Program Review Handbook

Instructional Programs

Victor Valley College
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List of Abbreviations:

ASEB: Academic Senate Executive Board
CFIE: Center for Institutional Excellence
FBPC: Finance, Budget and Planning Committee
ILO: Institutional Learning Outcomes
IPRC: Instructional Program Review Committee
NIPRC: Non-Instructional Program Review Committee
OIER: Office of Institutional Effectiveness and Research
PRAISE: the Program Review, Allocation, and Institutional Strategies for Excellence (document)
PLO: Program Learning Outcomes
PR: Program Review (process)
PRAR: Program Review Area Representative
PRT: Program Review Team
SAO: Service Area Outcomes
SLO: Student Learning Outcomes

List of Definitions

Definition of an Instructional Program for the Purpose of Program Review
For the purpose of Program Review, an “instructional program” is defined as an organizationally distinct planning and evaluation unit with formally recognized discipline leadership (coordinator, facilitator), which is specified in the Program List, and an identified function, mission, and/or purpose. A program may consist of a single discipline or a group of related disciplines which share joint leadership and academic purposes.

Definition of an Instructional Program for the Purpose of Program Learning Assessment
For the purpose of program learning assessment practice and reporting, an “instructional program” is a defined sequence or grouping of courses within a discipline required for the completion of a major, degree, or Chancellor-approved certificate at Victor Valley College.

Definition of a Non-Instructional Program
Any department that supports instructional programs as defined by “an organizationally distinct planning and evaluation unit with formally recognized discipline leadership (coordinator, facilitator), which is specified in the Program List, and an identified function, mission, and/or purpose. A program may consist of a single discipline or a group of related disciplines which share joint leadership and academic purposes.” (Senate approved.)
Program Review Framework

**Introduction**

Program Review (PR) at Victor Valley College is a self-assessment by its programs used to promote institutional effectiveness and provide the basis for budget and resource planning and allocation. It is a systematic process for the collection, analysis, and interpretation of student enrollment data and outcomes assessment data (SLO, PLO, and ILO) to produce the Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE) report and the Annual Update(s). It is an instrument for identifying areas of change within its programs, and it is conducted to promote the effectiveness and relevance of instruction and the effective use of resources. These assessments are integral to the alignment of the programs’ goals with the mission of the college for college-wide planning. This Handbook describes the program review process for Victor Valley College and outlines the process to be used for instructional programs.

Limitations of the program review process: Program Review is not a system of evaluating the performance of instructors. No part of the data collection process or analysis deals with instructional techniques or the quality of instruction in a particular class, nor may it be used as such. In addition, Program Review cannot be used in the Program Discontinuance process.

Program Review Committees:

The key responsibility of the Instructional Program Review Committee (IPRC), with assistance from the Non-Instructional Program Review Committee (NIPRC), will be to provide orientation, training, guidance, and direction to the Program Review Teams (PRTs). The assigned Program Review Area Representative (PRAR) will work with the PRT to finalize the PRAISE report. The PRAR assignments will be related to areas of expertise. In addition, the Office of Institutional Research will assist the PRTs by preparing student enrollment data and other research as necessary.

Program Review reflects the mission, vision, goals, and Institutional Learning Outcomes (ILOs) of Victor Valley College.

The mission of Victor Valley College is to

- cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
• inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

• empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

The Vision of Victor Valley College:

Victor Valley Community College uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

The goals of Victor Valley Community College are as follows:

• Fiscal Stability. The College’s financial resources will remain sufficient to support quality programs and services, and the ongoing improvement of all college operations.

• Student Success. The College’s courses, programs, and support services advance student success.

• Accreditation Recommendations. All recommendations from the ACCJC will be fully addressed to reaffirm and maintain the College’s accreditation status.

• Image. The College’s reputation among High Desert residents will be that of a quality institution of higher education.

The Institutional Learning Outcomes for Victor Valley College are as follows:

**Communication:** Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.

**Computation:** Apply complex problem-solving skills using technology, computer proficiency, decision analysis (synthesis and evaluation), applications of mathematical concepts and reasoning, and the analysis and use of numerical data.

