An Updated Guide to Program Review and Strategic Planning at Merced College
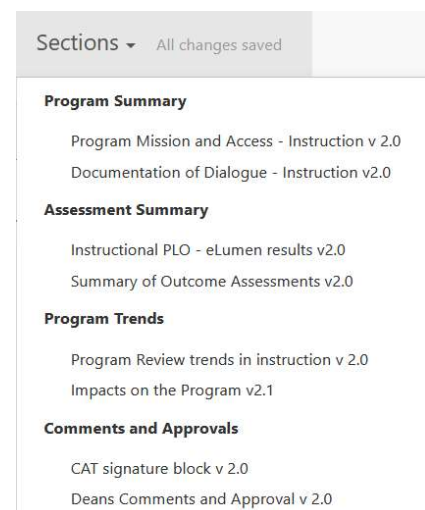
Updated Fall 2022

Introduction

As you can see from the cover figure, strategic planning can be quite complex due to the many connections between the many interests involved in the process. Merced College is currently using the eLumen Connect software to maintain the college's curriculum library and catalog, and to track outcomes assessment. Outcomes are assessed to determine if students demonstrate they have successfully mastered the knowledge, skills, and abilities in their courses and programs. Results from outcome assessments are used to generate action plans at the department and Area level up to the institutional level. The Strategic Planning section allows departments to review programs of study at the college, categorize assessment results, make action plans, and guide the continuous quality improvement process. As stated on the [Merced College Strategic planning webpage](#) :

> The purpose of the Merced College Strategic Plan is to assess our strengths and weaknesses; take stock of how we operate and how we might change over the next few years; and then determine where we want to be in the future and how best we can get there. This allows us to manage and allocate resources more effectively and to make key decisions within a clear strategic context ensuring we are serving our students and the community in the best possible ways.

In this document, we will explore the Strategic Planning tools available in the eLumen Connect software package. In order to make links between various sections in the program review we will go through the steps involved in updating the goals and objectives within the eLumen Profile for your program. The goals are linked to the last section within the strategic planning initiative – Program Trends – and progress in reaching these goals can be tracked in the software. Resource requests are entered when the goals are linked to outcomes at the course, program or institutional level. These requests will automatically appear in the Budget management section in the Strategic Planning Initiative. This year we are requesting faculty and staff complete their resource requests in an Excel spreadsheet in order to collect additional information to be used in the ranking process. Implementing these tools will allow the college to determine how resources are being used with respect to student success and measure progress at reaching the goals. **The overall goal is to identify areas where changes could be made to increase student success at Merced College, both inside and outside of the classroom.**

As a reminder, if the course outcomes (CSLOs) are not mapped to the program outcomes (PSLOs) in the eLumen curriculum database then the software will not generate the links between the program goals and the resource requests – effectively you will not be looking at the whole picture of student success in that program of study. Faculty and staff will require the Area coordinator role in eLumen in order to access the curriculum mapping tool. More

information on this process can be found on the PROAC website or using the following link –
Curriculum Mapping in eLumen.

If you would like to work on the program review outside of eLumen, worksheets are available to download from the Merced College Assessment webpage.

- Worksheet for writing the IPR outside of eLumen - available Fall 2022
- Goals and Action Plan worksheet (word file)
- Resource Allocation spreadsheet (Excel file)

The information and responses to the questions in these worksheets can be pasted into the appropriate part of the program review in eLumen.

Navigating to the eLumen website

1. The eLumen website can be accessed from the Faculty/Staff link found at the top of the Merced College Homepage. (see the figure below with the orange arrows) You can also access the website directly using the following link - mccd.elumenapp.com
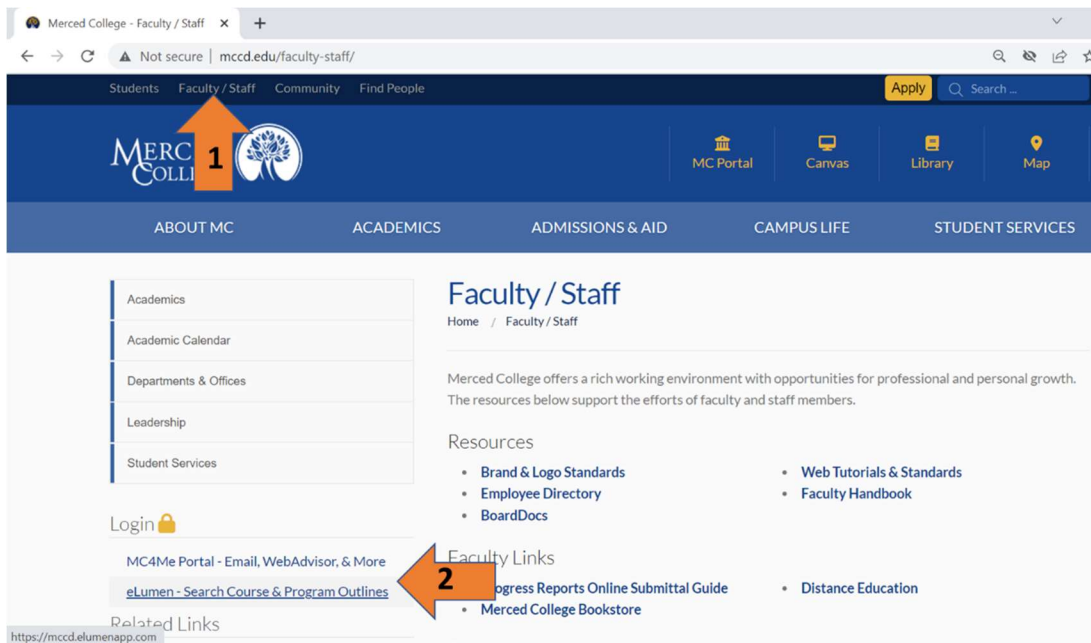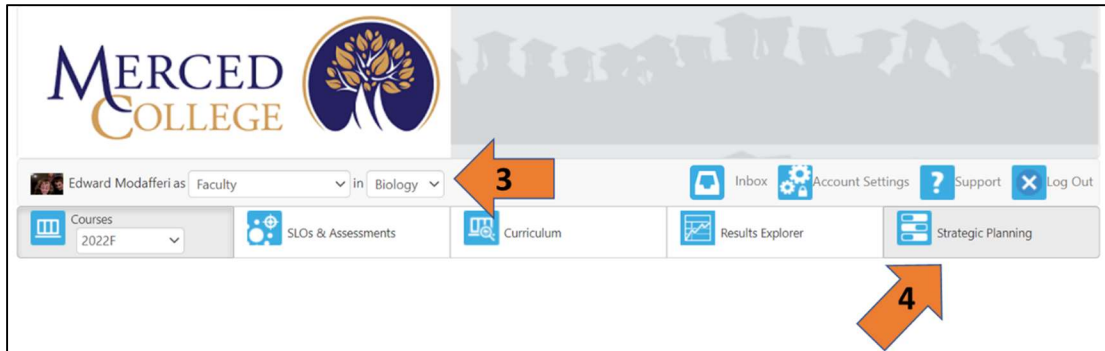

2. Log into eLumen using the same credentials you use to access your Merced College email account.

Getting to the Strategic Initiative with the program review

3. Select your role and your program/department using the menus (arrow #3 on the top left side of the screenshot below)

    Setting your role to "Faculty" limits the other menu to your assigned departments.

