

User Manual for Instructional Program Review in Improve/TracDat¹

2016-2019 Program Review Cycle

Victor Valley College

¹ **Improve** is the new name for the **TracDat** System. To avoid confusion, this manual will refer to the system as **Improve/TracDat**.

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Academic Senate Approved Definitions

Instructional Program Review: 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 enrollment and demographic data 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.

Program for Instructional 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.

Instructional PRAISE Report: PRAISE stands for Program Review, Allocations and Instructional Strategies for Excellence. This is the report that is created as a result of the program review process by an instructional program. The PRAISE report feeds the Administrative Procedure 6200 (Budget Development) process and is utilized by division deans to develop the Tier 1 report for an academic division for institutional planning.

Technology Name Changes

Nuventive, the company which facilitates our Program Review and Assessment Software, has changed the name of a number of its services. (This change occurred with the program updates for 5.4 of Nuventive.)

Improve/TracDat is now called **Improve**
Impact/ActionPoint is now called **Impact**

In this manual, the products will be referred to as:

Improve/TracDat
Impact/ActionPoint

Remember, these two products house different components of the PRAISE Report:

Improve/TracDat contains the Comprehensive Narrative and the Program Annual Planning and Augmentation Requests

Impact/ActionPoint contains department data on factors including: enrollment, courses, sections, FTES, Retention, Success, Equity.

Overview of Electronic Format

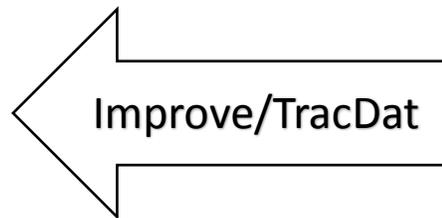
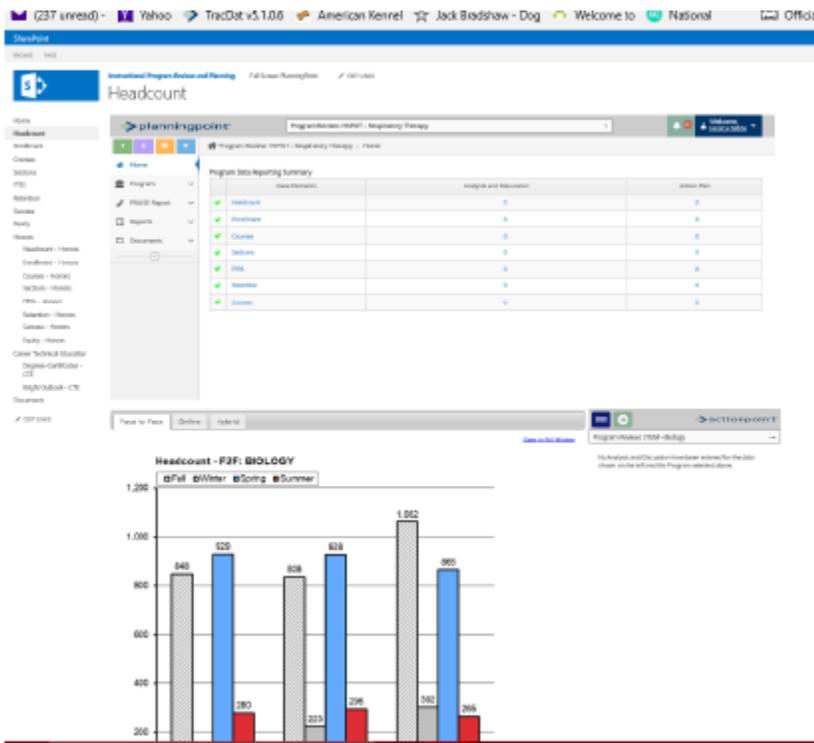
All instructional programs are on the same 3-year cycle. (Programs used to be on a rotating cycle, but this changed beginning in 2016). Instructional Program Review contains three components: the Comprehensive Narrative, Enrollment Data Analysis and Planning and Augmentation. The campus uses SharePoint 13 (our portal) to access the components of the PRAISE reports, though department chairs and designated faculty may choose to log directly into Improve/TracDat to access the Comprehensive Narrative and the Planning and Augmentation portions (<https://vvc.Improve/TracDat.com>).

- The Comprehensive Narrative is completed in Improve/TracDat on the SharePoint portal (picture below on top) using the Program Review role for your program discipline
- The Enrollment Data Analysis is completed in Impact/ActionPoint on the SharePoint portal (picture below on bottom). No “role” here. It defaults to your program discipline.
- Planning and Augmentation (making goals and resource requests) is completed in Improve/TracDat on the SharePoint portal (which will appear in the top portion of the screen) using the Planning and Augmentation role for your program discipline.

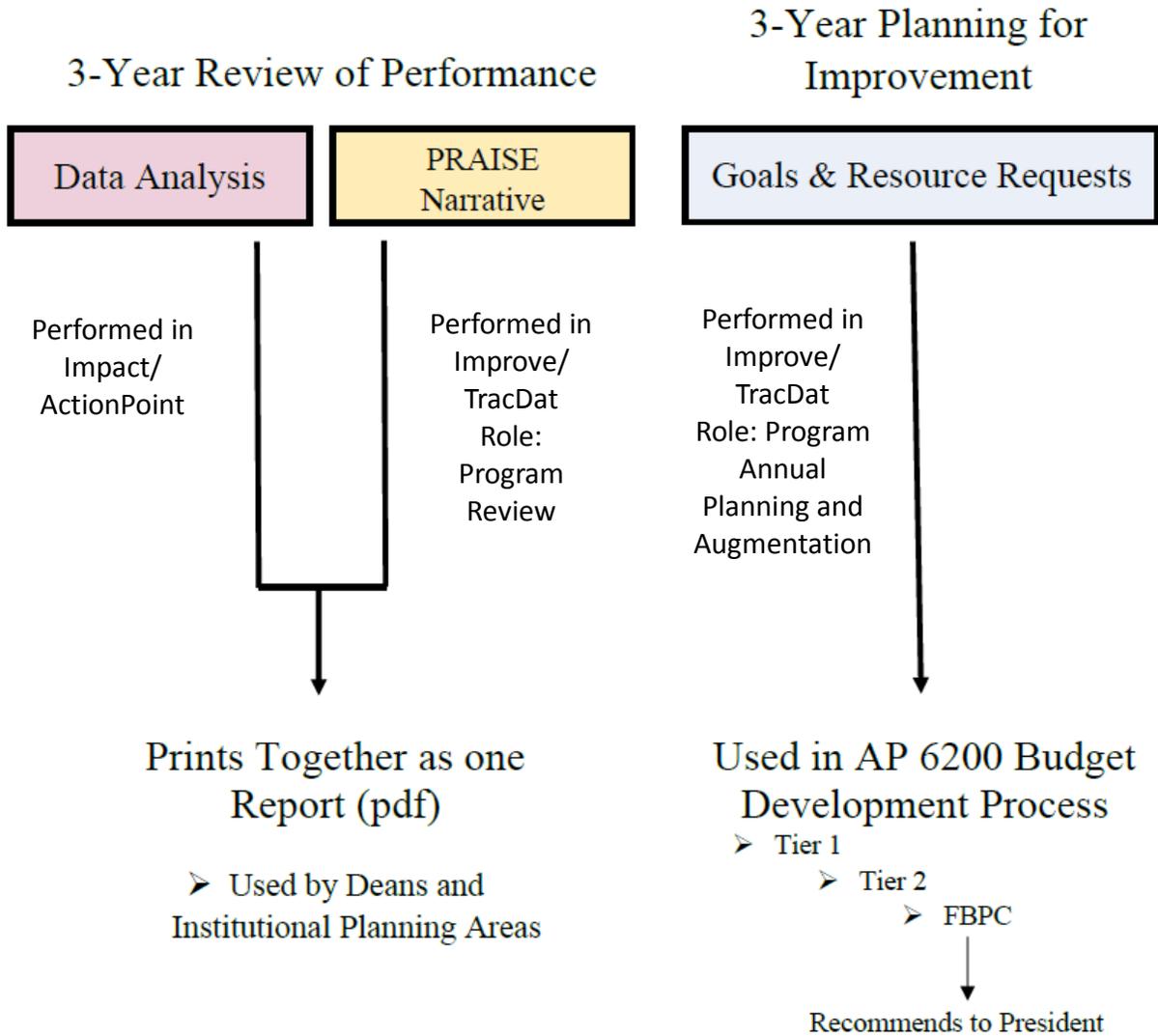
The Narrative and the Enrollment Data Analysis components can be done in conjunction with one another. For example, you may want to review your data and make analyses that you may refer to in different portions of the Narrative. When these two components are complete they print together as one report.

While completing the Narrative and Enrollment Data Analysis you will find that you will want to make goals and (potentially) tether resource allocations requests to the goals. This is done in the Planning and Augmentation Component.

You can navigate between components anytime as you work. Just remember to SAVE before leaving a page!



The Program Review Cycle



Program Review Quick Log-In and Navigation Guide

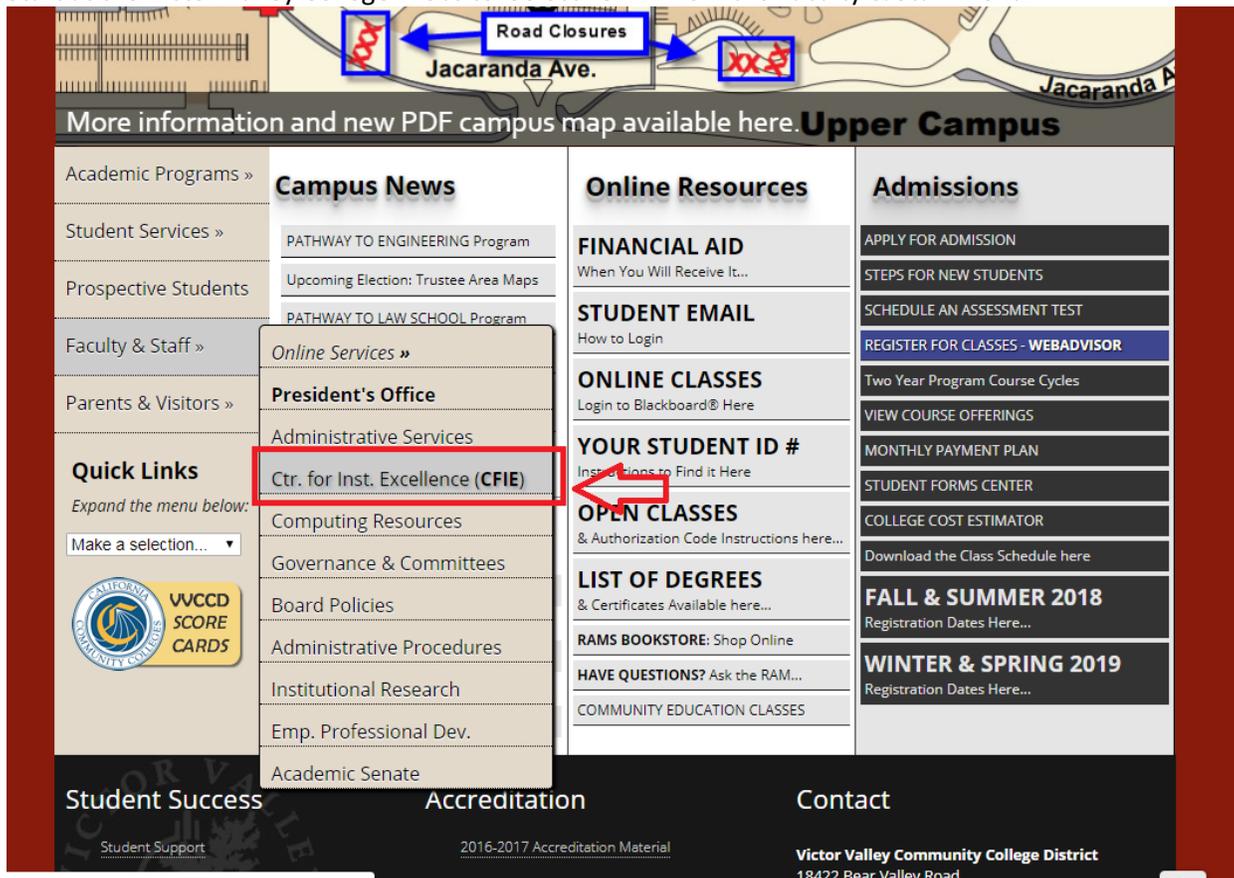
This guide will walk you through navigating the basic components of Improve/TracDat and Action Point in Share Point for Instructional Program Review.

PLEASE NOTE THAT THIS PROGRAM WORKS WELL IN FIREFOX OR CHROME OR THE MOST RECENT INTERNET EXPLORER.

1. Logging in to SharePoint for Program Review:

Go to SharePoint 13

Start at the Victor Valley College Website. Select "CFIE" from the Faculty & Staff menu.



Select "Program Review Documentation" from the left navigation bar.

Search VVC.EDU

Search

NAVIGATION:

- CFIE Home
- 2015 SLOAC Parcel Report
- SLOAC Handbook
- SLOAC Annual Report
- Office of Instruction
- Course Syllabi Submissions
- Service Area Outcomes
- Student Learning Outcomes
- Program Learning Outcomes
- Program Review Documentation**
- Institutional Learning Outcomes

VICTOR VALLEY COLLEGE
18422 Bear Valley Road
Victorville, CA 92395
(760) 245-4271

Center for Institutional Excellence

Mission Statement:

The Center for Institutional Excellence is to promote excellence in student learning, educational practices and quality of services by establishing and maintaining a campus culture of self-evaluation and improvement at all levels of the institution.

Our primary role is to provide guidance and support for all academic and non-academic programs on campus in assessing change and enhancing best educational practices through assessments and program review.

In order to better understand the needs of the students, the faculty, staff and administration have implemented comprehensive methods of assessment. The data collection process is used to better understand our strengths and areas for improvement as an institution and to provide methods to improve student success.

Upcoming Assessment Workshops for 2018 Winter and Spring:

Upcoming Webinars/Events:

ffices/cfie/program-review-documents.shtml

8

Click on the “Login to Improve/TracDat-SharePoint 2013 here” button.

Victor Valley College
Educating Generations, Building Communities

Search VVC.EDU

Search

NAVIGATION:

- CFIE Home
- 2015 SLOAC Parcel Report
- SLOAC Handbook
- SLOAC Annual Report
- Office of Instruction
- Course Syllabi Submissions
- Service Area Outcomes
- Student Learning Outcomes
- Program Learning Outcomes
- Program Review Documentation
- Institutional Learning Outcomes

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Documentation | Program Review

Login to TracDat | SharePoint 2013 here

Program Review Cycle 2016-2019

- Program List - Coming Soon
- Download the Instructional Program Review Handbook - PDF
- Download the User Manual for Instructional Program Review - PDF

PROGRAM REVIEW - IMPORTANT DATES

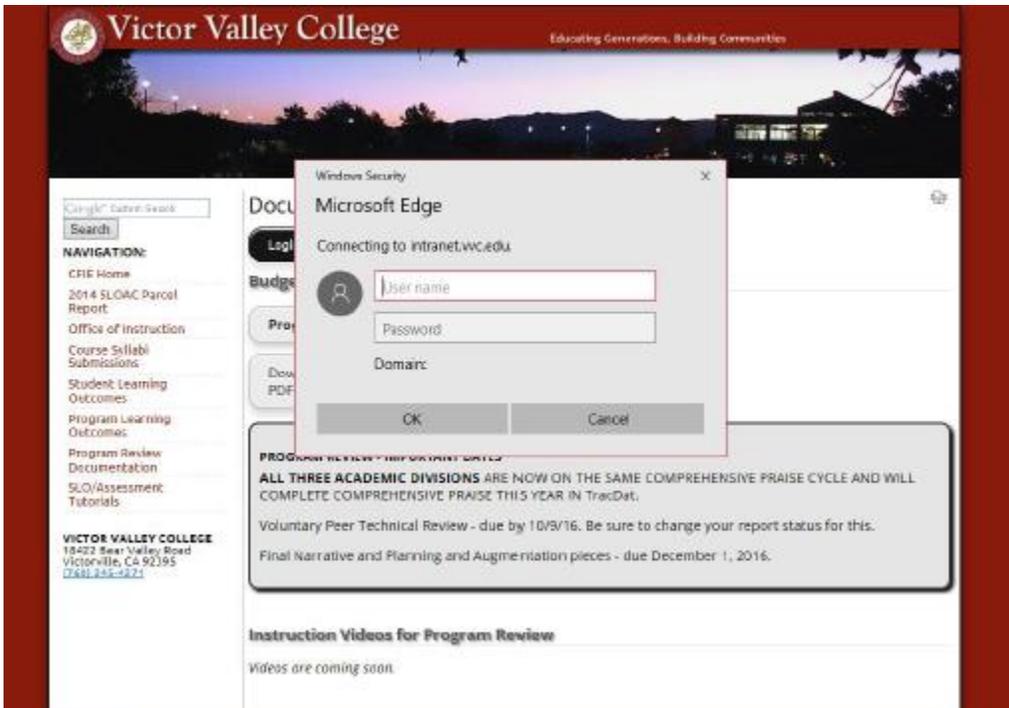
ALL THREE ACADEMIC DIVISIONS ARE NOW ON THE SAME COMPREHENSIVE PRAISE CYCLE AND WILL COMPLETE COMPREHENSIVE PRAISE THIS YEAR IN TracDat.

