

# VVC Program Review Handbook & User Manual

Victor Valley College  
2022-2023

*In preparation for FY23-24*

## Table of Contents

Sections in Table of Contents are hyperlinked for ease of navigation.

SECTION	PAGE
I. <a href="#">INTRODUCTION</a>	3
II. <a href="#">ALIGNMENT TO CAMPUS MISSION, VISION, DISTRICT GOALS, KPA, AND ILOs</a>	3 – 6
III. <a href="#">PURPOSE, OBJECTIVES, FORMAT, AND CYCLE</a>	6 – 8
IV. <a href="#">BUDGET ALLOCATION PROCESS</a>	8 – 10
V. <a href="#">PROGRAM REVIEW QUICK LOG-IN</a>	11 - 12
VI. <a href="#">NAVIGATION IN NUVENTIVE</a>	13 – 22
VII. <a href="#">PROGRAM REVIEW COMPONENTS</a>	23
VIII. <a href="#">PROGRAM REVIEW NARRATIVE DIRECTIONS</a>	24 – 94
A. <a href="#">INSTRUCTIONAL UNITS</a>	24 – 38
B. <a href="#">LEARNING SUPPORT SERVICES</a>	39 – 67
I. <a href="#">LIBRARY AND TUTORING</a>	39 - 52
II. <a href="#">DISTANCE EDUCATION AND JUSTICE-INVOLVED EDUCATION</a>	53 - 67
C. <a href="#">STUDENT SUPPORT SERVICES</a>	68 – 76
D. <a href="#">ADMINISTRATIVE UNITS</a>	77– 86
E. <a href="#">SPECIAL UNITS (MUN AND HONORS)</a>	85 - 94
IX. <a href="#">PLANNING AND AUGMENTATION</a>	95 – 122
A. <a href="#">CREATING A PROGRAM GOAL</a>	95 – 100
B. <a href="#">CREATING A RESOURCE REQUEST</a>	101 - 108
C. <a href="#">FACULTY HIRING REQUEST</a>	109 - 122
X. <a href="#">DATA ANALYSIS</a>	123
XI. <a href="#">APPENDIX</a>	124 - 128
A. <a href="#">QUICK LINK TO VIDEOS</a>	124
B. <a href="#">LIST OF ABBREVIATIONS</a>	124
C. <a href="#">CAMPUS LINKS</a>	125
D. <a href="#">LEGAL AND PROFESSIONAL BASIS FOR PROGRAM REVIEW</a>	125 - 126
E. <a href="#">OBJECT CODES</a>	126 - 128

## I. Introduction

Program Review at Victor Valley College is a self-assessment by its programs/units<sup>1</sup> 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 various key performance indicators (for instructional units, data of interest include, but are not limited to: student enrollment data and outcomes assessment data (SLO, PLO, and ILO); for non-instructional units, data could be in relation to productivity, effectiveness, ability to service students, etc).

Program Review at VVC is referred to as the PRAISE process, which stands for Program Review, Allocation, and Institutional Strategies for Excellence. Program Review is a systematic and ongoing process wherein programs/units are empowered with the opportunity to identify areas for improvement, change or attention within their areas to promote the effectiveness and relevance of all services and instruction, as well as promote the effective and purposeful use of resources.

The process of Program Review is integral to the alignment of a programs'/units' goals with the mission of the college for college-wide planning. This Manual describes the instructional program review process for Victor Valley College and outlines the process to be used for instructional and non-instructional programs.

## II. Alignment to Campus Mission, Vision, District Goals and ILOs

Program Review reflects the stated Mission, Vision, Values, District Goals and Institutional Learning Outcomes (ILOs) of Victor Valley College.

### VVC's Mission

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

### VVC's Vision

Committed to equity and social justice, Victor Valley College is a model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meets community needs.

### VVC's Values

As a student-centered learning organization, VVC upholds the following core values:

- ❖ Excellence – providing superior service and educational learning opportunities.
- ❖ Integrity – guiding the college's actions with an internally consistent framework of principles.
- ❖ Accessibility – facilitating access to the college's programs from other locations.
- ❖ Diversity – valuing inclusion and different points of view and contributions of all groups.
- ❖ Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- ❖ Innovation – providing creative approaches to learning, problem solving, and growth.

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<sup>1</sup> The word "program," in the context of program review, is to note an instructional or non-instructional unit/area/department. Often, the word "program," will be used interchangeably with unit/department/area for ease of reference, not to indicate that an area is offering a degree or certificate.

## VVC's District Goals

Aligned with the 2020 Educational Master Plan, the District Goals of Victor Valley Community College are as follows:

### ❖ District Goal 1: Student Experience and Success

VVC will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. VVC will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility.

### ❖ District Goal 2: High Quality Practice/Excellence

VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC's dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

### ❖ District Goal 3: Institutional Learning

VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world class innovative teaching and student service practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.

## VVC's Key Priority Areas

There are four Key Priority Areas designated through the 2020 EMP:

**KPA1:** Retention, Persistence, Completion, and Post- completion Success

**KPA2:** Strategic and Efficient Enrollment Growth

**KPA3:** Distance and Digital Learning Expansion and Enhancements

**KPA4:** Noncredit and Other Expanded Learning Options Development

### **KPA1: Retention, Persistence, Completion, and Post-Completion Success**

This key priority area is focused on increasing and achieving proportional equity in the number and percentage of students who are retained from their initial interest in VVC, to enrollment, to the time they complete their VVC educational goals. It is also focused on ensuring students succeed in transferring to four-year universities and employment after graduation. And it is focused on decreasing the time it takes for students to achieve these milestones and goals. Achieving these aims will greatly increase student outcomes and VVC's performance on District goals and California Community College's Vision for Success goals while also boosting performance on the Student Success Funding Formula and Strong Workforce Program metrics.

The plan for VVC to increase retention, persistence, completion, and post-completion success is organized into four categories: (1) Strategic Enrollment Management; (2) Student-Centered Scheduling; (3) Student Communication, Engagement, and Support; and (4) Supportive Data and Information Infrastructure. These categories were identified based on themes that emerged from scanning internal data and planning discussions

with departments. They also synthesized the recent work of a team established to address strategic enrollment management. Furthermore, these categories are similar to those identified for Strategic and Efficient Enrollment Growth and reflect the inter-relatedness and interdependencies of these key priority areas.

#### **KPA2: Strategic and Efficient Enrollment Growth**

This key priority area is focused on growing VVC enrollment (both unduplicated headcount and courses/units taken) with the aim of maximizing resources to obtain college, District, and California Community College's Vision for Success goals and increase performance on Student Success Funding Formula and Strong Workforce Program metrics.

The plan for VVC to, strategically and efficiently, grow enrollment is organized into three categories: (1) Strategic Enrollment Management, (2) Strategic Scheduling, and (3) Strategic Communications. These categories were identified based on themes that emerged from scanning internal data and planning discussions with departments. They also synthesized the recent work of a team established to address strategic enrollment management. These categories are also similar to those identified for Retention, Persistence, Completion, and Post-completion Success and reflect the interrelatedness and inter-dependencies of these key priority areas.

#### **KPA3: Distance and Digital Learning Expansion and Enhancements**

Victor Valley College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the district's growing and diverse student population. It is acknowledged that quality distance education makes special demands on students, faculty, staff, and administrators and that all involved share responsibility for maintaining its effectiveness. Victor Valley College regards distance education as integral to the district vision, mission, and goals and endorses and encourages the development, expansion, and improvement of distance education methodologies throughout the district's instructional and student and campus support services and programs. At VVC, distance education includes courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered.

#### **KPA4: Noncredit and Other Expanded Learning Options Development**

Noncredit instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no-cost courses that can assist them in reaching their academic, personal, and professional goals. Noncredit courses are intended to provide students with lifelong learning, college transfer, and career preparation opportunities. At VVC, the college offers many noncredit courses in a wide range of disciplines including adult physical fitness, basic skills, English as a second language, home economics, immigrant education, and music.

### **VVC's Institutional Learning Outcomes (ILOs)**

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.
- ❖ **Health and Human Flourishing:** Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

### **III. Purpose, Objectives, Format, and Cycle**

#### **A. Purpose**

The purpose of the 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 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**

Program Review is completed in its totality in District-approved electronic Assessment Management Software (AMS). We currently use the Nuventive Platform.

Note on Technology:

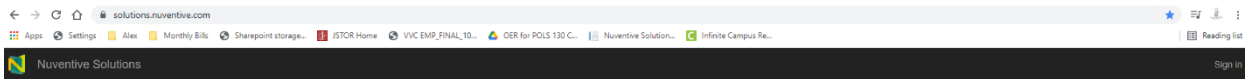
The campus transitioned from Nuventive version 5.5 to the Nuventive Platform (summer of 2021).

Nuventive has changed the name of a number of its services over time. (This change occurred after the program updates for 5.4 of Nuventive.)

The product is now called: The Nuventive Platform

The Nuventive Platform is located here: [solutions.nuventive.com](https://solutions.nuventive.com)

Individuals will use their single sign-on credentials to log into the Nuventive Platform.