**Creative, Critical and Analytical Thinking:** Apply procedures for sound reasoning in the exercise of judgment and decision making; demonstrate intellectual curiosity and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information.
Social and Personal Responsibility: Evaluate the relationship between natural, social and economic systems and the significance of sustainability; demonstrate responsible attitudes toward cultural diversity, citizenship, personal contribution to local and international communities, and the effect of human actions on the environment.

Information Competency: Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize use library and information resources within the guidelines of academic standards to meet collegiate and personal information needs.
I. Instructional Program Overview

A. Purpose

The purpose of the Instructional Program Review process is to use measurable student enrollment data and outcomes assessment data, both quantitative and qualitative, to support the effectiveness of programs and improve the quality of education at Victor Valley College. Analysis of student enrollment and outcomes data allows for strategic planning and resource allocation with the goal of supporting student success.

B. Objectives

The objectives of the Instructional Program Review at Victor Valley College are to:

- provide information concerning the alignment of a program’s mission and goals to the institutional mission.
- provide an analysis of student enrollment and outcomes assessment data to assess effectiveness, to identify strengths and weaknesses, and to provide direction for improvement.
- conduct and document dialogue within and across programs to promote the effectiveness and relevance of instruction and the effective use of resources.
- develop recommendations and evaluations for resource and budgetary allocation and implementation. Note: Current PRAISE reports and Annual Update documents are live documents available for budget decisions at any time.
- comply with Federal and State law, including but not limited to California Education Code, Title 5, and Americans with Disabilities Act (ADA) as well as standards for Perkins, matriculation (including prerequisite and co-requisite standards), Accrediting Commission for Community and Junior Colleges (ACCJC), and other legal and certification requirements.

C. Program Review Timeline and Flowchart

The following steps should be used for moving through the Program Review process:

- Each December, the IPRC will assess and update the schedule of programs to be reviewed in the next year. The IPRC Chair will outline the twelve month process and provide the description of the process and writing guidelines to each PRT.
- Program Reviews will be completed on a three-year cycle for all instructional programs. Programs which complete an external review for outside accreditation purposes will be permitted to submit their most recent external review as a portion of their PRAISE report and complete the remaining portions of PRAISE that are not addressed in their external review for their three-year cycle along with the Budget Development Worksheet. In
addition, all programs will also complete an Annual Update and Budget Development Worksheet each interim year. The three-year cycle will be divided into three rotations: A, B, and C. The IPRC will designate which programs are on which rotation in the schedule.

- The PRT will collect the following to complete the Comprehensive PRAISE or Annual Update report:
  - The Five-Year Staffing Profile (since the previous program review).
  - The current and previous two years of Student Learning Outcome (SLO), Program Level Student Learning Outcomes (PLOs; where applicable) and documented discussions, and Institutional Learning Outcome (ILO) data.
  - 6-year Assessment Action Plan (lodged in SharePoint).
  - The previous three years of student enrollment data (provided by the Office of Institutional Research).

- The PRT will submit a draft proposal of the PRAISE report in electronic format to SharePoint for the IPRC to perform peer technical review and provide recommendations. The IPRC will review and make recommendations to the PRT.

- The PRT will make any final revisions and the completed PRAISE report will be submitted to SharePoint for access for the AP 1202, and AP 6200 processes of budget and planning development.

- All reports will be used in strategic planning and resource allocation decisions.

- PRAISE Distribution Flowchart:
PRAISE Distribution Flowchart

Peer Technical Review and Recommendation Cycle

Draft

Program Review Committee

Upload to SharePoint

Access for AP 6200 Process (Budget and Planning)
D. Program Review Organization

Program Review Team (PRT)
Each Instructional program will assemble a Program Review Team to conduct the Program Review in accordance with the processes and timeline specified in this handbook.

Instructional Programs:
The PRT will be comprised of the following members:
- Department chair, director, facilitator and/or discipline expert
- One or more area/subject experts
- Any other faculty and staff that wishes to contribute to program review

All faculty and staff within a program are encouraged to participate in the Program Review process.

Instructional Program Review Committee:
The key responsibility of the Instructional Program Review Committee (IPRC) will be to provide orientation, training, guidance, and direction to the PRTs. The assigned Program Review Area Representative (PRAR) will assist the PRT throughout the program review process. The PRAR assignments will be related to areas of expertise. In addition, the Office of Institutional Research will assist the PRTs by preparing student enrollment data and other research as necessary.