4. Select the **Strategic Planning** tab on the right side of the screen. (arrow #4 above) Remember, if your role is set to Area Coordinator, the Strategic Planning tab moves over to the left side of this screen and you will have access to additional tools within the Program review template

Strategic Planning tools and your role in eLumen Connect

The arrows in the figure below show the different "tabs" available in eLumen Connect when the role is set to "Faculty". This screen allows users to work on everyday tasks related to program review including: **SLO assessments, Curriculum,** and **Strategic Planning initiatives**.
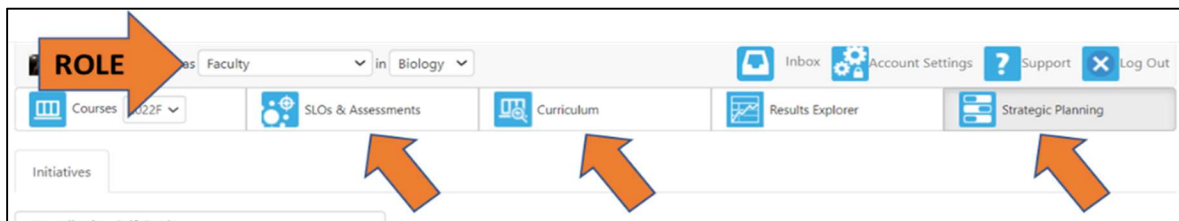
In order to access the tools for working with goals and resource allocations, faculty and staff will need to reset their role in eLumen to Area coordinator. Faculty and staff can check available roles associated with their account in eLumen using the drop down menu next to their names in the upper left corner of the screen, shown in the figure below. **Note, this role is not automatically assigned to users - the coordinators and the SLO/SAO Program Review Assistant can make this change to your eLumen account settings.**

<u>Checking the available "roles" for your account in eLumen</u>
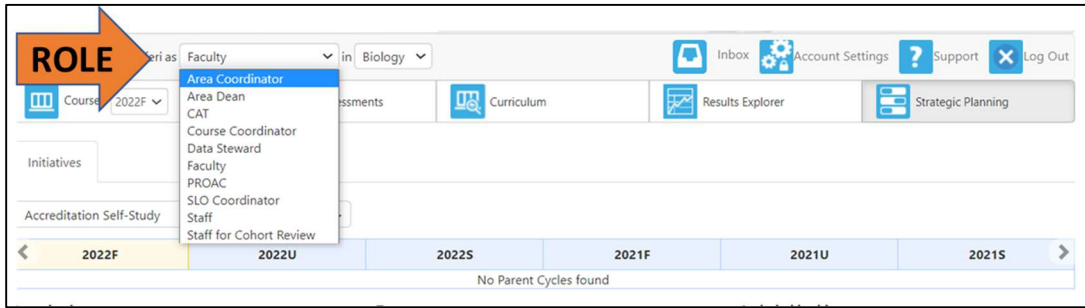
Navigating to the Strategic Planning Initiatives section

1. As an "Area Coordinator" the tabs visible in the middle of the screen where the arrow is pointing in the figure will move and the Strategic Planning Tab will be on the left side.
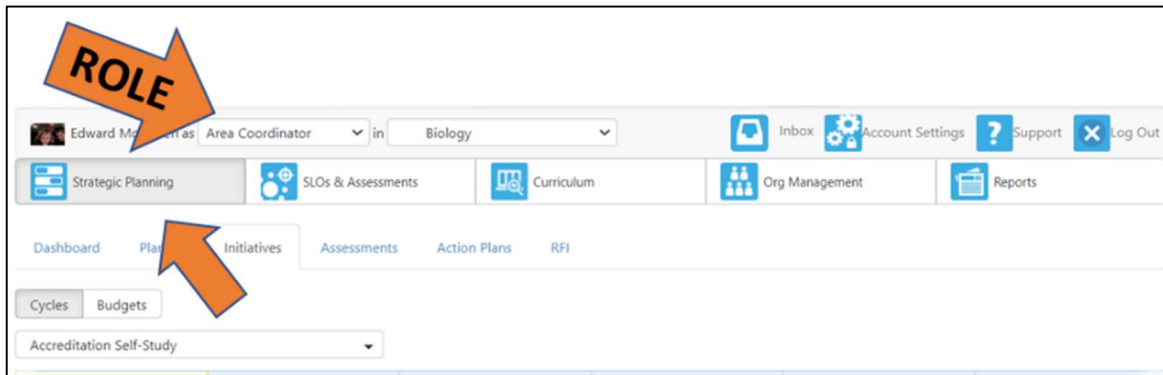
2. We recommend revisiting the goals for the program/ department prior to working on the rest of the sections in the program review.

Goals in eLumen are found in the "Org Management" tab to the right of the Strategic Planning tab in the figure with the role set to Area coordinator. <u>In order to modify the goals in eLumen you will need to have access as an Area coordinator. If you send an email to the Program Review coordinator for instruction</u> they can also modify the goals in eLumen.

Departments can work on their goals outside of eLumen using the Goals and Action Plan worksheet - download a blank copy from the Merced College Program Review and Outcomes Assessment website. Alternatively, you can check on the MC4Me portal for a copy of the worksheet populated with the goals listed in eLumen from Spring 2022.

3. From the Strategic Planning screen, clicking on the Initiatives tab will open up a new screen similar to below. **NOTE: The list of programs on this screen will vary depending on your assignment and your role settings - the figure below is set to Area Coordinator for Biology**.

- Please skip using the drop down "Type" menu in the middle of the page to generate the Cycles list with the program reviews – it is generating huge lists of programs currently.

4. Click on the blue title in the bottom table for the program review and you will be working on. In the figure shown here, it is listed as *Biology Instruction Program Review 2020-22 cycle.*
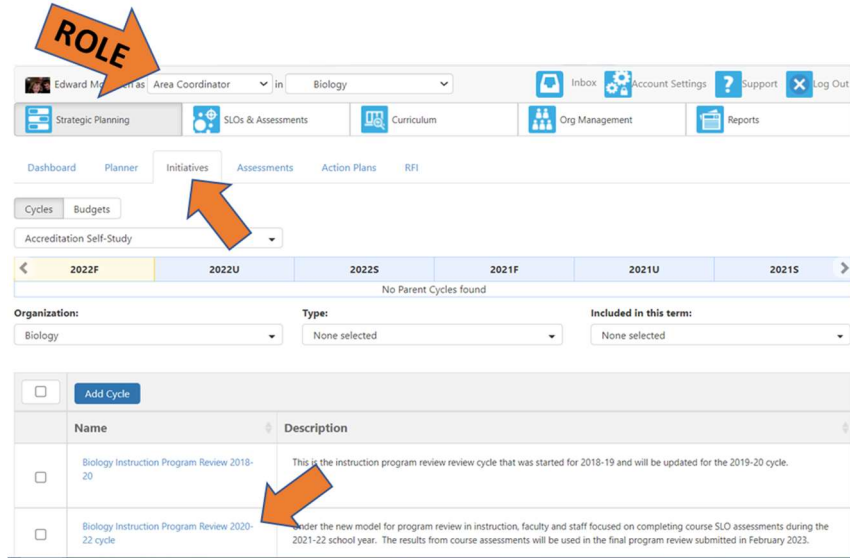
5. Read over the information in the first section.   Remember, you can shrink the blue window at the top of the section when you click on the blue "Instructions" word (orange arrow #1 below). Previous program reviews can be viewed in the Merced College Program Review Library (orange Arrow #2 below)

6. Verify the Program Mission and Access sections are current, and update the Documentation of Dialogue for this cycle.
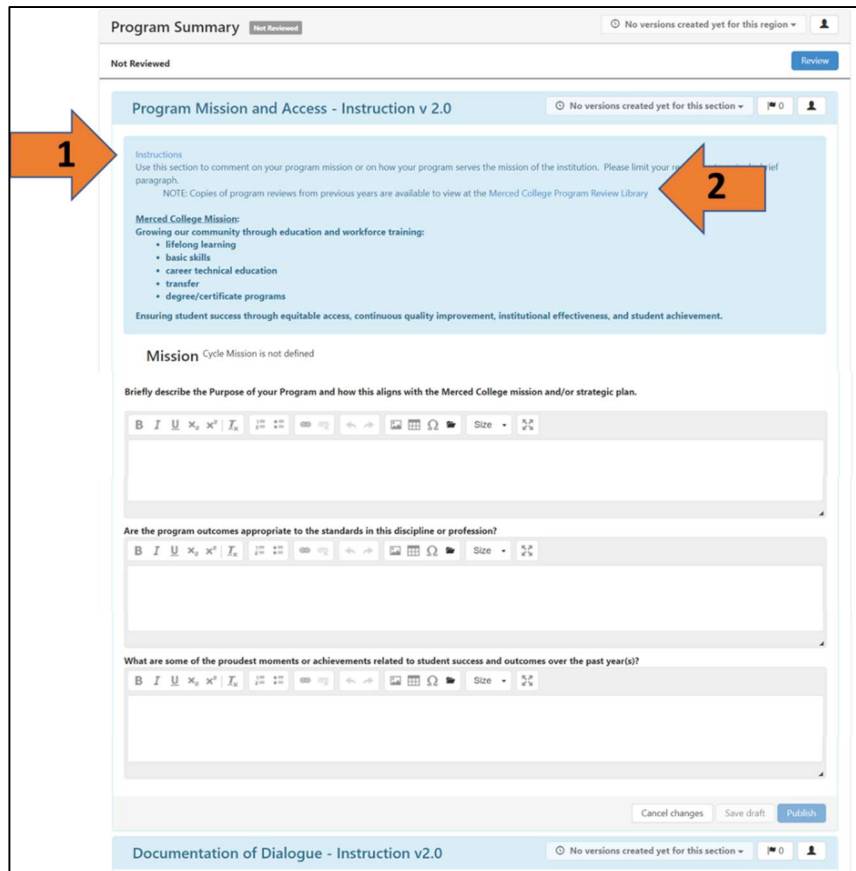
Section #2 – Assessment Summary

7. The "Assessment summary" in the 2nd section will require more time as faculty examine the assessment results for

their Program SLOs in eLumen and identify gaps in student success. In the "Summary of Outcome Assessments" faculty can utilize their Post Assessment Discussion forms from the course SLO assessments to identify new goals for the program.

