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## Functional Area Review Timetable 2015-2020

### 2015-2016
- **Academics - Zagora**
  - Honors – Bessette/Garifi
- **Administration – TBA**
  - Technology - Burbey
- **Recruitment and Marketing – Young**
  - Admissions - Present
- **Student Development - Goodling**
  - Athletics – Martin
  - Health centers – Snyder
  - Main Street/Learning Assistance Center – Lisi/Young

### 2016-2017
- **Academics - Zagora**
  - Developmental Studies - March
  - Institutional Research – Russell
  - MTI (academic & con ed) – Weaver
- **Administration – TBA**
  - Fiscal Management – Martello
- **Continuing Education - Sayegh**
  - All locations – Booth/Kranick/Umberger
- **President - Duckworth**
  - Foundation - Moots
- **Student Development - Goodling**
  - Campus life – Irland/Yohon
  - Registrar – Elicker

### 2017-2018
- **President - Duckworth**
  - Grants - Bremmer
- **Student Development - Goodling**
  - Advisement - Haight
  - FSA – Ditonto
  - Residential life - Hadley
- **Recruitment and Marketing – Young**
  - Student Recruitment - Barber

### 2018-2019
- **Academics - Zagora**
  - Technology Enhanced Instruction– Skrabut
- **Administration - TBA**
  - Human Resources/Payroll – TBA
- **Recruitment and Marketing – Young**
  - Community Relations – Johnson
  - Marketing - Perrin
- **Student Development – Goodling**
  - Counseling and career development centers - Bartimole/Turak

### 2019-2020
- **Academics - Zagora**
  - College Connections - Haggerty
  - Global Initiatives – Garifi/Rabb
  - Library – Arnold
- **Administration – TBA**
  - Facilities – Johnson/Martello
- **Student Development - Goodling**
  - Disability support services - Callahan
  - Financial aid – Vorp
General Guidelines

1) Purpose of the Functional Area Review

The major objective of functional area review should be to improve the quality of services, programming and internal processes at JCC. Functional area review is a process of evaluating to what extent a service or program has been successful in achieving its intended goals, through systematic collection and analysis of information relevant to those goals. The functional area review process should produce (as appropriate):

- objective data on which to base programmatic or area decisions.
- formal recommendations for the functional area which are reached by the joint participation and input from faculty, staff, administration, and external review teams.
- action plans for accomplishing the above recommendations.
- directions for renewal and development.
- priorities for resource use.
- a programmatic self-study.
- a review of processes and procedures.
- input into division plans.
- an on-going process that uses data for continuous improvement.

2) Requirements

All functional areas should meet the following requirements in carrying out their assessment plan:

- functional areas should complete one cycle of assessment every five years.
- functional areas should include mission and enduring values which demonstrate that they are aligned with the mission, vision, and goals of JCC.
- functional areas should include measures of institutional effectiveness and when each measure will be assessed.
- functional areas should identify and demonstrate compliance with professional and ethical standards.
- functional areas should seek analysis of their preliminary assessment report by an external review team including a campus visit and report to the appropriate vice president.
- functional areas should include in their plans some strategy for measuring change in institutional effectiveness outcomes.
- functional areas should identify data sources and tools used for assessment.
- functional areas should include in their plan (as appropriate) some strategy to promote student retention as well as a method to measure or evaluate retention activities.
3) Preliminary Report

The preliminary report includes:
- functional area overview.
- personnel information.
- current institutional support for the functional area.
- preliminary analysis of assessment data.
- future directions for the functional area.

4) External Review Team and Report

The purpose of the external review is to provide functional areas with an at-arm’s length, objective critique of the strengths and weaknesses of the services, programming and internal processes, so as to provide the basis for improvement. While issues related to funding levels may have some relevance, the focus of the review should be on the institutional effectiveness of the area and on steps that could or should be taken to improve the functional area within available funding levels. Also, given the importance of good governance, it would not be inappropriate for the external review team to examine the effectiveness of functional area leadership and the level of collegiality within and across the college.

In general, external review teams should consist of not less than two (2) persons who have no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group (equivalent to being in the same Carnegie class and having similar program size, scope and statistical, or perceived reputational ranking).

The report from the external review team should include:
- the date of the campus visit and a list of the people whom the team met during the visit.
- the team’s assessment of the functional area, including major strengths and weaknesses.
- the team’s recommendations to the vice president for area improvement.