## F. Cycle



Year 1: Comprehensive Program Review (CPR): Thorough analysis of the program, its student enrollment and outcomes assessment data, its climate/environment, and its new program plans, goals and resource needs based on the previous cycle of performance.

Years 2 and 3: Annual Program Update (APU): Provides any relevant updates on the program direction, key performance indicators, program plans, enrollment and outcomes assessment data, and resource allocations and needs.

Year 4: Close the Loop Year (CTL): A self-study and update year where departments can follow-up and reflect on the program plans, resource requests, and strategies of the past cycle.

### **IV. Budget Allocation Process**

Per Administrative Procedure 6200 (AP6200): As described in Administrative Procedure 1202, Implementing Institutional Effectiveness, budget development is aligned with an annual program review and planning process that ensures campus-wide efforts in maintaining institutional effectiveness are adequately resourced. The timeline of budget planning activities is aligned with State mandates:

#### **Mandates**

1. The fiscal year of the District is July 1 through June 30.
2. The District's Chief Financial Officer, the Vice President of Administrative Services or designee, prepares a budget development calendar for the upcoming fiscal year's planning and budgeting process.



3. The tentative budget is presented no later than July 1 per Title 5, §58305(a), and the adopted budget no later than September 15 per Title 5, §58305(c). according to Board Policy 6200, these budgets include a tentative list of revenue and expense expectations or budget assumptions developed by the Superintendent/President or his/her designee based on prevailing fiscal conditions and/or circumstances.
4. A public hearing on the budget shall be held on or before September 15 according to Title 5, §58301.
5. On or before September 30, the District shall complete the preparation of its adopted annual financial and budget report.
6. On or before October 10, the District shall submit a copy of its adopted annual financial and budget report to the Chancellor’s Office pursuant to Title 5, §58305(d).
7. Quarterly financial reports (aka 311Qs) are presented to the Board of Trustees and the Chancellor’s Office.
8. Financial report CCFS 311 is presented to the Board of Trustees annually.
9. The College has customized processes for reviewing budget augmentation or resource requests from budgetary entities depending on the nature of the request.

### A. Instructional Budget Allocation Process

Following the completion of instructional program reviews, reports are submitted for consideration at higher campus levels, and follows the Budget Development administrative procedures delineated in [AP6200](#).

Process Level	Description
<b>Unit</b>	Each Instructional Program reviews data, curriculum, etc., and completes Program Review report (PRAISE), which will include Goals and Resource Requests
<b>Tier 1</b>	Division Dean reviews unit level reports, confers with program department chairs, and develops a priority recommendation for augmentation for the division
<b>Tier 2</b>	The Vice-President of Instruction and Student Services reviews Tier 1 reports and develops a priority recommendation for all instructional programs to the FBPC
<b>FBPC</b>	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
<b>President/Superintendent</b>	The President/Superintendent approves budget and augmentation requests and communicates the decision to the campus community

### B. Non-Instructional Budget Allocation Process

Following the completion of non-instructional program reviews, reports are submitted for consideration at higher campus levels, and follows the Budget Development administrative procedures delineated in [AP6200](#).

Process Level	Description
<b>Unit</b>	Each Non-Instructional Program reviews key performance indicators and completes Program Review report (PRAISE), which will include Goals and Resource Requests
<b>Tier 1</b>	Division lead reviews unit level reports, confers with program directors/those tasked with completing the program review, and develops a priority recommendation for augmentation for the division
<b>Tier 2</b>	The Vice-President of Instruction and Student Services reviews Tier 1 reports and develops a priority recommendation for all instructional programs to the FBPC
<b>FBPC</b>	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
<b>President/Superintendent</b>	The President/Superintendent approves budget and augmentation requests and communicates the decision to the campus community

## V. Program Review Quick Log-In

### How to Sign In to Nuventive for Program Review

[Video](#) (1 min, 28 sec)

Full video link: [https://vvc-edu.zoom.us/rec/play/-yqZcbKxJaJnMiQp2nsDV-JO41ZfFkexp0klpfAWfJ0Q7TDB6kBP2klGsgGd6g5d-OP16YF3kQZrAjyz.vqD\\_OOzlJoYLnJly?autoplay=true&startTime=1663591535000](https://vvc-edu.zoom.us/rec/play/-yqZcbKxJaJnMiQp2nsDV-JO41ZfFkexp0klpfAWfJ0Q7TDB6kBP2klGsgGd6g5d-OP16YF3kQZrAjyz.vqD_OOzlJoYLnJly?autoplay=true&startTime=1663591535000)

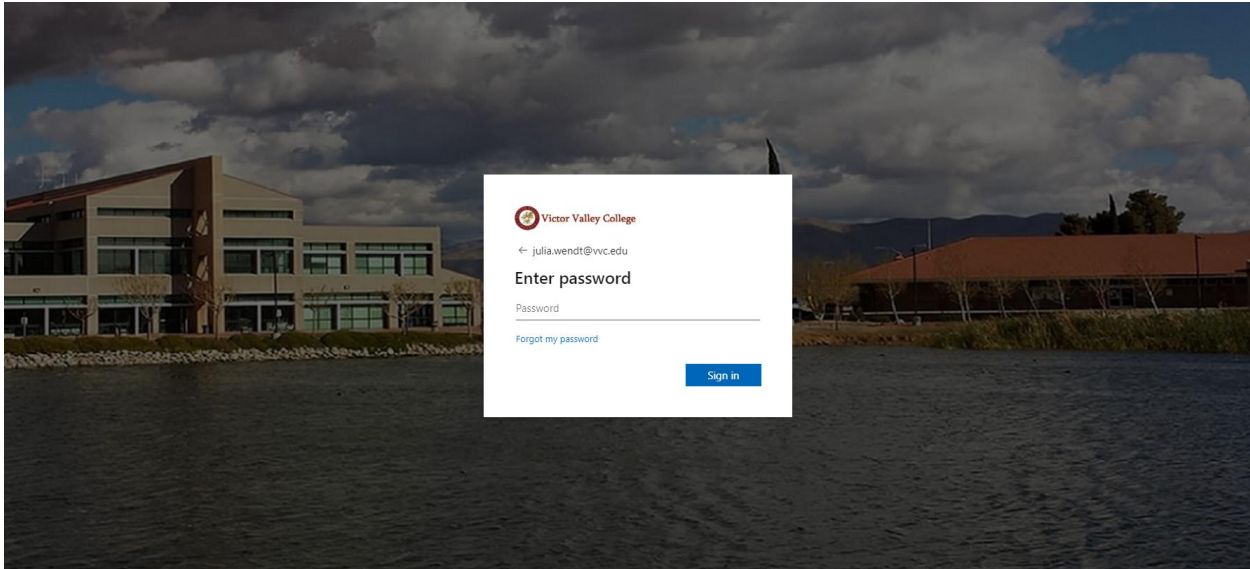
- ❖ Step One: Go to [Solutions.Nuventive.com](https://solutions.nuventive.com)
- ❖ Step Two: Click on Sign In



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[Privacy Policy](#) ...

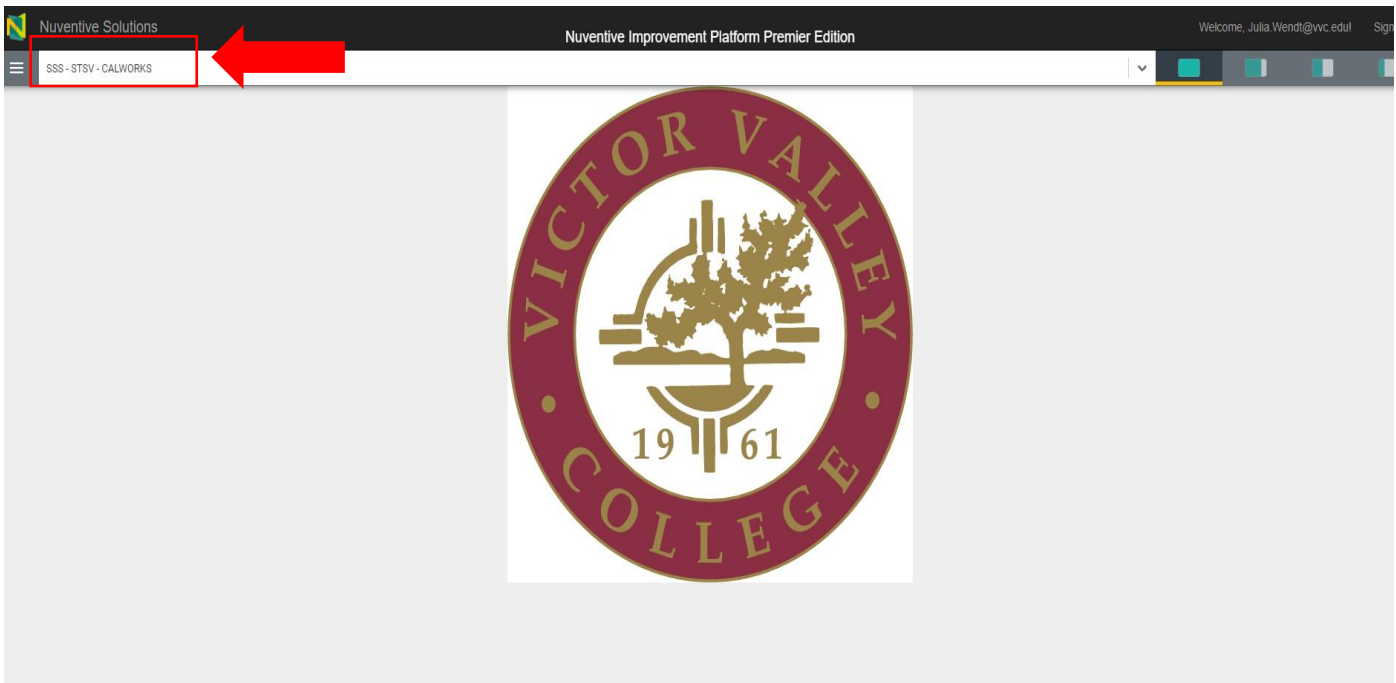
- ❖ Step Three: Sign in using your Single-sign on credentials



Note: After signing in, you should be in the system.