For 2017-2018, updates/edits to the Comprehensive PRAISE Reports are due by December 15th, 2017.

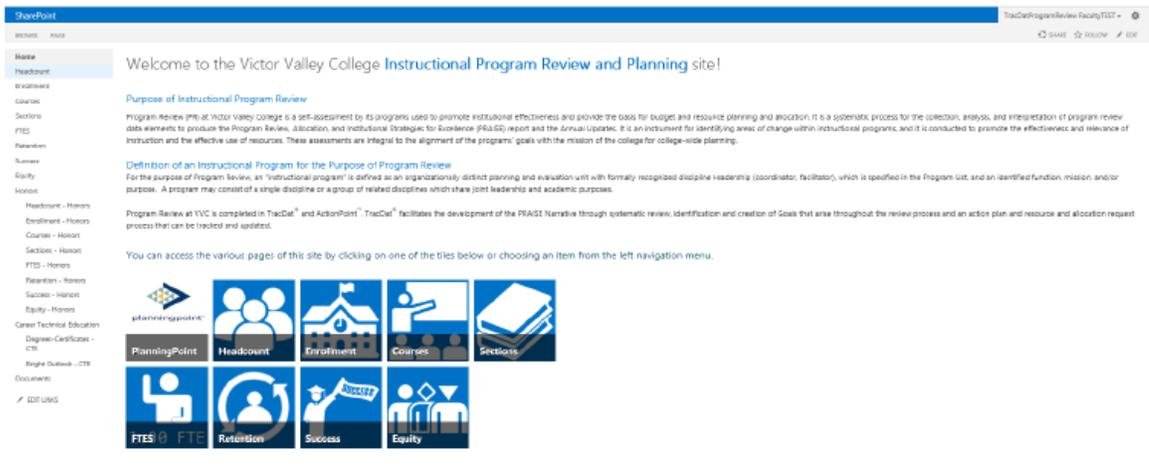
Instruction Videos for Program Review

u/sites/tracdat

Log on to with your VVC credentials (just “first name.last name”; “.com” is not needed).



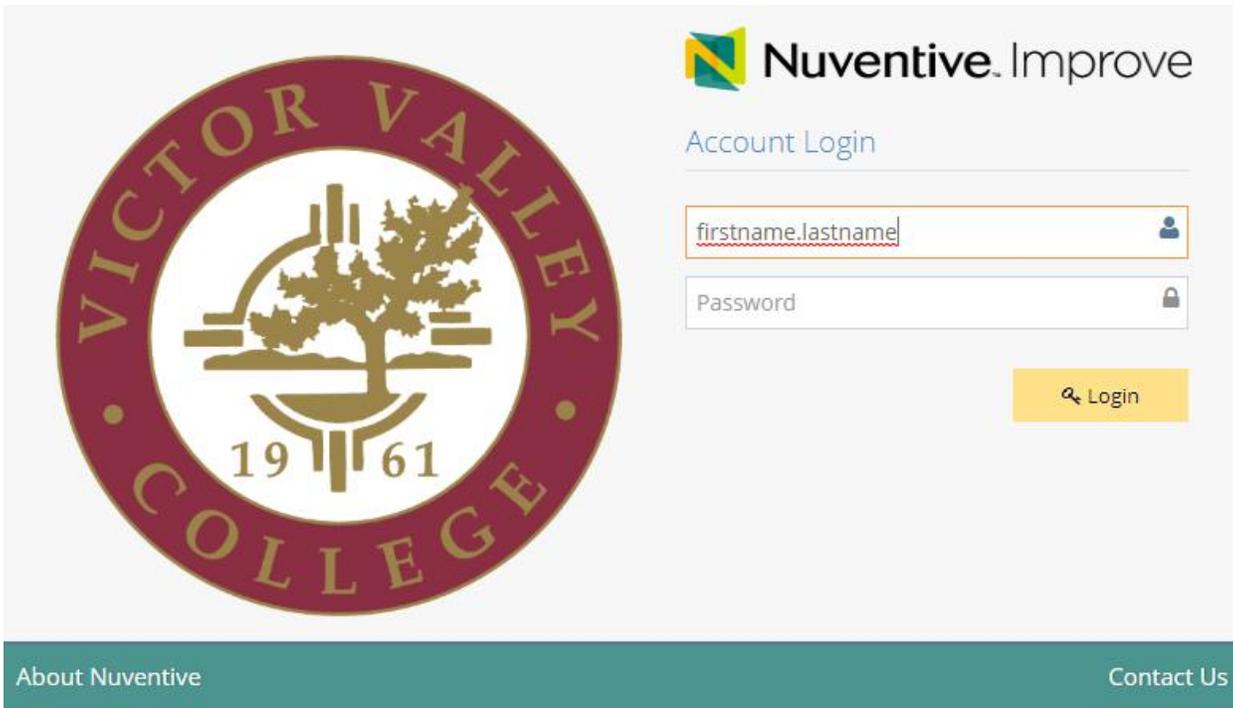
This is the screen that you will see once logged in:



2. Logging directly into Improve/TracDat to access the Narrative and the Planning and Augmentation Components

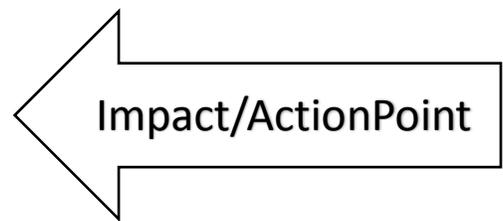
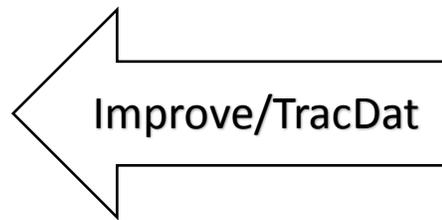
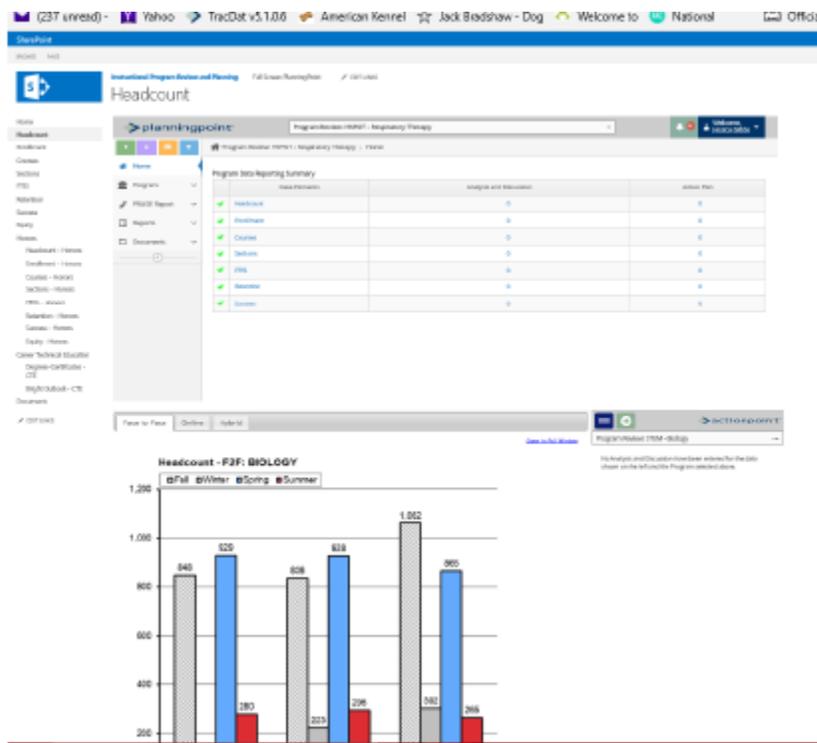
Use the following URL: <https://vvc.Improve/TracDat.com>

Your user credentials are the first and last name of your email, without the .com. Your password should be the same as for other web services you use on-campus.

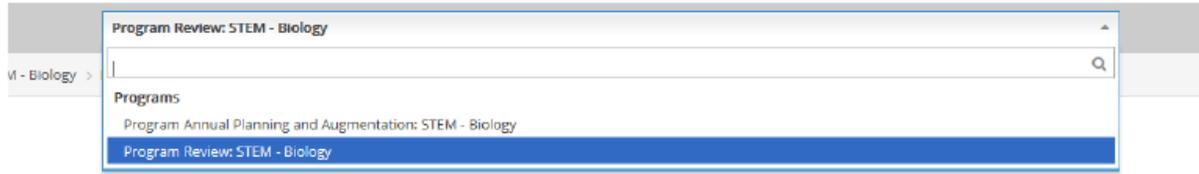


3. Getting to the Comprehensive PRAISE Narrative

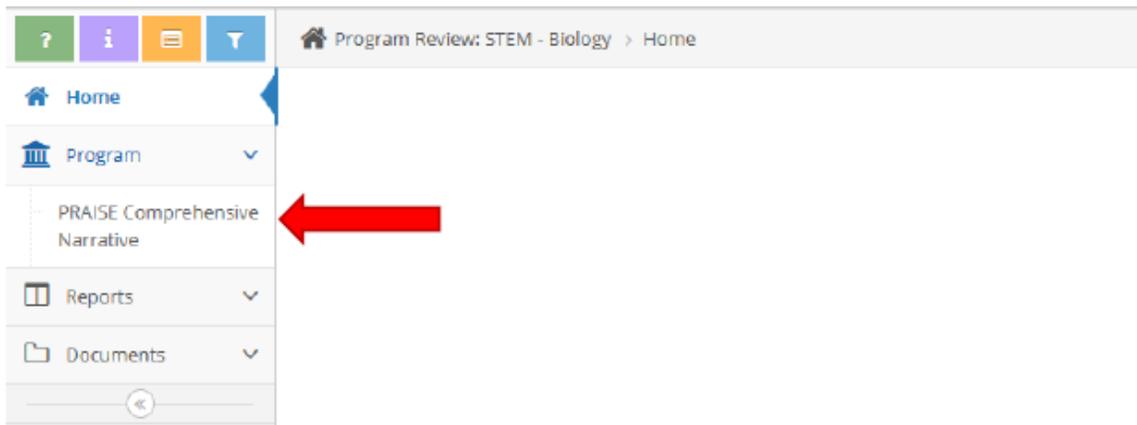
Choose one of the data elements from the left-hand navigation bar to get started and bring up the Improve/TracDat piece of program review. Here is what the screen will look like:



The top drop-down box of the Improve/TracDat component will include the Program Review and Planning and Augmentation page options for which you have been assigned. Choose “Program Review” to go to the PRAISE Narrative page.

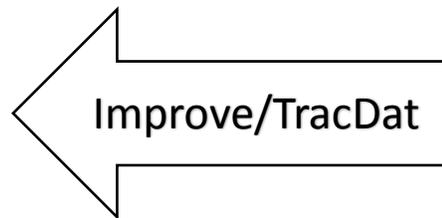
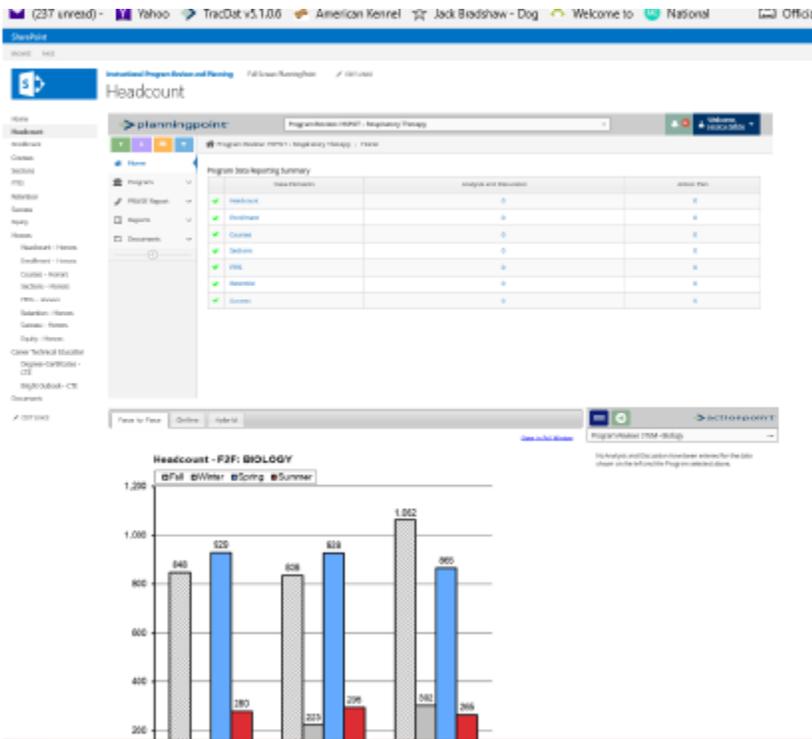


From the left navigation bar choose “PRAISE Comprehensive Narrative” under “Program”.

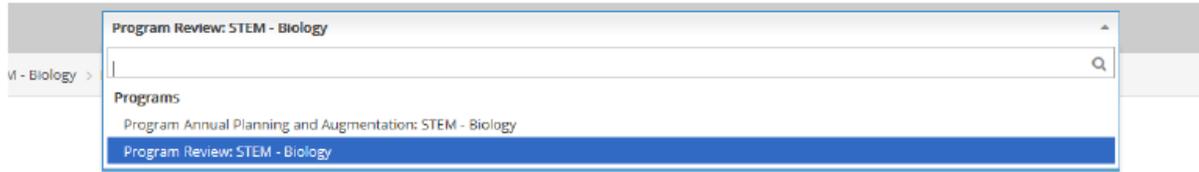


Now you may start a new PRAISE Narrative or continue working on an existing PRAISE Narrative.

4. Getting to Planning and Augmentation (Creating and Managing Goals):



The top drop-down box of the Improve/TracDat component will include the Program Review and Planning and Augmentation page options for which you have been assigned. Choose “Planning and Augmentation” to go to the Planning and Augmentation page.



Then expand “Program Planning” on the left navigation bar and select “Annual Planning and Augmentation”. Now you can create new goals with resource requests, or update existing ones.



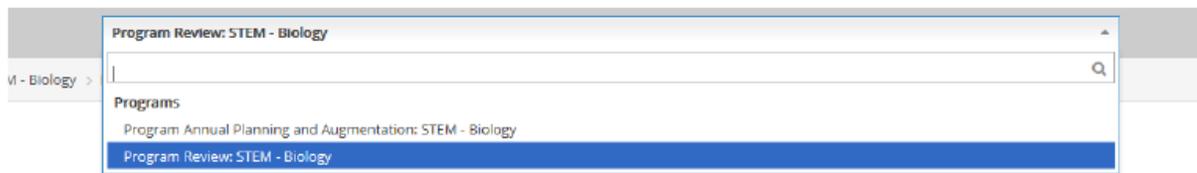
PRAISE Narrative- Detailed Instructions

PLEASE NOTE THAT THIS PROGRAM WORKS WELL IN FIREFOX OR CHROME OR THE MOST RECENT INTERNET EXPLORER.

Starting a New Comprehensive PRAISE Report

We are in the third year of our 2016-2019 cycle, which means you will be updating your PRAISE report from last year unless you've never done a PRAISE report before. If you have never made a PRAISE report before, you will start a new one.

