

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION
HANDBOOK

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INTRODUCTION

The Program Review/Planning and Evaluation Process (PRPEP) is a process by which West Hills College Lemoore (WHCL) evaluates instructional programs and support services within the context of the mission and goals of the College. The purpose of PRPEP is to improve the quality of instruction and services at WHCL, to meet accountability mandates and to demonstrate institutional effectiveness. Program Review/Planning and Evaluation must be linked to departmental three-year master plans, institutional master plans, and institutional accreditation.

The information gathered during the review process provides a basis to aid WHCL in initiation, expansion, reduction, consolidation and termination of programs and services. The process is viewed as a helpful vehicle allowing a free exchange of information in a positive collegial atmosphere. This process allows the entire college community to evaluate its own areas of strength and challenge so that WHCL can better set priorities to meet the needs of students and the community.

WEST HILLS COLLEGE LEMOORE

Mission Statement

West Hills College Lemoore enriches lives, builds community, and enhances economic growth and development through quality learning opportunities. We Provide outreach and appropriate support services to high school graduates, re-entry students, the military community, developmental, underserved, and special needs populations. We provide a positive environment which is committed to student learning outcomes and success, using relevant goals, innovations, strategies, and partnerships.

WHCL Goals

I. INSTRUCTION

- A. Develop and implement instructional programs and services which respond to the needs of our diverse service area population as well as to the priorities established by the State Master Plan for Higher Education.
- B. Develop educational standards to meet contemporary societal expectations in order to ensure student success. Enhance the students' critical thinking, creativity, competencies, and achievements.
- C. Develop and support alternative instructional delivery strategies, distance learning processes, and alternative scheduling concepts that will permit greater flexibility for individuals desiring to utilize the educational services of the institution.

- D. Develop and implement instructional programs that will produce the skilled and trained workers required today by business and industry.

II. STUDENT SERVICES

- A. Support and encourage activities for students, faculty, and staff outside the formal educational process that promote academic enrichment, social skills, cultural understanding, and health and wellness.
- B. Provide those necessary student support services that will permit students to efficiently gain entrance to the institution, maximize their educational experiences and opportunities, and easily obtain information necessary for them to gain insights into their talents, abilities, and educational needs.

III. TECHNOLOGY

- A. Develop and support the use of technology in instructional programs to provide state-of-the-art learning experiences. Provide the broad spectrum of technological support which takes advantage of diverse student learning styles.
- B. Develop and support the use of technology in non-instructional service areas, such as administration and student services.

IV. PHYSICAL ENVIRONMENT

- A. Provide facilities and equipment that assure adequate support for the established instructional program/support services priorities.
- B. Provide an accessible, supportive, and safe physical environment that is conducive to learning and the efficient operation of the College.

V. COMMUNITY

- A. Promote College and community interaction, collaborative activities, and mutual awareness.
- B. Continually strive to improve the perceived image and value of the College in the community.
- C. Provide programs and activities that will enhance the economic development of the communities in the College service area.

VI. INSTITUTIONAL RESEARCH

- A. Recognize, promote, and support the role of institutional research as one of the primary driving forces in the planning and operation of the College and District. Incorporate both descriptive and predictive research into all aspects of the decision-making process.

VII. ADMINISTRATION

- A. Foster an environment which respects the needs of all individuals in the College community.
- B. Implement a comprehensive plan designed to build a College faculty and staff that is more representative of the population diversity in the service area.
- C. Encourage and support professional growth and development among the faculty and staff, providing opportunities for the development and maintenance of skills and abilities in all areas relevant to their contribution to student success and in the performance of their assigned duties.
- D. Develop and maintain a comprehensive articulation program with high schools and four-year institutions, business and industry, and public service agencies.
- E. Develop and maintain productive partnerships with both public and private organizations to mutually benefit both the District and the community.
- F. Develop and implement a human resource plan that reflects the stated goals of the District.
- G. Develop and implement comprehensive a College-wide program review process.