Assessment Summary before data on the Program SLOs is generated

8. Click on the Generate Data button to update the Program SLO results.

Example of P-SLO data table with performance indicated.

NOTE: This table is generated using the course SLOs mapped to each of the Program SLOs. All of the program SLOs should be addressed in the courses, where students demonstrate they have mastered the knowledge, skills and abilities expected of a student earning their degree or certificate from the program.   Effectively, this table is using the results from course SLOs aligned with the program SLOs to summarize how students in the program are doing at mastering the program outcomes. **If the table shows any zero**

percent for the Performance column, more than likely the curriculum mapping needs to be updated.

9. Select the appropriate degrees and certificates associated with the program in the popup window that might appear.

> **If you run into problems on this section, please contact Edward Modafferi for additional help – some of the program outcome lists in the database are not lining up correctly. Sometimes we can generate the data separately, and paste it into the text field in that section of the program review.**

10. Update the next sections in the **Summary of Program Outcome Assessments**, providing a narrative on the program outcome (P-SLO) assessments and results.

   a. Briefly describe how the program learning outcomes are being assessed (this could include a discussion about assessment practices in the courses).

   b. Summarize the assessment data and/or results for each program learning outcome – this was provided in the table above.

   c. Provide an analysis and interpretation of the results for each PLO/SAO (include benchmarks where appropriate). This section should be filled out AFTER the faculty and staff in the program have looked at and discussed the program SLO results and identified any gaps that might be taking place at the course level.

Section #3 Program Trends using datasets from the Office of Institutional Effectiveness

11. In the **Program Trends** section faculty comment on the new datasets provided by the Office of Institutional Effectiveness.
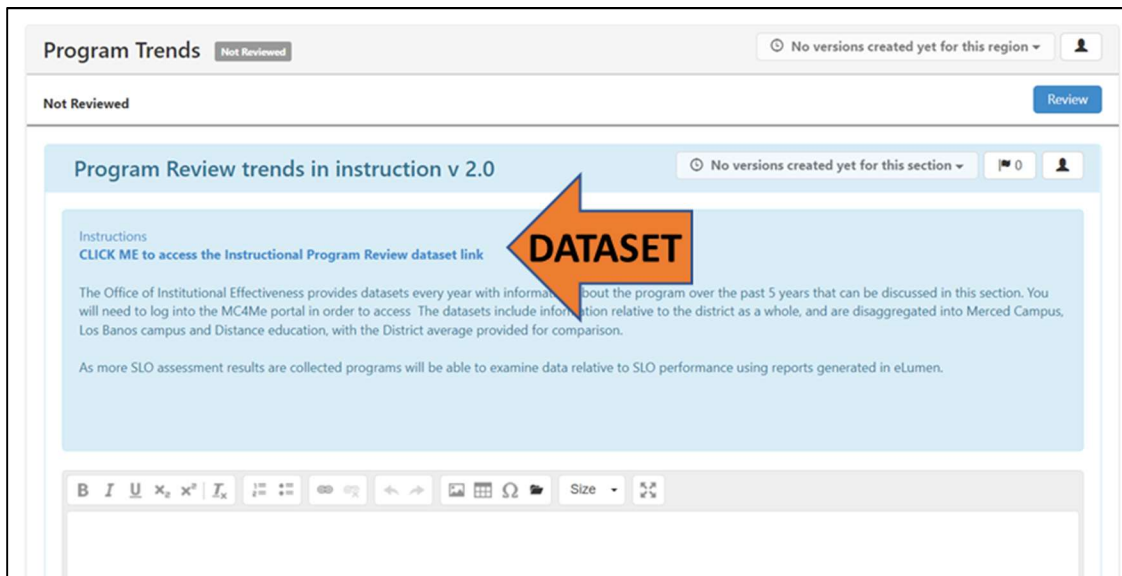
12. You will need to log into the MC4Me portal in order to access the Instructional Program Review Datasets.

13. Once there navigate to the program dataset you need in the last folder on the page - 2017-18 to 2021-22 IPR Datasets.
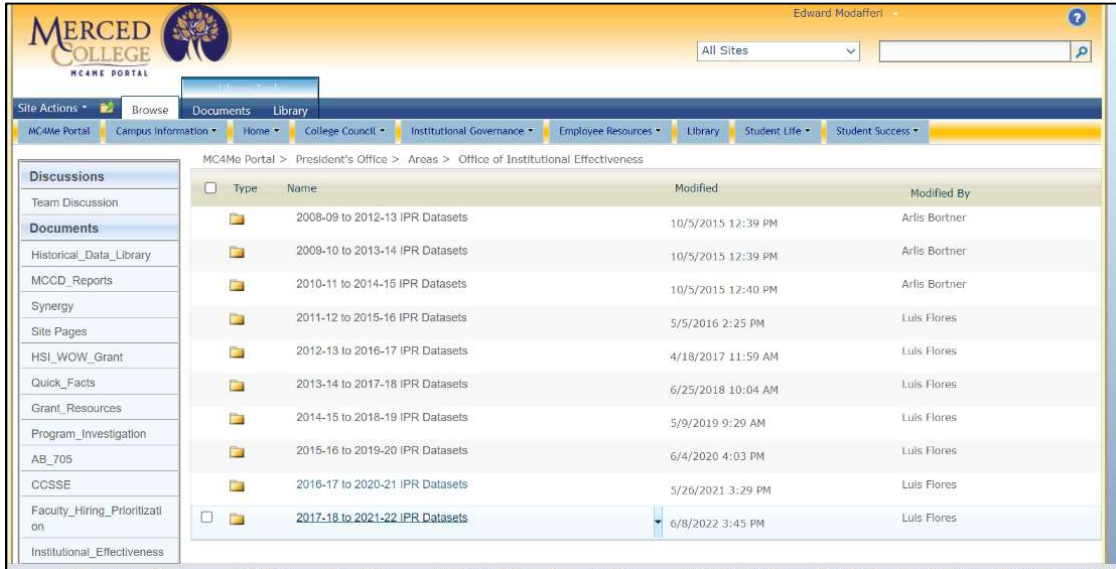
Remember, each tab in the Excel spreadsheet (check the orange arrow in the figure below) corresponds with the text fields for the questions in this section of the program review listed below.

a. What trends did you identify in **student performance** for your program?

b. What trends did you identify in **staffing** for your program?

c. What trends did you identify in staffing for your program?

d. What trends did you identify in **student Demographics** for your program?

Office of Institutional Effectiveness ▸ ... Cohort B ▸ IPRv22-BIOL.xlsx

	A	B	C	D	E	F	G	H	I
1	Instructional Program Review/Institutional Effectiveness Metrics								
2	Glossary of Terms								
3									
4	**Abbreviations**								
5	▪ MC or MCCD—Merced Campus, including off-site locations other than Los Banos								
6	▪ LB—Los Banos Campus								
7	▪ Area 1—Science, Technology, Engineering and Math								
8	▪ Area 2—English and Humanities. Plus honors, work experience, tutoria								
9	▪ Area 3—Agriculture and Industrial Technology								
10	▪ Area 4—Allied Health, Child Development, Public Safety, Kinesiology								
11	▪ Area 5—Fine & Performing Arts and Social Sciences								
12	▪ Area 6—Learning Resource Center. Plus Distance Education, Inmate Education								
13	▪ Area 7—Los Banos Campus and off-campus centers								
14	▪ Area 9—Business, Adult Education, Noncredit & Workforce Development; BRC								
15	▪ Area LRC/SS—Learning Resources Center/Student Services (including LRNR, ST								
16	▪ FTEF—Full-time Equivalent Faculty, a measure of teaching load in a given term								
17	▪ FTES—Full-time Equivalent Student, formerly called "Average Daily Attendance." It' represents 525 class (contact) hours of student instruction/activity in credit and noncred								
18	▪ WSCH—Weekly Student Contact Hours, a measure of time spent on instruction p								
19	▪ AB 288—Dual Enrollment/High School courses								
20	▪ CTE—Career Technical Education Fast-Track								
21	▪ DE—Distance Education (includes hybrid, 100% internet, correspondence)								
22	▪ Non-DE—Non-Distance Education								
23	▪ ET—Embedded Tutor								
24	▪ IE—Inmate Education								
25	▪ LC—Learning Community								
26	▪ OL—Overload								
27	▪ SI—Supplemental Instructi								

1) Definitions 2) Student Performance 3) Staffing 4) Classes Filled 5) Demographics

Section #4 Impacts on the Program

The last section, **Impacts on the Program**, allows for comments on changes which might be affecting the program or department and its effectiveness.

