Outcomes Assessment, Program Review, and Resource Allocation work in conjunction as an ongoing cycle. Teams respond to evaluative feedback from previous reviews and action plans. Program development and effectiveness are refined in this cyclical process. Adjustments in program practices reflect additional approaches to support student learning and success. Program reviews identify short- and long-term planning goals linked to the mission and values of the institution. Data analysis and evaluation drive continuous quality improvement.

OVERVIEW:
The ongoing process in which college units review and evaluate their overall effectiveness by: evaluating disaggregated outcomes and achievement rates; refining and improving program practices; analyzing trends; and, identifying necessary resources to ensure that program activities align with the college’s strategic goals.

Includes:
- CLOs (Course Learning Outcomes)
- SLOs (Support Services Learning Outcomes)
- SAOIs (Service Area Outcomes)
- AUOIs (Administrative Unit Outcomes)
- PLOIs (Program Learning Outcomes)
- GELOIs (General Education Learning Outcomes)
- ILOIs (Institutional Learning Outcomes)

Directed and Monitored By:
- Outcomes Assessment Workgroup (OAW)

FEEDBACK PROVIDED AND RANKINGS DETERMINED BY:
- Division Program Review Workgroups
- College Program Review Workgroups
- Resource Allocation Council (RAC)

OVERVIEW:
The process of evaluating and prioritizing the rankings and recommendations derived through all program reviews and the shared governance process in order to most effectively budget and allocate resources (such as hiring) in order to ensure continuous quality improvement.

Directed and Monitored By:
- Resource Allocation Council (RAC)
- College Council

EXCEPTIONS
Because needs develop outside the usual program review timeline (such as equipment repairs or unanticipated staff departures), requests can be inserted into the resource allocation process at other times. Such requests must align with the college’s Mission and Strategic Plan and, when possible, be supported by assessment findings.

The ACADEMIC SENATE shares governance over Academic and Professional issues pertaining to faculty in this process.