If you have trouble logging into the system, please contact Jan Espinoza ([Jan.Espinoza@vvc.edu](mailto:Jan.Espinoza@vvc.edu)) or Julia Wendt ([Julia.Wendt@vvc.edu](mailto:Julia.Wendt@vvc.edu))

Once in the system, you can locate your program/unit in the top drop-down field:



## VI. Navigation in Nuventive

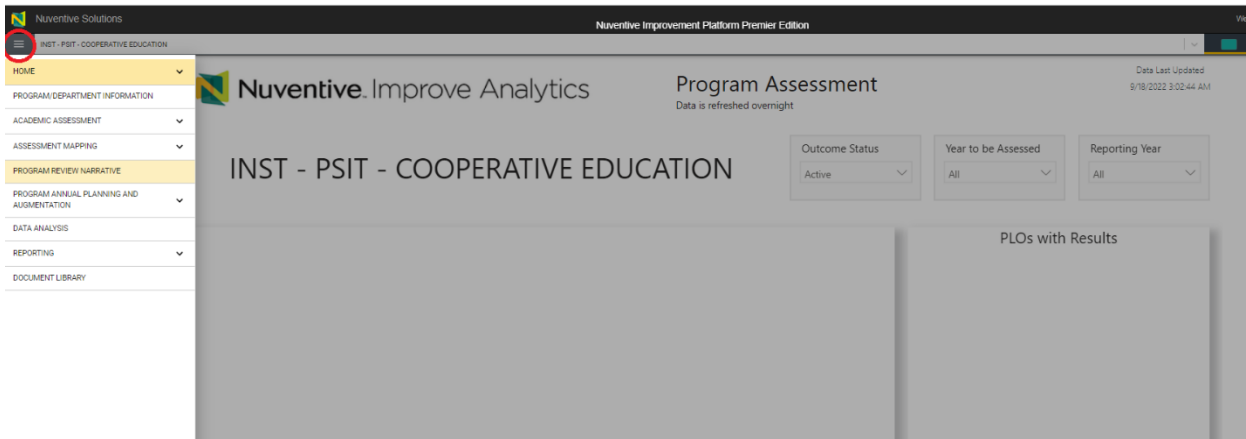
Nuventive offers a number of components to help programs/units complete their program reviews. Here follows a description of each menu option within Nuventive.

### How to Navigate in Nuventive

[Video](#) (6 min, 56 seconds)

Full video link: [https://vvc-edu.zoom.us/rec/play/ss2gCY9tyhQLI7sF8sLrfm44vXAk\\_QEzMfOd2\\_O88v\\_NucgZv4rEqrw4MZIz6VHBtRZiGwlocyq-KFTa.iR3PFYJ-789EvNGg?autoplay=true&startTime=1663593484000](https://vvc-edu.zoom.us/rec/play/ss2gCY9tyhQLI7sF8sLrfm44vXAk_QEzMfOd2_O88v_NucgZv4rEqrw4MZIz6VHBtRZiGwlocyq-KFTa.iR3PFYJ-789EvNGg?autoplay=true&startTime=1663593484000)

To view menu options, click on the three horizontal lines (called the “hamburger”). This will expand the menu options. (Pictured below):



Below are all the available options within Nuventive for the different areas. Each area will be explained below.

# NAVIGATING NUVENTIVE

Your Report Options will differ based on what kind of program you are

## Instructional

## Learning Support Services Student Support Services Administration

HOME ^	HOME ^	HOME ^	HOME ^
PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION
ACADEMIC ASSESSMENT v	ACADEMIC ASSESSMENT v	ASSESSMENT MAPPING v	ADMINISTRATIVE UNIT ASSESSMENT v
ASSESSMENT MAPPING v	ASSESSMENT MAPPING v	STUDENT SUPPORT SERVICES ASSESSMENT v	ADMINISTRATIVE SUPPORT REVIEW NARRATIVE
PROGRAM REVIEW NARRATIVE	LEARNING SUPPORT SERVICES ASSESSMENT v	STUDENT SUPPORT SERVICES REVIEW NARRATIVE	STUDENT SUPPORT SERVICES ASSESSMENT v
PROGRAM ANNUAL PLANNING AND AUGMENTATION v	LEARNING SUPPORT SERVICES REVIEW NARRATIVE	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	PROGRAM ANNUAL PLANNING AND AUGMENTATION v
DATA ANALYSIS	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	REPORTING v	REPORTING
REPORTING v	DATA ANALYSIS	COMPREHENSIVE REPORT - SSS, Exclusive	COMPREHENSIVE REPORT - ADMIN
DOCUMENT LIBRARY	REPORTING v	DOCUMENT LIBRARY	DOCUMENT LIBRARY
	COMPREHENSIVE REPORT - LSS		
	DOCUMENT LIBRARY		

# NAVIGATING NUVENTIVE

- This area provides a general overview of your area as it links to the District Goals. If you would like changes on this screen, please contact either Jan Espinoza ([Jan.Espinoza@vvc.edu](mailto:Jan.Espinoza@vvc.edu)) or Julia Wendt ([Julia.Wendt@vvc.edu](mailto:Julia.Wendt@vvc.edu))

## Instructional

## Learning Support Services Student Support Services Administration

HOME ^	HOME ^	HOME ^	HOME ^
PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION
ACADEMIC ASSESSMENT v	ACADEMIC ASSESSMENT v	ASSESSMENT MAPPING v	ADMINISTRATIVE UNIT ASSESSMENT v
ASSESSMENT MAPPING v	ASSESSMENT MAPPING v	STUDENT SUPPORT SERVICES ASSESSMENT v	ADMINISTRATIVE SUPPORT REVIEW NARRATIVE
PROGRAM REVIEW NARRATIVE	LEARNING SUPPORT SERVICES ASSESSMENT v	STUDENT SUPPORT SERVICES REVIEW NARRATIVE	STUDENT SUPPORT SERVICES ASSESSMENT v
PROGRAM ANNUAL PLANNING AND AUGMENTATION v	LEARNING SUPPORT SERVICES REVIEW NARRATIVE	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	PROGRAM ANNUAL PLANNING AND AUGMENTATION v
DATA ANALYSIS	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	REPORTING v	REPORTING
REPORTING v	DATA ANALYSIS	COMPREHENSIVE REPORT - SSS, Exclusive	COMPREHENSIVE REPORT - ADMIN
DOCUMENT LIBRARY	REPORTING v	DOCUMENT LIBRARY	DOCUMENT LIBRARY
	COMPREHENSIVE REPORT - LSS		
	DOCUMENT LIBRARY		

# NAVIGATING NUVENTIVE

Program/Department Information Last Modified: 01/21/2022, R. Pierce Brown

**College Vision**  
Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

**College Mission**  
Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

**District Goals**

**District Goal 1 - Student Experience and Success** VVC will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. VVC will champion an equity-minded frame that fit responsibility, community engagement, inclusivity, and cultural humility.

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**District Goal 3 - Institutional Learning** VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.

**Program EMP Goals**

- (1) Develop courses and certificates (including noncredit) to expand the program beyond preparing individuals for licensure (e.g., pre-agents) and also prepare them and existing agents for broad real estate practices including real estate escrow and management, real estate investing, and real estate computer applications.
- (2) Due to this expanded mission, change program name and expand pool of faculty with broad industry experience and specializations.
- (3) Implement strategies for successfully serving an older student population including flexible scheduling, offering online courses, and more.

**Link to College EMP Document**  
[https://www.vvc.edu/sites/default/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/VVC%20EMP_FINAL_100920.pdf)

- These areas will enable you to complete assessments. For instructional or hybrid units, this could be for Student Learning Outcomes and/or Program Learning Outcomes. For Non-instructional and hybrid, this is for Service Area Outcomes. Assessment reports can be stored here and tracked over time.
- Some units also can map their SLOs, PLOs and if applicable, ILOs together / SAOs can also be mapped to ILOs.

