

PROGRAM IMPROVEMENT PROPOSAL  
AND REQUEST FOR FUNDS  
FOR FISCAL YEAR 2010-2011

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Program (a/k/a Department or Service Area):

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**STEP-1: Identify program GOAL and related KEY PERFORMANCE INDICATORS.** *What is it the program will accomplish through the activities and/or strategies described in this proposal? What will immediate, intermediate, and long-term impacts be on student learning and program performance?*

Once a goal and related key performance indicators are defined, prioritize them by importance as Student Learning Outcomes. Consider indicators of participation, achievement, completion, employment or transfer.

<b>Goal Statement:</b> As a result of the implementation of the strategies and activities described below, the program will...	
<b>Priority</b>	<b>Key Performance Indicator (KPI)</b>

**STEP-2: Analyze program in terms of Student Outcomes.** *What are students learning and achieving now? How does that connect to overall program outcomes? How does that compare to other programs on campus or at other campuses?*

Look for differences in the data indicating program strengths, weaknesses, gaps. Where possible, leverage strengths to ameliorate weaknesses or fill gaps.

**a) Compare with Student Outcomes in OTHER PROGRAMS**

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6
This Program						
Program X						
Program Y						
Program Z						

**b) Compare TRENDS within the program over time, and with GOALS**

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6
Current Year						
Prior Year						
FAUPL Target						
Goal Target						

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**c) Compare SPECIAL POPULATIONS vs. ALL STUDENTS outcomes**

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6
All students						
Non-traditional						
Disabled						
Displaced homemakers						
Limited English						
Economic Disadvantaged						
Single parents						

**STEP-3: Identify ROOT CAUSES for discovered program weaknesses, gaps.** *What evidence exists to explain or account for program weaknesses or gaps? Which causal explanations can reasonably be addressed using existing resources and the augmentations requested in this proposal, given the timeline allotted?*

List possible root causes for each weakness, gap discovered. Select those within control of the program. Prioritize among those from most to least critical/potential for impact.

Causes of Program Weaknesses or Gaps	Is a solution within our control?	Priority ranking for those within our control

**STEP-4: Select PROGRAM IMPROVEMENT STRATEGIES for the higher priority program weaknesses, gaps.** *For the prioritized solutions to the weaknesses or gaps, what strategies or specific activities are you proposing, and how will those impact the KPIs and goal described above? Consider Effective Practices models from colleagues or other colleges. Define which strategies or activities for which you are requesting funds and detail below.*

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<b>#1 Targeted weakness or gap:</b>				
<b>#</b>	<b>What?</b>	<b>When?</b>	<b>How much?</b>	<b>Who?</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				

<b>What KPIs will be measured?</b> (up to 3)			
<b>What is the actual level now of each KPI?</b> (baseline)			
<b>What level of each KPI will indicate "success?"</b> (target)			

**If the pilot implementation is successful, what would be needed to implement on a larger scale AND to ensure it is sustainable?**

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Program (a/k/a Department or Service Area): *Radiological Technology*

**STEP-1: Identify program GOAL and related KEY PERFORMANCE INDICATORS.** *What is it the program will accomplish through the activities and/or strategies described in this proposal? What will immediate, intermediate, and long-term impacts be on student learning and program performance?*

Once a goal and related key performance indicators are defined, prioritize them by importance as Student Learning Outcomes. Consider indicators of participation, achievement, completion, employment or transfer.

<b>Goal Statement:</b> As a result of the implementation of the strategies and activities described below, the program will <i>improve its performance on skill attainment (Core 1) and job placement (Core 4)</i> .	
Priority	Key Performance Indicator (KPI)
1	<i>Increase of at least 4 percentage points on Core 1 (from 72% to 76%) after 2 years from start of activities</i>
2	<i>Increase of at least 2 percentage points on Core 4 (from 52% to 54%) after 2 years from start of activities</i>

**STEP-2: Analyze program in terms of Student Outcomes.** *What are students learning and achieving now? How does that connect to overall program outcomes? How does that compare to other programs on campus or at other campuses?*

Look for differences in the data indicating program strengths, weaknesses, gaps. Where possible, leverage strengths to ameliorate weaknesses or fill gaps.

**a) Compare with Student Outcomes in OTHER PROGRAMS**

	KPI 1 (skill attainment)	KPI 2 (job placement)	KPI 3 (course success rates)	KPI 4	KPI 5	KPI 6
This Program	<i>72%</i>	<i>52%</i>	<i>70%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Crafton Hills</i>	<i>88%</i>	<i>92%</i>	<i>88%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Chaffey</i>	<i>95%</i>	<i>86%</i>	<i>89%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Riverside</i>	<i>84%</i>	<i>90%</i>	<i>85%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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**b) Compare TRENDS within the program over time, and with GOALS**

	KPI 1 (skill attainment)	KPI 2 (job placement)	KPI 3 (course success rates)	KPI 4	KPI 5	KPI 6
Current Year	72%	52%	70%	N/A	N/A	N/A
Prior Year	76%	68%	72%	N/A	N/A	N/A
FAUPL Target	80%	73%	N/A	N/A	N/A	N/A
Goal Target	74%	54%	72%	N/A	N/A	N/A