Committee Charge:
- Promote a sustainable practice of Program Review for ongoing improvement of Instructional programs in conjunction with the Non-Instructional Program Review Committee.

- Maintain the Victor Valley College Program Review Handbook and implement the processes outlined within.

- Provide support and promote integrity of the Program Review and PRAISE report process through an annual technical review.

- Evaluate and revise the process of Program Review based on inclusive feedback from Instructional programs in conjunction with the Non-Instructional Program Review Committee.
Committee Membership:

As an Academic Senate committee, the IPRC will adhere to committee membership guidelines described in the By-Laws of the Academic Senate. The chairperson may recommend to the Academic Senate Executive Team (ASET) that additional committee members be added at any time.

The Committee will be responsible for

- providing documentation of the process.
- preparing the rotation schedule for Program Review in all programs at the college.
- assisting PRTs in the completion of their PRAISE reports.
- receiving and reviewing draft proposal PRAISE reports for format and completeness.
- providing instructions for uploading reports to SharePoint.
- posting completed PRAISE reports on the Program Review web site.
- evaluation of process and making recommendations to the Academic Senate for revisions to the Program Review process and calendar.
- generating and submitting a Program Review Completion Report annually to the Academic Senate and to College Council.

Current PRARs (this section of the Handbook may be updated as the membership of the commit-
tee changes):

<table>
<thead>
<tr>
<th>Program Review Area Representative</th>
<th>Area</th>
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<tbody>
<tr>
<td>Jessica Gibbs/David Gibbs</td>
<td>Anthropology, Education and Education Technology, Math/Math Lab, Biology, Chemistry, Physics, Physical Sciences, Allied Health, Nursing, Respiratory Therapy</td>
</tr>
<tr>
<td><a href="mailto:Jessica.Gibbs@vvc.edu">Jessica.Gibbs@vvc.edu</a></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:David.Gibbs@vvc.edu">David.Gibbs@vvc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Claude Oliver/Chris Ohshita</td>
<td>Restaurant Management, Economics, Library, CIDG/Media Arts, Electronics/Computer Technology, Distance Education, Fire Technology, Administration of Justice, Paramedic/EMT/EMS, Agriculture and Natural Sciences, Automotive Technology, Construction and Manufacture Technology, Welding, Aviation</td>
</tr>
<tr>
<td><a href="mailto:Claude.Oliver@vvc.edu">Claude.Oliver@vvc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Debbie Chesser/Jason Shibley</td>
<td>Foreign Languages, American Sign Language, Communication Studies/Communication Center, Journalism, Theater Arts, ESL, Kinesiology/Dance/Health/Adapted PE/PE</td>
</tr>
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<td><a href="mailto:Deborah.Chesser@vvc.edu">Deborah.Chesser@vvc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ed Burg/Josh Briggs</td>
<td>Business Administration, Business Real Estate, Business Education Technology, Computer Information Systems, Cooperative Educa-</td>
</tr>
<tr>
<td><a href="mailto:Ed.Burg@vvc.edu">Ed.Burg@vvc.edu</a></td>
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<tr>
<td>Name</td>
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</tr>
<tr>
<td>Karen Tomlin</td>
<td>English, History, Philosophy/Religious Studies, Basic Skills, Sociology, Political Sciences/Paralegal, Psychology</td>
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<tr>
<td><a href="mailto:Karen.Tomlin@vvc.edu">Karen.Tomlin@vvc.edu</a></td>
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<tr>
<td>Jessica Gibbs/David Gibbs</td>
<td>Adult Non-Credit (ACOM, AENG, AHOM, ADPE, AVOC, APAR), Child Development</td>
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<tr>
<td><a href="mailto:Jessica.Gibbs@vvc.edu">Jessica.Gibbs@vvc.edu</a></td>
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<td><a href="mailto:David.Gibbs@vvc.edu">David.Gibbs@vvc.edu</a></td>
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<tr>
<td>Theresa Shellcroft</td>
<td>Art, Photo, Commercial Art, Music</td>
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<td><a href="mailto:Theresa.Shellcroft@vvc.edu">Theresa.Shellcroft@vvc.edu</a></td>
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II. The Components of Instructional PRAISE report

Each PRAISE report will be composed of the following sections:

Section 1: Program Overview
Section 2: Program Assessment
Section 3: Needs Assessment
Section 4: Program Review
Appendices

A. Section 1: The Program Overview

The Program Overview should be brief (2-3 pages) and reflect the consensus of the members within the program. It is meant to provide a broad understanding of the program, current trends related to the program’s mission, and how the program serves to meet the overall mission and/or vision of Victor Valley College.