# NAVIGATING NUVENTIVE

## Instructional

## Learning Support Services Student Support Services Administration

HOME	HOME	HOME	HOME
PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION
ACADEMIC ASSESSMENT	ACADEMIC ASSESSMENT	ASSESSMENT MAPPING	ADMINISTRATIVE UNIT ASSESSMENT
ASSESSMENT MAPPING	ASSESSMENT MAPPING	STUDENT SUPPORT SERVICES ASSESSMENT	ADMINISTRATIVE SUPPORT REVIEW NARRATIVE
PROGRAM REVIEW NARRATIVE	LEARNING SUPPORT SERVICES ASSESSMENT	STUDENT SUPPORT SERVICES REVIEW NARRATIVE	STUDENT SUPPORT SERVICES ASSESSMENT
PROGRAM ANNUAL PLANNING AND AUGMENTATION	LEARNING SUPPORT SERVICES REVIEW NARRATIVE	PROGRAM ANNUAL PLANNING AND AUGMENTATION	PROGRAM ANNUAL PLANNING AND AUGMENTATION
DATA ANALYSIS	PROGRAM ANNUAL PLANNING AND AUGMENTATION	REPORTING	REPORTING
REPORTING	DATA ANALYSIS	COMPREHENSIVE REPORT - SSS, Exclusive	COMPREHENSIVE REPORT - ADMIN
DOCUMENT LIBRARY	REPORTING	DOCUMENT LIBRARY	DOCUMENT LIBRARY
	COMPREHENSIVE REPORT - LSS		
	DOCUMENT LIBRARY		

# NAVIGATING NUVENTIVE

ACADEMIC ASSESSMENT > Course Assessment (BLOU)

BRE 100: Real Estate Principles

Showing 2 of 2

SLO 1 Distinguish between, identify, and describe the various documents used within the real estate ...

Student Learning Outcome  
Distinguish between, identify, and describe the various documents used within the real estate industry.

SLO 2 Evaluate, describe, and explain the importance of controlling the nation's money supply and how...

Student Learning Outcome  
Evaluate, describe, and explain the importance of controlling the nation's money supply and how that money supply is distributed within the economy.

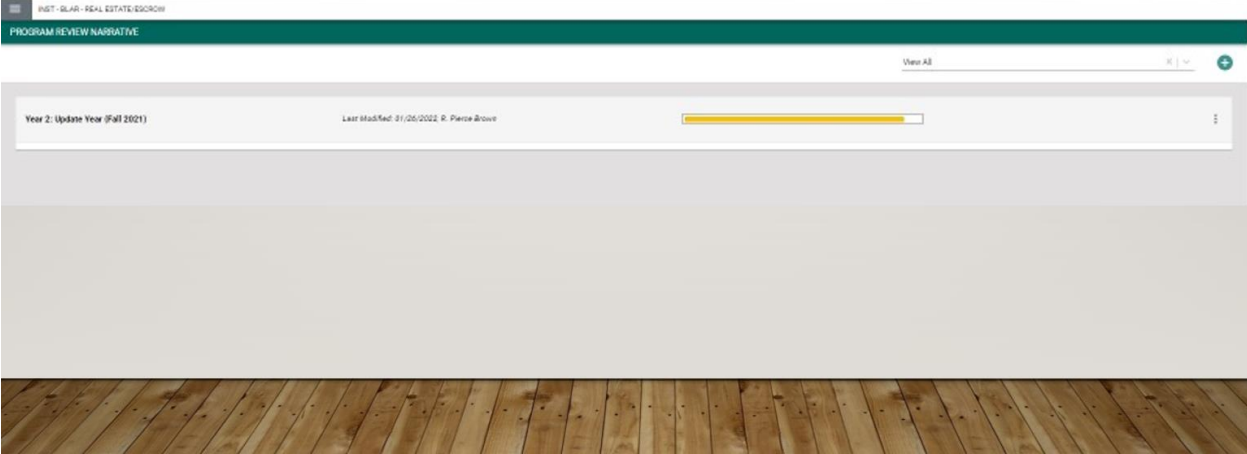
- This section will open the option to complete a program review or view past program reviews.

# NAVIGATING NUVENTIVE

Instructional	Learning Support Services	Student Support Services	Administration
HOME	HOME	HOME	HOME
PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION
ACADEMIC ASSESSMENT	ACADEMIC ASSESSMENT	ASSESSMENT MAPPING	ADMINISTRATIVE UNIT ASSESSMENT
ASSESSMENT MAPPING	ASSESSMENT MAPPING	STUDENT SUPPORT SERVICES ASSESSMENT	ADMINISTRATIVE SUPPORT REVIEW NARRATIVE
PROGRAM REVIEW NARRATIVE	LEARNING SUPPORT SERVICES ASSESSMENT	STUDENT SUPPORT SERVICES REVIEW NARRATIVE	STUDENT SUPPORT SERVICES ASSESSMENT
PROGRAM ANNUAL PLANNING AND AUGMENTATION	LEARNING SUPPORT SERVICES REVIEW NARRATIVE	PROGRAM ANNUAL PLANNING AND AUGMENTATION	PROGRAM ANNUAL PLANNING AND AUGMENTATION
DATA ANALYSIS	PROGRAM ANNUAL PLANNING AND AUGMENTATION	REPORTING	REPORTING
REPORTING	DATA ANALYSIS	COMPREHENSIVE REPORT - SSS: Exclusive	COMPREHENSIVE REPORT - ADMIN
DOCUMENT LIBRARY	REPORTING	DOCUMENT LIBRARY	DOCUMENT LIBRARY
	COMPREHENSIVE REPORT - LSS		
	DOCUMENT LIBRARY		



# NAVIGATING NUVENTIVE

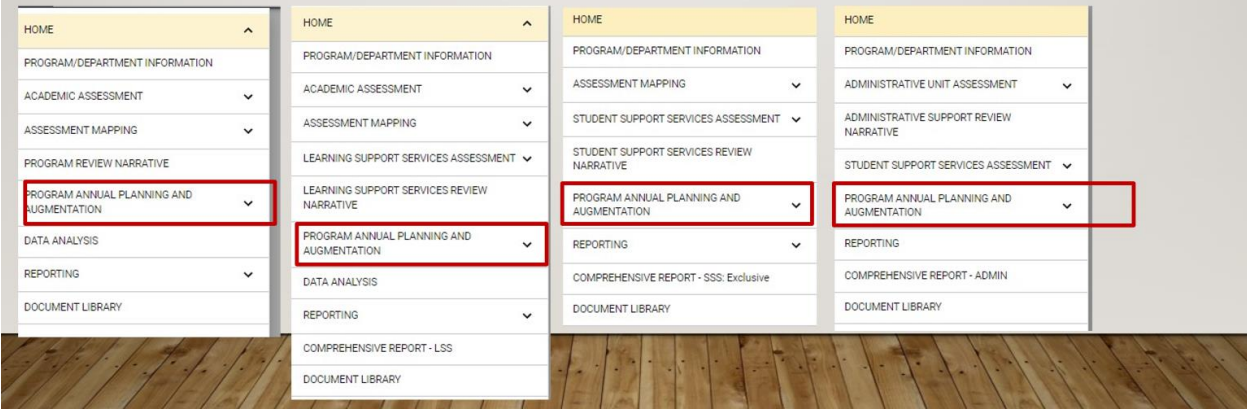


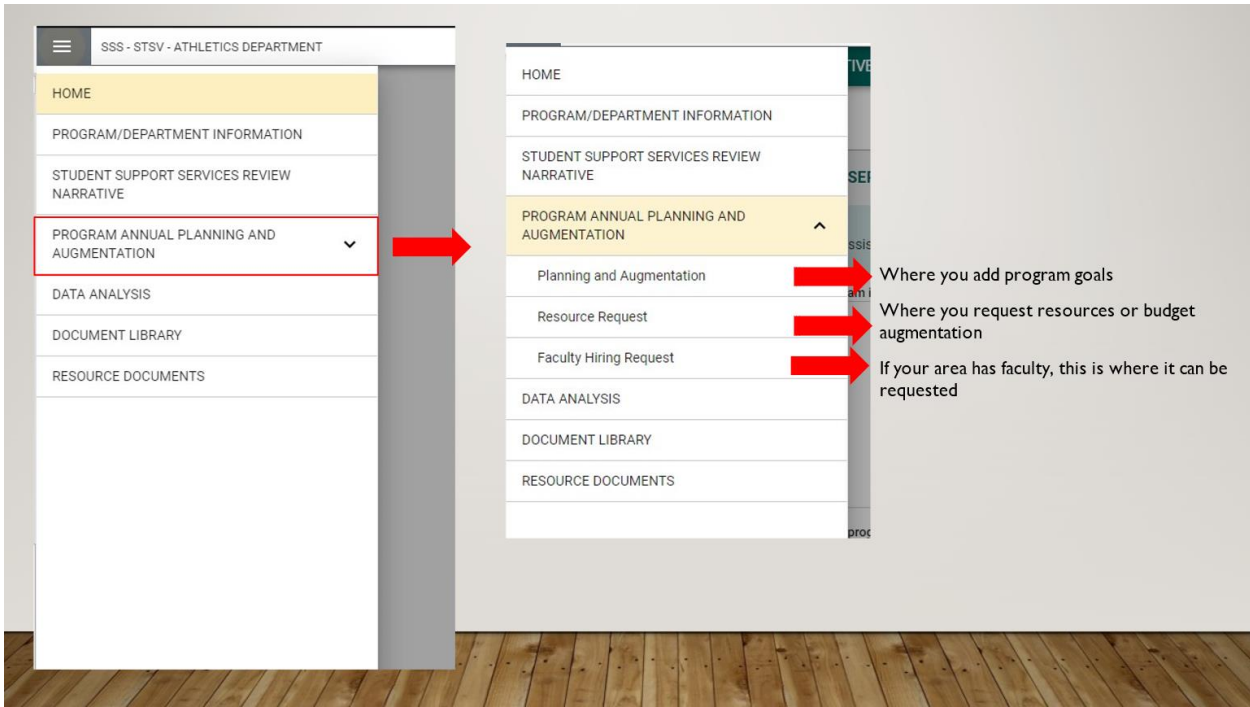
- This section helps you complete part of the program review: adding program goals and/or submitting resource requests.
- For instructional units, this is where a program goal can be added, as well as a request for faculty hire submitted.