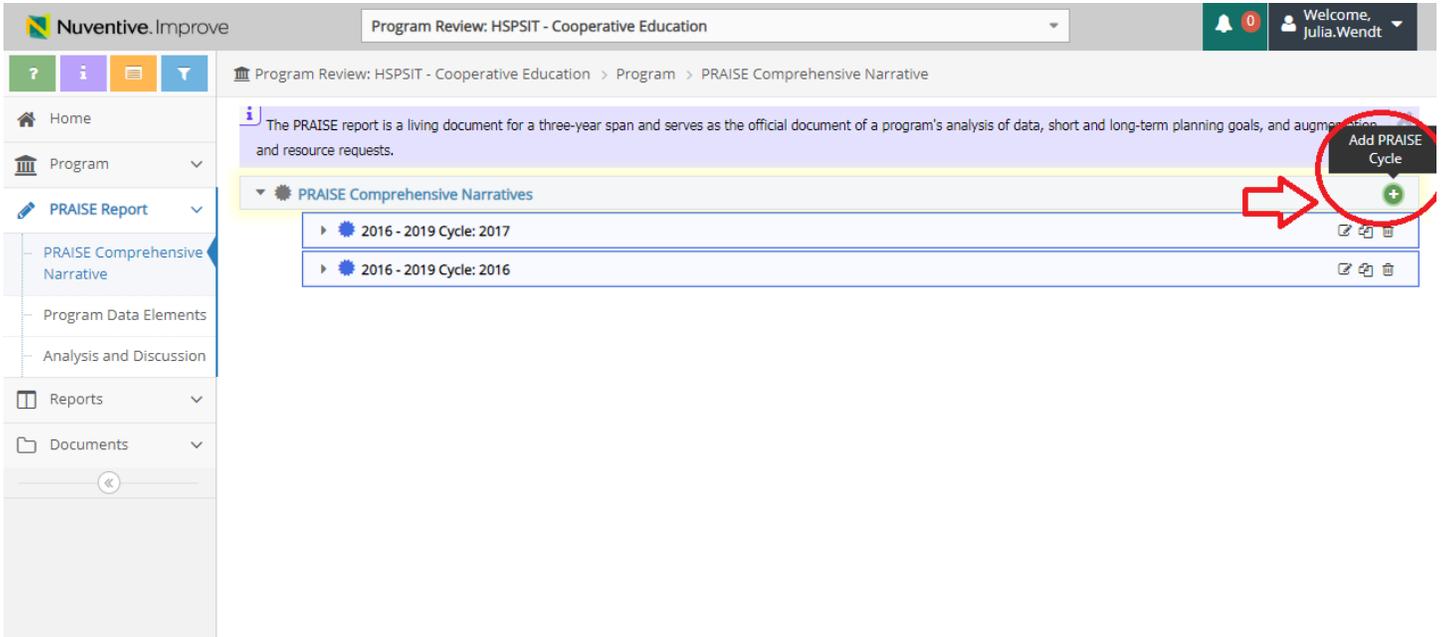
The top drop-down box will include the Program Review and Planning and Augmentation page options for which you have been assigned. Choose "Program Review" to go to the PRAISE Narrative page.



From the left navigation bar choose "PRAISE Comprehensive Narrative" under "Program".

The screenshot shows the Nuventive.Improve interface. The top navigation bar includes the logo, a dropdown menu for 'Program Review: HSPSIT - Cooperative Education', and a user profile for 'Welcome, Julia.Wendt'. The left navigation bar has a red box around the 'PRAISE Report' option. The main content area displays a 'Program Data Reporting Summary' table with columns for 'Data Elements', 'Analysis and Discussion', and 'Action Plan'. A red arrow points from the 'PRAISE Comprehensive Narrative' option in the left bar to the 'Enrollment' row in the table.

Data Elements	Analysis and Discussion	Action Plan
✓ Headcount	2	2
✓ Enrollment	2	2
✓ Courses	1	1
✓ Sections	1	1
✓ FTES	2	2
✓ Retention	1	1
✓ Success	2	2
✓ Honors	0	0
✓ Equity	1	1

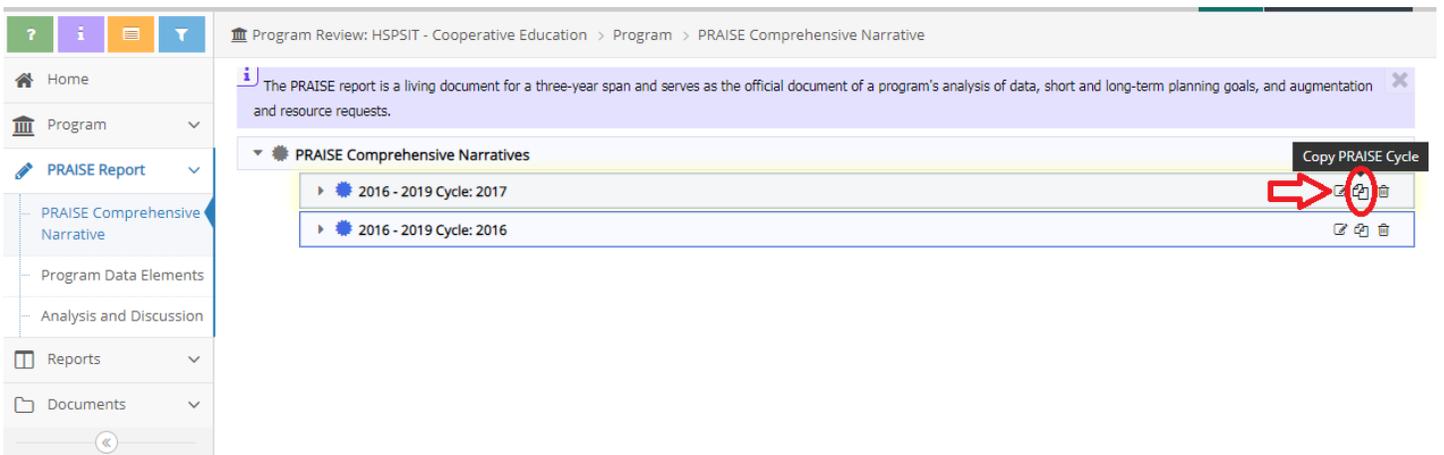


Once you click on the green button, you will see the below screen. Select the third option for PRAISE cycle (2018), and then continue on to the directions for completing a PRAISE report with the section: Developing the Comprehensive PRAISE Report.

Updating a Comprehensive PRAISE Report from Previous Year

If you have successfully completed PRAISE reports from previous years, you can simply copy your report from the previous year and make updates to that report. (This is an update year, so this is an acceptable practice. Next year will be a Comprehensive year, where you will be asked to fully update and re-craft your PRAISE reports to reflect the current state of your program for each question/prompt.)

To update your PRAISE report from last year, select the middle icon to the right, which is the “Copy PRAISE Cycle” icon, shown below:



Now, you will see the below screen. Select the third option available for PRAISE Cycle: 2016-2019: 2018.

Program Review: HSPSIT - Cooperative Education > Program > PRAISE Comprehensive Narrative > Copy PRAISE Cycle

Home Save Return

* PRAISE Cycle

Report Status: 2016 - 2019 Cycle: 2016 Ready for use in institutional planning ?

2016 - 2019 Cycle: 2017

Program Mission: 2016 - 2019 Cycle: 2018 is a program, however, we do have a mission. ?

The Cooperative Education, 2016 - 2019 Cycle: 2018 is to provide 16-, 12-, or 8-week courses that enable the student to receive college credit for on-the-job training that will make him/her a more efficient and valuable employee while providing a practical education that supplements and enhances classroom theory.

Program mission was revised this cycle: No - Still Relevant

Mission is aligned to Victor Valley College Mission: Yes ?

Program Description and Trends: The Cooperative Education department achieves its mission through the following: ?

1. Assist students, along with their employers, in the development of new learning objectives every semester. The learning objectives integrate what they have/are learning in their theoretical courses into their job or internship. During this process we promote intellectual growth and model academic integrity through one-on-one review of their learning objectives to ensure their legitimacy and relevance; as opposed to generic learning objectives that won't evolve the students' skills in their career field.
2. Facilitate expectations between the supervisor and student and give feedback to students on the development of their skills in the workplace. Taking part in this process assists students in the management of their supervisors' expectations, fosters social responsibility, and helps to develop lifelong knowledge and skills necessary for success in the global economy.
3. Maintain communication with students through the use of the job market's most commonly used forms

Once you have done this, click “Save” in the top right-hand side of the screen. This will have created an updated PRAISE report for this cycle which you can go back and edit/update as needed. Now, you can proceed to the section: Developing the Comprehensive PRAISE Report.

Once you have hit the “Save” button, you can click back on the “PRAISE Comprehensive Narrative” button to the left-hand side of the screen, and you will now see three reports. For this cycle, you will always click back on the 2018 report to make your updates for this year.

Program Review: HSPSIT - Cooperative Education > Program > PRAISE Comprehensive Narrative

Home

Program

PRAISE Report

PRAISE Comprehensive Narrative

Program Data Elements

Analysis and Discussion

Reports

Documents

The PRAISE report is a living document for a three-year span and serves as the official document of a program's analysis of data, short and long-term planning goals, and augmentation and resource requests.

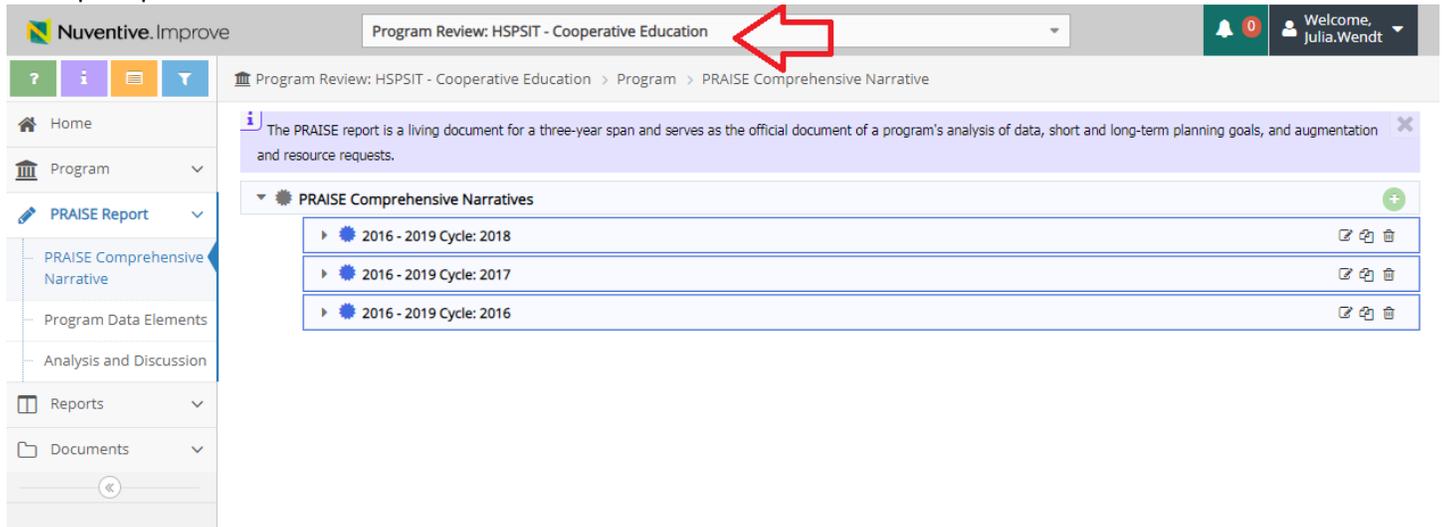
PRAISE Comprehensive Narratives

- 2016 - 2019 Cycle: 2018
- 2016 - 2019 Cycle: 2017
- 2016 - 2019 Cycle: 2016

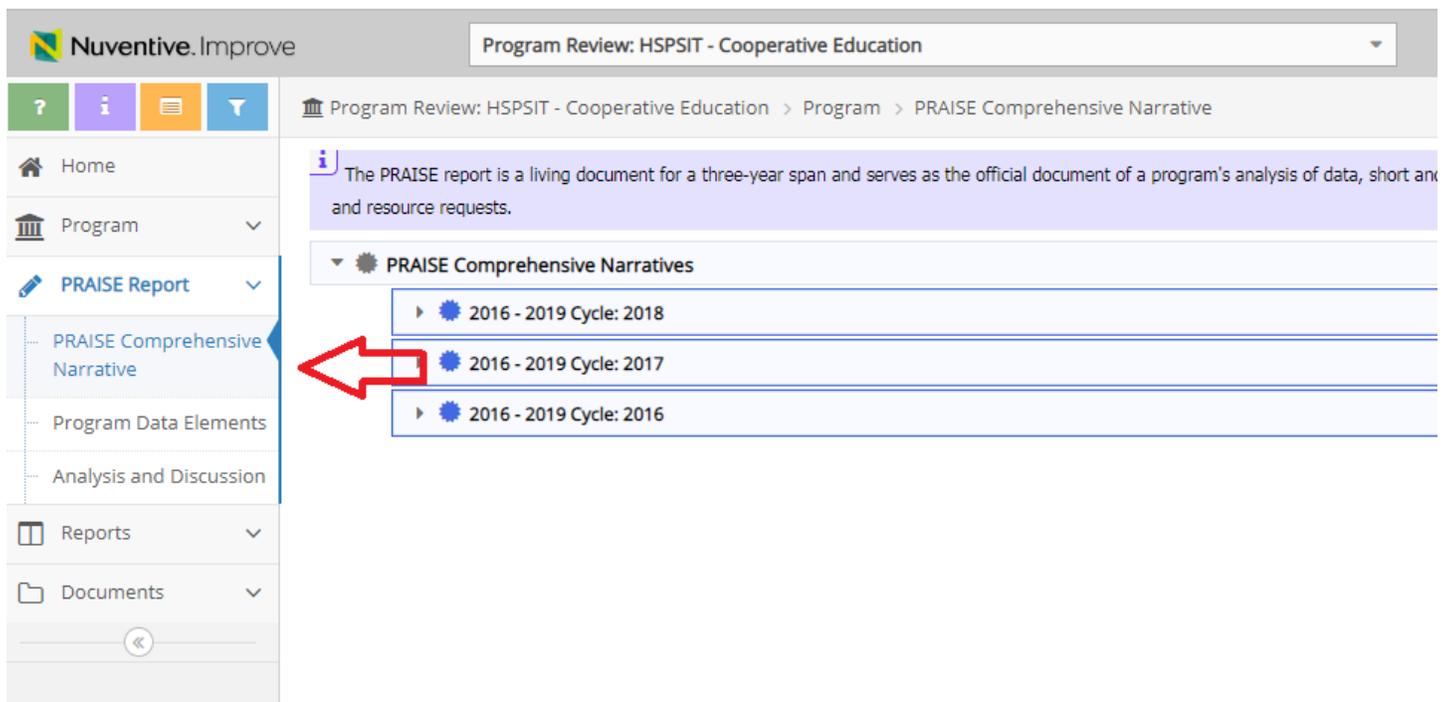
Developing the Comprehensive PRAISE Report

Report Information & Status

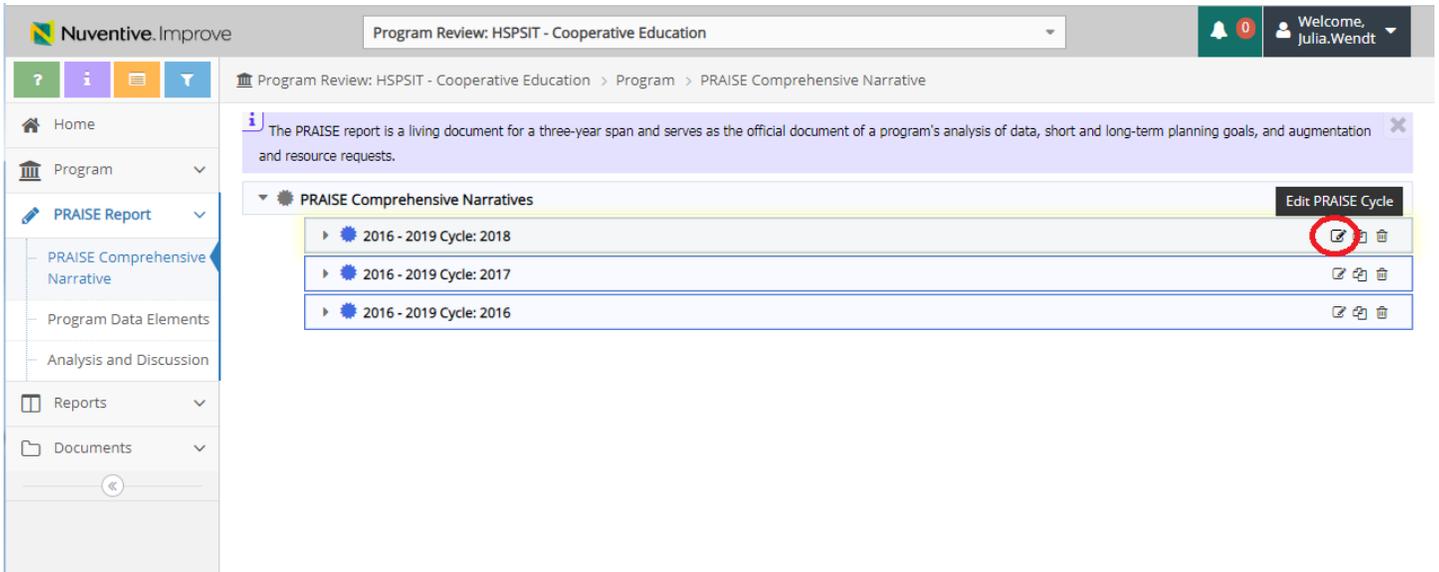
Once you have either created your new PRAISE report or have copied an old one to complete an update for your PRAISE report, you can go into the report and edit each field. To do this, select the Program Review component of your report in the top drop-down menu.