The Program Overview should address the following:

- alignment of both the program’s and college’s mission and goals (Board Policy 1200 PDF version Appendix B)
- program integration with the Educational Master Plan
- utilization of Program Learning Outcomes
- alignment of Program Learning Outcomes with Institutional Learning Outcomes PDF version (Appendix H)
- historical background and unique characteristics of the program
- progress towards goal attainment since the last program review
- current strengths, challenges and trends
- discussion amongst program members of what has been learned about the program through the program review process (attach summary/documentation of the discussions)

B. Section 2: Program Assessment

The Program Assessment provides a concise assessment of the program and should include the following subsections:

- faculty and staff
- curriculum and instruction
- program effectiveness and student success
- facilities, technical infrastructure, and resources
optional: service, community outreach, and economic development

Each of the subsections should include a narrative self-assessment based on the supporting student enrollment data. PRTs should include a comparison of current and historical student enrollment data (can be obtained from the Institutional Research Office Quick Facts or any other documented sources).

Below is a list of guiding questions for each subsection. Use these questions to create a narrative and refer to the student enrollment data and outcomes assessment data when necessary.

Faculty and Staff

- What is the management, faculty, and classified staffing structure of the program?
- How does the current staffing structure affect, positively or negatively, the program’s ability to fulfill its mission and goals?
- What is the full-time to part-time ratio of faculty within the program? (Determine the ratio of sections taught by full-time faculty to part-time faculty.)
- How does this ratio affect, positively or negatively, the program’s ability to fulfill its mission and goals?
- What changes in management, faculty, and staff are needed to make this program more effective and student-centered?

Curriculum and Instruction

- Which educational paths do your course offerings provide in terms of degree, certificate, transfer, certification, or employment?
- How do these offerings contribute to or affect the overall program’s mission and Victor Valley College’s mission and vision?
- Have course outlines of record been updated within the past three years? And what changes, if any, were made? If not, when is the next curriculum review scheduled for the program?
- What methods are used for evaluating the program’s offerings?
- What are the program’s strengths and weaknesses in the areas of curriculum and instruction?
- What changes in the areas of curriculum and instruction are needed to make this program more effective?
- What instructional strategic methods (such as in technology, distance education, etc) have been used to improve instruction within the program?
Program Effectiveness and Student Success

- Describe any significant trends within the student demographics of the program (refer to the student enrollment data).
- After reviewing the program’s student demographics, student success indicators, and assessments, what changes were made in the program, if any?
- What are the program’s strengths or weaknesses in the area of student success?
- What changes in the area of student success are needed to make the program more effective?
- What has the program done to establish and maintain links with support services (such as counseling, DSPS, EOPS, Early Alert, library support, and tutoring services) for students?
- How do the program’s goals integrate with educational master planning? Based on this and previous discussions, identify resources necessary to fulfill this integration.
- How are Program Level Outcomes (PLOs) being assessed and used for program success? Describe the progress and outcome of PLO assessment for the program.
- Have courses been assessed and recorded in TracDat?
- How has the analysis of PLO data (TracDat) been used to plan and implement changes for the program?
- How are Student Learning Outcomes (SLOs) being assessed and used for program improvement on the program and/or course level? Describe the successes or difficulties the program has faced in relation to SLO assessment.
- What dialogue has taken place about how to improve student learning?
- What plans have resulted from that dialogue?
- What curricular changes have resulted from assessments of student learning and subsequent analyses of the results?