# NAVIGATING NUVENTIVE

## Instructional

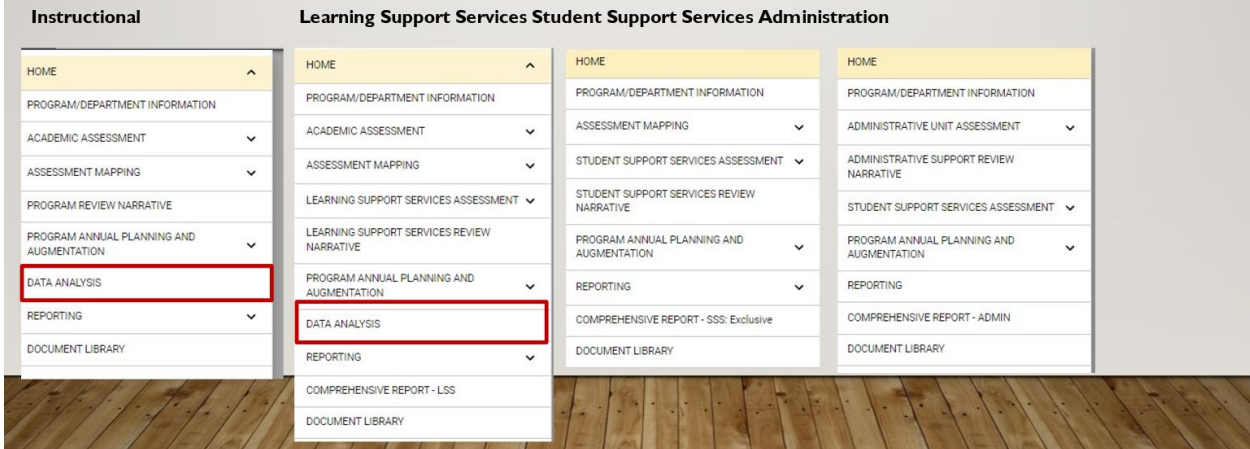
## Learning Support Services Student Support Services Administration





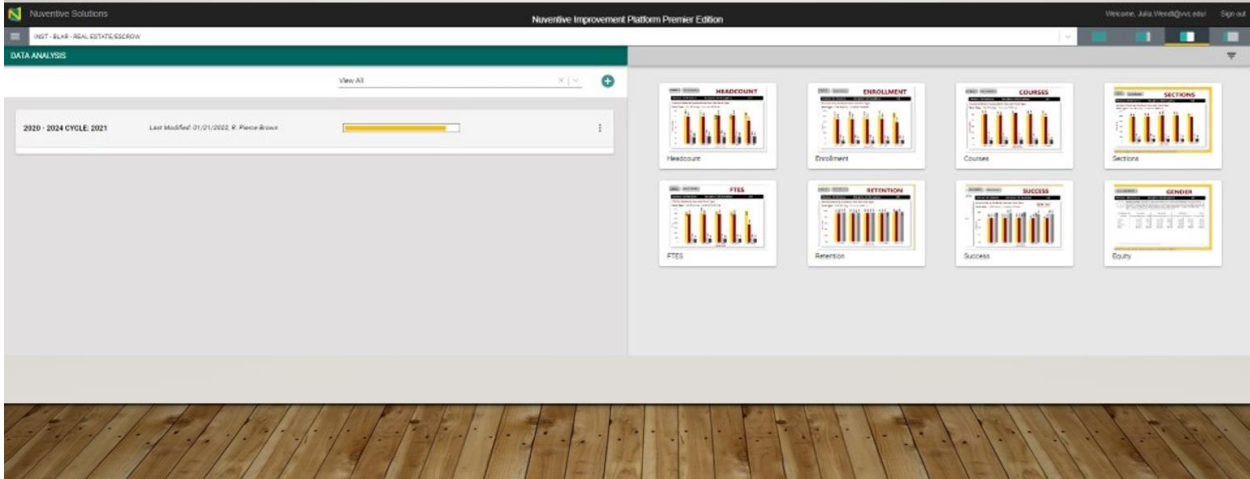
- For Instructional units and hybrid programs, Data Analysis will open up program data to help you see trends in your programs. This data includes: headcount, enrollment, Courses, sections, FTES, Retention, Success, and Equity Data.

## NAVIGATING NUVENTIVE



- Data Analysis - EXAMPLE

# NAVIGATING NUVENTIVE



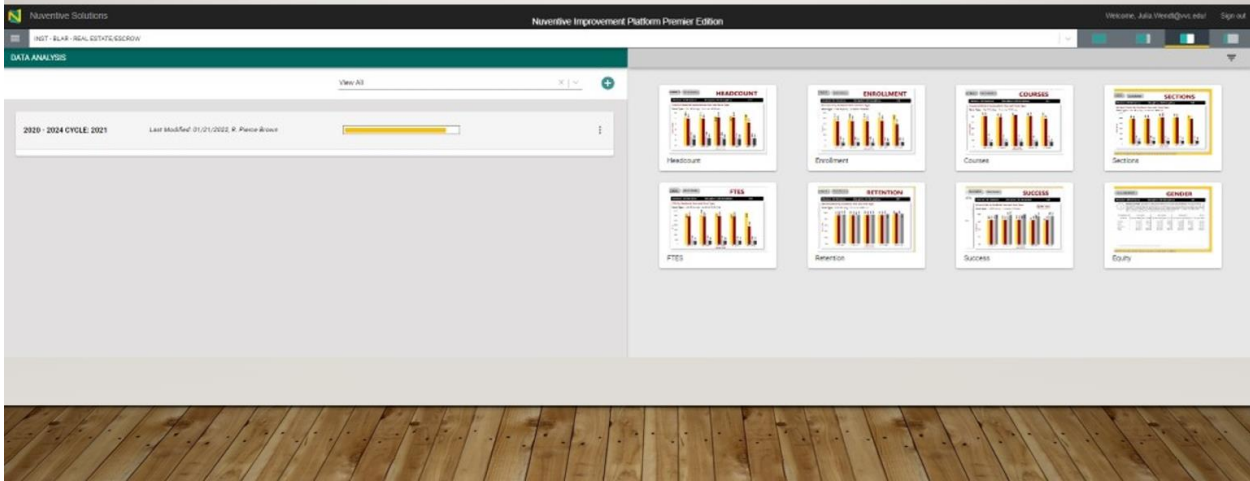
- Reporting is a function that will help you pull reports on Program Review and Assessment out of the system.

# NAVIGATING NUVENTIVE

Instructional	Learning Support Services	Student Support Services	Administration
<ul style="list-style-type: none"> <li>HOME</li> <li>PROGRAM/DEPARTMENT INFORMATION</li> <li>ACADEMIC ASSESSMENT</li> <li>ASSESSMENT MAPPING</li> <li>PROGRAM REVIEW NARRATIVE</li> <li>PROGRAM ANNUAL PLANNING AND AUGMENTATION</li> <li>DATA ANALYSIS</li> <li><b>REPORTING</b></li> <li>DOCUMENT LIBRARY</li> </ul>	<ul style="list-style-type: none"> <li>HOME</li> <li>PROGRAM/DEPARTMENT INFORMATION</li> <li>ACADEMIC ASSESSMENT</li> <li>ASSESSMENT MAPPING</li> <li>LEARNING SUPPORT SERVICES ASSESSMENT</li> <li>LEARNING SUPPORT SERVICES REVIEW NARRATIVE</li> <li>PROGRAM ANNUAL PLANNING AND AUGMENTATION</li> <li>DATA ANALYSIS</li> <li><b>REPORTING</b></li> <li>COMPREHENSIVE REPORT - LSS</li> <li>DOCUMENT LIBRARY</li> </ul>	<ul style="list-style-type: none"> <li>HOME</li> <li>PROGRAM/DEPARTMENT INFORMATION</li> <li>ASSESSMENT MAPPING</li> <li>STUDENT SUPPORT SERVICES ASSESSMENT</li> <li>STUDENT SUPPORT SERVICES REVIEW NARRATIVE</li> <li>PROGRAM ANNUAL PLANNING AND AUGMENTATION</li> <li><b>REPORTING</b></li> <li>COMPREHENSIVE REPORT - SSS: Exclusive</li> <li>DOCUMENT LIBRARY</li> </ul>	<ul style="list-style-type: none"> <li>HOME</li> <li>PROGRAM/DEPARTMENT INFORMATION</li> <li>ADMINISTRATIVE UNIT ASSESSMENT</li> <li>ADMINISTRATIVE SUPPORT REVIEW NARRATIVE</li> <li>STUDENT SUPPORT SERVICES ASSESSMENT</li> <li>PROGRAM ANNUAL PLANNING AND AUGMENTATION</li> <li><b>REPORTING</b></li> <li>COMPREHENSIVE REPORT - ADMIN</li> <li>DOCUMENT LIBRARY</li> </ul>

