

# **Program Review Handbook**

## **Instructional Programs**

**Victor Valley College**

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**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.)

**Definition of “Closing the Loop” with in Instructional Program Review**

“Closing the Loop” in Instructional Program Review is defined as ensuring that the results from the different components of the PRAISE reports (i.e. the narrative, the data and the budget augmentation) are annually followed up on and used for developing strategies to improve all aspects of each academic program or reporting unit. Programs must provide updates on each of their program goals, as well as provide information on the impact of budget augmentations. This is essential to effective planning and budgeting, as well as to the process of evaluating the effectiveness of the College’s programs.

## 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 update progress regularly. 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 instructional 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.

#### 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 Program Review Teams (PRTs). Program Review Area Representatives (PRARs) are assigned to instructional areas to assist PRTs in the PRAISE reporting 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.

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. Program review also facilitates assessment of impact of resource and allocations disbursement by the district on instructional programs.

### 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, updates and related documents are live documents available for budget decisions at any time.
- Provide an avenue to assess impact of resource and allocations disbursed by the district on instructional programs.
- 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.
- Ensure that each program "closing the loop" for every program goal and approved budget augmentation.

### C. **Format**

Instructional Program review will be completed in its totality in District-approved electronic software programs such as TracDat/Planning Point and ActionPoint.



## D. Program Review Timeline and Flowchart

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

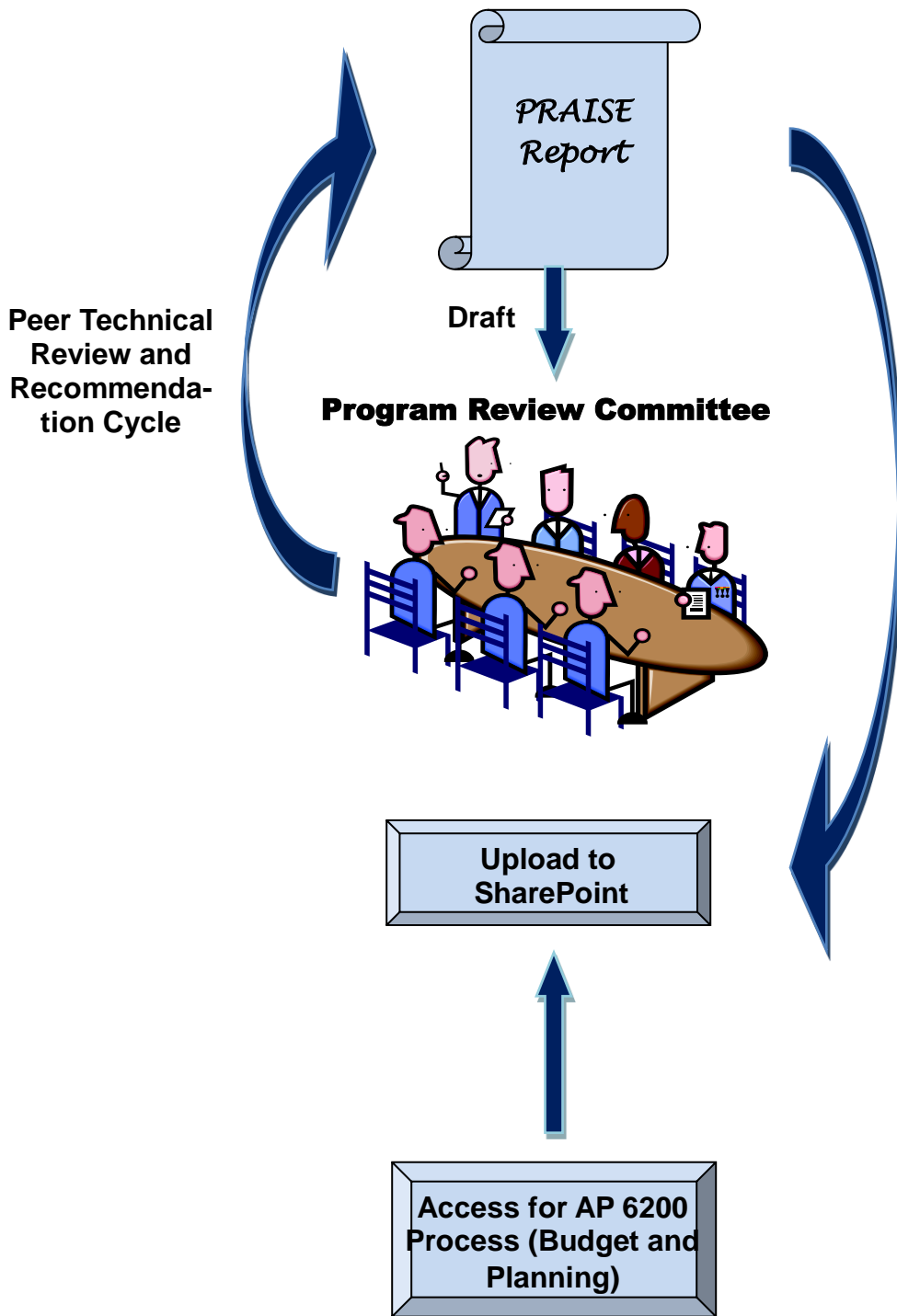
- The IPRC will periodically assess and update the schedule of programs to be reviewed in the next year. The Program Review Coordinator (assigned by the District) will maintain communication with department chairpersons regarding timelines and support workshops, etc.
- Program Reviews will be completed on a three-year cycle for all instructional programs. Programs which complete an external review for outside accreditation purposes will be permitted to include their most recent external review as a portion of their PRAISE report but must complete the local instructional PRAISE reporting process. In addition, all programs will update the comprehensive PRAISE, including progress made on goals and resource requests, each interim year.
- The PRT will utilize the following to complete the Comprehensive PRAISE report and updates:
  - Recent and current staffing structure (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 recent Institutional Learning Outcome (ILO) data.
  - 6-year Assessment Action Plan(s) (lodged in SharePoint).
  - The previous three years of student enrollment data (provided by the Office of Institutional Research).
- The PRT may submit a draft proposal of the PRAISE report in TracDat 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 status will be changed to “Report is Complete and Ready for Institutional Planning” in TracDat for access for the AP 1202 and AP 6200 processes of budget and planning development. The PRC will upload PDF files of the PRAISE reports to SharePoint.
- All reports will be used in strategic planning and resource allocation decisions.
- PRAISE Distribution Flowchart:

Annually updating the PRAISE Report, Goals and Resource Requests:

- Each year in-between comprehensive reviews annual updates must be made to the Goals and Resource Requests for the program. All outstanding goals and resource requests, whether one, two or three or more old, must have its status reviewed and an explanation provided for institutional effectiveness assessment purposes (in addition to the unit-level purpose). Examples include:

- If a goal has been achieved, change its status to “Goal Achieved”. Provide a detailed explanation on how the resource(s) and/or augmentation received contributed to reaching the goal. Use data when applicable.
  - For example, if the goal was to increase enrollment, FTES, section count, retention, etc., or improvement on SLO or PLO outcomes, improvement on certificate or degree completion, etc., data can be provide to demonstrate the attainment of the goal, or impact on the program.
- If a goal is still in progress, change its status to reflect this. Provide an explanation of progress made to date. Review the expected completion date to determine it is still relevant.
- If a goal never received resources/allocation requested, change its status to reflect this. Explain how not receiving the requested resource(s)/allocation has impacted the program. Use data when available.

### PRAISE Distribution Flowchart



**AP 6200 Process Summary** (Click [HERE](#) to view)

<b>Process Level</b>	<b>Description</b>
Unit	Each Instructional Program reviews data, curriculum, etc., and completes comprehensive PRAISE, Goals and Resource Requests
Tier 1	Division Dean reviews unit level reports, confers with program department chairs, and develops a priority recommendation for augmentation for the division
Tier 2	The Vice-President of Instruction and Student Services reviews Tier 1 reports and develops a priority recommendation for all instructional programs to the FBPC
FBPC	FBPC reviews Tier 2 recommendations and applies the rubric outlined in the Board-approved AP 6200 document to develop a priority recommendation to the President/Superintendent for budget and augmentation
President/Superintendent	The President/Superintendent approves budget and augmentation requests and communicates the decision to the campus community

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## E. 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 will be invited by the Department chair to participate, and 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.
- assisting PRTs in the completion of their PRAISE reports.
- receiving and reviewing draft proposal PRAISE reports for format and completeness.
- providing instructions for completing program review in TracDat/Planning Point and ActionPoint.
- 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 the Vice President of Instruction and Student Services.