This could include:

- Changes in faculty or student enrollment

- Competition from other schools

- Public policy changes

- Aging facilities and lack of financial resources

- New partnerships with the community, businesses or other academic institutions

There are a few questions included in this section of the Program review:

- Please comment on progress toward achieving the instructional program goals. How is the department utilizing resources from previous years to improve student success?
- Have there been any internal/external changes to this program/department which have had a significant impact on the program's goals and/or effectiveness? If so, please explain.
- List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)
- Is there anything else you would like to be considered in the annual strategic initiative document?

Hopefully, this section provides insight into new areas to focus on related to the program's planning agenda, as you consider the following:

- What does the department think it can do to improve teaching and learning?
- What are the top priorities for improvement?
- How will the department implement those priorities and what is the timeline?
- Identify resources from the college that could be used to improve teaching and learning.
- Provide updates on changes made or evidence of improvement (Refer to previous program reviews available in the Merced College Program Review Library)
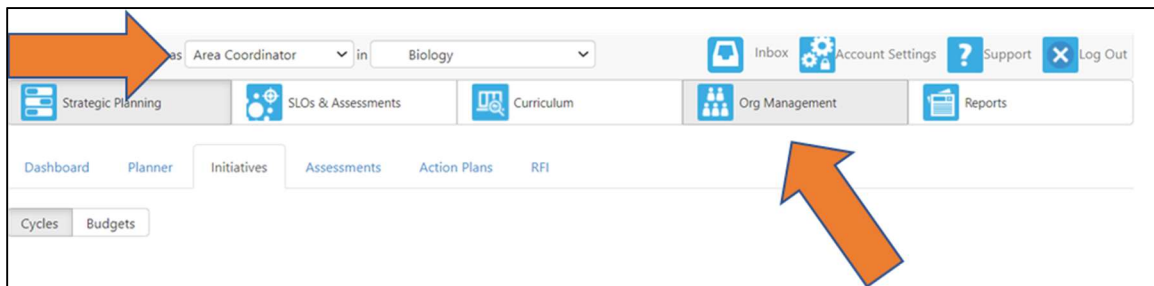- Has the program met its previous Goals?

In the next section of this document we look at how to create a list of goals and objectives associated with the profile in eLumen. **These goals are aligned to sections in the Strategic Initiative program review, allowing for reporting on progress at achieving the goals within the program, department, Area, or even the institution**. Remember, you can download a Goals worksheet from the Merced College Assessment Overview website and work on developing the program goals outside of eLumen - **Goals and Action Plan worksheet (opens word file)**

Creating Lists of Goals and Objectives for the Program Profile

Goals and Objectives must be entered in the eLumen database before they can be linked to a section. Remember, only faculty or staff with the role of "Area Coordinator" can link Goals and Objectives to a Strategic Initiative (SI) section.

Transferring the goals to the "Profile" for the Program or Area

1. Make sure your role is set to Area Coordinator and you have selected the appropriate Area and/or program from the list in the upper left corner next to your name.

2. Click on the **Org Management** tab in the middle of the screen. (see screenshot below)

3. Near the bottom of this screen is the table with the list of goals and objective.

> **NOTE: Goals are the end result - where you want to be in the future. Objectives are the steps used to achieve that goal.** The objectives can be viewed as a check list of what needs to be completed in order to accomplish the goal.

4. Clicking on the Add Goal button will open a new window shown below. Initially it starts out with just the text field to enter your goal statement.

   a. Clicking on the **Add Objective** button in the Create Goal window will open new text fields.

   b. When finished entering the goals and objectives, make sure to click on Done.

5. Return to the Profile screen - Click on the **Align Goals** button in the Profile will open up a table used to map the goals.

NOTE: Currently the goals and objectives in the Merced College Strategic Plan are displayed in the top row, while the program goals and objectives are listed in the first column of the table.

Clicking on the cells in the table inserts a check mark to indicate the goal or objective for the program maps to the plan for the college. Once enough programs map their goals/objectives to the Strategic Plan, we can run reports in eLumen to determine progress made on the Strategic plan goals and objectives that have been mapped.

Now that we have the goals in the system using the Area Coordinator role, we can finally start to work in the Strategic Planning initiative to link the goals and make resource requests.

> **You will be switching between the Active Mode and the Design mode so the goals entered in the previous step can be linked to this document – please be patient as the tools in the windows that open up will vary depending on the mode.** This is one of the more frustrating things in the software.

Linking Goals and Objectives to the program review

1. Open the program review – click on the Strategic planning tab, and then Initiatives. You should see a table with a list of programs in the Area. Click on the program title in blue.