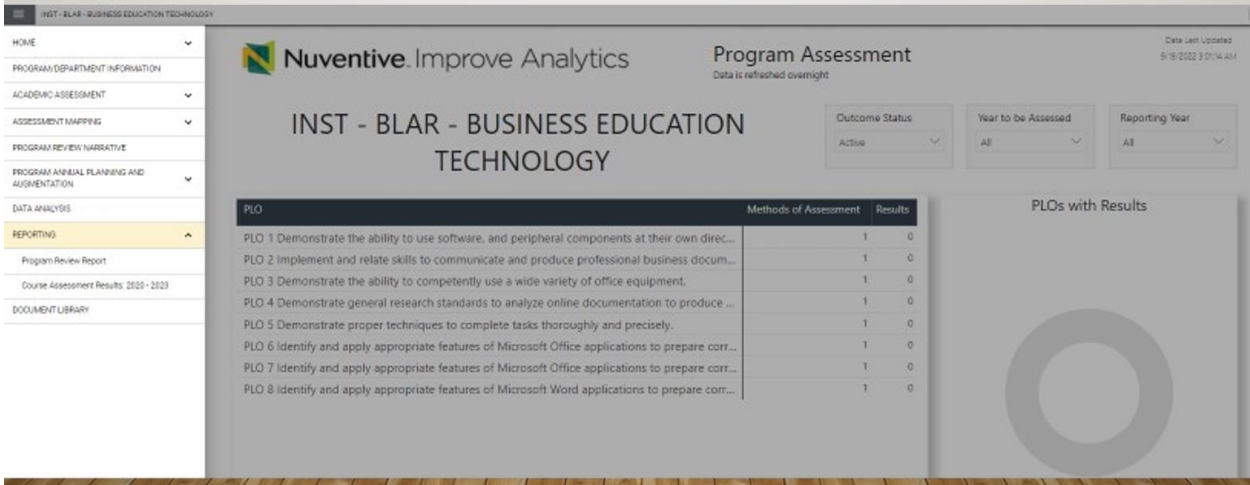
• Data Analysis - EXAMPLE

# NAVIGATING NUVENTIVE



• Reporting - EXAMPLE

# NAVIGATING NUVENTIVE



- **Comprehensive Reports** appears for most units, and will generate a **Comprehensive version of your most recent Program Review.**

## NAVIGATING NUVENTIVE

### Instructional

### Learning Support Services Student Support Services Administration

HOME ^	HOME ^	HOME ^	HOME ^
PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION
ACADEMIC ASSESSMENT v	ACADEMIC ASSESSMENT v	ASSESSMENT MAPPING v	ADMINISTRATIVE UNIT ASSESSMENT v
ASSESSMENT MAPPING v	ASSESSMENT MAPPING v	STUDENT SUPPORT SERVICES ASSESSMENT v	ADMINISTRATIVE SUPPORT REVIEW NARRATIVE
PROGRAM REVIEW NARRATIVE	LEARNING SUPPORT SERVICES ASSESSMENT v	STUDENT SUPPORT SERVICES REVIEW NARRATIVE	STUDENT SUPPORT SERVICES ASSESSMENT v
PROGRAM ANNUAL PLANNING AND AUGMENTATION v	LEARNING SUPPORT SERVICES REVIEW NARRATIVE	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	PROGRAM ANNUAL PLANNING AND AUGMENTATION v
DATA ANALYSIS	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	REPORTING v	REPORTING
REPORTING v	DATA ANALYSIS	COMPREHENSIVE REPORT - SSS: Exclusive	COMPREHENSIVE REPORT - ADMIN
DOCUMENT LIBRARY	REPORTING v	DOCUMENT LIBRARY	DOCUMENT LIBRARY
	COMPREHENSIVE REPORT - LSS		
	DOCUMENT LIBRARY		

- **The Document Library** helps maintain **Resource documents** to help you with helpful campus documents or reports, like **ACCJC Accreditation Standards, Relevant Administrative Procedures, the Educational Master Plan, and more.**

## NAVIGATING NUVENTIVE

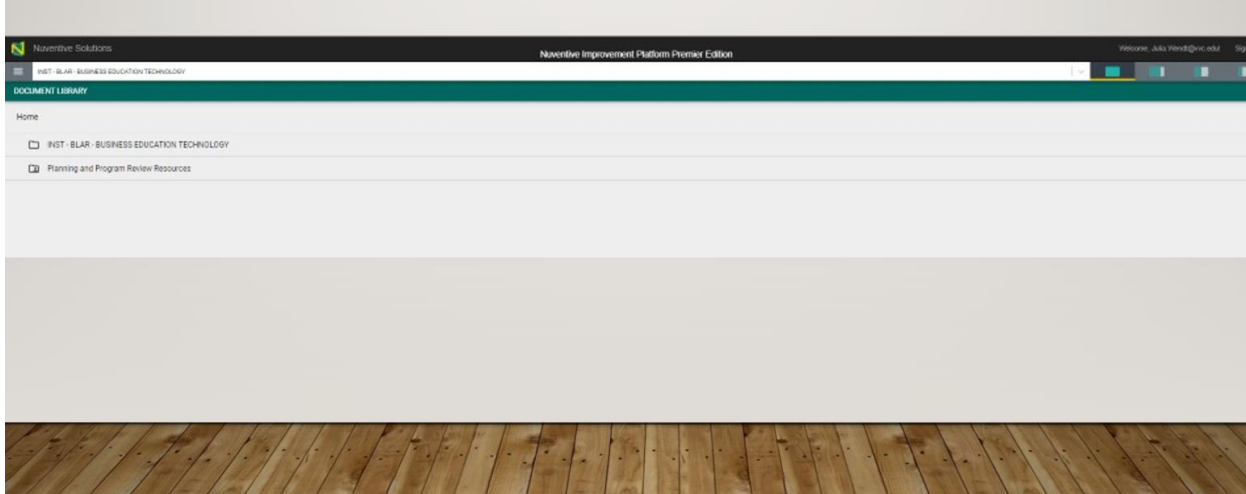
### Instructional

### Learning Support Services Student Support Services Administration

HOME ^	HOME ^	HOME ^	HOME ^
PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION	PROGRAM/DEPARTMENT INFORMATION
ACADEMIC ASSESSMENT v	ACADEMIC ASSESSMENT v	ASSESSMENT MAPPING v	ADMINISTRATIVE UNIT ASSESSMENT v
ASSESSMENT MAPPING v	ASSESSMENT MAPPING v	STUDENT SUPPORT SERVICES ASSESSMENT v	ADMINISTRATIVE SUPPORT REVIEW NARRATIVE
PROGRAM REVIEW NARRATIVE	LEARNING SUPPORT SERVICES ASSESSMENT v	STUDENT SUPPORT SERVICES REVIEW NARRATIVE	STUDENT SUPPORT SERVICES ASSESSMENT v
PROGRAM ANNUAL PLANNING AND AUGMENTATION v	LEARNING SUPPORT SERVICES REVIEW NARRATIVE	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	PROGRAM ANNUAL PLANNING AND AUGMENTATION v
DATA ANALYSIS	PROGRAM ANNUAL PLANNING AND AUGMENTATION v	REPORTING v	REPORTING
REPORTING v	DATA ANALYSIS	COMPREHENSIVE REPORT - SSS: Exclusive	COMPREHENSIVE REPORT - ADMIN
DOCUMENT LIBRARY	REPORTING v	DOCUMENT LIBRARY	DOCUMENT LIBRARY
	COMPREHENSIVE REPORT - LSS		
	DOCUMENT LIBRARY		

# NAVIGATING NUVENTIVE

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## VII. Program Review Components

PRAISE Reports have three general components, which include:

**(1) The Program Review Narrative:** This is the portion of the report where programs/units provide description, observations and findings of their program since the last program review session. The narrative types can differ based on the unit's classification type. Our unit types are as follows, and each has its own Program Review Narrative prompts:

### 1. Instructional Programs (Standard II.A.1 – 16)

For the purpose of program review, any discipline offering a scope of classes, existing as a budgetary entity and/or being designated by the Instructional Program Review Committee is considered a "program." This is differentiated from Curriculum's definition of a program, which specifies that a program offers a degree or certificate.

### 2. Learning Support Services (Standard II.B.1-4)

*Learning Support Services* refer to additional support provided by VVC to help students engage, achieve, and thrive in their education.

### 3. Student Support Services (Standard II.C.1-8)

Student Support Services refers to units that assist students in adjusting to the college environment and helps them ultimately prepare for the transition from college into a career or an advanced degree.

### 4. Administration (Standard IV.B.3)

Administration refers to units that support all campus services, and work to set and uphold the mission and values of the college.