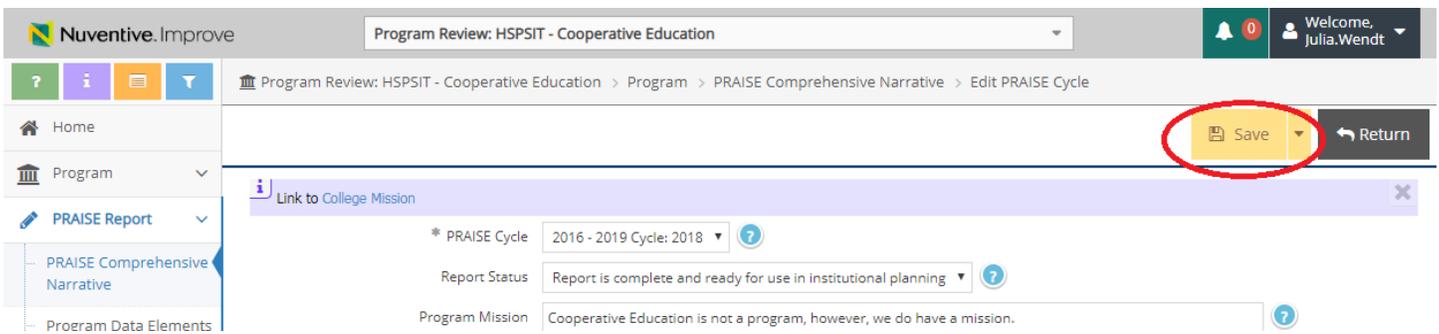
Then, click on the PRAISE Report bar to the left hand portion of the screen, and select “PRAISE Comprehensive Narrative.”



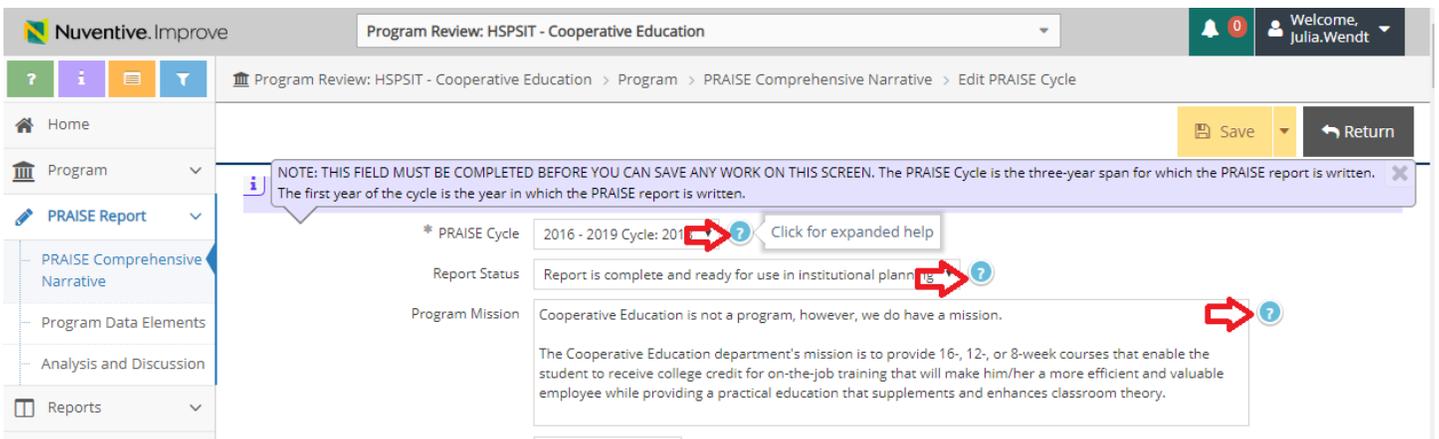
Then, click the icon to the right-hand side of the screen which says: “Edit PRAISE cycle” for the 2018 Report. (Pictured below)



If at any time you must leave the PRAISE Narrative page be sure to click the gold “SAVE” button at the top right hand of the screen.



As you work through the Narrative you will find instructions for the fields. The instructions will automatically appear the first time you click on the field. After that, click on the blue “question mark” button to the right of the field to view the instructions again.



Report Status - Select the appropriate Report Status.

- If the report is still in development, choose "Report is still in development". Note that the official due date for all PRAISE reports is December 1 and administration may access the report for the AP 6200 process any time after this date. Once you are done with revisions, you can change this status to either "Report is ready for Peer Technical Review (voluntary)" or "Report is complete and ready for use in institutional planning."
- If the report is being submitted to the IPRC for Peer Technical Review for feedback (must be complete and submitted by November 1st) select "Report is ready for Peer Technical Review". This is a voluntary process. If the program desires to receive feedback, opinions and suggestions regarding the Narrative developed, the Narrative must be completed by October 9. The IPRC is committed to provide the feedback by November 1 and will not be able to reply to submissions after October 9.
- If the program is finished working on this report, choose "Report is ready for use in institutional planning".
- The report is a living document throughout the three-year cycle. If revisions to the report have been made since the December 1 deadline, please change the status to "Report has received revision since completion".

Program Mission

Type in the mission of the program. Next select whether or not the mission was revised/updated since the last comprehensive PRAISE Report.

Consider the mission of the program and the mission of the college (below). Are they aligned? If not, the faculty should consider the relevancy of the program to the college’s commitment to the community. The mission of Victor Valley Community 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.

Program Description and Trends

Next, describe the program and the trends that are happening relevant to the program. What factors must be considered to effectively plan for the next three years for the program to be successful. This part of the narrative will vary per program, as no program is the same as another. Some things to consider are:

- Associate Degree Transfers (ADTs)
- Vocational mandates
- Advisory committee recommendations
- Legislature
- Community needs
- Workforce trends
- Etc.

Not to be considered here: deficiencies in staffing, funding, etc. Those issues will be addressed in later sections, and in the Executive Summary.

Alignment to Mission / Short- or Long-Term Goals needed for Program Mission

Next, choose which elements of the program align to and support the program’s mission in serving students. Hold the “ctrl” key to select all that apply.

Alignment to Mission (hold ctrl key and select all that apply)

- Courses are offered that meet transfer requirements
- Courses are offered that support students acquiring gainful employment
- Partnerships with CA business & industry to find solutions to regional workforce issues in high growth sectors are established
- Basic skills courses are offered
- Courses are offered as Distance Education
- Courses are offered as Hybrid

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for the mission section? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Is a short-term or long-term goal needed for the program's mission? ?

Alignments to Program Mission Notes ?

An example of a Goal for the Mission section is:

The Biology program will review its mission in the Spring 2017 term and revise if necessary.

Finally, if there is any additional information or description you would like to add regarding the mission, do so in the text box.

Is a short-term or long-term goal needed for the program's mission?

Alignments to Program Mission Notes ?

Student Enrollment (hold Ctrl key and select all that apply) ?

Student Population, Degrees and Certificates

Identify which student populations the program serves. Hold to "ctrl" button to select all that apply. If there are any comments or descriptions you wish to include regarding the student population(s) served by the program please do so in the comment text box.

Student Population (hold Ctrl key and select all that apply)

- Transfer
- Degree
- Certificate
- CTE
- Basic Skills
- Non-Credit
- Contract Education
- Distance Education

Comments on Student Population ?

If the program awards degrees (such as an ADT) and/or certificates, indicate how many have been awarded over the past program review cycle (past 3 years). If you need to, contact the Office of Research.

Distance Education

Comments on Student Population ?

Number of Degrees awarded past 3 years (if applicable)

Number of Certificates awarded past 3 years (if applicable)

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for the Population, Degrees and Certificates section? Select "yes" or "no". If yes, you may save your work and leave the page to go to the "Planning and Augmentation" page to create a goal. By selecting "yes" or "no" you can later run a report of all of the "yes" selections to remind you which goals to make if you wish to do them at a later time.

Example of a Goal for the Population, Degrees and Certificates:

The Biology Department will increase the number of ADT degrees awarded by 5% over the next PRAISE cycle.

Institutional Learning Outcomes (ILOs)

Indicate to which ILO(s) the program aligns to. Hold the “ctrl” button to select all that apply. If the program does not align to any of the ILOs, the faculty should consider the relevancy of the program in relation to the college’s educational commitment to the commitment to the community. If there are any additional comments regarding the program’s alignment to the ILOs please add them in the comment text box.

Program Alignment to Institutional Learning Outcomes (hold ctrl key and select all that apply)

- The program offers courses that require competency in communication
- The program offers courses that require competency in computation
- The program offers courses that require creative, critical and analytical thinking
- The program offers courses in social and personal responsibility
- The program offers courses in information competency

Program Alignment to ILOs Notes

Cooperative Education students use all five of the ILOs at their work-sites as they complete their learning objectives. Their learning objectives demonstrate the need for their use of problem-solving skills, communication, critical thinking, personal and social responsibility, and information competency in on-the-job training.

The college’s ILOs are:

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.

Educational Master Plan (EMP)

The Educational Master Plan (2012; revisions as of June 2013) contains seven Strategic Planning Priorities. Provide a description of how the program has contributed to these Strategic Planning Priorities to those that apply. This section facilitates the evaluation of how instruction addresses the Strategic Planning Priorities, as well as provides a foundation for the next revision to the Educational Master Plan. Here are what the fields look like:

Program Alignment to ILOs Notes	If Applicable, describe how the program has contributed to: Meet the needs of all students through a variety of scheduled services. (Supports District goals of Accreditation Recommendations and Image).
Contribution to EMP Strategic Planning Priorities Meet the needs of all students	
Contribution to EMP Strategic Planning Priorities Expand the use of technology	
Contribution to EMP Strategic Planning Priorities Develop innovative programs	
Contribution to EMP Strategic Planning Priorities Improve institutional performance	
Contribution to EMP Strategic Planning Priorities Collaborate with regional schools	
Contribution to EMP Strategic Planning Priorities Provide quality customer service	
Contribution to EMP Strategic Planning Priorities Foster an inclusive campus climate	
Is a short-term or long-term goal needed for the program's contribution to the EMP?	<input type="checkbox"/> <input type="checkbox"/> ?

Below is an example of the beginning of Cooperative Education’s Contribution to the EMP:

Contribution to EMP Strategic Planning Priorities Meet the needs of all students	<p>Cooperative Education is unique in how it contributes to the EMP Strategic Planning Priority of meeting the needs of all students. Our courses are designed specific to each student that enrolls, which allows flexibility to meet the needs of all students.</p> <p>Scheduling: Cooperative Education courses are structured with two required meetings: the Training Agreement meeting and the Advisement appointment. These appointments are scheduled based primarily on the student’s availability, with secondary consideration of the instructor or staff’s schedule. The Cooperative Education instructor and staff work around the student’s schedule whenever possible. When scheduling these appointments the Cooperative Education instructor and staff also give students ample time to make room in their schedule to meet the requirements of the course in an effort to meet their individual needs.</p> <p>Locations: Cooperative Education courses are not typical lecture courses. The student’s worksite is their classroom. This meets the needs of all students in the fact that it is established entirely by the student’s already determined employment. We also meet the location needs of those students who come to our program without employment in that we offer internships in all three of the local communities (Apple Valley, Victorville, and Hesperia) giving students location options to accommodate their convenience and transportation limitations.</p> <p>Delivery methods: The delivery methods of Cooperative Education courses are flexible and give students many options. In providing multiple delivery methods, the Cooperative Education program promotes meeting the needs of each student by offering students the opportunity to decide what method works best for them. Cooperative Education students can utilize instruction electronically through email, in-person at the Cooperative Education office through one-on-one instruction (by appointment), and/or by phone. Students are able to use one preferred method, or a combination of methods, to best suit their needs. Although, there are two instances in which there is no flexibility in the delivery methods (orientation process and Advisement appointment), there is some flexibility granted through recent Title 5 changes to allow for the Training Agreement meeting to be conducted telephonically or through skype.</p>
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Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for the EMP section? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Example of a Goal for the EMP:

Contribution to the EMP Strategic Planning Priorities Meet the needs of all students- The Biology program will increase the tutoring availability to at risk student populations (based on demographic data provided by the Office of Research).
 -or-

Contribution to the EMP Strategic Planning Priorities Expand the use of Technology- The Biology Department will pilot hybrid courses for Biology 100 in the Spring 2017 term.

Choose which best describes the current staffing structure for the program.

Contribution to EMP Strategic Planning Priorities Foster an inclusive campus climate

Is a short-term or long-term goal needed for the program's contribution to the EMP?

Staffing Structure - The current staffing structure of the program:

Staffing Structure - Over the past three years this program has experienced

Staffing Structure Notes

Staffing Structure

Describe the trend that has occurred in regards to staffing structure over the past PRAISE cycle.

Staffing Structure - The current staffing structure of the program:

Staffing Structure - Over the past three years this program has experienced

Staffing Structure Notes

Net loss of full time faculty means the number of faculty the program is down at this time compared to the number of faculty the program had at the start of this past PRAISE Cycle. For example, If the program started with 7 full-time faculty, 2 retired in the past three years, and the program got 1 full-time hire, the net loss = 1 (not 2). The program now has 6 full-time faculty.

No net change of full-time faculty means the number of faculty the program has at this time compared to the number of faculty the program had at the start of this past PRAISE Cycle is the same. For example, If the program started with 7 full-time faculty, 1 retired in the past three years, and the program got 1 full-time hire, the number of faculty has not changed (do not report a loss of 1). It is still 7.

Net gain of full time faculty means the number of faculty the program has at this time has increased compared to the number of faculty the program had at the start of this past PRAISE Cycle. For example, If the program started with 7 full-time faculty, 2 retired in the past three years, and the program got 3 full-time hires, the net gain = 1 (not 3). The program now has 8 full-time faculty.

A description regarding the staffing structure can be provided in the text box.

Indicate the full-time to part-time ratio (full-time #:part-time #). Contact the Office of Research if necessary.

Staffing Structure Notes

The Full-Time to Part-Time ratio for this department is

Indicate what is needed for the program in regards to staffing; Hold the “ctrl” key down to select all that apply.

The program has a need for (hold ctrl key and select all that apply)

- Full-time Faculty
- Additional Part-time Faculty
- Instructional Assistant
- Classified Staff (i.e. Laboratory Technician)
- Professional Experts

Is a short-term or long-term goal needed for staffing?

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for the Staffing section? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Example of a Goal for Staffing is:

The Biology Department will hire two full-time faculty by Fall 2017.

-or-

The Biology Department will hire one laboratory technician by Spring 2017.

Provide any details necessary for staffing needs in the text box provided.

Curriculum

Indicate how often the curriculum for this program is required to be updated. Academic programs are required to update every 6 years (Ed Code) and CTE/Vocational programs are required to update curriculum every 2 years.