2. Verify you are in the Design Mode – the button on top will say "To Active Mode". You should also see the small "cog wheel" on the right side of each section (smaller orange arrow in the figure below).
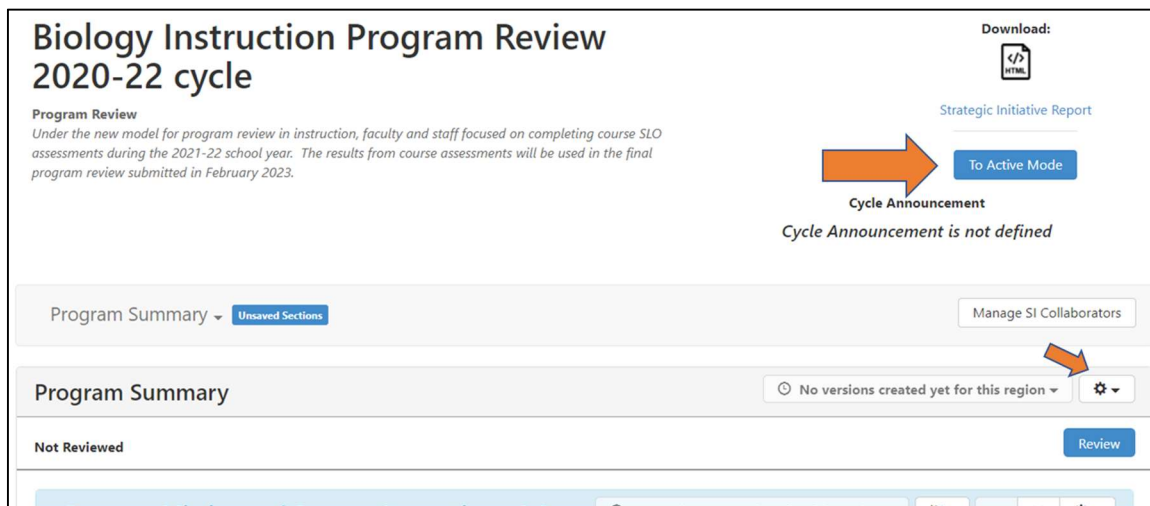
3. Scroll down to the 4th section in the Initiative, "**Impacts on the Program v2.1**" and click on the icon that looks like a flag with an arrow – when your mouse is hovering over the button you will see the description "Linked Goals and Objectives" as shown in the screen shot below. If you see the gray box that says "Add section" – you are in Design Mode.
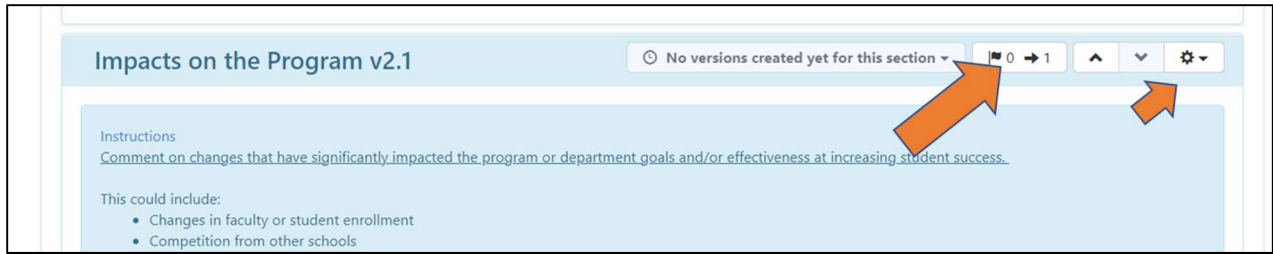
NOTE: When starting out this flag will normally have zeros – the number seen in this screenshot indicates this section of the document has a single action linked to it already. Once your flag has numbers, indicating there are goals linked to the section in the initiative, this icon will change.
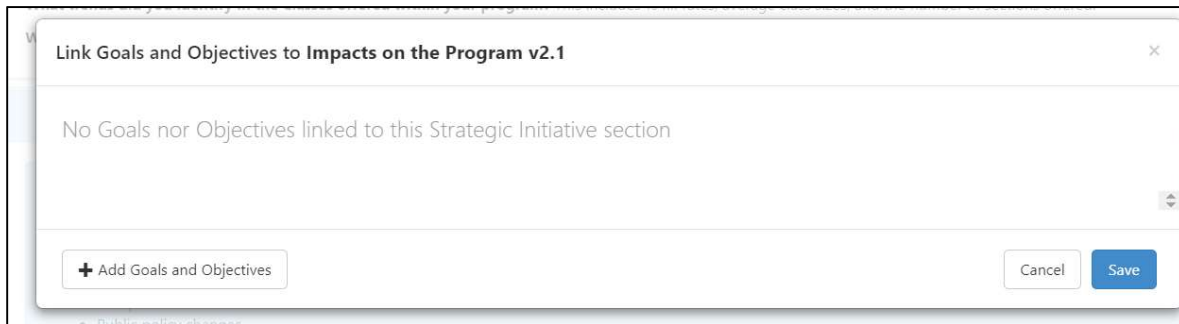
In the new window, you will have the option to **+Add Goals and Objectives** similar to what is depicted in the screenshot above. Clicking on that button opens a new window similar to below where you can choose to link specific Goals and/or Objectives.
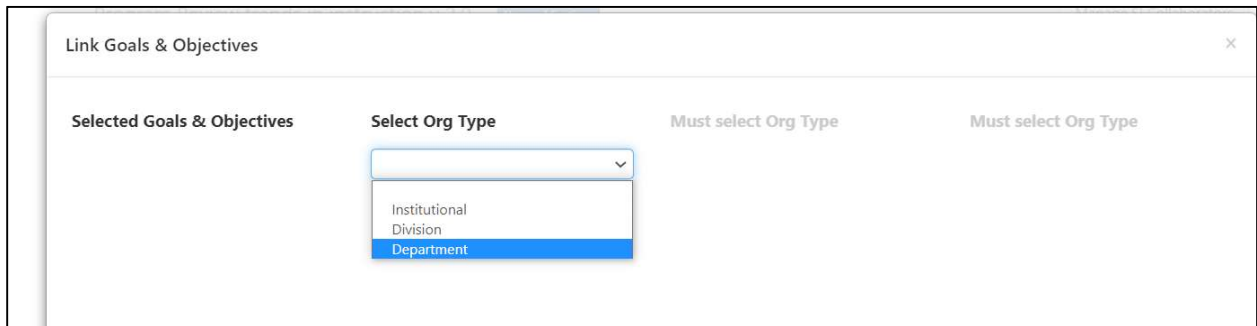
4. Use the drop down menus under the Org Type to select the goals/objectives – there will be different lists depending on your selections.

   • Institutional: Pulls up the Merced College goals and objectives (currently the strategic plan)

   • Division: List of goals and objectives at the Area level – most of these will be blank as the Areas have not used the Profile tools in eLumen.

   • Department: List of goals and objectives at the program level

The list of goals and objectives entered in the profile during the previous step will be visible in the right column on the screen if you choose Department.

5. Select the appropriate goals and/or objectives to link to this section by clicking from the list on the right. The goals are in a darker shade of blue, while the objectives are the lighter blue shade.

Example: Design Mode - Linking Goals and Objectives window - right column list in blue
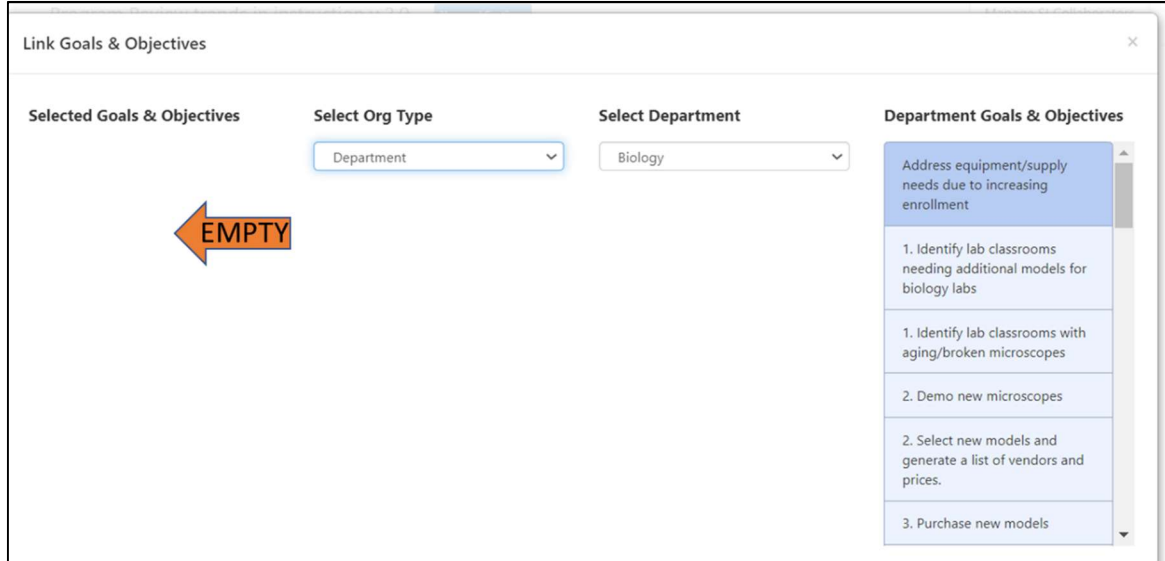
Example: Selected Goal moved to the left column in blue…
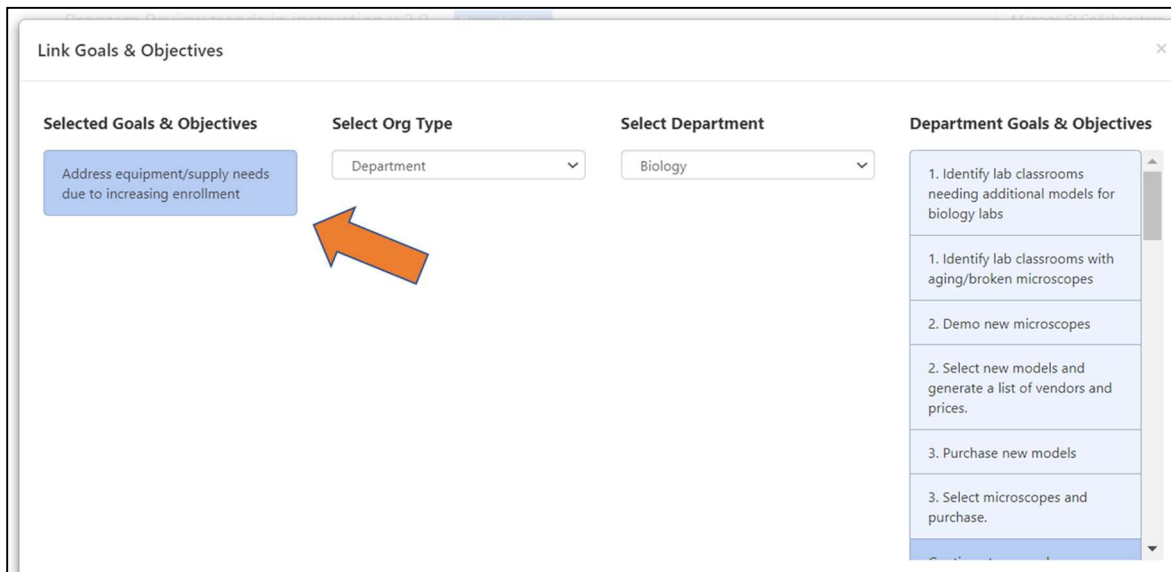
Design Mode - When finished choosing the goals and objectives you will see a window similar to the screen shot here - the specific choices from your program's list will vary.
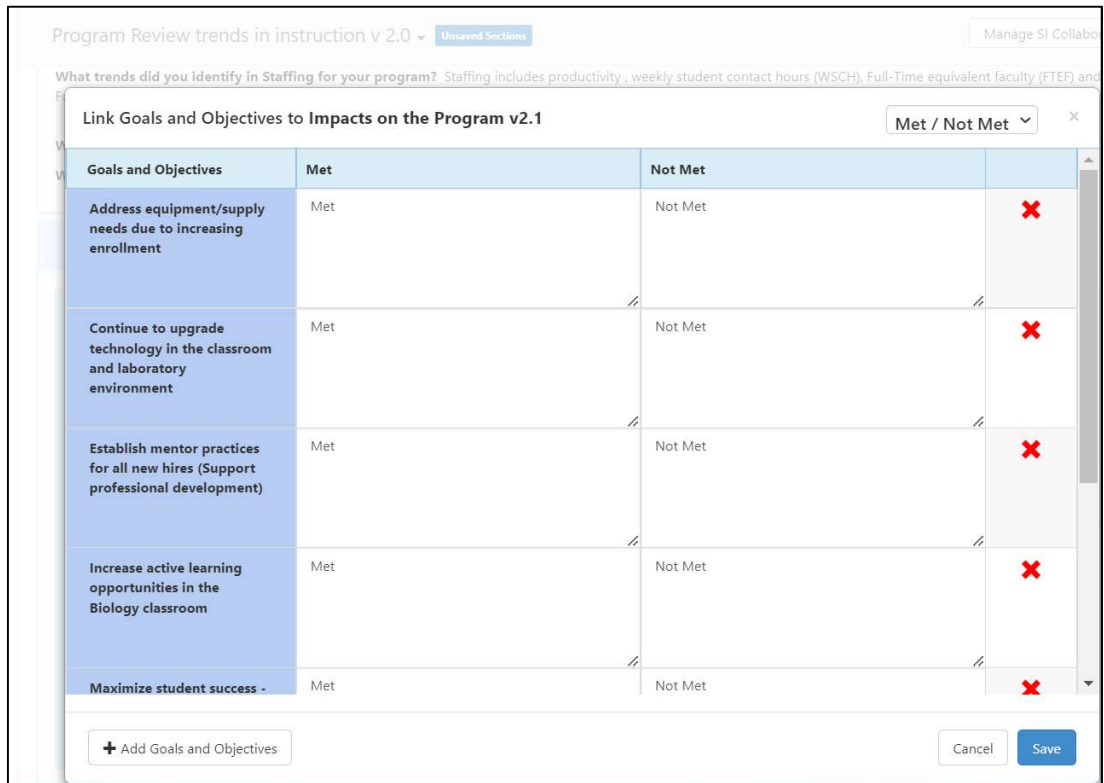
6. The goals and objectives on this list can be modified. New ones can be added using the **+ Add Goals and Objectives** button. Existing ones are removed by clicking on the red X to the right side of the window.