**c) Compare SPECIAL POPULATIONS vs. ALL STUDENTS outcomes**

	KPI 1 (skill attainment)	KPI 2 (job placement)	KPI 3 (course success rates)	KPI 4	KPI 5	KPI 6
All students	72%	52%	70%	N/A	N/A	N/A
Non-traditional	81%	70%	75%	N/A	N/A	N/A
Disabled	No students	No students	No students	N/A	N/A	N/A
Displaced homemakers	No students	No students	No students	N/A	N/A	N/A
Limited English	No students	No students	68%	N/A	N/A	N/A
Economic Disadvantaged	65%	40%	73%	N/A	N/A	N/A
Single parents	70%	50%	72%	N/A	N/A	N/A

**STEP-3: Identify ROOT CAUSES for discovered program weaknesses, gaps.** *What evidence exists to explain or account for program weaknesses or gaps? Which causal explanations can reasonably be addressed using existing resources and the augmentations requested in this proposal, given the timeline allotted?*

List possible root causes for each weakness, gap discovered. Select those within control of the program. Prioritize among those from most to least critical/potential for impact.

Causes of Program Weaknesses or Gaps	Is a solution within our control?	Priority ranking for those within our control
<i>Gateway course success rates examined over time found differences across instructors—with students from some instructors performing better in</i>	Yes	#1

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<i>subsequent courses than others</i>		
<i>Relations with local employers have deteriorated with changes in administration; fewer bridges to employers for internships or field experiences means fewer opportunities for students to network</i>	<i>Yes</i>	<i>#2</i>
<i>Fewer local jobs available in recent times as area employers are reducing staff; majority of positions are down-the-hill</i>	<i>No</i>	<i>N/A</i>

**STEP-4: Select PROGRAM IMPROVEMENT STRATEGIES for the higher priority program weaknesses, gaps.** For the prioritized solutions to the weaknesses or gaps, what strategies or specific activities are you proposing, and how will those impact the KPIs and goal described above? Consider Effective Practices models from colleagues or other colleges. Define which strategies or activities for which you are requesting funds and detail below.

**Strategy/Activity:**

1. We will conduct norming sessions with faculty to ensure course objectives, content, and grading are consistent.
2. We will actively outreach to employers in the area, requesting their participation in an Advisory Council for the program.

**Link to KPIs:**

**Strategy 1 to KPI 1 – Skill Attainment:** Establishing and adhering to norms or standard (baseline) expectations for student performance among faculty will enable more consistency in teaching content most relevant to subsequent success in other courses in the sequence (that is, we should see increases in KPI 1).

**Strategy 2 to KPI 2 – Job Placement:** Establishing or strengthening relations with employers—creating formal ways for them to provide their expertise in the development of our career technical programs—will enable relevant and timely feedback about specific improvements to the program, including creating opportunities for field experiences or internships for advanced students. In turn, more opportunities for possible employment for our student can be created (that is, we should see increases in KPI 2).

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<b>#1 Targeted weakness or gap:</b> <i>Gateway course success rates examined over time found differences across instructors—with students from some instructors performing better in subsequent courses than others</i>				
<b>#</b>	<b>What?</b>	<b>When?</b>	<b>How much?</b>	<b>Who?</b>
1-1	We will conduct norming sessions with faculty to ensure course objectives, content, and grading are consistent.	AY 2010-2011 (monthly)	\$1872 (3 PT faculty x 12 hours @ \$52)	<ul style="list-style-type: none"> <li>• Program Coordinator</li> <li>• 3 PT faculty</li> <li>• Dean</li> </ul>

<b>What KPIs will be measured?</b> (up to 3)	<b>KPI 1 = Skill attainment per Core Indicator 1</b>		
<b>What is the actual level now of each KPI?</b> (baseline)	72%		
<b>What level of each KPI will indicate “success?”</b> (target)	+2% (74%)		

**If the pilot implementation is successful, what would be needed to implement on a larger scale AND to ensure it is sustainable?** Documentation of the processes used to convene faculty and conduct norming sessions, communicating that to other programs as relevant, and institutionalizing the practices deemed effective.

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<b>#2 Targeted weakness or gap:</b> <i>Relations with local employers have deteriorated with changes in administration; fewer bridges to employers for internships or field experiences means fewer opportunities for students to network</i>				
#	What?	When?	How much?	Who?
2-1	We will actively outreach to employers in the area, requesting their participation in an Advisory Council for the program.	AY 2010-2011 (monthly)	\$200 (hospitality for meetings)	<ul style="list-style-type: none"> <li>• Program Coordinator</li> <li>• Dean</li> </ul>
2-2	We will record, discuss, and translate into action as appropriate feedback received from our Advisory Council	AY 2010-2011	-0- (existing time & effort)	<ul style="list-style-type: none"> <li>• Dean</li> </ul>

What KPIs will be measured? (up to 3)	KPI 2 = Job placement per Core Indicator 4	KPI 3 = Course success rates for all courses in sequence	
What is the actual level now of each KPI? (baseline)	52%	70%	
What level of each KPI will indicate "success?" (target)	+2% (54%)	+2% (72%)	

If the pilot implementation is successful, what would be needed to implement on a larger scale AND to ensure it is sustainable? Documentation of the processes used: (1) to convene faculty and conduct norming sessions; (2) to assemble and conduct Advisory Council meetings, and integrate that input with improvement planning.