VIII. FUNDING

- A. Increase cost-effectiveness in educational offerings, support services, and administration.
- B. Seek, acquire, and efficiently utilize alternative funding sources for the support of College courses, programs, services, and facilities.
- C. Develop College budgets reflecting the priorities established in the Master Plan.

PROGRAM REVIEW/PLANNING PROCESS

Cycle

Program Review/Planning and Evaluation Process is conducted by each non-vocational operational unit or department every four years, based on a schedule maintained by the Dean of Educational Services or designee; vocational operational units are done every two years. PRPEP is a two-semester process with planning and data gathering occurring in the spring semester; and analysis, documentation, report writing, and evaluation/recommendations taking place in the following fall semester. Flex days may be used by instructional departments for PRPEP.

Objectives

The objectives of the Program Review/Planning Process are:

1. to provide an institutional method for evaluating instructional and non-instructional areas.
2. to monitor instructional and non-instructional areas to determine if they are meeting the needs of the community and the institution.
3. to recommend more effective and efficient utilization of college resources.
4. to insure quality and excellence in instructional and non-instructional areas.

Process

The PRPEP involves an operational unit or department self-study and written report based on the data gathered and the questions posed in the unit planning guides. The self-study will include a review of data provided to the unit/department and any additional data the unit/department may wish to collect. Instructional units will be identified through the TOP codes used by the California Community Colleges Chancellor's Office.

The written report should include interpretation of the data, commentary and the unit/department's plans to address the findings of the self-study. The initial PRPEP will require each unit/department to develop a three-year master plan which will subsequently become part of the next review. The master plan may be revised, based on PRPEP findings. The reports will then be forwarded to the Dean of Educational Services or designee who will compile them for review by the Student Learning Committee (SLC). The SLC will make recommendations to the Planning and Governance Council (PGC) will make recommendations based on the reports.

Analysis Of Program Status

It is important that criteria be developed and broadly accepted about how program review/planning information will be used. Programs and services need adequate time to make needed changes. Therefore, a system for recognizing exemplary programs or alerting programs that problems may exist or are developing is imperative.

1. Recognition or Alerts For Instructional Programs

- WSCH/FTEF If the faculty load in the program falls below the College average of the prior year or is consistently above the College average.
- Cost/FTES If the cost per FTES for the program is above or below the income the College receives per FTES.
- Retention If the retention rate for the program is below or above the College average. Either condition could reflect positively or negatively on the program depending on other extenuating factors such as the discipline involved, grading patterns, or entry level of students.
- Growth Trend If the growth rate in FTES is below or above the overall College growth rate for the prior year.
- Apportionment Income If the income to the program has decreased or increased since the previous academic year.

2. Recognition or Alerts for Support Service Areas

- Cost/FTES If the cost per FTES for the program is above or below the income the College receives per FTES.
- Growth Trend If the growth rate in FTES is below or above the overall College growth rate for the prior year.
- Productivity A productivity measure developed by the area administrator in consultation with staff.

3. Use of Alerts For PRPEP

Generally, alerts will indicate that further review is needed. Program staff in areas with alerts will make specific recommendations to address the problem areas. These recommendations then become goals and objectives for the program during the next academic year. If the goals are not met, specific recommendations about the future of the program will be made by the area administrator. These recommendations may include

- an extension to meet the goals
- a budget increase, freeze or cut
- a reduction in program services
- inactivation of the program
- elimination of the program

4. Use of Recognition or Alerts for Budget Development

- Programs with alerts will provide detailed justifications to the Budget Committee for funding requests
- Curriculum changes proposed by these programs that involve increased expenditures will be carefully reviewed by the Curriculum Committee

Guidelines For Implementation

Preceding Spring Semester - Planning

- All units/departments will be reviewed on a regular basis, at least once every four years for non-vocational programs; once every two years for vocational programs. The current Program Review schedule is included in this summary.
- When a unit/department is scheduled for review, the area administrator will be notified by the Dean of Educational Services or designee.
- The area administrator will discuss the process with faculty and/or staff in the unit/department. Committees will be appointed, with the Academic Senate appointing appropriate faculty and the area administrator appointing other committee members. The area administrator may serve as the program review chairperson or may appoint someone else to serve in that capacity. The program review chairperson will be a member of the committee and will acquire forms, work sheets, and unit/departmental data including fiscal and enrollment data with assistance from appropriate offices, faculty, and staff.
- The Dean of Educational Services or designee will call a meeting of all unit/department spokespersons, program review committee chairs, and area administrators who will be completing the program review process the following semester. Committee members may attend this meeting if they wish. The meeting will include discussion of the process and questions and answers. Appropriate support staff will also attend.