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

<b>Program Review Area Representative</b>	<b>Area</b>
Paul Toning ( <a href="mailto:Paul.Tonning@vvc.edu">Paul.Tonning@vvc.edu</a> )	Anthropology, Education and Education Technology, Math/Math Lab, Biology, Chemistry, Physics, Physical Sciences, Allied Health, Nursing, Respiratory Therapy
Claude Oliver ( <a href="mailto:Claude-Oliver@vvc.edu">Claude-Oliver@vvc.edu</a> ) and Melanie Dube-Price ( <a href="mailto:Melanie.Dube-Price@vvc.edu">Melanie.Dube-Price@vvc.edu</a> )	Restaurant Management, 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
Maria Ruiz ( <a href="mailto:Maria.Ruiz@vvc.edu">Maria.Ruiz@vvc.edu</a> )	Foreign Languages, American Sign Language, Communication Studies/Communication Center, Journalism, ESL, Kinesiology/Dance/Health/Adapted PE/PE, Distance Education
Ed Burg ( <a href="mailto:Ed.Burg@vvc.edu">Ed.Burg@vvc.edu</a> )	Business Administration, Business Real Estate, Business Education Technology, Economics, Computer Information Systems, Cooperative Education

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Julia Wendt ( <a href="mailto:Julia.Wendt@vvc.edu">Julia.Wendt@vvc.edu</a> )	English, History, Philosophy/Religious Studies, Basic Skills, Sociology, Political Sciences/Paralegal, Psychology, Library
Henry Young ( <a href="mailto:Henry.Young@vvc.edu">Henry.Young@vvc.edu</a> )	Adult Non-Credit (ACOM, AENG, AHOM, ADPE, AVOC, APAR), Child Development
Ed Heaberlin ( <a href="mailto:Wilbert.Heaberlin@vvc.edu">Wilbert.Heaberlin@vvc.edu</a> )	Art, Photo, Commercial Art, Music, Theatre Arts

## II. The Components of Instructional PRAISE report

The instructional program review process will include the following components:

Comprehensive PRAISE report (completed in TracDat/Planning Point)

Data Analysis (Completed in ActionPoint)

Goals and Resource Requests (Completed in TracDat/Planning Point)

### A. Comprehensive PRAISE report

The Comprehensive PRAISE report should 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 Comprehensive PRAISE report addresses 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
- Strengths, challenges and trends of program curriculum
- Staffing structure
- Facility and technology needs
- Optional: service, community outreach, and economic development



## **B. Data Analysis**

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
  - Demographic Information (duplicated headcount)
    - Gender
    - Age
    - Ethnicity
      - Possible student enrollment data (available on request from the OIER):
- 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)

## **C. Goals and Resource Requests**

Each instructional program will develop short-term and long-term program goals. Goals can be related to any aspect of the program. Example goal areas include, but are not limited to, the following:

- Staffing
- Curriculum
- Supplies
- Equipment
- Facilities
- Technology/technological infrastructure
- Community outreach/public relations

- Faculty professional development
- Tutoring services
- Student support services
- Etc.

Resource requests can be made for program goals identified and will enter the AP 6200 Budget Development process. Updates to progress of goals and obtainment of related resources are to be made annually. These updates are used to assess impact that resources and allocations disbursed by the district has on the program for institutional effectiveness.

#### **D. Closing the Loop**

Each of the above cited areas require follow-up to determine program progress. Programs need to make updates on each program goal developed within the Goals and Resource Request section, and ensure that the data provided in the data component is being used to make data-driven and meaningful decisions to improve program progress and student success.

### **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

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(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

Standard I.B. (in effect for Victor Valley College until June 2015)

### **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 D: Peer Technical Review Rubric (with annotation)**

INDICATOR	DESCRIPTION	Committee Comments/ Suggestions
Identification & Contribution	<input type="checkbox"/> - The program's name is on the report. PRT members are listed, indicating that more than one person contributed to the PRAISE. <input type="checkbox"/> - 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.	
Mission and Outcomes (ACCJC Standard II.A.1)	<input type="checkbox"/> - The program's mission is clearly stated in the PRAISE document. <input type="checkbox"/> - The program's mission is not stated in the PRAISE document.	<p>ACCJC standard II.A.1 requires that all instructional programs address and meet the mission of the institution and uphold its integrity.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Program Level Outcomes (where applicable)	<input type="checkbox"/> - The program's outcomes are clearly stated in the PRAISE document. <input type="checkbox"/> - The program's outcomes are not stated in the PRAISE document.	<ul style="list-style-type: none"> <li>• If the program does not offer degrees and certificates they need not include a list of PLOs.</li> <li>• If the program DOES offer degrees and certificates and do not state their PLOs here, suggest that they be stated.</li> </ul>
Section 1: The Program Overview (ACCJC Standard I.B.3, I.B.4)	<input type="checkbox"/> - 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.	<p>The college's goals are:</p> <ul style="list-style-type: none"> <li>• Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.</li> <li>• Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge</li> </ul>