5) Reporting Requirements

The internal team should prepare the following documents for the appropriate vice president after the external team review visit:
- the preliminary report.
- the report of the external review team.
- action plans to implement recommendations.
- a completed functional area review recommendations form.
5) Suggested Functional Area Review Activity Timetable

February of Each Year
A five-year schedule of functional areas reviews will be updated annually by PC.

Activities to be completed in the academic year prior to the functional area review

May
Dean/director/coordinator and appropriate vice president selects a team leader.

May-August
Team Leader Orientation is facilitated by the institutional effectiveness team to explain the review process and the responsibilities of participants, to develop a timeline, and to discuss initial data needs and ongoing support from other areas of the college.

Functional area internal review team is selected by the dean/director/coordinator with approval of vice president. The review team will include of 2-3 people with at least one member from the college community external to the functional area under review. Students may be appointed to the review team when appropriate.

Activities to be completed in the academic year of the functional area review

September – Mid-October – 1.5 Months
Functional Area Orientation and SWOT (Strengths, Weakness, Opportunities, and Threats) Analysis:
The team leader will meet with the functional area to discuss the functional area review process. During this meeting, the team leader may conduct a SWOT analysis. The orientation and analysis will provide input from the entire area and could help structure the preliminary report.

Identification of Functional Area Goals:
The functional area internal review team will state mission, enduring values, current goals, and relevant student learning outcomes.

Identification of Sources of Information and Content of Surveys:
Members of the functional area internal review team will meet with the office of institutional research and the appropriate vice president to identify sources of information. If additional specific information is needed questions may be included on a survey. Surveys will be developed by the office of institutional research, the functional area internal review team, and the appropriate vice president.
September – Mid-October – 1.5 Months (continued)
The information collected will be used to address:
- the effectiveness of the functional area.
- the appropriateness of area goals and outcomes.
- the alignment of area goals and outcomes with JCC’s mission and vision statements.
- identification of new goals and outcomes.
- functional area accomplishments.
- compliance with professional standards (e.g. CAS standards).
- adherence to ethical standards.
- the impact of the function area on student retention.
- assessment of student learning outcomes, if appropriate.
- the needs, demands and future directions of the functional area.

Mid-October – November – 1.5 Months
Collection and analysis of data.

December
External review panel is selected.
Identification of External/Peer Consultants:
- members of the external team to serve as peer consultants for the functional area review will be selected by functional area internal review team and approved by the appropriate vice president.
- external team members should have an expertise related to the functional area under review.
- contact with external team will be by the team leader of the functional area review.
- external team members will be paid an honorarium and all travel expenses.

December-January – 2 Months
Team writes the preliminary report. After review and approval by the appropriate dean and vice president, the preliminary report is mailed to the external evaluation team.
- A list of questions to be addressed and a format for the written report of the external team will be developed and sent to the team prior to their visit.

February/Mid-March – 1.5 Months
External review panel campus visit
- typically at the beginning of a visit an orientation is held for the external team by the office of the appropriate vice president.
- the on-campus visit should involve an opportunity to meet with functional area staff and to review policies and procedures for the area.
- adequate time to meet with functional area internal review team to discuss results of information compiled for the area, recommendations at the end of the visit, followed by a written report, will be requested of each external team.

Late March – April
Team reviews external review panel report with staff of functional area.
Closing the loop report (Part III) is written incorporating the response to the external review panel report.

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Early May

*Closing the loop meeting with the appropriate vice president*

After sections 1, 2 and 3 of the closing the loop report have been completed by the internal review team, the report should be sent to the supervisor and vice president. A FAR closing the loop meeting should be scheduled with the internal review team, supervisor, and VP. At this meeting, the parties should agree on the contents of the closing the loop report, the final column of the chart should be completed, and signatures should be inserted into this report.

June 15th

Preliminary report, external team report and closing the loop report are posted in the document repository.

**Follow-up:**

- The action plan of the closing the loop report will identify actions to be taken, responsibilities, resources, timelines, etc. These should form the basis for institutional planning, budgeting and development activities for the next five years for that functional area and appropriate subplans. The functional area internal review team leader, academic director and/or coordinator and dean shall report annually to the office of the appropriate vice president on implementation of relevant recommendations identified in the action plan. This may be part of the mutual outcomes process or unit year-end reports.