Facilities, Technical Infrastructure, and Resources

- How do the size, type, and/or quality of the program’s current physical space affect the program’s ability to fulfill its mission and service its current offerings?
- How do the amount, type, and/or quality of information technology available to the program affect the program’s ability to fulfill its mission and service its current offerings?
- How do the amount, type, and/or quality of other resources available to the program affect its ability to fulfill its mission and service its current offerings?
- Have there been significant changes in the program’s facilities, technical infrastructure, or other resources since the last review?
- What are the program’s projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?
Optional: Service, Community Outreach, and Economic Development

Note: Include this section only if this area is a part of the program’s mission or goals. Faculty and staff in the program may or may not be tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development.

- How is the program’s academic and professional expertise extended to the public in the surrounding communities?
- How are faculty, student, or staff skills linked to challenges, issues, or concerns within the community the program serves?
- In what types of service, community outreach, or economic development activities does the program engage?
- How are vocational advisory committees’ recommendations used by the program?
- What are the program’s strengths or weaknesses in the area of service, community outreach, and economic development?
- What changes in service, community outreach, and economic development are needed to make the program more effective?

C. Section 3: Needs Assessment

- How has the augmentation the program received last year, or the lack of augmentation, effected the program?

  Click here to enter text.

  - In the following table, list:
    - the needed augmentation
    - the current status in relation to the needed augmentation
    - the page number of the report where the justification(s) for the needed augmentation can be found. Examples of justification includes assessment and student enrollment data

  The table will expand as content is entered.
Below are, but not limited to, areas that should be considered for augmentation:

- Human Resources
- Instructional/Service
- Research
- Technical, Equipment and Other Resources
- Facilities
- Marketing and Outreach
- Other

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<th>Augmentation by Priority</th>
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D. Section 4: Program Review Appendices

Each Program Review must include the following appendices:

- Five-Year Program Staffing Profile (Appendix G). Using the template in Appendix H show the staffing levels in each category (managers, full-time classified staff, part-time classified staff, full-time faculty, and part-time faculty) for the previous five years, and the change over that period of time.

- Student enrollment data: student enrollment data are produced for all programs by the Office of Institutional Research and are available on the Office of Institutional Research website. The student enrollment data will be arranged by discipline. The PRAISE document for a multiple-discipline program will include a discussion of the student enrollment data for all disciplines within that program as defined in the Program List. The student enrollment data will include the following information:

  Current student enrollment data include:
  - Number of Courses Offered for Each Discipline
  - Number of Sections Offered for Each Discipline
  - Retention Rate by Discipline
  - Success Rate (C or better) by Discipline
  - Headcount (Unduplicated) by Discipline
  - Enrollment (Duplicated) by Discipline
  - FTES

  Possible student enrollment data (available on request from the OIER):
  - Demographic Information (duplicated headcount)
    - Gender
    - Age
    - Ethnicity
  - Concentrators by Discipline: e.g., Number of Students who have Successfully Completed 10 Units or More within the Discipline
  - Number of Degrees/Certificates Awarded
  - Grade Distribution by Course
  - Summary of Retention and Success Rates for the Program
  - Transfer rate by Program (if applicable)
III. Appendices

A. Appendix A: The Legal and Professional Basis for Program Review

TITLE 5, Section 51022(a)

The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

EDUCATION CODE, Section 78016

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following: (1) Meets a documented labor market demand. (2) Does not represent unnecessary duplication of other manpower training programs in the area. (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students. (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year. (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

ACCJC STANDARDS


Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
B. **Appendix B: Budget Development Worksheet**

[Download the Budget Development Worksheet](#)

Instructions:
Priority Rating: Number each item requested in the priority you wish funded. If an item is mandated by law than that/those items will be listed first. Number items as 1 through X with 1 being the highest priority. You cannot duplicate priority.

Object Code: Please refer to the Comparative Budget Report

Item Requested: Put one single type of item per line.

New Item: If never requested in prior PRAISE or Perkins, mark as "New".

Quantity: The number of each individual item listed

Cost: The cost of each individual item listed

Total: Automatically computes the Quantity times the Cost

Ongoing Expense (O): This expense will be incurred in future years. Please indicate one of the following, if known. A=Annual cost, B=Biennial cost, T=Triennial cost

Mandated by Law (M): This item/service requiring this expense is required by law. statute or regulation. Please verify the law in the PRAISE report.