Staffing Needs- Additional Notes

Curriculum - Curriculum for this program is required to be updated

Curriculum - Curricula that has been updated during the past cycle (list courses)

Every 2 Years (CTE- Mandate)
Every 6 Years (Academic- Ed. Code)

LIST the courses that have been updated over the past PRAISE Cycle (last 3 years). Do not describe here. Just provide a list. For Example:

- Biology 100
- Biology 211
- Biology 221

Then LIST the courses that require an update during the next PRAISE Cycle (next 3 years). Do not describe here. Just provide a list. For Example:

- Biology 109
- Biology 118

Biology 215

Biology 231

Curriculum - Curricula that has been updated during the past cycle (list courses)

Curriculum - Curricula that is due to be updated in the next program review cycle (list courses)

Select which of the following best describes the current status for the program in regards to curriculum. Description to the selection can be provided in the text box below the selection.

Curriculum - Curricula that is due to be updated in the next program review cycle (list courses)

Curriculum - Curriculum for this program

Curriculum - Additional Notes

If there are any details or explanations for the selections in this field please comment here.

Is in need of expansion to meet degree/certificate/transfer/workforce needs
 Is sufficient at this time to meet degree/certificate/transfer/workforce needs
 Is in need of review due to degree/certificate/transfer/workforce changes

- “Is in need of expansion to meet degree/certificate/transfer/workforce needs” means that the program has already identified curriculum changes that are necessary for factors such as application requirements for an ADT or a state mandate for their program.
- “Is sufficient at this time to meet degree/certificate/transfer/workforce needs” means that there are no factors requiring the program to review or change its current curriculum.
- “Is in need of review due to degree/certificate/transfer/workforce changes” means that the program is aware that factors are affecting the program and faculty need to review the current curriculum to determine if curricular changes, or new curriculum, is needed.

List any degrees or certificates that have experienced curricular changes. This would be a good time to review the program’s degrees and certificates in CurricUNET and update the courses that should be listed under those degrees and certificates as this is important to the accuracy of the college catalog.

Curriculum - Curriculum for this program

Curriculum - Additional Notes

Curriculum- Degrees and Certificates

List or describe any degrees or certificates that have been added, revised or deleted in CurricUNET over the upcoming three years.

Is a short-term or long-term goal needed for Curriculum?

5 year assessment calendar has been updated since the last

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for the Curriculum section? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Example of a Goal for Curriculum is:

The Biology program will review and update curriculum for Biology 100 during the Fall 2016 term.

-or-

The Biology program will review curriculum for the ADT application during the Fall 2016 term..

Outcomes Assessment

Indicate whether or not the program’s 6-year Assessment Calendar has been updated. The calendar should display 6 years of assessment planning for all courses within the program at the course level. The Office of Instruction or the SLO Coordinator can help you locate/submit your current 6-year Assessment Calendar on/to SharePoint if needed.

Curriculum- Degrees and Certificates

Is a short-term or long-term goal needed for Curriculum?

SLOs - The 6-year assessment calendar has been updated since the last program review cycle

SLOs - Based on outcomes assessment, identify areas for improvement at the course level

Choose "yes" if the calendar has been updated and officially submitted to SharePoint. Choose "no" if it has not been use as well as for Division Dean and the Office of Instruction use, and for accreditation purposes.

Yes
No

The next four fields are very similar to the old assessment dialog portion of the program review template. Use the text boxes to provide the information required. Only programs that fit the definition as a program for program-level assessment need to fill in the program-level fields.*

The definition of a program for assessment is:

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.

program review cycle

No

SLOs - Based on outcomes assessment, identify areas for improvement at the course level

* SLOs - Based on outcomes assessment, identify areas for improvement at the program level

SLOs - Based on outcomes assessment, identify areas of success at the course level

* SLOs - Based on outcomes assessment, identify areas of success at the program level

Describe how the program contributes to ILO assessment. Include a discussion of how the program may contribute to the development of in-house ILO-level assessment tools. The college’s ILOs are:

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.

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for Assessment? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Example of a Goal for Assessment is:

The Biology program will review and update its 6-year Assessment Calendar during the Spring 2017 term.

-or-

The Biology program will renew its site license for the A.D.A.M. Software to continue the success rates achieved in Biology 211.

-or-

The Biology program will contribute to the development of an assessment tool for analytical thinking at the ILO-level.

Facilities

Choose which best describes the facilities for this program. Further details and description can be given in the text box.

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for Facilities? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Technology and Technological Infrastructure

Choose which best describes the Technology and Technological Infrastructure for this program. Further details and description can be given in the text box.

Facilities Notes

Choose which best describes the status of technology and technology infrastructure for your program. Please enter any clarification.

Technology/Technical Infrastructure - The technology/technical infrastructure for this program

Is a short-term or long-term goal needed for technology/infrastructure?

Technology/Technical Infrastructure Notes

Is in need of expansion to meet degree/certificate/transfer/workforce needs

Is sufficient at this time to meet degree/certificate/transfer/workforce needs

Is sufficient at this time to meet degree/certificate/transfer/workforce needs, but is in need of update/repair/refurbishment

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for Technology and Technological Infrastructure? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

Optional: Service, Community Outreach and Economic Development

Complete 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. Please answer the following questions here: • 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?

technology/technical infrastructure for this program

Is a short-term or long-term goal needed for technology/infrastructure?

Technology/Technical Infrastructure Notes

Optional: Service, Community Outreach, and Economic Development

Is a short-term or long-term goal needed for Service, Community Outreach, and Economic Development?

Complete 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 service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development. Please answer the following questions here: • 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?

Is a short-term (completed within 1 year) or long-term (completed within the 3-year cycle) goal needed for Technology and Technological Infrastructure? Select “yes” or “no”. If yes, you may save your work and leave the page to go to the “Planning and Augmentation” page to create a goal. By selecting “yes” or “no” you can later run a report of all of the “yes” selections to remind you which goals to make if you wish to do them at a later time.

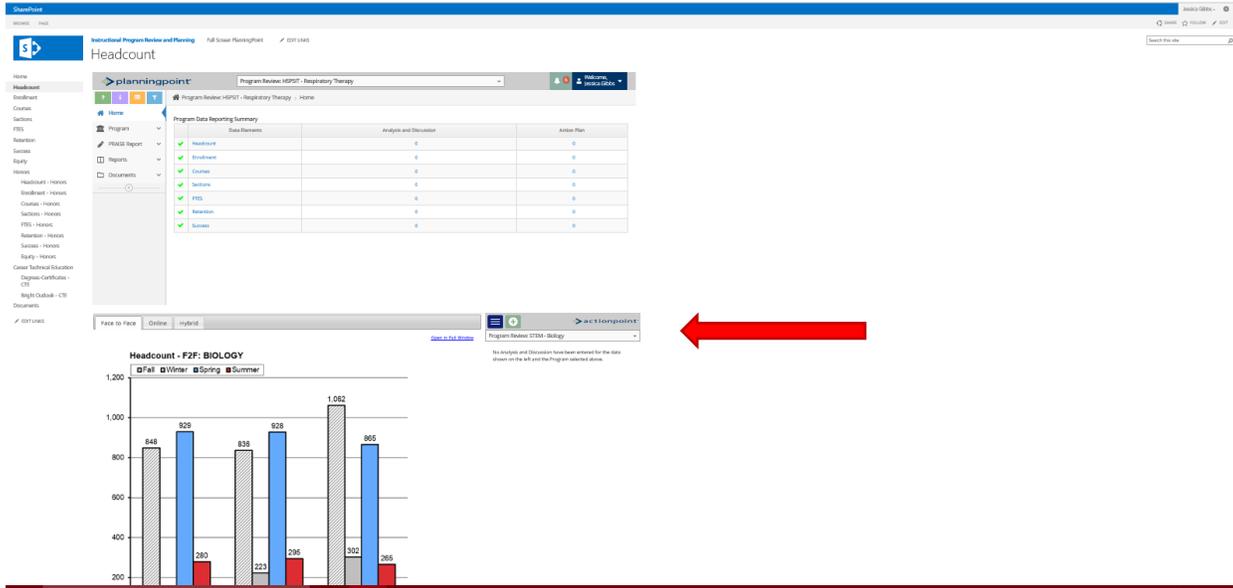
Executive Summary

In 500 words or less, summarize the following: • Progress made on goals identified in the previous program review cycle. Indicate factors that have positively or negatively impacted the progress. • Program trends, such as enrollment, workforce, transfer requirements, certificates, staffing, etc. • Future goals and resources that have been identified for the program.

PRAISE Data Analysis in Impact/ActionPoint- Detailed Instructions

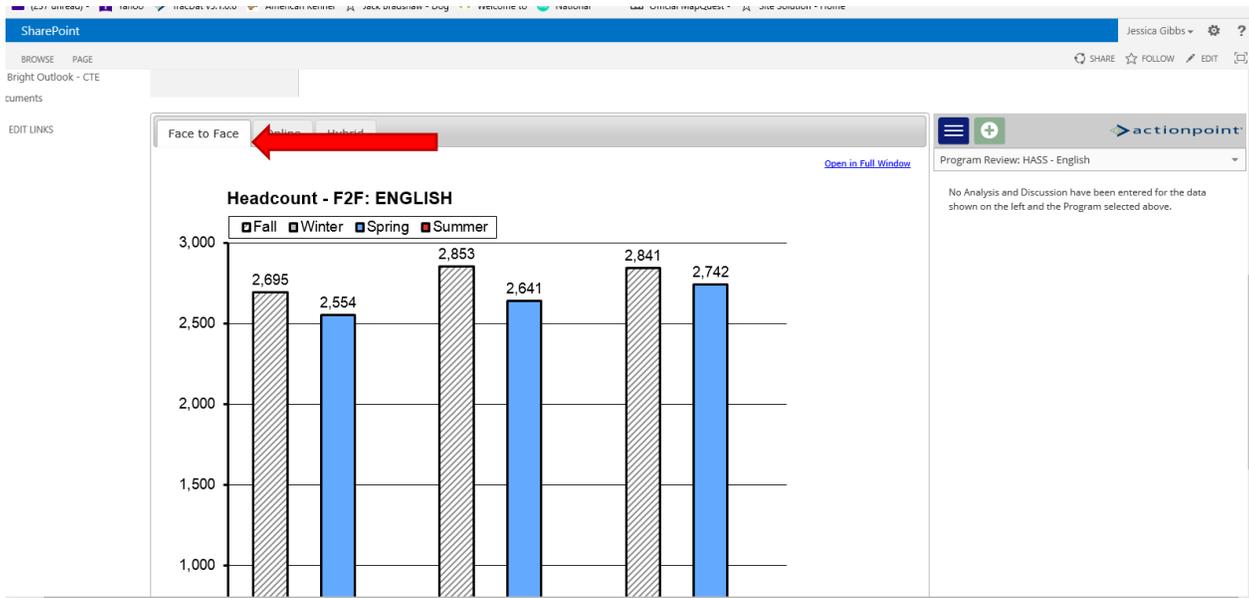
PLEASE NOTE THAT THIS PROGRAM WORKS WELL IN FIREFOX OR CHROME OR THE MOST RECENT INTERNET EXPLORER.

Impact/ActionPoint, the component that houses the enrollment data for Instructional Program Review, is located at the bottom of the SharePoint screen.

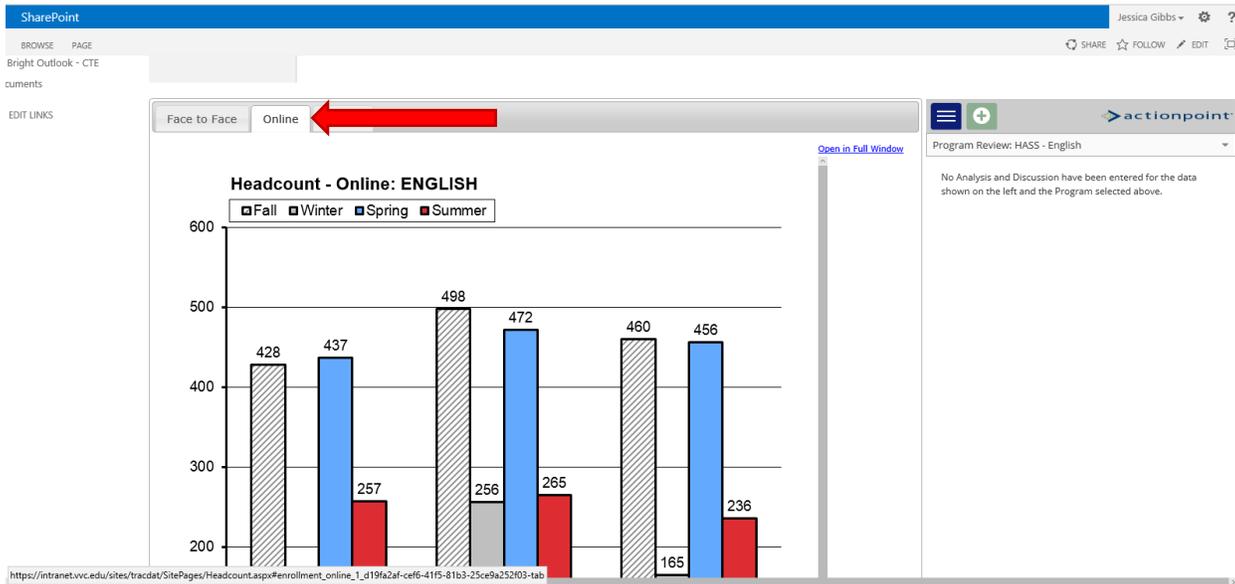


Notice that there are tabs above the data charts that include “Face to Face”, “Online” and “Hybrid” modes of instruction. **There may also be the same tabs for HONORS courses if your discipline offers HONORS.**

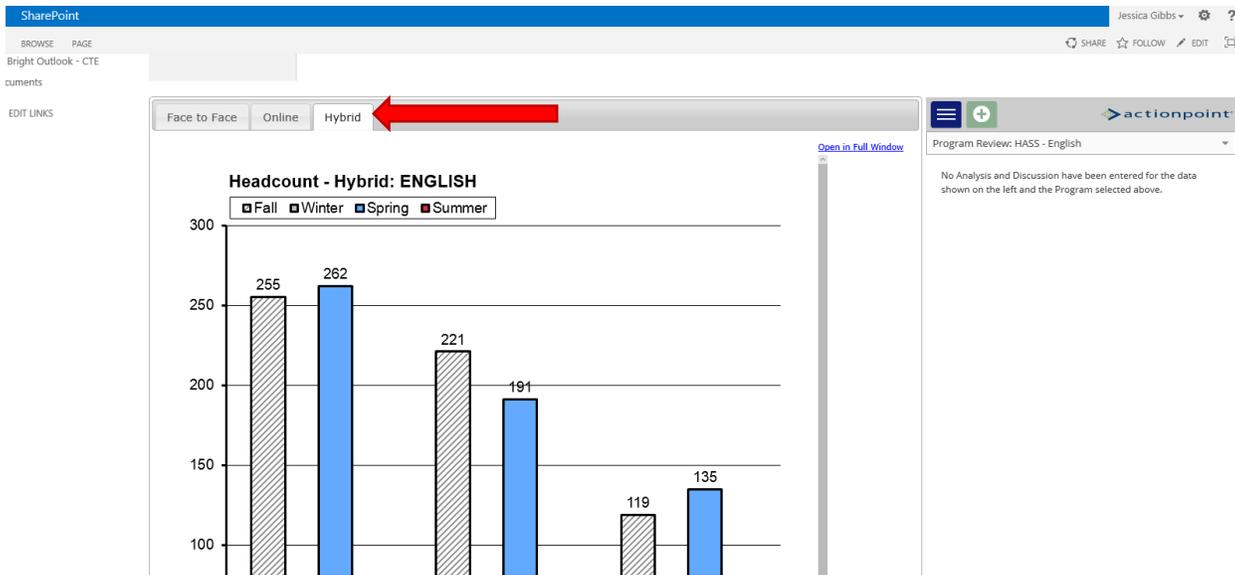
Face to Face:



Online:



Hybrid:



NOTE: if the program does not offer one or more of these modes of instruction a graph will not appear in that tab, as data does not exist for it.

On the right of the graph display is the analysis portion of program review. Select the green plus button to begin an analysis for the data element. You will do this for EACH of the data element types on the left-hand navigation bar. NOTE: the “Honors” button on the left-hand navigation bar is only for the Honors program use.