> NOTE: Because we are in Design mode, clicking on the Met/Not Met boxes will NOT make any changes at this point.

7. When finished linking the goals and objectives, click on the blue Save button.

The flag should have a number next to it indicating the number of goals linked to this section!

We will be linking everything to the 4th section to simplify the process. As the college becomes more sophisticated with this software we will be able to make additional links. For example, the goals for instructional programs can be entered and common goals for cohorts could be created in the profile for an Area. The Area goals could be linked to common goals for the Instructional Master Planning Committee (IMPC) or the goals for the institution as a whole. Assessment of the outcomes in eLumen, along with tracking whether or not the goals are being met, can be used to generate a report and gauge how the college is doing at achieving it goals.

Active Mode - linking Goals and Objectives to the sections with resource requests

In this section we will continue to work on the Profile goals linked to the section in the program review and work on resource requests that will appear in the budget. Make sure you are in Active mode to work on the resource requests

1. Verify the initiative is set to the Active mode. The button on top will say **To Design Mode** and you should see the small silhouette on the top right corner of each section (see the smaller arrow in the screenshot below) and you will have text fields to answer the questions.
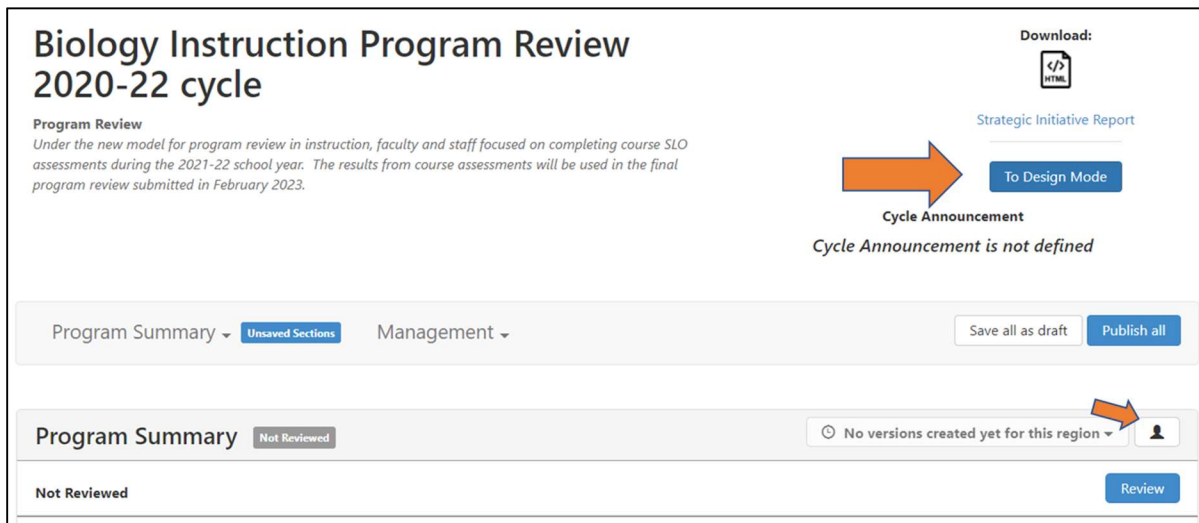
2. Clicking on the Flag icon at the top of the first section will open up a window indicating that you have not linked any Goals to this section and need to repeat the steps in the previous section. If your goals were linked in the 4th section previously you can skip to step 7 below.

 Example of the window in the Active Mode indicating no goals are linked
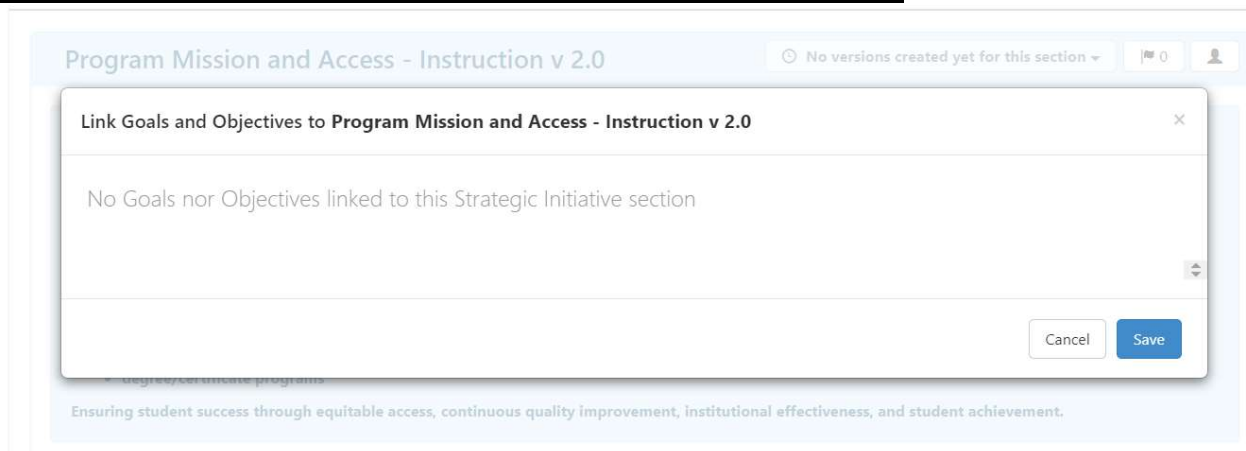
3. Scroll back up to the top of the page and click on the **To Design Mode** button. It will switch over and say "**To Active Mode**". Remember, in design mode you will see the Manage SI Collaborators button.

