLO assessment results. Note trends, both positive and negative, as well as emerging needs.

### **c. Recommendation/Plan:**

Note any recommendations based on evaluation of SLO assessment results. Suggest any changes pertinent to the assessment of the Student Learning Outcome.

## Attachment A

2009-2010

### Non-instructional Program Initial Student Learning Outcome Development and Assessment Timeline

|                   |   |
|-------------------|---|
| November 1, 2009  | Student Learning Outcome Development and Assessment Training                |
| December 1, 2009  | Draft Student Learning Outcomes Submitted by all Non-instructional Programs |
| December 8, 2009  | Review of Draft Student Learning Outcomes by Cabinet                        |
| December 15, 2009 | Adoption of Non-instructional Program Student Learning Outcomes by Cabinet  |
| January 29, 2010  | Assessment Plans for Student Learning Outcomes Submitted to Area Deans      |
| February 2, 2010  | Assessment Plans Reviewed and Approved by Cabinet                           |
| April 30, 2010    | Assessment Data Collection and Analysis Submitted to Area Deans             |
| May 4, 2010       | Review of Assessment Results for Student Learning Outcomes by Cabinet       |
| October 2010      | Annual Reports Submitted to Area Deans                                      |

September 2009