Fall Semester - Conduct Program Review/Planning

- Units/department committees will begin review based on unit planning guides. Units/department committees may go beyond the unit planning guide if they wish, but those elements contained in the unit planning guide are required.
- Findings will be discussed among unit/department committee members and area administrator, and plans will be developed to address issues raised in review.
- The review process will result in a final report. The unit/department master plan may be modified based on review outcomes.
- Program Review/Planning report, including the master plan, will be submitted to Dean of Educational Services or designee.

Spring Semester - Reporting

- Unit/department reports will be reviewed by SLC. Unit/department committee members may present an oral summary of the report if they wish. The SLC will make recommendations, based on the reports, to increase, maintain, reduce, modify, re-review, or eliminate programs or services provided by the units/departments. These recommendations will be reviewed, along with the reports, by the Academic Senate and the PGC. The Academic Senate and the PGC will make recommendations to the President.
- Units/departments undergoing re-review will submit a written report addressing the recommendations of the previous program review.
- The President will make final recommendations to the Board of Trustees.

WEST HILLS COLLEGE LEMOORE

**PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
UNIT PLANNING GUIDE - INSTRUCTIONAL
DEPARTMENTS & AREAS
TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE**

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Unit/Department:

Date Prepared:

Prepared By:

Staff:

II. Program Overview

- A. Provide a brief 4-year department/service area history.
- B. Describe how the department/service area is aligned to the advancement of the college mission, goals and objectives.
- C. List any recommendations from the most recent college/department/service area accreditation and/or previous review.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends
- Student Retention Rates/Student Success Rates
- WSCH/FTEF
- Full-time to Part-time Faculty Ratio
- Number of Students Earning Degrees (if applicable)
- Number of Students Earning Certificates (if applicable)
- Job Market Analysis (if applicable)
- Student Demographics
- Grade Distribution
- Student Survey Data (if applicable)

B. Using the data provided, describe the current state of the program.

C. Attach the following data maintained by your program or at the division level:

- D. Budget information regarding costs per program on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the program as reflected by student enrollment.
- E. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.
- F. Address any significant trends in the above statistics, which relate to a specific course/program/service.
- G. Identify and discuss the effect that trends may have on the program's organization, structure, and nature over the next two to four years.
- H. What resources are required to maintain program, and what additional resources are necessary to improve or expand it?
- I. Discuss staff training, academic and professional currency.
- J. Excluding curriculum validation, discuss community involvement in the program.

IV. Professional Development

- A. Describe how faculty teaching excellence is being maintained.
- B. What professional development activities have faculty participated in? Describe the department/service area's plans for staff development over the next four years.
- C. How does this professional development affect Student Learning Outcomes for your Program?
- D. Discuss the effectiveness of continuing education requirements to meet the need for advanced training and/or training in emerging technologies.

V. Student Learning Outcomes

- A. Review the grade reports from the last three years.
- B. Comment on how the success rate compares to the success rate of the same program at other colleges in the region.
- C. Explain how Student Learning Outcomes are used to measure quality and success of this department/service area.

- D. State any other measures used to determine the success of this program (e.g. enrollment, demographics trends or transfer rates).

Non-vocational programs complete Sections VI & VII

VOCATIONAL PROGRAMS ONLY

- E. Is there licensing or certification available to program graduates, which will enhance opportunities for employment? Yes [] No [] (if yes, list)
- F. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- G. Occupational programs: Discuss the effectiveness of your program in terms of
1. Entry-level job placement as a result of the training and;
 2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.