4. Navigate down to the 4th section in the Initiative - - click on the icon that looks like a flag with an arrow again (yes I know you are getting dizzy at this point)

5. Hopefully the goals linked in the previous section are visible and there is a number next to the flag icon.

Example showing Active mode with multiple goals which were added to this section in the Design Mode

> **The goals for the Program are in the system and they are linked to the section in the program review – Now we need to set up actions for the goal**.

<u>We need to be in the **Active mode** - verify the button on the top reads **To Design mode** and you see the silhouette in the upper right corner of the section</u>

6. Click on the **Link Unaligned Recommended Action** button in the lower left corner of the "Link Goals and Objectives window".

      a. Use existing action – in case you want to use an action already in the system

      b. Create new Action –see the next section.

7. Click on the **"Create New Action"** button to open a window where you can describe what needs to be done for this goal to be met.

Example of the Align Action window - the title at the top of this box changes to "Edit Action" if you are modifying an Action

A. **Recommended Actions** – modify the description of the objective as needed, providing more information about what is being accomplished

B. **Action Type** – choose from a list of options, including:
   - Reflection and thoughts
   - Study for more analysis
   - Purchase and apply new resources
   - Actions to be taken by the Department or division
   - Possible next steps for improvement

C. **Goals and Objectives** – this is transferred from the goals and objectives entered into the Profile which can differ for each program depending on what is in the system.

D. **Linked SLOs** – this can be modified by clicking on the blue **Link SLOs** text. This will generate a new window with a list of SLOs (including course SLOs, Program SLOs and Institutional SLOs) that can be linked to the Action . Clicking on the available SLOs will activate them and move the SLO statement to the list on the left side of the window.

E. **+ Add a Resource Request** — See below for more details on the text fields.

F. When finished editing the Action, click the **Save Action** button on the bottom.

NOTE: Resource allocation requests should be linked to assessment results with a need for a new resource to be purchased and used in the future.

Example of "Pick SLOs for Action" window

Example of the new window when you click on the "**+ Add a Resource Request**" button

The steps taken above will generate resource requests linked to the sections within the Strategic Planning Initiative in the eLumen software. Faculty and staff can view the requested resources in the program review at the top of the document. We have identified degrees and certificates that are not currently linked to the correct "Program" and are working on shifting them around in eLumen in order to produce a list of courses and degrees (including the outcomes) that shod be associated with specific programs designated by instructional faculty at Merced College.

If you go back up to the top of the Initiative and switch back to Active mode, you will now see the resource requests if you click on **Budget management**.

Example of the Management tool – found at the top of the program review temple

Example of the Budget Management in the Strategic Planning Initiative

Notice the items entered in the previous steps are now gathered together to form the budget for this program. Each row in the budget can be prioritized and moved up or down in the list as needed. Additionally, we will be able to run reports within eLumen and forward all of the prioritized resource requests from Instructional Areas to the Instructional Master Planning Committee (IMPC) where they are prioritized again.

What about the + Link Unaligned Recommended Action button?

There was another button on the bottom of the window where you were linking the Goals and Objectives.
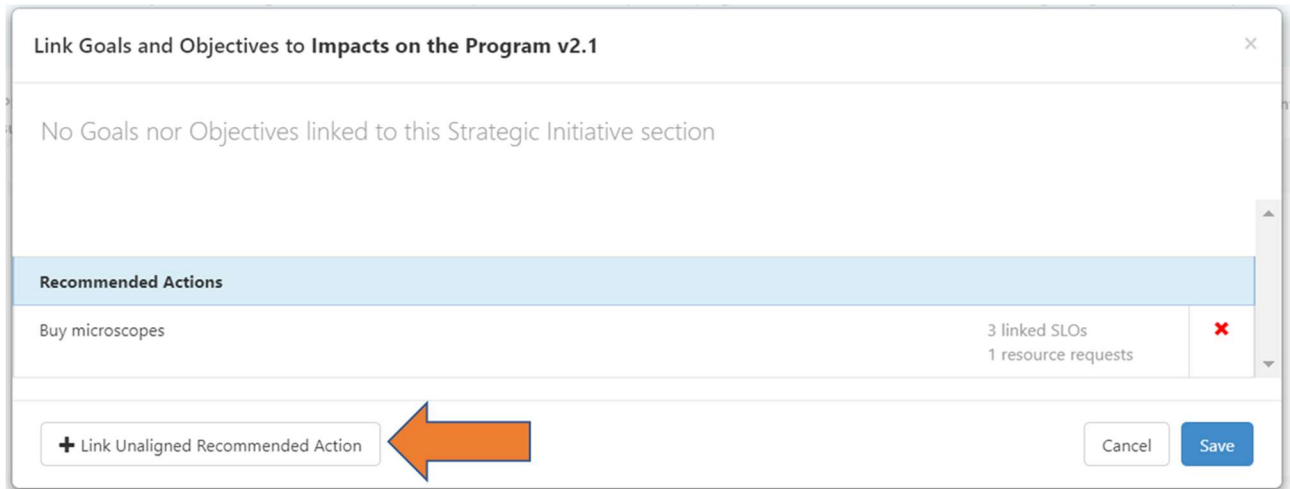
1. Clicking on this button opens up a new window of course.

2. Faculty and staff can create and use existing actions for the goals linked to the sections within the Strategic Planning Initiative.

   a. **Create New Action** – see the previous section. This is used by faculty and staff create actions associated with the goals and objectives.

   b. **Use Existing Action** – this will more than likely be empty until more faculty and staff create actions.

   c. Clicking on this button Use Existing Action opens up another window where additional information can be entered to Link Unaligned Recommended Actions

      • **Org Entity**: select from program, Area or institutional levels

      • **Terms**: select from the available years in this cycle

      • **Strategic Initiative**: choose from a list of available program reviews. There are only 2 programs to choose from currently.

      • **Section**: link to specific sections within the chosen Initiative

      • **Goals & Objectives**: Choose from the Goals and Objectives that have already been linked in the initiative.

Once a Goal is linked in the section, collaborators can mark the current progress on the Goal using a Benchmark rubric and align Actions. Aligning actions to Goals or Objectives ensures that the actions taken and the allocated resources work towards achieving the mission of the program and the institution. Likewise, analysis of goals linked to the Strategic Initiative sections

can be done at the Area or institutional levels to provide evidence that programs and departments are meeting the mission of the college.

> At this point I recommend taking a break for a few minutes - run around outside screaming to release some of your tension.

Resource Requests attached to the Program Review

This year we will continue using the Excel spreadsheets to collect resource requests for the program reviews. The information can be linked to the action plans and goals in eLumen, and the budget can be generated in the software. However, the way it is currently set up we are not getting all of the information that the Master planning committees are using for the ranking process.   The Excel Spreadsheet can be downloaded from the Merced College Assessment Overview webpage - **Resource Allocation spreadsheet** (opens Excel file). To outline the process, resource requests should be ranked within each program based on their needs. Once the requests are submitted with your program review in February 2023, all of the requests for the Area should be ranked by the Area Dean and faculty leads. The next stage in the process takes place at Instructional Master Planning Committee where the resource requests from each of the instructional Areas are combined into one large list and ranked again. This process should be completed during Spring 2023 semester. The final resource request from all of the MPCs at the college are combined again and a final list will be generated over the summer. The results of this final ranking should be available for the college community to view in Fall 2023 semester.

Generating your Resource Requests in the Excel Spreadsheet

The resource allocation spreadsheet collects a wide variety of information in addition to the costs for new resources. A large amount of this information will be used in the ranking process currently used at Merced College, while other elements can be used to measure progress at reaching the goals in the Strategic plan. In this section we will go over the various columns and rows of information collected in the resource allocation template spreadsheet.

At the top of the spreadsheet you will see a list of the Institutional SLOs (I-SLOs) and additional definitions for some of the information being collected for this process.