One Time Money (1X): this expense is a one-time cost. It does not recur on a regular basis.

Is it Justified in PRAISE: All items on this form must be justified in your PRAISE report. Use this column to indicate which Section and Paragraph the justification is indicated.

Perkins Request (Y/N): Did you request this item from Perkins funding this year?
C. Appendix C: Five-Year Program Staffing Profile

For each staff type that is applicable to your Program, indicate the number of staff in the Program for the past 5 years (current year and past four years). To calculate percent change in staff type divide The current year by “4 years ago”.

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<th>Staff Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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### Appendix D: Peer Technical Review Rubric (with annotation)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DESCRIPTION</th>
<th>Committee Comments/ Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification &amp; Contribution</td>
<td>□ - The program’s name is on the report. PRT members are listed, indicating that more than one person contributed to the PRAISE. □ - The program’s name is not on the report. Individuals listed do not meet the requirement of a PRT, and/or only one person contributed to the PRAISE.</td>
<td></td>
</tr>
<tr>
<td>Mission and Outcomes (ACCJC Standard II.A.1)</td>
<td>□ - The program’s mission is clearly stated in the PRAISE document. □ - The program’s mission is not stated in the PRAISE document.</td>
<td>ACCJC standard II.A.1 requires that all instructional programs address and meet the mission of the institution and uphold its integrity. • If the report does not include a mission for the program, suggest that the faculty agree on a mission and state it in the report based on this standard</td>
</tr>
<tr>
<td>Program Level Outcomes (where applicable)</td>
<td>□ - The program’s outcomes are clearly stated in the PRAISE document. □ - The program’s outcomes are not stated in the PRAISE document.</td>
<td>• If the program does not offer degrees and certificates they need not include a list of PLOs. • If the program DOES offer degrees and certificates and do not state their PLOs here, suggest that they be stated.</td>
</tr>
<tr>
<td>Section 1: The Program Overview (ACCJC Standard I.B.3, I.B.4)</td>
<td>□ - The report demonstrates a strong alignment with the mission, goals, and ILO’s of the college. Integration with the EMP is well developed and described. The program has identified characteristics, progress, trends, improvements, and challenges. Discussion of planning amongst program members is well summarized. The report clearly discusses short term and long term planning. Goals are discussed or listed, and a plan for achieving them is clearly described. Goals strongly relate to program improvement and improvement of student</td>
<td>The college’s goals are: • Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development. • Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the at-</td>
</tr>
</tbody>
</table>
success within the program.
- The report demonstrates adequate alignment with the mission, goals, and ILO’s of the college. The report indicates some integration with the EMP. The program has identified some characteristics, progress, trends, improvements, and challenges. The report includes some evidence of discussion of planning amongst members. Goals are discussed or listed, and a plan for achieving them is adequately described. Goals adequately relate to program improvement and improvement of student success within the program.
- The report demonstrates little or poor alignment with the college’s mission, goals, and ILOs. Little discussion of integration to the EMP or the program’s characteristics, progress, trends, improvements, and challenges (or accompanying discussion of planning by members) is present in the report. Goals are poorly discussed or listed, and a plan for achieving them is not clearly described. Goals poorly relate to program improvement and improvement of student success within the program.
- The report demonstrates no alignment with the college’s mission, goals, and ILOs. No discussion of integration to the EMP or the program’s characteristics, progress, trends, improvements, and challenges (or accompanying discussion of planning by members) is present in the report. The report does not discuss short term and long term planning. Goals are not discussed or listed.

<table>
<thead>
<tr>
<th>Section 2: Faculty and Staff</th>
<th>If the report includes discussion of need for faculty or staff, but does not include a discussion as to how increasing the faculty/staffing structure will improve success of students within the program,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The report clearly describes how the current faculty and staff structure affects the program’s ability to improve student success. Identification of changes within the structure is made and centered on improved student success.</td>
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</table>

- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

- Retention of knowledge and skills necessary for success in the global economy.
<table>
<thead>
<tr>
<th>Section 2: Curriculum and Instruction (ACCJC Standard II.A.2.c-e)</th>
</tr>
</thead>
</table>
| ❑- The report identifies curriculum and instruction and their links to the college’s mission and goals. A clear discussion of curriculum and instruction updates, changes, planning, and improvement strategies exists in the report. The report describes the process of evaluation of offerings and a summary of strengths and weaknesses as a result.  
❑- The report identifies some curriculum and instruction but may not describe their links to the college’s mission and goals. A discussion of some aspects of curriculum and instruction such as updates, changes, planning, and improvement strategies exists in the report. The report may/may not describe the process of evaluation of offerings and a summary of strengths and weaknesses as a result.  
❑- The report poorly describes curriculum and instruction and little link to the college’s mission and goals are dis- |
| suggest some of the following:  
1. Is there difficulty in finding part-time faculty to teach a particular course that is necessary for a degree or certificate?  
2. Does the classroom experience suffer due to lack of support (ex: laboratory prep)?  
3. Is there increasing demand for a course or courses that can be justified by research office data or internal/external data (see EMP) that supports the request for faculty?  
4. Is there a new course in the program’s curricula that requires a new faculty with specific training?  
5. other |
| The report may contain a discussion that simply lists courses that have been updated. If so, suggest explaining how. Examples:  
- Were teaching methodologies updated?  
- Textbook selections?  
- Were changes made based on assessment data?  
- Were changes made based on industry requirements?  
- Updates to include distance education options for students?  
If the report indicates that no review of curriculum has occurred, suggest that a discussion of when the last time curriculum was reviewed and when it is planned to be reviewed in the future be included. |

The report describes the current faculty and staff structure, but it may not be directly linked to how it affects the program’s ability to improve student success. Identification of changes within the structure is made, but discussion of how it centers on improved student success is unclear.  
❑- The report does not adequately describe the faculty and staff structure or link it to student success. Little discussion of potential changes within the program to improve student success is present.  
❑- The report does not discuss faculty and staff structure. |
cussed. Little discussion of curriculum and instruction such as updates, changes, planning, and improvement strategies exists in the report. The report poorly describes the process of evaluation of offerings and a summary of strengths and weaknesses as a result.  
- The report does not describe curriculum and instruction and no link to the college’s mission and goals is discussed. No discussion of curriculum and instruction such as updates, changes, planning, and improvement strategies exists in the report. The report does not describe the process of evaluation of offerings and a summary of strengths and weaknesses as a result.

<table>
<thead>
<tr>
<th>Section 2: Program Effectiveness/Success (ACCJC Standard I.B.3,5, II.A.1.a,c; II.A.2-4,6)</th>
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</thead>
<tbody>
<tr>
<td>- The report uses the PREs to describe and identify strengths, weaknesses and success in the report. The report also discusses the implementation of assessment and assessment results of SLOs and PLOs (where applicable) in the report. There is evidence of robust discussion amongst faculty of PREs and assessments, what was learned from them as well as a plan for improvement, including student support service needs and EMP goals.</td>
</tr>
<tr>
<td>- The program uses some PREs to describe and identify strengths, weaknesses and success in the report. The report inadequately discusses the implementation of assessment and assessment results of SLOs and PLOs (where applicable) in the report. There is evidence of some discussion amongst faculty of PREs and assessments, what was learned from them and some planning for improvement, including student support service needs and EMP goals, is not clear.</td>
</tr>
<tr>
<td>- The report uses few PREs to describe and identify strengths, weaknesses and</td>
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The standards require that the institution make decisions based on data (qualitative and quantitative) and that assessment results are used to communicate matters of quality assurance. This applies to instruction. The standards also require that the institution use research data to identify student needs and outcomes and assesses progress towards achieving learning outcomes. Outcomes must be stated for all levels (course, program, etc) and that assessment results be used to make improvements at all levels.

The original Dialogue form was designed to address these requirements. The content of the dialogue form is now incorporated into the comprehensive PRAISE. Read through the responses and make suggestions, where needed, to meet the standards.
success in the report. The report provides little discussion of the implementation of assessment and assessment results of SLOs and PLOs (where applicable) in the report. Little discussion of the PREs or assessments, or what was learned from them for planning, exists in the report.

- The report does not use PREs or assessment results to describe and identify strengths and weakness of student demographics and success in the report. No discussion for planning and improvement based on data is present.