	<p>Goals strongly relate to program improvement and improvement of student success within the program.</p> <p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p>	<p>and skills necessary for success in the global economy.</p> <ul style="list-style-type: none"> <li>• Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.</li> <li>• 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.</li> <li>• Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.</li> </ul>
Section 2: Faculty and Staff	<input type="checkbox"/> - The report clearly describes how the current faculty and staff structure affects the program's ability to improve	If the report includes discussion of need for faculty or staff, but does not include a discussion as to how

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	<p>student success. Identification of changes within the structure is made and centered on improved student success.</p> <p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- The report does not discuss faculty and staff structure.</p>	<p>increasing the faculty/staffing structure will improve success of students within the program, suggest some of the following:</p> <ol style="list-style-type: none"> <li>1. Is there difficulty in finding part-time faculty to teach a particular course that is necessary for a degree or certificate?</li> <li>2. Does the classroom experience suffer due to lack of support (ex: laboratory prep)</li> <li>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?</li> <li>4. Is there a new course in the program's curricula that requires a new faculty with specific training?</li> <li>5. other</li> </ol>
<p>Section 2: Curriculum and Instruction (ACCJC Standard II.A.2.c-e)</p>	<p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p>	<p>The report may contain a discussion that simply lists courses that have been updated. If so, suggest explaining how. Examples:</p> <ul style="list-style-type: none"> <li>• Were teaching methodologies updated?</li> <li>• Textbook selections?</li> <li>• Were changes made based on assessment data?</li> <li>• Were changes made based on industry requirements?</li> <li>• Updates to include distance education options for students?</li> </ul> <p>If the report indicates that no review of curriculum has occurred, suggest that a discussion of when</p>

	<p><input type="checkbox"/>- The report poorly describes curriculum and instruction and little link to the college's mission and goals are discussed. 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.</p> <p><input type="checkbox"/>- 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.</p>	<p>the last time curriculum was reviewed and when it is planned to be reviewed in the future be included.</p>
<p>Section 2: Program Effectiveness/ Success (ACCJC Standard I.B.3,5, II.A.1.a,c; II.A.2-4,6)</p>	<p><input type="checkbox"/>- The report uses the PREs to describe and identify strengths, weakness 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.</p> <p><input type="checkbox"/>- 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 plan-</p>	<p>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.</p> <p>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.</p> <p>The original Dialogue form was designed to address these requirements. The content of the dialogue for is now incorporated into the comprehensive PRAISE. Read through the responses and make</p>

	<p>ning for improvement, including student support service needs and EMP goals, is not clear.</p> <p><input type="checkbox"/>- The report uses few PREs to describe and identify strengths, weaknesses and 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.</p> <p><input type="checkbox"/>- 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.</p>	<p>suggestions, where needed, to meet the standards.</p>
<p>Section 2: Facilities/ Technical Infrastructure and Resources</p>	<p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p> <p><input type="checkbox"/>- 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.</p>	<p>The standards require that facilities, equipment and other assets support student learning programs and improve institutional effectiveness.</p> <p>The institution must assure that any technology is designed to meet the needs of learning and is integrated with institutional planning.</p> <ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>○ create learning improvement</li> <li>○ enhance learning improvement</li> <li>○ or maintain learning improvement</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Section 3: Needs Assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/>- The report identifies that the current level of support (without increase or reduction) is sufficient.</li> <li><input type="checkbox"/>- 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</li> <li><input type="checkbox"/>- 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.</li> <li><input type="checkbox"/>- The report poorly identifies resources needed to improve student success, and little justification of the needs exists within the report.</li> <li><input type="checkbox"/>- The report neither identifies resources needed to improve student success, nor does it provide a justification of the needs within the report.</li> </ul>	<p>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.</p>
Appendices (Five-Year Staffing Profile; Student Enrollment Data; Budget Worksheet)	<ul style="list-style-type: none"> <li><input type="checkbox"/>- The program provides all of the required appendix items for the PRAISE report.</li> <li><input type="checkbox"/>- The program does not provide the required appendix items for the PRAISE report.</li> </ul>	

## C. 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.

## **D. Appendix F: Downloadable Instructional Program Review Documents and Links**

### Downloadable Templates and Documents:

[Instructional Program Review User Guide \(for Faculty\)](#)  
[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](#)