- Completed functional area reviews are eligible for program improvement funds. To apply for program improvement funds, a completed application must to be sent the appropriate vice president for approval and forwarded to PC.
Jamestown Community College

Functional Area Review
Preliminary Report

for

<Name of Functional Area>

Prepared for the External Review Team
<Month>, 20XX
List external team members with title and institution

Prepared by the Internal Review Team
List internal team members with title

[This text box on the cover sheet will be removed when the report is submitted.

Black text remains fixed and is not removed from the document unless is really makes sense to do so. If the internal review team feels a need to remove or edit a section of black text, just contact the appropriate vice president to explain your reasoning and then remove or edit if you both agree it makes sense to do so.

Red text indicates sections for the internal review team to complete. The written instructions are intended to give guidance to the team members for that section. Include a response in all red sections. Please remove all red instructions before submitting report and change appropriate red text to black (<Month> should be changed to January).

Important note: prior to submitting this preliminary report to your dean or vice president, make sure all of the instructions in red text have been deleted. Delete all four paragraphs on this page.]
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Part I: Preliminary report prepared for external review team

Section 1: Functional Area Overview
   1.1 Current functional area mission statement
   1.2 Current functional area enduring values
   1.3 Summary of the history of the functional area
   1.4 Current personnel

Section 2: Assessment and review of functional area
   2.1 Current services
   2.2 Current programs
   2.3 Current processes
   2.4 Program student learning outcomes (SLO)

Section 3: Planning, budgeting and assessment
   3.1 Planning, budgeting and assessment processes
   3.2 Facilities, equipment, and technology resources
   3.3 Support from other functional areas

Section 4: External considerations
   4.1 List of relevant professional and ethical standards
   4.2 Current trends and best practices
   4.3 Developing issues

Section 5: Preliminary report summary and future directions
   5.1 Conclusions and preliminary recommendations for functional area improvement

Appendices
   Organizational Chart
   Job Descriptions
   Functional Area Goals
   Data
**Part I: Preliminary Report**

Jamestown Community College (JCC) was founded in 1950 as a predominantly transfer, liberal arts-oriented institution. JCC was the first locally-sponsored State University of New York (SUNY) public community college, and is now one of the thirty community colleges within the sixty-four member SUNY system. The institution has two campuses and two extension sites. The Jamestown Campus is located 80 miles south of Buffalo on a 107-acre site in Jamestown, New York. The Cattaraugus County Campus, located 50 miles east of Jamestown in Olean, New York, has served Cattaraugus county in New York and McKean and Potter Counties in northern Pennsylvania since 1976. The North County Center, established in 1988, is located 30 miles north of Jamestown in Dunkirk, New York. The Warren Center, established in North Warren, Pennsylvania in 1987 by a contractual arrangement with the Warren-Forest Higher Education Council, offers post-secondary educational opportunities to students in rural Forest and Warren counties.

The major objective of functional area review is to improve the quality of services, programming and internal processes at JCC. Functional area review is a process of evaluating to what extent a service or program has been successful in achieving its intended goals through systematic collection and analysis of information relevant to those goals. The review process is the foundation for developing future goals and continuous improvement in the functional area.

Jamestown Community College achieves its mission through the implementation of the eleven institutional core values. The functional area review process is delivering on our commitment to planning and a culture of evidence which are two of the institutional core values.

**Section 1: Functional Area Overview**

This section is intended to provide a brief overview of the current situation for the functional area.

The current mission statement; enduring values;

1.1 Current functional area mission statement:

Enter your current mission statement. If the functional area did not have a mission statement before the review, list None.

Affirmed or revised mission statement:

Enter your affirmed or revised mission statement.

Vision Statement

If appropriate, develop a vision statement for the future of the functional area. This statement should be a brief declaration of the aspiration of the functional area and a source of inspiration. The vision statement will be the guide for the five year goals and directions of the functional area.

1.2 Current functional area enduring values:

List your current enduring values. A resource for these may be the CAS Professional Standards for Higher Education or other professional organizations. The office of institutional research has a copy of the CAS standards and self-assessment guides.