The “CTE” page has two sub-pages: Degrees and Certificates (for CTE programs) and **Bright Outlook (can be used for ALL PROGRAMS).**

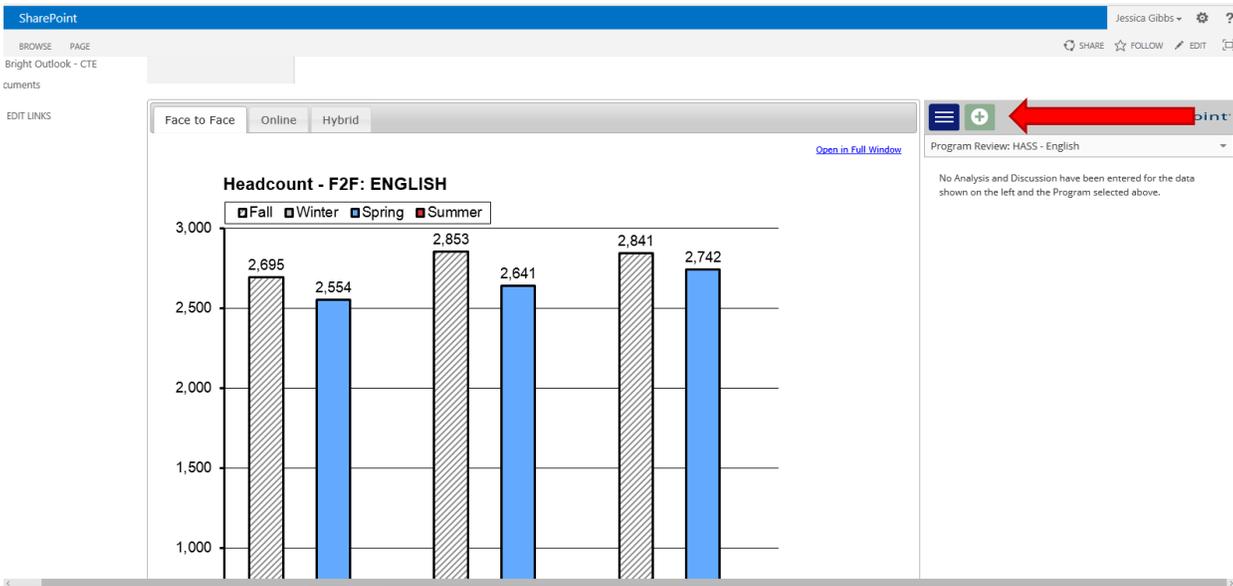
- In Bright Outlook you can search types of occupations (out of academic and career technical areas) and get information regarding skills required, projected jobs available over a span of time, etc., etc. This information is useful in planning for your program. There is a PDF loaded on the page that explains how to navigate in and use Bright Outlook as well. Here is a few examples:
 - The Bright Outlook information shows that employers are looking for certain new skills in the applicants that was not required before to be successful in gaining employment. Perhaps the faculty in the program now consider a curriculum revision to incorporate those skills, or revise a degree or cert.
 - Bright Outlook shows that there will be “X” number of new job openings in CA over the next “X” years for an occupation, which has increased from the last “X” years. Perhaps the faculty in the program want to increase advertisement for their program in the community, or increase # sections offered.

Again, Bright Outlook can be used by ALL programs for planning.

- The other page is for degrees and certificates awarded. Here is an example:
 - The number of degrees awarded to VVC students over the past 3 years is shown to have declined by 28%. Faculty in the program may have an explanation for this decline. Perhaps a faculty retired and it took 3 semesters to replace, during which time certain courses could not be offered, or offerings were limited due to inability to fill those sections with adjunct. This explanation can prevent a program from putting itself on the radar for discontinuance. Or, perhaps the decline was due to poor community outreach. This explanation gives justification for funding outreach, etc., etc.

The Degrees and Certificates page only appear in Impact/ActionPoint for those programs that are CTE (not required for academic programs).

The CTE data is being provided to you for planning. That data WILL be used by your dean. It is in your best interest to analyze it within the unit level (faculty) in support or your program’s health and to give justification for improvement, and the resources it will take to realize the improvement.



The analysis fields will appear:

SharePoint interface showing the analysis form for "Program Review: HASS - English". The form includes fields for PRAISE Cycle, Performance for this indicator, Analysis and Discussion, Goal needed, Action Plan, and Date of Analysis Entry. A red box highlights the form area.

Field	Value
* PRAISE Cycle	[Dropdown]
* Performance for this indicator is	[Dropdown]
* Analysis and Discussion	[Text Area]
Is a Goal needed for this indicator?	[Dropdown]
Action Plan	[Text Area]
* Date of Analysis Entry	10/01/2016

This analysis is for all three modes (Face to Face, Online and Hybrid).

Remember, all of the fields with an (*) next to them must be filled in before the program can save you work.

Below is an explanation for each of the fields:

The screenshot shows the ActionPoint software interface. At the top, there is a navigation bar with a menu icon, a plus sign, and the ActionPoint logo. Below the navigation bar, the title "Program Review: HASS - English" is displayed. The main form area contains several fields:

- * PRAISE Cycle:** A dropdown menu.
- * Performance for this indicator is:** A dropdown menu.
- * Analysis and Discussion:** A large text area with a help icon (question mark in a circle).
- Is a Goal needed for this indicator?:** A dropdown menu with a help icon.
- Action Plan:** A text area.
- * Date of Analysis Entry:** A date field containing "10/01/2016".

At the top of the form, there are icons for a camera, a save button, and a return button.

*PRAISE Cycle- Choose the PRAISE Cycle for which the analysis is conducted. The default at this time is 2016-2019.

*Performance for this indicator is- Choose the best that applies to the overall data.

*Analysis and Discussion- This is an open text box for written explanation and detail of the data. Describe the trends for each mode of delivery offered and elaborate on factors that may be affecting the data trend for success and for areas of improvement. Why might trends be static (getting “stuck” with no increase?) What has led to an increase? A decrease? How can improvement or maintenance of success be realized?

Is a Goal needed for this indicator?- If there is any need for maintenance or improvement, create a goal, action plan and resources (if necessary) in the Planning and Augmentation component.

Action Plan- Describe the steps that must be taken and the resources that must be obtained to attain improvement or maintenance for this indicator. This action plan should mirror the action plan in the Planning and Augmentation component where the goals are created.

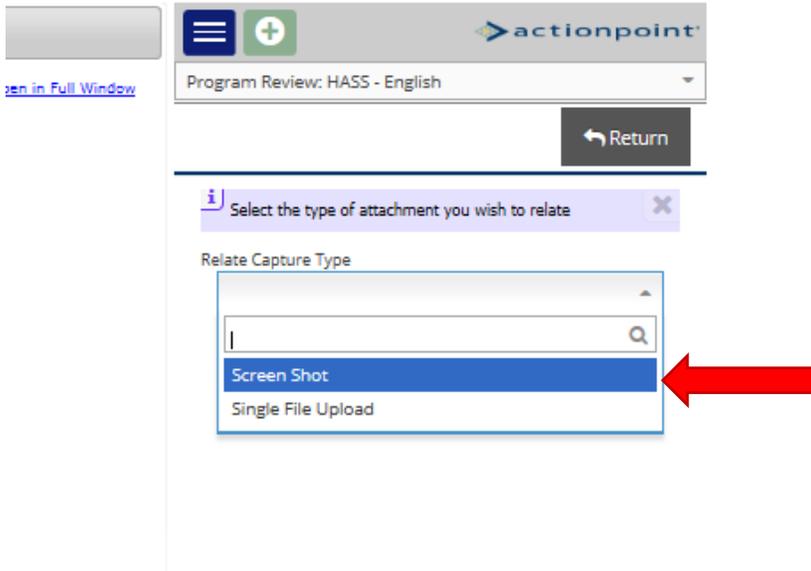
*Date of Entry- this field will default to the date in which you are creating this entry.

Scroll down to the last part of the Analysis window. You will see a “Related Documents” option:

The screenshot shows the 'actionpoint' software interface. At the top, there is a navigation bar with a menu icon, a plus sign, and the 'actionpoint' logo. Below this, the page title is 'Program Review: DSS/INST - Counseling and Guidance'. The main content area contains several form fields: 'PRAISE Cycle' (dropdown), 'Performance for this indicator is' (dropdown), 'Analysis and Discussion' (text area), 'Is a Goal needed for this indicator?' (dropdown), 'Action Plan' (text area), and 'Date of Analysis Entry' (text field with '10/04/2016'). At the bottom, there is a 'Related Documents' field with a green plus button to its right. A red arrow points to this field, and a small asterisk indicates it is a required field.

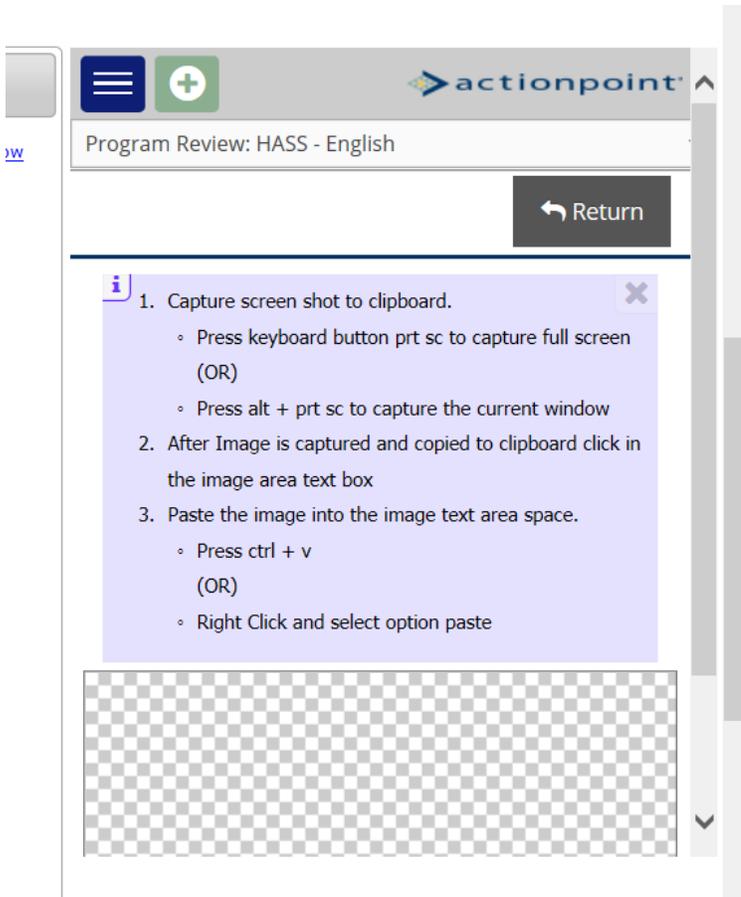
To browse your computer or drag and drop supporting documents to your analysis, or even take screen shots of the graphs for your analysis, click the green plus button.

The screenshot shows the 'actionpoint' software interface with a dialog box open. The dialog box has a title bar with an information icon and a close button. The main content of the dialog box is a text input field labeled 'Relate Capture Type'. A red arrow points to this field. To the right of the arrow, there is text: 'Click here to attach take a screen shot of the graph or upload various types of files.' Above the dialog box, there is a 'Return' button.



Choose “Screen Shot” to take a screen shot of the data graph. Choose “Single File Upload” to browse your computer and upload a document (PDF, Word, JPEG, Excel, etc.).

For a screen shot:



PCs use "PrtScr" key to capture your screen. On a Mac "Command-Shift-4" allows you to capture any part of your screen using cross-hair selection.

Then, click in the image area (grey checked area below) and "Ctrl-v" for PC or "Command-v" for Mac to paste.

Program Review: HASS - English

Save Return

Name
Headcount- Face to Face

Description
You can type any description of your screen shot you want.

image...

Headcount-F2F 2016-2017

Year	Headcount
2016	1000
2017	1000

This is what it will look like when you screen shot loads and you have named your screen shot and given it a description.

Click "SAVE". Wait for the green confirmation box.

Program Review: HASS - English

Is a Goal needed for this indicator?

Action Plan

* Date of Analysis Entry
10/10/2016

Related Documents

Document Name	Description	Actions
Headcount F2F	Enter any description you want here.	Edit Delete

* Required field

This is the screen shot you just uploaded. You can edit with the edit icon. The unrelated icon on the right will delete the screen shot.

Finally, click "SAVE" for the analysis screen. This entry will be tethered to your PRAISE Narrative and will print with your report.

Planning and Augmentation (Creating Goals and Resource Requests)- Detailed Instructions

PLEASE NOTE THAT THIS PROGRAM WORKS WELL IN FIREFOX OR CHROME OR THE MOST RECENT INTERNET EXPLORER.

Program Goals and Resource Requests Defined

The Planning and Augmentation component of TracDat/Improve allows departments to document their program goals and update progress on these goals every year as needed and with every comprehensive year at the beginning of a program review cycle. This component also allows programs to tether a resource request to a goal as needed. Program goals and resource requests are distinct from each other, and it is helpful to briefly define each.

Program goals are general statements which stipulate the program’s intentions for student success / enrollment / efficiency / retention. The Program Goal answers the “How” question of serving students, that is, “How can we better serve students? How can we improve student learning? How can we improve the quality of our program?” etc.

- **Example:** Goal: To increase our department capacity to offer additional and necessary coursework for our growing student population.

A **Resource Request** is a request for resources/supplies needed to fulfill a goal or intention. The Resource Request answers the “What” question, that is, “What is needed in order to serve students?”

- **Example:** Resource Request: Need to hire an additional full-time faculty member who specializes in XYZ....

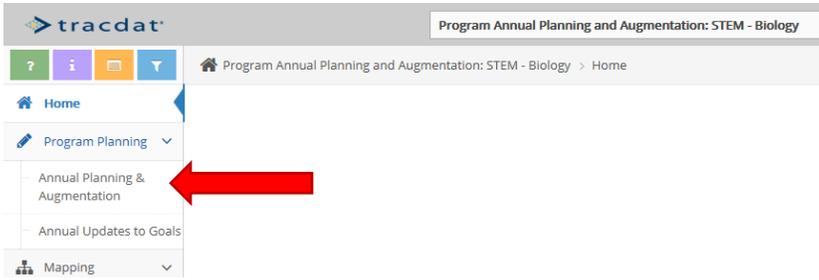
Not every Program Goal will have a Resource Request, but every Resource Request needs to be tied to a Program Goal.

Creating the Goal

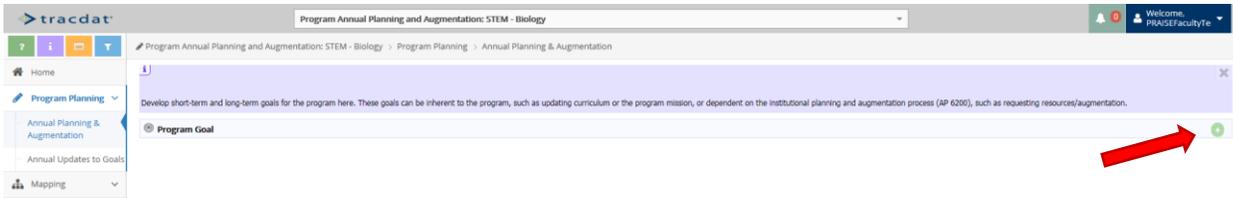
The top drop-down box will include the Program Review and Planning and Augmentation page options for which you have been assigned. Choose “Planning and Augmentation” to go to the Planning and Augmentation page.



Then expand “Program Planning” on the left navigation bar and select “Annual Planning and Augmentation”. Now you can create new goals with resource requests, or update existing ones.

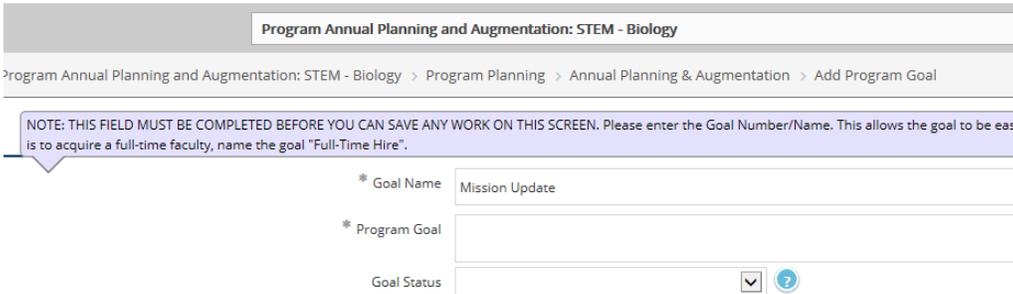


Click on the green plus button to start a new Goal.