**(2) Program Annual Planning and Augmentation:** This portion of the report is where programs/units set goals for themselves and track them over the course of the 4-year program review cycle. Programs/units seek to continuously improve services and instruction to students, and track their outcomes to ensure ongoing progress. In this portion of the report, programs/units may also request resources and budget augmentations if they are in need of resources to support their program/unit goals. Resource requests and requests to augment budgets go through the campus' budgeting process, as dictated by Administrative Procedure 6200.

**(3) Data Analysis:** The purpose of this area is to show key performance indicators for programs/units to assess their ongoing progress and performance. For instructional programs, data such as headcount, enrollment, courses, sections, FTES, student success, student retention and equity data will appear. In time, data as relevant to non-instructional units will be developed for ongoing analysis. Analysis of data is only required in Comprehensive years (Year 1) and Close the Loop years (Year 4).

## VIII. Program Review Narrative Directions

All units must complete that narrative portion of the Program Review. Depending on your program/unit type, the prompts for the narrative will be different. For specific directions on the narrative that has been assigned to you, identify your category (i.e. Instructional, Administrative, Learning and Library Support, or Student Support Services) and see the distinct prompts and directions related to your area.

### A. Instructional Programs (Standard II.A.1 – 16)

Unit Characterization: For the purpose of program review, any discipline offering a scope of classes, existing as a budgetary entity and/or being designated by the Instructional Program Review Committee is considered a “program.” This is differentiated from Curriculum’s definition of a program, which specifies that a program offers a degree or certificate.

Full listing of Sections and Prompts for the Instructional Template:

Year 3: Update Year (Fall 2022)

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#### SECTION 1: REPORT COMPLETION STATUS

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##### Report Completion Status (Dropdown Menu)

Report is in progress / currently being updated

##### Date of Status Update

09/15/2022

##### Comments Relating to Report Status or Completion

**HINT:** If you have any comments or notes you would like to input here in relation to the current status of your report or its completion, you can use this field to describe your status. Otherwise, please type NA if you have no additional comments or notes to input.

TEXT RESPONSE HERE

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#### SECTION 2: OVERVIEW AND UPDATES

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**Describe your area’s major accomplishments and challenges over the last year.**

**HINT:** If this doesn’t apply to you, place an N/A in the text box.

TEXT RESPONSE HERE



**Review your program’s responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.**

**HINT:** In last year’s program review, there were two prompts within the first section you can look at to see your program’s responses. (These prompts were: “Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, the Strategic Enrollment Management initiatives, Guided Pathways, or any other core campus priorities,” and “Provide observations, findings and/or evidence on how your program has enabled student success in relation to Diversity, Equity and Inclusion initiatives and/or goals. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles.”) Review these responses and note whether anything has changed or any progress has occurred.

TEXT RESPONSE HERE

### SECTION 3: COMPLIANCE

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**This section is a check-list for Department Chairs and/or Designated Faculty to ensure they are maintaining all compliance-related issues each year. This area wants to confirm compliance in relation with SLO assessment, PLO assessment (if applicable; not all departments offer degrees and/or certificates and therefore will not have PLOs), curriculum, and Accessibility.**

**SLO Assessment 1: Is your 6-year SLO Calendar up-to-date? (Dropdown Menu)**

Yes or No

**SLO Assessment 2: Are your SLOs mapped for every course? (Dropdown Menu)**

Yes or No

**SLO Assessment 3: Briefly explain how the department has used student learning outcomes to improve instruction in the last year.**

**HINT:** If you don’t know the answer, or unsure if your SLO Mapping is complete, please contact Jan Espinoza, [Jan.Espinoza@vvc.edu](mailto:Jan.Espinoza@vvc.edu) and/or Julia Wendt, [Julia.Wendt@vvc.edu](mailto:Julia.Wendt@vvc.edu), to complete this process.

You can copy and paste department minutes or notes from discussion of SLO assessment outcomes, or pull submitted SLO assessment reports to consider any new progress or update.

TEXT RESPONSE HERE

**PLO Assessment: If applicable, has your program adopted overarching PLOs in according with campus policy?**

**HINT:** Areas that do not offer a degree or certificate will not have Program Learning Outcomes, and therefore do not need to fill out this question.

TEXT RESPONSE HERE

**PLO Assessment: If applicable, have your PLOs been mapped in Nuventive? (Dropdown Menu)**

Yes or No

**PLO Assessment: If applicable: Briefly explain how the department has used program learning outcomes to improve instruction in the last year.**

**HINT:** Areas that do not offer a degree or certificate will not have Program Learning Outcomes, and therefore do not need to fill out this question. If you are a program, you will need to ensure the PLOs have been mapped in the Nuventive system. If you don’t know the answer, or unsure if your PLO Mapping is complete, please

contact Jan Espinoza, [Jan.Espinoza@vvc.edu](mailto:Jan.Espinoza@vvc.edu) and/or Julia Wendt, [Julia.Wendt@vvc.edu](mailto:Julia.Wendt@vvc.edu), to complete this process.

You can copy and paste department minutes or notes from discussion of PLO assessment outcomes, or pull SLO assessments which have been mapped to PLOs. You can also discuss whether PLOs need to be changed or revised in any way, and why any changes need to occur.

TEXT RESPONSE HERE

**Curriculum Question 1: Has Curriculum been updated in compliance with your program type? (Dropdown Menu)**

Yes, No or Need Assistance

**Curriculum Question 2: Provide any updates relating to Curriculum updates that have occurred since the last program review submission.**

**HINT:** If you don't know the answer, or are unsure, please contact your Curriculum Area Representative or Debbie Blanchard (Chair and Facilitator) for curriculum for assistance, [Deborah.Blanchard@vvc.edu](mailto:Deborah.Blanchard@vvc.edu).

TEXT RESPONSE HERE

**DE/Online Modality Question: If your department offers DE courses or uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? How are instructors providing "regular effective instructor-initiated contact with students"? How are they accommodating students with disabilities? Specifically, are all videos captioned and is all other content compliant with Section 508 of the Rehabilitation Act? (Section 508 Policy: <https://www.section508.gov/manage/laws-and-policies/>) Briefly describe the status of this area.**

**HINT:** If you don't know the answer, or are unsure about the status of your curriculum, please contact the DE Coordinator for assistance. If this doesn't apply to you, place an N/A in the text box.

TEXT RESPONSE HERE

**Accessibility: Briefly describe any updates in relation to your program's accessibility to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students.**

**HINT:** You can look at your program's response from last year. It was noted under Section 2: Accessibility. The prompt read: "Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?)."

TEXT RESPONSE HERE

#### SECTION 4: RESOURCE MANAGEMENT & CONTINUOUS IMPROVEMENT

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**Has your program received augmentation funds for this year or the previous year? (Dropdown Menu)**

Yes

If you answered Yes to the previous question, describe the status of any augmentation funds your program received, and whether these funds have been used. If the funds have been used, please evaluate how these funds promoted student success and/or the advancement of your program.

**HINT:** If you are uncertain if your program received augmentation funds since the last cycle, please look at your past resource request to see the noted resource request with "Augmented". If this doesn't apply to you, place an N/A in the text box.

[TEXT RESPONSE HERE](#)

## SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES

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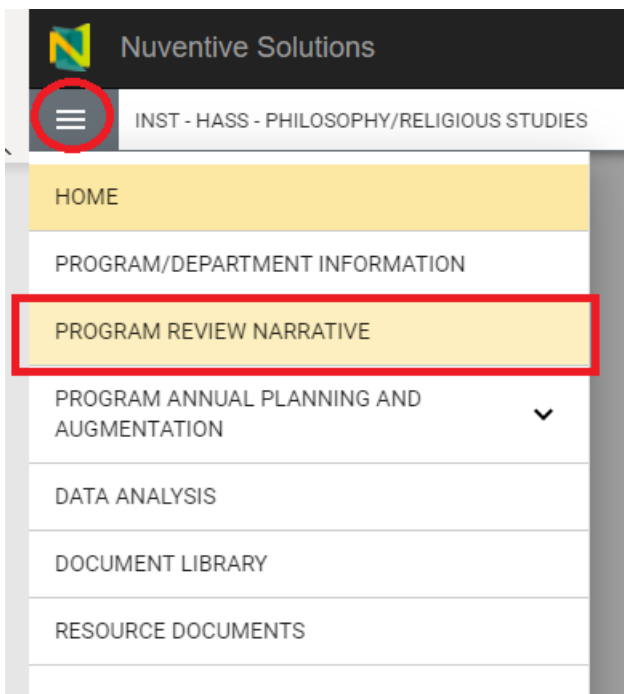
Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration.

**HINT:** If this doesn't apply to you, place an N/A in the text box.

[TEXT RESPONSE HERE](#)

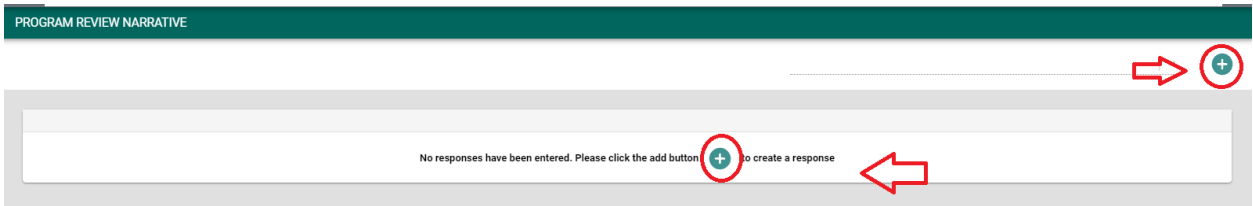
In the following instructions, each of the prompts within will be further explained and described.