1.3 Summary of the history of the functional area
Write a brief summary of the history of the functional area.

1.4 Current personnel:
Give a summary of the number current staff members in the functional areas. Include the following information in a summary format:
  - Job title
  - Status – full-time or part-time
  - Location

Jamestown Community College’s organization chart can be found in Appendix A and complete job descriptions are in Appendix B.

Section 2: Assessment and review of functional area
This section is intended to provide a brief overview of the current situation for the functional area.
The current services, programs, and processes; and student learning outcomes for the functional area are described and analyzed. Recommendations based on the analysis are listed and will be summarized in section 5.
Keep the information brief and put supporting document in the appendix.

2.1 Current services
Provide a summary of the current services provided by the functional area. Include any College-wide committee memberships and responsibilities. For each service analyze (based on data collected) what is working well, what needs improvement, and where you need further information. If you need additional information, give a brief description of how the information will be obtained.

2.2 Current programs
Provide a summary of the current programs provided by the functional area. For each program analyze (based on data collected) what is working well, what needs improvement, and where you need further information. If you need additional information, give a brief description of how the information will be obtained.

2.3 Current processes
Provide a summary of the current processes utilized by the functional area. For each process analyze what is working well, what needs improvement, and where you need further information. If you need additional information, give a brief description of how the information will be obtained.

2.4 Program student learning outcomes (SLO)
SLOs are required for areas that interact directly with students. What do we expect students to learn from services, programs and/or processes a student completes within the functional area? What assessments are in place to ensure students are learning each outcome?
Section 3: Planning, budgeting and assessment
This section is intended to provide a brief overview and analysis of the current planning, budgeting and assessment processes for the functional area. The current planning and resource allocation; facilities, equipment and technology resources; and support from other functional areas are listed and analyzed in this section.

3.1 Planning, budgeting and assessment
Describe and analyze the planning and goal setting process used in the functional area. How is this coordinated with the divisional plan? Briefly describe assessments used to measure success of previous and/or current goals. A list of current goals with measurement should be in appendix D. Describe and analyze the budgeting process used to align resource allocation with the goals. Include how priorities are set for each member of the functional area and time is allotted for these priorities. Also include any current grants or grant proposals for the functional area.

3.2 Facilities, equipment, and technology resources
Briefly describe and analyze the current facilities, equipment and technology resources used by the functional area. Include recommendations for changes in facilities, equipment and technology.

3.3 Support from other functional areas
Briefly describe support from other functional areas of the college and if additional resources are needed.

Section 4: External considerations
This section is intended to provide a brief analysis of the current external considerations for the functional area.

4.1 List of relevant professional and ethical standards
Provide a brief list of relevant professional and ethical standards. A resource for these may be the CAS Professional Standards for Higher Education. The office of institutional research has a copy for your reference. For instance, you may include a very brief description with a link to a website which would provide the reader with additional information. Indicate how the functional area is keeping current with these standards.

4.2 Current trends and best practices
Provide an analysis of current trends and best practices for the functional area. What steps will are taken to ensure the functional area is utilizing best practices?

4.3 Developing issues
Analyze any issues that may be a factor in the next five years. This may include changes in federal or state regulations such as red flag rules, HEOA changes, SUNY mandates, or PELL grant requirements. What are the action plans to address these developing issues?
Section 5: Preliminary report summary and future directions
This section is intended to provide a brief overview of the future directions and innovations of the functional area.

5.1 Conclusions and preliminary recommendations for functional area improvement
Summarize the recommendations listed provided in sections 2, 3 and 4.
The recommendations should
- determine needs for changes in the functional area in services, programs and processes
- identify resource needs for equipment, facilities, personnel, technology, etc.
- identify personnel development and staffing needs.
- identify support service needs for the functional area.
- identify new or additional goals for the area.
- identify innovations for the area.
- identify areas within the college that will be impacted by the recommendation.

Appendices
This section is intended to provide details and supporting evidence for the descriptions and analysis set forth in the previous 5 sections.
Appendix A: Organizational Charts
    Jamestown Community College
    Division

Appendix B: Job Descriptions

Appendix C: Data

Appendix D: Functional area goals for the current year

Fill in the following table:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Source of Goal</th>
<th>Progress made</th>
<th>Planned next steps</th>
</tr>
</thead>
</table>

Goal summary can be obtained for the functional area from the office of institutional research.
Part II: Guide for External Review Team Report for Functional Area Review

In your report narrative, please comment on the following areas:

**Functional Area Mission Statement and Enduring Values**

1. Is the mission statement congruent with the college mission statement?
2. Does the mission statement provide a sense of direction and guide decision-making?
3. Do the enduring values reflect current professional standards for the functional area?