VI. Curriculum

- A. Review course outlines and prerequisites. Describe the curriculum changes anticipated in the next three years. (These changes would include major course revisions, course deletions, new courses, revised or new options within a program, or proposed new programs).
- B. If applicable, comment on articulation agreements with high schools or 4-year institutions.

VOCATIONAL PROGRAMS ONLY

- C. In addition to the program's standard curriculum, please address any Special Studies, work Experience and Lab Assisted course(s) in this section.
- D. What courses/specific services does the program offer?
- E. How so the courses/services articulate or compliment each other to support the programs/services goals?
- F. Articulation
Does the program articulate with high schools? Yes [] No [] (if yes, list)
- G. Does the program articulate with 4-year institutions? Yes [] No [] (if yes, list)
- H. How does the program ensure that current curriculum/delivery of service is adequately meeting the needs of students? Yes [] No [] (if yes, elaborate)

- I. Do special accreditations, external regulations, or advisory committees regulate the program?
Yes No (if yes, elaborate)
- J. Does the program have any special regulations, space requirements, staff training, etc.? Yes
No (if yes, elaborate)
- K. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)
- L. How does the program address cultural diversity?
- M. Describe the initiatives the program has implemented to meet the needs of social-
economically diverse students, and/or those with non-traditional requirements (e.g.,
physical, mental disabilities, re-entry, gender, etc.)
- N. Discuss the program's use of external funding, including grants, Partnership for Excellence
(PFE), if applicable.
- O. To what extent is technology being used in the program?

VII. Summary and Recommendations

- A. Based on analysis of the information provided in I through VI, describe the program's
strengths, areas that need improvement, and strategies and actions to make those
improvements.
- B. Program strengths
- C. Areas that need improvement
- D. Strategies and actions for program enhancement and improvement.
- E. Attach your Assessment Planning Logic Model, which describes at least three short-term and
three long-term goals. You should have no more than five short term goals, of which at least
three are student learning outcome goals. (The logic model may be used to answer this
question.)

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service:
Date Prepared:
Prepared By:
Staff:

II. Program Overview

- A. Provide a brief 4-year department/service area history.
- B. Describe how the department/service area is aligned to the advancement of the college mission, goals and objectives.
- C. List any recommendations from the most recent college/department/service area accreditation and/or previous review.

III. Qualitative and Quantitative Data Review

- A. Attach the following Non-Instructional Program Review data (as provided):
 - Enrollment Trends
 - Student Retention Rates/Student Success Rates (if applicable)
 - WSCH/FTEF (if applicable)
 - Full-time to Part-time Faculty Ratio
 - Number of Students Earning Degrees (if applicable)
 - Number of Students Earning Certificates (if applicable)
 - Job Market Analysis (if applicable)
 - Student Demographics
 - Grade Distribution (if applicable)
 - Student Survey Data (if applicable)
- B. Using the data provided, describe how the department/service area is affected.
- C. Attach the following data maintained by your department/service area:

1. Budget information regarding costs per department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.
 2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.
 3. Describe the certificated and classified staffing requirements of the existing department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.
- F. Address any significant trends in the above statistics, which relate to a specific course/program/service.
- G. Identify and discuss the effect that trends may have on the department/services area's organization, structure, and nature over the next two to four years.
- H. What resources are required to maintain department/service area, and what additional resources are necessary to improve or expand it?
- I. Discuss staff training, academic and professional currency.
- J. Excluding curriculum validation, discuss community involvement in the operation of the department/service area.

IV. Professional Development

- A. What professional development activities have staff participated in?
- B. How does this professional development affect Student Learning Outcomes for your department/service area?
- C. Describe the department/service area's plans for staff development over the next four years.
- D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

V. Student Learning Outcomes

- A. Explain how Student Learning Outcomes are used to measure quality and success of this department/service area.

- B. State any other measures used to determine the success of the department/service area (e.g. enrollment and demographics trends).