Information displayed at the top of the resource allocation template.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1													Instruction Resource Requests for 2021-22								
2							Institutional SLOs										Critical equals necessary for the program to run for 2021-2022				
3	1. Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose. (GE Breadth Areas A and C)																Safety = needed to protect students or employees from harm				
4	2. Computation: Use mathematical skills and various aspects of technology appropriate to the task. (GE Breadth Areas A and B)																				
5	3. Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. (GE Breadth Areas A, B and C)																				
6	4. Global and Community Consciousness and Responsibility: Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement. (GE Breadth Areas D)																				
7	5. Personal Development and Life-Long Learning: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being. (GE Breadth Area E)																				
8	E-Equipment (over $200 or attached to already exisiting equipment and has 'shelf life' or over 1 year), S-Supplies (less than $500 with 'shelf life' of less 1 year),																SPR=Strategic Planning Report				
9	H-Hourly, C-Contract, T-Travel/StaffDevelopment, W-Software, M-Maintenance, CF-Contingency Fund																				

The I-SLOs are the 5 outcomes associated with the knowledge, skills and abilities students should be able to demonstrate they have masters in addition to the degree specific outcomes. Essentially these are basic principles shared by different fields of study in addition to the general education courses. Currently the five I-SLOs at Merced College listed below are linked to specific classes in the curriculum database and are also used to evaluate the General Education Program at the College where we look at student success in these patterns of courses taken across the campus.

ISLO 1. **Communication**: Use language and non-verbal modes of expression appropriate to the audience and purpose. (GE Breadth Areas A and C)

ISLO 2. **Computation**: Use mathematical skills and various aspects of technology appropriate to the task. (GE Breadth Areas A and B)

ISLO 3. **Cognition**: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. (GE Breadth Areas A, B and C)

ISLO 4. **Global and Community Consciousness and Responsibility**: Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement. (GE Breadth Areas D)

ISLO 5. **Personal Development and Life-Long Learning**: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being. (GE Breadth Area E)

The information in the other cells provides definitions for additional columns of information to be collected and will be described below.

Screenshot of row 10 with the column headers in the resource allocation template

Dept Rank	Area Rank	IMPC Sub-Committee Ranks	E/S/H /C/T/ W/M	Item	Vendor	Quantity or Hours	Cost per Unit	Subtotal Cost
								0.00
								0.00
								0.00
								0.00
								0.00
								0.00

Column A - Dept Rank: This column is used by the department to indicate their ranking for the specific resource requests being made. The resource requests should be ranked in terms of how essential the faculty and staff in your program feel this is to future student success.

Column B - Area Rank: This column should be left blank as it will be used in the 2nd ranking process which uses the combined requests from all of the programs in that Area.

Column C – IMPC Sub-committee Ranks: This should also be left blank as it is used to indicate the ranking generated for all of the resource requests for instructional programs.

Column D - E/S/H/C/T/W/M: Resources being requested are classified based on the information provided here, including:

- E = Equipment (over $200 or attached to already existing equipment and has 'shelf life' or over 1 year)

- S = Supplies (less than $500 with 'shelf life' of less 1 year)

- H = Hourly

- C = Contract

- T = Travel/Staff Development

- W = Software

- M = Maintenance

- CF = Contingency Fund

Column E - Item: Provide information about the resource being requested such as the name of the item. It helps to have specific information about items, like the name from a catalog.

Column F - Vendor: Provide the name and contact information for where the resource would be purchased.

Column G – Quantity or Hours: This can be used to indicate the amounts of the resources being requested as this will affect the final costs.

Column H - Cost per unit: Similar to the previous column, this provides a basis for calculating the total costs associated with the resource being requested

Column I – Subtotal Cost: The cost based on the amount being requested. This column should provide a total based on the information provided in Columns G and H

Additional columns in the resource allocation template

J	K	L	M	N	O	P	Q	R	S	T	U	V
S & H	Subtotal Cost	Taxes or Benefits	Total Cost	Running Total	Discipline (list specific discipline, not area)	Accreditation Standard	Institutional SLO, Item Relates To	Item in Program Review (Yes/No/NA)	Program SLO	C=Critical or S=safety	COMMENT (other justification)	Submitted By
	0.00		0.00	0.00								
	0.00		0.00	0.00								
	0.00		0.00	0.00								
	0.00		0.00	0.00								
	0.00		0.00	0.00								
	0.00		0.00	0.00								
	0.00		0.00	0.00								
	0.00		0.00	0.00								

Column J – S & H: Include any shipping and handling costs associated with purchasing the resource as this can drastically affect the final costs for large items

Column K – Subtotal Cost: This column should automatically generate the costs

Column L – Taxes or Benefits: Include this cost as it can change depending on where the item is ordered from.

Column M – Total Cost: This should automatically generate a total cost based on the information collected in the previous columns.

Column N – Running Total: The spreadsheet should generate a running total which is used at the end of the ranking process.

Column O – Discipline: Please be specific and indicate which program is making this request

Column P – Accreditation Standard: You can find more information about the specific accreditation standards at https://accjc.org/eligibility-requirements-standards-policies/

Column Q – ISLO Item relates to: If the program has a specific need they can identify if this resource will be used for courses associated with the institutional SLOs listed above

Column R – Item in Program Review: This column is used to indicate whether or not the requested item(s) are included in the program review and is used to update Strategic planning.

Column S – Program SLO: Links between the requested item and specific Program outcomes can be indicated here, and is used to update Strategic planning.

Column T – Critical or Safety: Indicate whether or not the requested item is **Critical**, which means it is necessary for the program to run, or **Safety** and is needed to protect students or employees from harm, and is used to update Strategic planning.

Column U – Comment (other justification): Use this column to provide additional details about the need for this particular resource. This information is critical for the ranking process as it gives specifics which can affect the ranking of the items

Column V – submitted by: Similar to the previous column, if the ranking committee require additional information they will know who to contact directly.

Concluding remarks

   Please remember, program review is an internal self-study that should guide the development of your academic program on a continuous basis. The program review process itself evaluates the effectiveness of the program and helps identify the future direction and priorities of the programs.

More information about academic program reviews can be found at the following:

Best Practices in Academic Program Review by Hanover research, June 2012

Eggleston, T. (2020, July). Program review and assessment for continuous improvement: Asking the right questions. (Occasional Paper No. 48). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment

PROGRAM REVIEW: Developing a Faculty Driven Process from the Academic Senate for California Community Colleges, Spring 1996

Program Review: Setting a Standard from the Academic Senate for California Community Colleges , Spring 2009

   If you would like to evaluate your own program review, the following appendix has a rubric to assess each section of the program review.

Appendix 1: Assess the quality of the Program review

Rubric for Assessing the Quality of Academic Program Reviews

Criterion	Initial	Emerging	Developed	Highly Developed
Program Summary	Does not align with college mission; little evidence of dialogue related to reviewing the program	Program provides links to college mission or strategic goals; little evidence of dialogue related to reviewing the program	Program has clear links to the college mission, with some evidence of dialogue about reviewing the program	Program responds to needs of the community, with extensive dialogue related to improving the program
Assessment Summary	Outcome statements do not identify what students can do to demonstrate learning. Assessment plan is not described.	Most of the outcomes indicate how students can demonstrate their learning. Description of assessment procedure is vague, incomplete or not practical.	Assessment plans are clearly described; outcomes describe how students can demonstrate learning (e.g., "Graduates can write reports in APA style").	Assessments are regularly reviewed with a focus on the results of learning or participating in the program. Faculty have agreed on criteria, such as rubrics, and have identified examples of student performance at varying levels for each outcome.
Program Trends	An analysis of program demographics and impacts is not included.	Some analysis of program demographics and impacts is included.	Clear analysis of program demographics and impacts is included.	Detailed analysis of program demographics and impacts is included.
Planning Summary - Goals	A plan for improvement of the program or student learning was not articulated.	Some indication of a need for improvement; plans not provided or overly generalized.	Actionable plans for improvement provided, and appear to be responsive to needs identified in the analysis of assessment results	Actionable and insightful plans for improvement are provided clearly aligned to mission or responsive to specific needs identified in the analysis of assessment results. Identifies a timeline and a person or group responsible for carrying out the steps.
Planning Summary – Resource Allocations	Requests minimally contribute to improved instructional program offerings	Requests demonstrate a limited or weak rationale for impacting or strengthening student success	Requests are related to assessments, student success, and planned goals. Requests contribute to improved instructional program offerings.	Resource requested is responsive to identified needs and linked with planned goal, student success or the college's strategic plan. Requests provide strong evidence of multiple stakeholders' needs across different areas.