<table>
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<tr>
<th>Section 2: Facilities/Technical Infrastructure and Resources</th>
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- The report clearly describes the limitations of facilities, technical infrastructure, and resources that affect its ability to improve student learning and identifies changes and needs that would lead to improvement.
- The report describes some limitations of facilities, technical infrastructure, and resources that affect its ability to improve student learning and identifies some changes and needs that would lead to improvement.
- The report describes few limitations of facilities, technical infrastructure, and resources that affect its ability to improve student learning and identifies some changes and needs that would lead to improvement.
- The report neither describes limitations of facilities, technical infrastructure, and resources that affect its ability to improve student learning, nor does it identify changes and needs that would lead to improvement.

The standards require that facilities, equipment and other assets support student learning programs and improve institutional effectiveness. The institution must assure that any technology is designed to meet the needs of learning and is integrated with institutional planning.

- Program review is an integral aspect of institutional planning. The report should include detailed discussion of the program’s need for facilities/technology, etc. and how the acquisition would:
  - create learning improvement
  - enhance learning improvement
  - or maintain learning improvement

- If the report simply lists needs for this category, suggest ways in which the author can relate the need to learning improvement and support the instructional program.
<table>
<thead>
<tr>
<th>Section 3: Needs Assessment</th>
<th></th>
<th>If the report does not justify each need by referencing data, suggest that it do so. This is part of planning, and planning must be data-driven. The data can be from the research office, from assessment, from internal or external scans (see EMP), or from internal program analysis, such as staffing profile and its effect on program efficiency, etc.</th>
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<tbody>
<tr>
<td>- The report identifies that the current level of support (without increase or reduction) is sufficient.</td>
<td></td>
<td></td>
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<tr>
<td>- The report lists resources needed to improve student success and provides clear and concise justification of the needs within the PRAISE report that is based on assessment and PRE data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The report lists resources needed to improve student success, but the justification of the needs based on assessment and PRE data must be more significant or more clearly described.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The report poorly identifies resources needed to improve student success, and little justification of the needs exists within the report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The report neither identifies resources needed to improve student success, nor does it provide a justification of the needs within the report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices (Five-Year Staffing Profile; Student Enrollment Data; Budget Worksheet)</td>
<td></td>
<td></td>
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<tr>
<td>- The program provides all of the required appendix items for the PRAISE report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The program does not provide the required appendix items for the PRAISE report.</td>
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</table>
E. Appendix E: Linkages and Integration

Administrative Procedures

AP 1201, Implementing Institutional Effectiveness: Program review is one means through which institutional progress is systematically and regularly assessed, and provides opportunities to determine whether modification of planning and operations is necessary to achieve and maintain institutional effectiveness.

AP 4000, Sustaining Standards of Educational Excellence: Program review provides a means through which standards of educational excellence can be systematically monitored and improved through the documentation of learning assessment. Pursuant to this AP, any assessment data referred to in Program review “may not be used for decisions regarding faculty compensation, tenure, advancement, assignment, discipline, or termination.”

Accreditation: The Program Review process addresses requirements included in the ACCJC standards for the systematic evaluation by the institution of the effectiveness of courses, programs, services, leadership, and use of resources. The integration of the accreditation recommendations and accreditation planning agendas are included as goals and objectives in Part V, Planning Agenda.

Core Planning Documents: Planning documents that are prepared by each program through the program review process are integral to monitoring progress on the Educational Master Plan, and related strategic resource plans—e.g., technology, human resources, and facilities.

Resource Allocation: Resource needs identified through the program review process are the basis for individual program budget, facilities, and staffing proposals and guide the allocation of financial resources to these programs.
F. Appendix F: Downloadable Instructional Program Review Templates, Documents and Links

Downloadable Templates and Documents:

- PRAISE Report Template
- Annual Update Report Template
- Budget Development Worksheet
- Staffing Profile
- Current Program List

Links

- Academic Senate Program Review Website
- Center for Institutional Excellence (Program Review)
- Institutional Research Office
- Institutional Learning Outcomes
- Board Policy 1200
- Administrative Procedure 1201
- Administrative Procedure 4000
- Educational Master Plan