VI. General Operations

- A. How does the department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?
- B. Do special accreditations, external regulations, or advisory committees regulate the department/service area? Yes No (if yes, elaborate.)
- C. Does the department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)
- D. Is there evidence of unmet student needs caused by your department/service area? Yes No (if yes, elaborate.)
- E. How does the department/service area address cultural diversity?
- F. Describe the initiatives the department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)
- G. Discuss the department/service area's use of external funding, including grants and collaborative partnerships, if applicable.
- H. To what extent is technology being used in the department/service area?
- I. Describe the supply requirements for your existing department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.
- J. Describe the need for facility modifications within your existing department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this department/service area?

- B. Identify the best ways to measure the quality and success of this department/service area. Conduct an evaluation of the department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas out side the College? By what processes does the department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus “clients”, etc.)
- C. Describe the annual scheduling patterns for courses impact your department/service areas. Consider interaction with other departments/service areas, use of facilities and flexibility for students.

VIII. Summary and Recommendations

- A. Based on analysis of the information provided in I through VII, describe the program’s strengths, areas that need improvement, and strategies and actions to make those improvements.
- B. Program strengths
- C. Areas that need improvement
- D. Strategies and actions for program enhancement and improvement.
- E. Attach your Assessment Grid, which describes at least three short-term and three long-term goals. You should have not more than five short term goals, of which at least three are student learning outcome goals. (The logic model may be used to answer this question.)

DEFINITIONS

Accountable	To be obliged or required to account for, to explain, to provide reasons for, to describe or report the worth or importance of something.
Apportionment Income	The State funding per FTES.
Articulation	A process or plan of transfer of course credit from one school or college to another.
Audit	A formal, often periodic checking of records or reports to verify their accuracy.
CARE	Cooperative Agencies Resources for Education.
Cost/FTES	The cost to generate one FTES in a program or discipline (expenses/FTES).
Criteria	Standards of forming a judgment.
Data Elements	A generic term referring to any item or variable already measured or to be measured. A data base is made up of data elements.
Database	A repository of information. A collection of characteristics about a population or sample.
Default	A default has occurred when a financial aid recipient has failed to make timely payment on the loan.
Direct Expenses	The expenditures, including salaries, benefits, supplies, and equipment, incurred by a program or discipline.
DSPS	Disabled Students Programs and Services
Duplicated Count	A total number based on a way of numbering that allows for repeats such that a single individual may be counted more than once.
EOPS	Extended Opportunity Program and Services
Evaluation	The process for determining the value, worth or merit of all or part of a program.
FTEF	Full Time Equivalent Faculty (FTEF) is based on 15 formula hours (lecture hour equivalents). For example, a 3 hour lecture class is valued at .20 FTE ($3/15 = .20$).
FTES	Full Time Equivalent Student (FTES) is the unit of measure based on student attendance patterns used by the State in the formula for the apportionment of funds. $525 \text{ WSCH} = 1 \text{ FTES}$
Goal	A statement, general or abstract, of desired states in human

	conditions or social environments; e.g. students will be satisfied with counseling related courses.
GPA	Grade point average
Growth Trend	The percent change in FTES from the prior year.
Indirect Expenses	Incurred costs that are not directly required nor necessarily caused by the ongoing operation of a particular program or activity.
Inservice Training	Training taken while the participants are employed.
Load (WSCH/FTEF)	Load is a measure of relative performance of a program. Load is calculated by dividing WSCH by FTEF. For example, a class which is worth .20 FTEF and generates 96 WSCH will have a load of 480 (WSCH/FTEF).
Longitudinal	Measurement of something over a period of time, usually years.
Measures	Those variables that can be observed, reviewed or appraised to determine whether an objective developed from a goal has been attained.
Method	An orderly procedure, process, or manner, or way of doing anything.
Number of Courses	Total number of course sections offered by discipline or for the College as a whole.
Objectives	Very specific, operational statements. Statements made in measurable or behavioral terms. At a minimum an objective states who will do what, by when, and to what level of performance.
Operational Plan	An implemented plan or one capable of being implemented; a specific, detailed description of what will be done.
Percent Fill	The percentage of available class seats filled at census week (4th week of the semester).
Population	The entire group about which one wishes to draw some conclusion or make some inference.
Program Income	Apportionment income generated by program or discipline.
Questionnaire	An instrument designed to measure something; e.g. a survey form for use in polling student attitudes.
Retention Percent	The percent of per class enrollment at the end of semester based on census week data.
Survey	A data gathering instrument; e.g. a written questionnaire or interview.
Target Population	Persons or groups to which interventions are directed; e.g. students seeking information and skills that will help them make better career choices.