**Student Learning Outcomes (where appropriate)**

1. Are the student learning outcomes appropriate for this functional area?
2. Are the students achieving the learning outcomes?
3. Do you recommend any changes in how learning is being assessed?

**Current services, programs, and/or processes**

1. Comment on the assessment of current services, programs, and/or processes described in the preliminary report.
2. Is the functional area effectively providing services? How do you know?
3. What recommendations would you make to improve services by this functional area?
4. If programs are offered by the functional area, are the programs provided effective? How do you know?
5. What recommendations would you make to improve programs provided by this functional area?
6. How efficient are the processes in this functional area? How do you know?
7. What recommendations would you make to improve efficiency?
8. Did the report omit or overlook discussion of any important services, programs, or processes?
9. Are there services, programs, or processes that this functional area should eliminate?
10. Are there services, programs, or processes that this functional area should add?

**Personnel**

1. Evaluate the caliber of the staff, individually and collectively, in regards to training and experience.
2. Are the skills of the staff members up-to-date?
3. Is there an appropriate plan in place to keep skills and knowledge up-to-date?
4. Have sufficient resources been allocated for staff development?
Resources and planning

1. Discuss the adequacy of the physical resources and facilities.
2. Discuss the adequacy of technology.
3. Does the planning process provide adequate input from the functional area?
4. Does the planning process provide adequate support for the functional area?

Preliminary Report Recommendations

1. Comment on the recommendations provided in the preliminary report.

External Team Recommendations

1. Discuss additional recommendations for improvement of the functional area based on the preliminary report and campus visit.
Part III: Closing the Loop Report prepared by the Internal Functional Area Review Team

Section 1: Summarize the internal team response to the external review team report
Briefly summarize in a paragraph or two the overall response to the external review team report. Do not include any recommendations; these will be listed in Section 2.

Section 2: Recommendations from the internal and external review team reports
This chart is designed to capture all of the recommendations and describe their disposition. The outcomes of these recommendations should be the foundation of functional area goals for the next five years. This table should be filled out after the internal review team (IRT) has reviewed the external team report. The IRT should complete the columns labeled category of recommendation, recommendation, source, timeline, and decision by IRT columns. Categories can be changed to reflect the functional area recommendations. Add or delete lines where necessary.

<table>
<thead>
<tr>
<th>Category of Recommendation</th>
<th>Recommendation</th>
<th>Source (ET or IRT)</th>
<th>Decision by IRT</th>
<th>Recommended Timeline</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td>1.</td>
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<td>Programs</td>
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<td>Processes</td>
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<td>Personnel</td>
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<td>Facilities/Equipment</td>
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<tr>
<td>Other</td>
<td>11.</td>
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Completed after the FAR CLT\(^4\)
Decision by VP and Supervisor\(^2\)
1. ET = External Team recommendation  
   IRT = Internal Team recommendation  
2. Possible decisions:  
   Supported  
   Rejected  
   Further discussion needed  
   Deferred for later review  
3. Time line for action.  
   Possible timeline entries: Short term  
   Long term  
   You may enter the specific academic year if known  
4. The consensus decision of the supervisor and vice president should be completed after the FAR closing the loop meeting has occurred.  

Section 3: Implications for other areas  
List other areas of the college community that will be directly impacted by implementation. Identify, for example, circumstances where your goal implementation will require partnership or collaboration with another area; include financial and technology implications.
Section 4: Closing the loop report review and approval

After sections 1, 2 and 3 have been completed by the IRT, the closing the loop report should be sent to the supervisor and vice president. A FAR closing the loop meeting should be scheduled with the IRT, supervisor, and VP. At this meeting, the parties should agree on the contents of the closing the loop report, the final column of the chart should be completed, and signatures should be inserted into this report.

Reviewed and Approved by:

__________________________________________  ______________________________ 
Internal Review Team Leader  Date

__________________________________________  ______________________________ 
Supervisor (if appropriate)  Date

__________________________________________  ______________________________ 
Vice President  Date

After section 4 is completed, the External Team Report and Closing the Loop Report should be posted in the document repository.