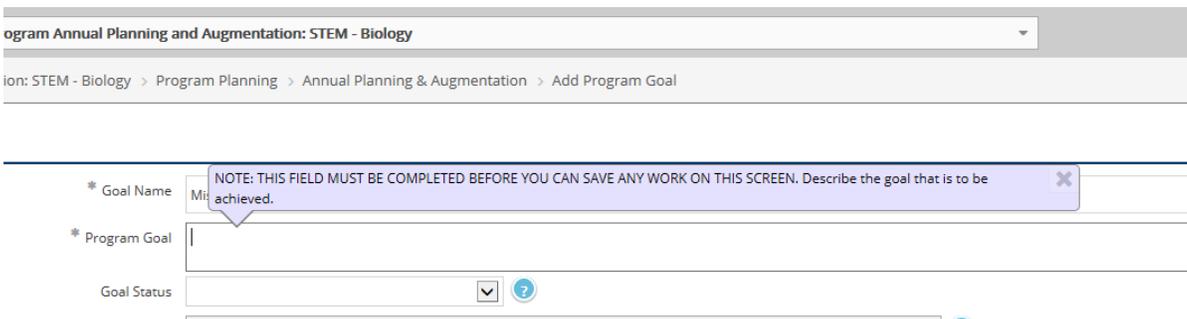


Give the Goal a name. This is how the program will list your goals. It's like giving your checking accounts nicknames. You will not be able to save this page without something in this field.

As you work through the Goal you will find **instructions for the fields**. The instructions will automatically appear the first time you click on the field. After that, click on the blue "question mark" button to the right of the field to view the instructions again.



Next, describe the program Goal. You will not be able to save this page without something in this field.



Now that both of these fields are completed you may save your work at any time by clicking the gold "SAVE" button in the upper right part of the screen.

Indicated the status of the goal.

1. Proposed Goal in Program Review- choose this status while reviewing your program prior to December 1. After that, update the status of the Goal based on progress of the Goal.
2. Goal Confirmed by Dean- if after the meeting with the dean regarding your program’s review and planning the dean approves goals to go forward (meaning the dean will fund, prioritize or take action on the Goal) change the status to this.
3. Goal has been Prioritized- after the Tier 1 report is published for your division check to see that your Goal is on the prioritized list. If so, change the status to this. If the goal does not require resources, skip this status.
4. Resources Approved and Awaiting Funding- if after the president releases the budgeted list for the cycle the Goal is getting funded, change the status to this. If the goal does not require resources, skip this status.
5. Goal Achieved!- this means that the program has received the funds and purchased the item, or hired, etc. Change the status to this. If the action required for the Goal to be achieved has been accomplished (not a resource-related goal), change the status to this.

No Longer a Goal- If the progress of the Goal has ceased, or the program no longer needs it as a goal, choose this status.

Choose the Program Review Cycle for which this goal is being created.

DO NOT USE the two fields called “Do not use”.

Create an Action Plan for the Goal. Describe what STEPS/ACTIONS must be accomplished and what resources (if applicable) must be acquired to achieve the Goal.

Select whether or not this is a short-term (achieved within one year) or long-term (achieved within three years) Goal.

Do not use ?

Action Plan ?
 Select the time frame for which this goal needs to be achieved.

Goal Type ?
 Short-Term Goal (to be achieved within the next year)
 Long-Term Goal (to be achieved within the next 3-years)

Implementation Term

Completion Term ?

Choose the term for which you expect the action plan to achieve the goal to start. This will often be the term that the PRAISE report was written, but can be any term within the relevant PRAISE cycle.

Action Plan

Goal Type ?
 Select which term you expect to begin the Action Plan for the Goal.

Implementation Term ?

Completion Term ?

SP 2017
 SU 2017
 FA 2017
 WI 2017
 SP 2018
 SU 2018
 FA 2018
 WI 2019
 SP 2019
 SU 2019
 FA 2019
 SP 2020

* Required field

Next choose the term for which you expect the Goal to be achieved.

Finally, prioritize your goal relative to the planning scheme for your program. You may need to scroll down with the right scroll bar for this window to see this last field.

Annual Planning and Augmentation - Training Unit (Instructional) > Program Planning > Annual Planning & Augmentation > Add

Program Review Cycle ?

Do not use ?

Do not use ?

Action Plan

Goal Type ?

Implementation Term ?

Completion Term ?

Prioritize Item ? 

* Required field

Do not use ?

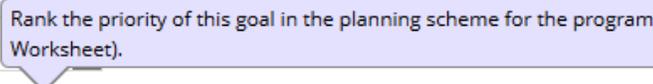
Action Plan

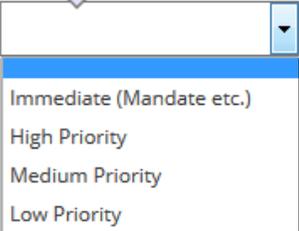
Goal Type ?

Implementation Term ?

Completion Term ?

Prioritize Item ?





* Required field

- “Immediate” indicates that there is an immediate and necessary need for the goal to be achieved because of mandates, safety reasons, etc.
- “High”, “Medium” and “Low” priorities rank the goals based on the importance to achieving them.

Be sure to click the gold “SAVE” button when you are done.

Here are a few sample Goals (next page):

Create a Goal here. Resources can be requested for the Goals by returning to the Goal list, expanding the Goal and clicking on "Resource Requests".

* Goal Name

* Program Goal

Goal Status

Program Review Cycle

Do not use

Do not use

Action Plan

Goal Type

Implementation Term

Completion Term

Prioritize Item

Note that as you create Goals they will be listed on the Planning and Augmentation home page.

- ▶ **20. Improve headcount, enrollment, & FTES stats for Cooperative Education** The Cooperative Education faculty and staff will endeavor to increase headcount, enrollment, and FTES by increasing outreach to employers, on campus organizations, and students. (3. Goal has been Prioritized)

- ▶ **21. Improve level of success stats for Cooperative Education** The Cooperative Education faculty and staff will attempt to improve the level of student success in Cooperative Education. (3. Goal has been Prioritized)

- ▶ **22. Strong Workforce Proposal 1 - Data Driven Outcomes for CTE and Understanding of CTE Labor Market** Cooperative Education would like to

Creating the Resource Request

Select the green plus button next to "Resource Requests" under the Goal.

▼ **3. Continue to provide high quality instruction to students** In order to continue to provide service to the student population, the Cooperative Education program has the goal of replacing the full-time faculty position that was vacated by a retired employee in June 2016. The position is currently in the early stages of recruitment.

This position is extremely necessary for the Cooperative Education program's goal to succeed in creating new internship opportunities and growing the enrollment numbers for the program. It is also imperative to the continued instructional component of the Cooperative Education courses. (6. Goal Achieved!)

Program Review Cycle: 2016-2019
Do not use:
Do not use:

▼ **Resource Requests**

▼ **1000 - New Faculty Hire** Full-time Faculty member for the Cooperative Education program (Active)

Select the object code for the item requested.

District Object Code: 1000 - New Faculty Hire
 * Request Item: 2000 - New Classified Hire
 3000 - Employee Benefits
 4000 - Supplies and Materials
 5000 - Other Operating Expenses
 Quantity: _____

Object codes are as follows:

1000's

- 1000 Certificated Personnel
- 1100 Teacher Salaries, Regular
- 1103 Teacher Salaries, Summer
- 1280 Counselors
- 1283 Counselors, Summer
- 1300 Teacher Salaries, Hourly
- 1350 Personal Services
- 1440 Facilitators: P/T Assignment 1470 Coordinators: P/T Assignment
- 1480 Academic - NI/NR - Counselors 1483 Hourly Counseling - Summer

2000's

- 2000 Classified Personnel
- 2150 Classified-NI/Reg/Admin
- 2180 Classified-NI/Reg
- 2200 Class Sals/Instructional
- 2380 Class-NI/NR - Students (Office Worker)
- 2391 Class - Reg/FT - Overtime
- 2455 Classified-I/NR - Fee Base Instructor
- 2480 Classified-I/NR - Students (Inst Tutors)

3000's

- 3000 Classified Benefits
 - Contract Benefits: 22.32%

Student Workers Benefits: 2.149%

Other hourly Benefits: 8.85%

Classified/Mgr 17,802 Health benefits x number of EE's

4000's

4000 Supplies

4300 Instructional Supplies

4305 Instructional Software (printers/monitors under \$500)

4310 Instructional Software

4430 Subscriptions 4500 Other Supplies

4505 Other Supplies (printers/monitors under \$500)

4510 Non-Instructional Software

4570 Network Supplies

5000's

5000 Travel,Repair,Other Services

5200 Travel,Conference,Instructional

5201 Travel,Conference,Non-Instr

5202 Travel,Conference,Admin

5210 Mileage/Instructional

5212 Mileage/Administration

5300 Dues & Memberships

5350 Postage Expense

5422 Professional Liability

5630 Contracts - Rents & Leases

5640 Contracts - Repairs

5650 Contracts - Maintenance Agreements

5690 Indirect Costs

5740 Assessment Fee

5805 License Fees

5810 Advertising - Public Relations

5815 Plaques/Awards w/Engraving

5840 Contracted Services 5900 Other Expense 6000 Equipment 6310 Library Books

6000's

6400 New Equipment

6405 Computers

6410 Furniture (not in Fixed Assets)

6419 Equipment-Lease/Purchase

7000's

7000 Contingency

7500 Grants

7610 Student Book Service

7620 Other Services - Students

7900 Reserve for Contingencies

Indicate the item that is being requested. Be specific. Use brand names, etc., if it is a particular item. Please do research on the item that is being requested prior to requesting it.

ALIVE

District Object Code What is the actual item you are requesting (please be specific) ✕

* Request Item

Quantity

In the next field indicate the quantity of items/personnel needed.

In the next field indicate the total cost (not individual price) of the item(s)/personnel requested.

Quantity What is the cost of the item? If only one item, give the cost of the item. If more than one, give the total cost. P repository.

Cost

All that apply) Outcomes Assessment Safety ?

Select the justification(s) for the request. Use the “other” option if the justification is not provided in the list. An opportunity to map the request to the comprehensive PRAISE Narrative is available as well (see section on “Mapping Resource Requests”).

Select what type of expense applies to the request.

their load.

Type (hold ctrl to select all that apply) Ongoing expense One-time Money Requested in Perkins ?

Follow Up on Request

A follow-up can be done for the request when desired.

Type (hold ctrl to select all that apply) Ongoing expense One-time Money Requested in Perkins ?

Follow Up on Request Request not funded, continued request Request partially funded, continued request Request partially funded, discontinue request Request funded, discontinue request * Required field

Finally, prioritize the request relative to its importance to achieving the related goal.

Follow Up on Request One-time Money Requested in Perkins Prioritize the item being requested relative to its importance to achieving the related goal.

Prioritize Item Immediate (Mandate etc.) High Priority Medium Priority Low Priority * Required field

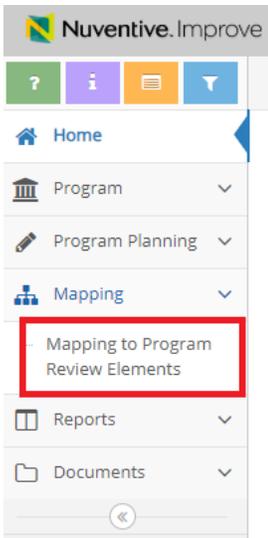
Click "Save".

After the resource requests are added they will appear on the Planning and Augmentation "Home" page.

✓	3. Continue to provide high quality instruction to students	1	1	0
---	-------------------------------------------------------------	---	---	---

Mapping the Resource Requests to the Comprehensive PRAISE Narrative

Click on "Program Goal Mapping" under Mapping on the left navigation bar.



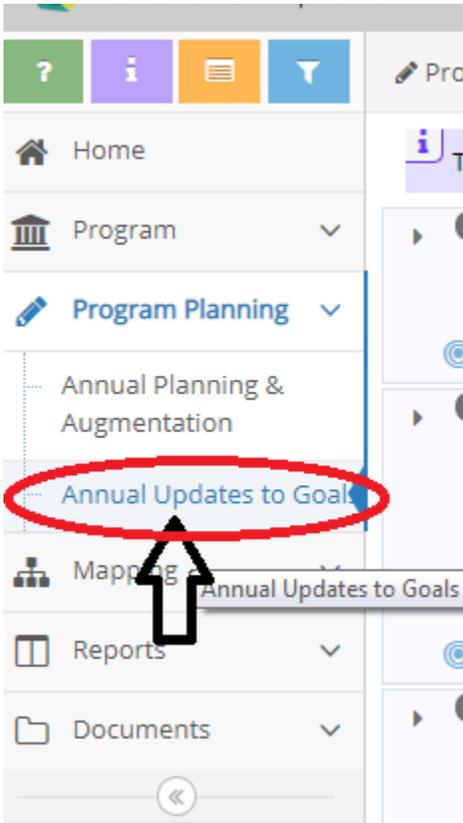
Click within any box that maps a goal to the PRAISE Narrative.

Program Annual Planning and Augmentation: HSPSIT - Cooperative Education > Mapping

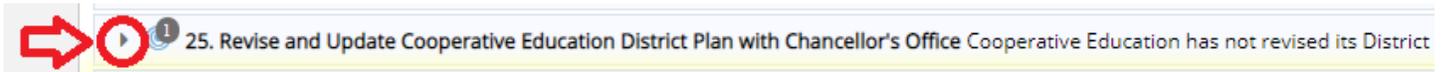
Program Planning Mapping Elements	Program Goal
Program Review Elements	1. Improve the Cooperative Education contribution to EMP Institutional Performance It is the ...
Program Mission Review/Revision	
Alignments to Program Mission	
Program Description/Trends	
Alignments to Institutional Learning Outcomes	
Contribution to Educational Master Plan	✓
Student Enrollment Data- Overall	
Student Enrollment Data- FTES	

Annual Updating to Goals in Planning and Augmentation

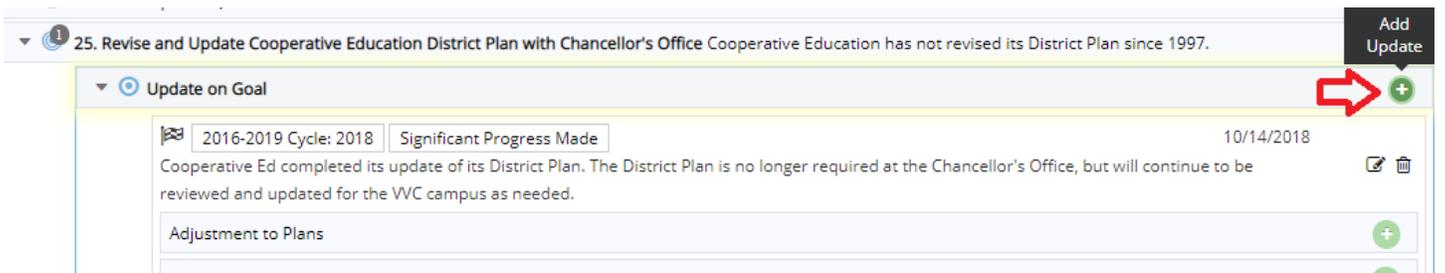
To provide an update to a goal, go to the left-hand side of the screen (while under Program annual Planning and Augmentation for your program). Click on the “Annual Updates to Goals.”



In the list that shows on your screen, click on the carrot to the left of the goal you'd like to provide an update on. Example provided below:



Click on the “Add Update” button to the right-hand side of the screen.



In the “Update” field, type your response to show what update has occurred to this goal.

25. Revise and Update Cooperative Education District Plan with Chancellor's Office Cooperative Education has not revised its District Plan since 1997.

Program Review Cycle: 2016-2019

Update on Goal

* Update Date Describe what the update to the goal is.

* Update

* PRAISE Cycle

* Conclusion

* Required field

For PRAISE Cycle year, select the 2018 year option at the bottom of the list.