TOP Code	The Taxonomy of Programs (TOP) is a classification system for instructional programs at the California Community Colleges. Each course offered is assigned a TOP Code number. Courses which are within the same instructional program share a common TOP Code number.
Unduplicated Count	A total number not permitting repeats. An individual or action may be counted only once.
WSCH	Weekly Student Contact Hours (WSCH) is the number of students in a class multiplied by the number of hours the class meets per week. For example, a class of 32 students which meets 3 hours per week generates 96 WSCH. WSCH is the primary factor used in the formula to calculate FTES.

DEFINITION OF TERMS USED IN THE SUMMARY EVALUATION

Value

Exceptional	Meets a need or provides a service in some unique or unusual manner .
High	Meets a need or provides a service in a superior manner .
Satisfactory	Meets a need or provides a service in an acceptable manner .
Low	Fails to meet a need or provide a service in an acceptable manner.

Cost/FTES

High	Significantly higher than other programs of its kind in the district.
Medium	Similar to other programs of its kind in the district.
Low	Significantly lower than other programs of its kind in the district.

Load

High	Faculty or staff work a large number of hours that are considered overload or overtime or are performed by part-time faculty or staff.
Medium	Faculty or staff work some hours that are considered overload or overtime or are performed by part-time faculty or staff.
Low	Faculty or staff work few, if any , hours that are considered overload or overtime or are performed by part-time faculty or staff.

Student Success

Exceptional	Student population is exceptionally successful in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)
High	Student population is highly successful in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)
Satisfactory	Student population is successful in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)
Low	Student population has a low success rate in course completion, certificate or associate degree completion, job placement, or in meeting some other student-oriented goal or objective (i.e. obtaining financial aid, scholarships, admission to other institutions of higher education, etc.)

LIST OF DATA SOURCES

<u><i>Data</i></u>	<u><i>Source</i></u>
PRPP Statistical Report	Office of Instruction
Demographic Report By Program	ITS (See unit chairperson)
WSCH/FTEF State Average	Office of Instruction
Grade Distribution Report & Pass Rates	Registrar
UC/CSU Student Progress Report	Dean of Student Services
Degrees & Certificates Awarded	Registrar
Occupations/Job Market Information	Dean Vocational Education
Declared Majors	Registrar
TOP Codes	Office of Instruction
Room Utilization	Office of Instruction
Tracking/GE/Transfer Information	Dean of Student Services
Faculty: % Full-Time/Part-Time	Office of Instruction
U/I Wage Data Report	Assoc. Dean Vocational Education
Periodic Reports to State & Federal Agencies	Varies

**WEST HILLS COLLEGE LEMOORE
PROGRAM REVIEW/PLANNING SUMMARY EVALUATION FORM**

TO BE COMPLETED BY PGC

Program: _____ **Fiscal Year:** _____

Cost/FTES: _____
(High, Medium, Low)

Load: _____
(High, Medium, Low)

Value to Local Community & Society: _____
(Exceptional, High, Satisfactory, Low)

Value to Institution: _____
(Exceptional, High, Satisfactory, Low)

Student Success: _____
(Exceptional, High, Satisfactory, Low)

Committee Recommendation: _____
(Increase, Maintain, Reduce, Re-Review, Eliminate)

Comments:

Final Recommendations:

PGC Chairperson

Date

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model**

Program:		Contact Person/ext.:		
Submission Date:		Midterm Report Date (2 years from submission):		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 long term and up to 2 short-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
1.	1.	1.	1.	1.

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model
Midterm Report**

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the assessment planning logic model?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
1.	1.	1.

