For each noninstructional unit (or major component that is treated as a unit for planning purposes), the Unit’s Program Review section in Planning Plus should include at least the following elements for this cycle:

I. **Identification of Essential Outcomes**
   List here all the major measurable outcomes developed by the unit to assess and then improve its performance. Even if your outcomes already appear in the Unit’s Student Learning Outcomes (SLO) or Administrative Unit Objectives (AUO) section, I suggest that you reiterate them here.
   
   A. In formulating outcome statements, make sure that each outcome is both clear and measurable.
      
      1. Clarity of language is important. Avoid vague generalities (such as "Improve our services to students"); instead, be precise and unambiguous: "80% of surveyed students whom we have served will be satisfied or very satisfied with each of the services they have used."
      
      2. You must know how you’re going to measure progress on each outcome you list. I recommend including some indication of measurement method(s) and/or criterion(a) in the outcome statement itself, but the most important thing here is to know at least one feasible measurement method and to have set at least one criterion for performance.
   
   B. If your program provides services to students, particularly if it is categorically funded, I recommend that you consider formulating at least one Student Learning Outcome if you have not already done so, along with some outcomes related to students’ access to your program, students’ progress (course success rate, persistence rate, probation rate, etc.) as they pursue their educational goals, and students’ success in achieving their goals (degrees, certificates, transfers, etc.). Analysis of Student Learning Outcomes, access, progress, and success is a central component of the Self-Evaluation Report that categorical programs must prepare prior to their Technical Assistance Visit.

   C. If your unit is categorically funded and you would like additional inspiration in your development of suitable outcomes, I suggest that you review your current Chancellor’s Office Program Plan form.

   D. **Types of Outcomes**
      
      1. Student Learning Outcomes, if any
      2. Essential Service Outcomes or Administrative Unit Outcomes/Objectives (at least one per major operation of the unit)

II. **Assessment of Selected Essential Outcomes**
   A description of your measurement method(s) and results with respect to at least some of the identified outcomes.
A. List here the outcome(s) you have chosen to assess during this cycle. Your choice might be based on data availability, sequence of operations, logical grouping of operations, your own professional judgment that improvement is desperately needed in the chosen outcomes, or other reasonable grounds.

B. Assessment Methods

1. Under each outcome you have chosen to assess, describe your assessment method(s). Most noninstructional units, in consultation with Research and Planning, have identified one or more assessment methods suitable to their chosen outcomes. Examples include, but certainly are not limited to, the following:
   a. Customer/client knowledge and satisfaction survey results (for outcomes related to knowledge of and satisfaction with services)
   b. Audit results (for outcomes related to accuracy and completeness of information)
   c. Number and proportion of tasks successfully completed during a specified period (for outcomes in operations that involve well-defined, regular tasks, such as graduation evaluations, purchase order processing, or grant applications)
   d. Number of program participants and their proportion in an identified pool (for outcomes related to improving access)
   e. Performance of students who received services in relation to that of comparable nonrecipients or the student body as a whole (for outcomes related to student success, persistence, probation rates, and the like)
   f. Goal attainment of students who received services in relation to that of comparable nonrecipients or the student body as a whole (for outcomes related to degrees, certificates, transfer, and other long-range student goals)

C. Assessment Results

1. Report the results of your measurement(s) of progress on your chosen outcome(s) here. Keep the report as clear and simple as you can.
   2. If reliable comparable data are available for previous periods, use them to show trends, which are almost always more helpful than snapshots in evaluating unit performance.

D. If any of your methods or results already appear in the Unit’s Plan for Assessing Student Learning Outcomes section, refer the reader to that section; show here only the methods and results that you have not already reported in that section.

III. Planned Improvements with Links to Unit Plan

List here the most significant planned improvements in outcome(s) based on the results of the assessment. For each improvement, include a cross-reference to the corresponding goals, activities, timelines, responsible parties, and resources (if any resources are needed) in the Unit Plan.
IV. Program Review Process

A. Describe briefly here the process by which the unit outcomes were developed. That process should typically include:
   1. Participation and/or feedback from the faculty and staff, not just the manager.
   2. Consideration of the unit's mission or fundamental purposes.
   4. Consideration of compliance issues.
   5. Consideration of the results of prior planning efforts.
   6. Consideration of relevant institutional strategic directions or goals, and any master plan goals that have a significant impact on the unit.

B. Describe briefly here the plans for upcoming program review cycles. The plans should show a schedule of outcomes to be assessed during each of the next few cycles, so that all outcomes are assessed within a reasonable period of time.