25. Revise and Update Cooperative Education District Plan with Chancellor's Office Cooperative Education has not revised its District Plan since 1997.

Program Review Cycle: 2016-2019

Update on Goal

* Update Date

* Update

* PRAISE Cycle

* Conclusion

* Required field

Indicate what level of progress you believe was made on this goal.

* PRAISE Cycle

* Conclusion

When complete, press "Save" in the upper right hand portion of the screen.

25. Revise and Update Cooperative Education District Plan with Chancellor's Office Cooperative Education has not revised its District Plan since 1997.

Program Review Cycle: 2016-2019

Running Program Review Report Reports

Section 1: Running the Standard Comprehensive PRAISE Narrative Report

This action is completed when in the Program Review role.

On the left navigation bar expand the “Reports” button.

The screenshot shows the Tracdat application interface. The top header includes the Tracdat logo and the text "Program Review: HASS - English". Below the header is a navigation bar with icons for help, information, menu, and search. The left sidebar contains a navigation menu with items: Home, Program, PRAISE Report, Reports, and Documents. The "Reports" item is highlighted with a blue bar, and a red arrow points to it. The main content area displays a "Program Data Reporting Summary" table with the following data elements:

Data Elements	
✓	Headcount
✓	Enrollment
✓	Courses
✓	Sections
✓	FTES

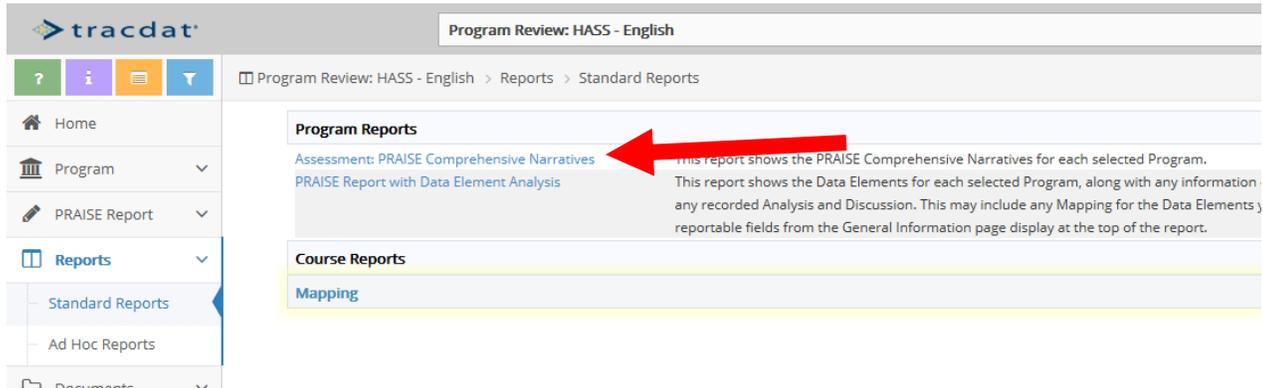
Choose “Standard Report”.

This screenshot shows the Tracdat interface with the "Reports" menu expanded. A red arrow points to the "Standard Reports" option within the expanded menu. The main content area shows the "Program Data Reporting Summary" table with the following data elements:

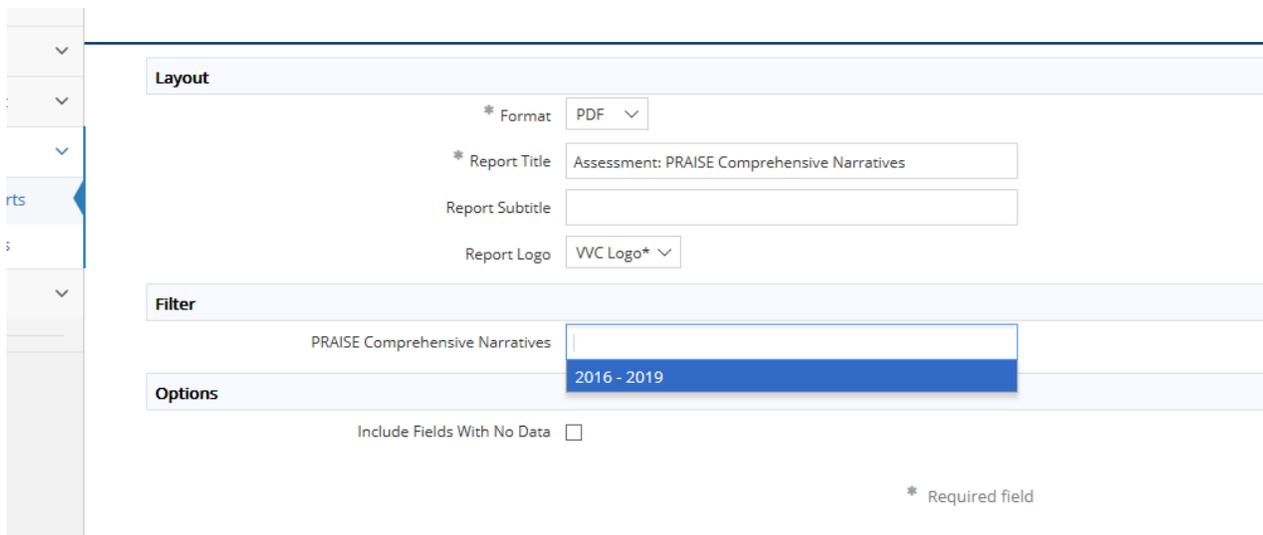
Data Elements	
✓	Headcount
✓	Enrollment
✓	Courses
✓	Sections
✓	FTES
✓	Retention
✓	Success

From here there are two options: 1) to print the Comprehensive PRAISE Narrative only; 2) To print the Comprehensive PRAISE Narrative with the enrollment data analyses from Impact/ActionPoint.

To print the Comprehensive PRAISE Narrative only:
 Click on “Assessment: PRAISE Comprehensive Narratives”.



The screen will look like this:



If you are just printing the report for distribution, etc. you can leave “Format” on PDF. If you would like to print a blank, partially completed, or completed report for distribution to, for example, department faculty so that they can contribute to the development of the program’s review and return to you, you can choose “Word” for the “Format”. This way you can copy-paste directly into the Improve/TracDat template from the documents you receive back.

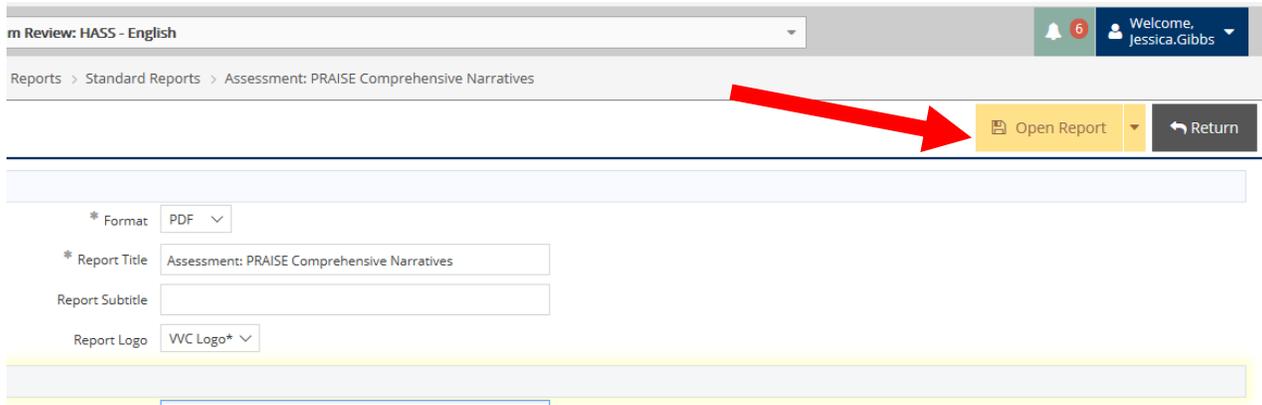
The “Report Title” defaults, but you may change it if you wish.

You can also give a subtitle in the “Report Subtitle” field if you wish.

At this time, there is only one reporting cycle, and you don’t have to choose this field at all, but you can select the “2016-2019” cycle if you wish. In the future when there is more than one report available to print you’ll choose the cycle you wish to print.

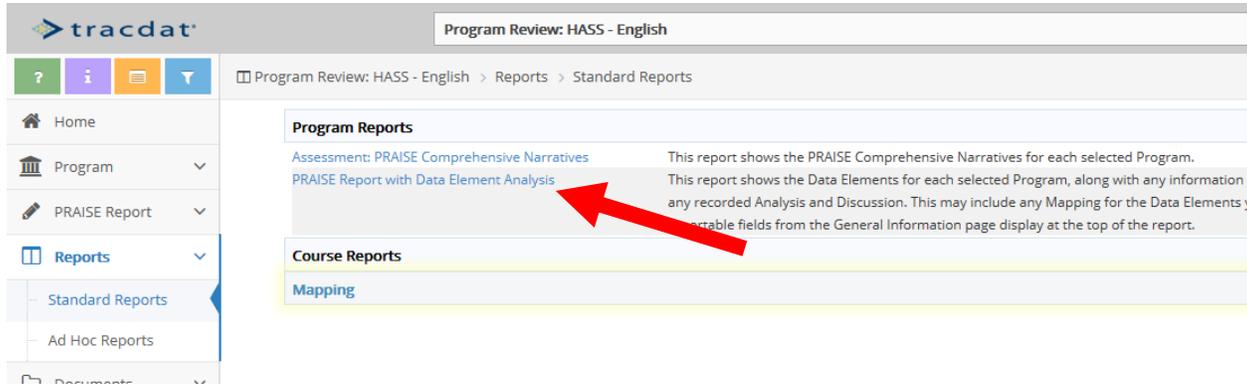
Be sure to check the “Include Fields with no Data” box if you want the entire report to print and not just the completed fields.

Now click “OPEN REPORT” (gold button in upper right corner) to open the report.



The report will open in the file format you chose and you can save or print.

To print the Comprehensive PRAISE Narrative AND the enrollment data analyses from Impact/ActionPoint: Choose “PRAISE Report with Data Element Analysis”.



The first part is the same as the instructions for the Narrative only above. For this report you can also filter by which data type or analysis type you want. The screen will look like this:

Program Review: HASS - English > Reports > Standard Reports > PRAISE Report with Data Element Analysis

Report Subtitle

Report Logo

Filter

Status

Data Element Type

Category

Sort Analysis and Discussion Ascending Descending

Date of Analysis Entry BETWEEN and

PRAISE Cycle

Performance for this indicator is

Options

Include Data Element Details

Include Related Analysis and Discussion

Include Inactive Specific Report

Include Fields With No Data

Include PRAISE Comprehensive Narrative

Leaving the fields blank will print all data types and all analyses.

To choose a filter just click in the fields and choose what you want to filter by.

Under “Options”, leave the first two boxes checked. “Include Inactive Specific Report” is not relevant at this time. You can choose to include fields from the report that were not filled in if you wish. If you only want to print the enrollment data analyses, leave the last box unchecked. If you wish to include the Comprehensive PRAISE Narrative with the data analyses then check the last box.

Now click “OPEN REPORT” (gold button in upper right corner) to open the report.

Program Review: HASS - English

Reports > Standard Reports > Assessment: PRAISE Comprehensive Narratives

Open Report

* Format

* Report Title

Report Subtitle

Report Logo

The report will open in the file format you chose and you can save or print.

Section 2: Running the Standard Program Planning and Augmentation Report

This action is completed when in the Planning and Augmentation role.

Expand the “Reports” button on the left navigation bar.



The screenshot shows the Tracdat web application interface. The top navigation bar includes the Tracdat logo and the title "Program Annual Planning and Augmentation: HASS - English". Below the navigation bar, there are several menu items: Home, Program, Program Planning, Mapping, Reports, Standard Reports, Ad Hoc Reports, and Documents. The "Reports" menu is expanded, and a red arrow points to the "Standard Reports" option. The main content area displays a "Program Planning Summary" table with the following data:

	Program Goal	Resource Requests
✓	Full-time Hire	1
✓	Dialogue with High School Faculty	1
✓	English Majors	1
✓	New Curriculum	1
✓	Computer classrooms	1
✓	Curriculum Updates	1
✓	Update Writing Center	1

Click on “Standard Reports”.

There are two formats for which to print the Program Planning and Augmentation Report: 1) Four Column; 2) The report in a traditional format.

Program Annual Planning and Augmentation: HASS - English

Program Annual Planning and Augmentation: HASS - English > Reports > Standard Reports

Program Reports

[Program Planning and Augmentation - 4 Column](#)

This report shows the Program Goal for each selected Progr
The report is displayed in a four column layout. In addition,

[Program Planning and Augmentation Report](#)

This report shows the Program Goal for each selected Progr
Goal and any recorded Annual Updates to Goals. This may in
addition, any reportable fields from the General Informatior

Course Reports

Mapping

Section 3: Running the 4-Column Report for Program Planning and Augmentation

The only difference is the printed format. Opening up the report is the same for both.

Choose “Program Planning and Augmentation – 4 Column” or “Program Planning and Augmentation Report”.

The screen will then look like this:

Layout

* Format

* Report Title

Report Subtitle

Report Logo

Filter

Goal Status

Program Review Cycle

District Object Code

Sort Annual Updates to Goals Ascending Descending

Update Date Between and

PRAISE Cycle

Conclusion

Options

Include Program Goal Details

Include Related Annual Updates to Goals

Include Inactive Resource Requests

For “Format”, choose PDF or Word. Choosing Word allows you to, at any time in development, send a file to other faculty that they can write in and provide feedback to you.

The “Report Title” defaults, but you may change it if you wish.

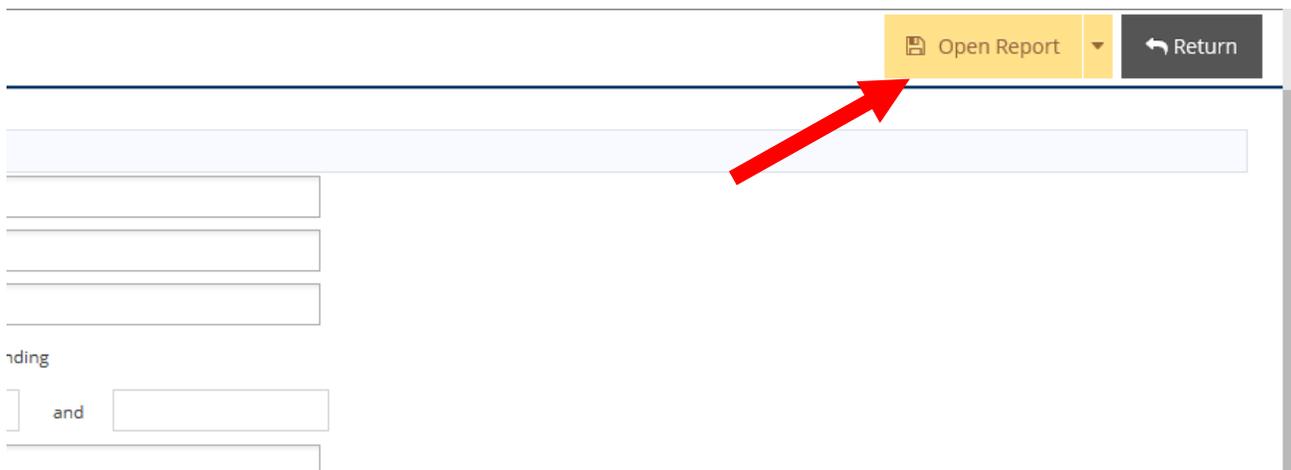
You can also give a subtitle in the “Report Subtitle” field if you wish.

At this time, there is only one reporting cycle, and you don’t have to choose this field at all, but you can select the “2016-2019” cycle if you wish. In the future when there is more than one report available to print you’ll choose the cycle you wish to print.

Many of the remaining fields are filterable. Leaving the fields blank will print all data types and all analyses. To choose a filter just click in the fields and choose what you want to filter by.

Under “Options”, leave the first two boxes checked. “Include Inactive Specific Report” is not relevant at this time. You can choose to include fields from the report that were not filled in if you wish. If you only want to print the enrollment data analyses, leave the last box unchecked. If you wish to include the Comprehensive PRAISE Narrative with the data analyses then check the last box.

Now click “OPEN REPORT” (gold button in upper right corner) to open the report.



The report will open in the file format you chose and you can save or print.