- ❖ **Step One:** To navigate to the narrative, go to the left-hand bar, and select the three horizontal lines (the "hamburger"). This will expand your menu options. After clicking the hamburger, select the "Program Review Narrative" option (pictured below)

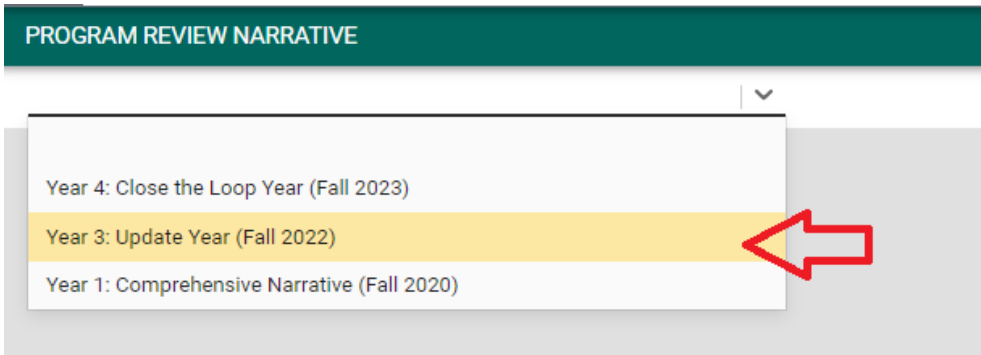


After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).



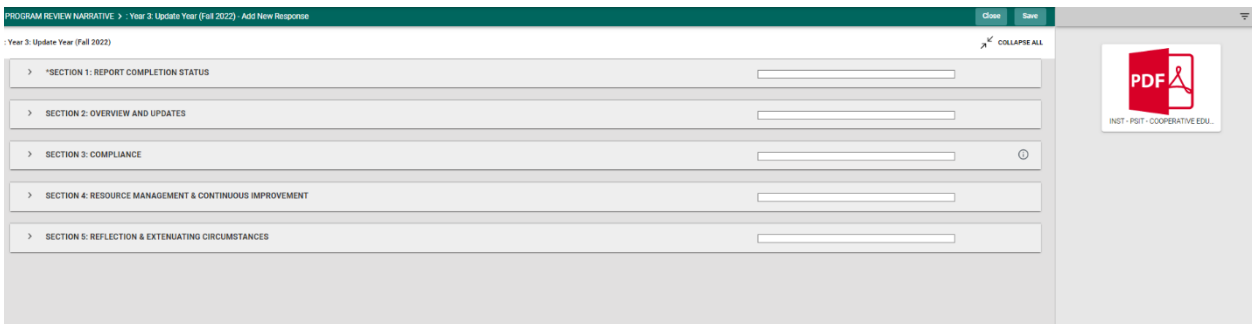
- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 3: Update Year (Fall 2022). In other years, make sure to select the appropriate year that matches the correct report.



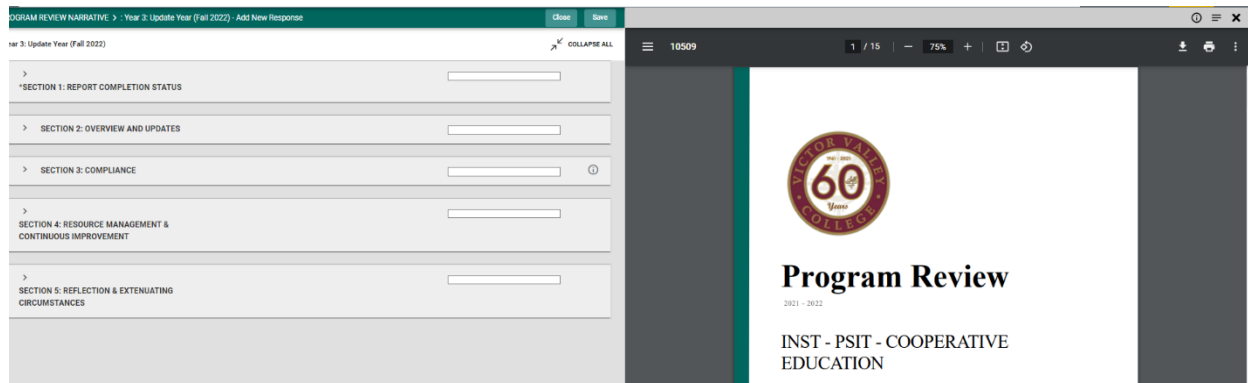
The system will then take you to the report. Go section by section, filling in each required prompt.



**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)



The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



## ❖ Section Directions: Section 1: Report Status Completion

: Year 3: Update Year (Fall 2022)

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▼ \*SECTION 1: REPORT COMPLETION STATUS

Report Completion Status \*

\_\_\_\_\_ | ▼

Date of Status Update \*

\_\_\_\_\_

Comments Relating to Report Status or Completion

\_\_\_\_\_

: Year 3: Update Year (Fall 2022)

The screenshot shows a dropdown menu titled '\*SECTION 1: REPORT COMPLETION STATUS'. Below the title is a label 'Report Completion Status \*' followed by a dropdown arrow. The menu is open, showing three options: 'Report is completed and ready for division review', 'Report is ready for Peer Technical Review', and 'Report is in progress / currently being updated'. The first option is highlighted in yellow.

For Report Completion Status:

- **If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."
- **If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."
- **If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):

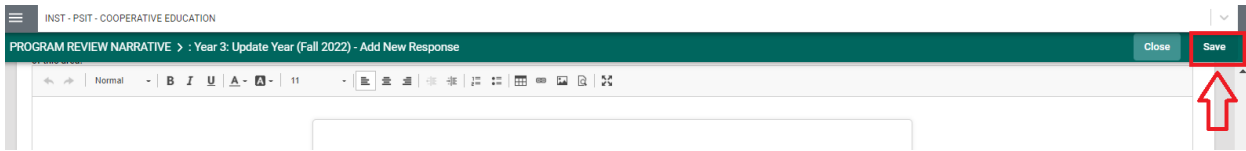
The screenshot shows a calendar pop-up for October 2021. The calendar is displayed in a grid format with days of the week (Su, Mo, Tu, We, Th, Fr, Sa) and dates (1-31). The date 15 is highlighted in blue. Below the calendar is a label 'Date of Status Update \*' followed by a dropdown arrow.

Prompt three directions: This is an optional field: "Comments relating to Report Status or Completion." If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

**For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:**

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 2: Overview and Updates, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 2: Overview and Updates

## ❖ Section Directions: Section 2: Overview and Updates

A screenshot of a web application interface showing a form titled 'SECTION 2: OVERVIEW AND UPDATES'. The form has a light gray header with a dropdown arrow and the title. Below the header is a large white text area with a gray border. The text area contains two prompts: 'Describe your area's major accomplishments and challenges over the last year.' and 'Review your program's responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.' The text area is currently empty.

The first prompt is: "Describe your area's major accomplishments and challenges over the last year."

The prompt is asking for a brief description of any accomplishments or challenges your program has faced over the last year. Accomplishments could include things like enrollment growth, improved student success, or events held which attracted students. Challenges could include enrollment decline, decreases in student success, or a lack of sufficient resources.

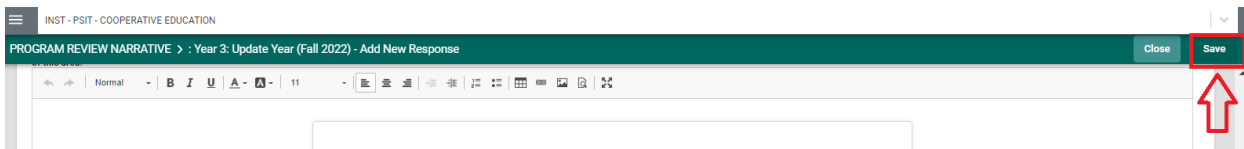
The second prompt is: “Review your program’s responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.”

This prompt is just asking for any updates between last year and this year regarding how your program connects with other campus initiatives. Review what you submitted last year and cite if there are any relevant updates. Remember, this is a good moment to ensure you are documenting everything your program is doing. You, or others, may want to see this information when looking back on the program efforts.

For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

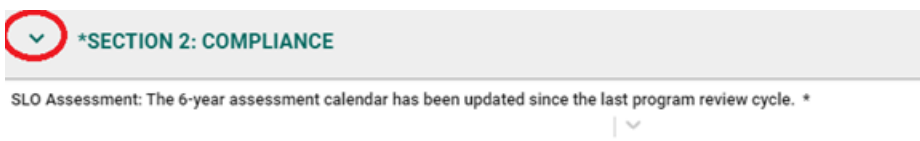
**Before moving to Section 3: Overview and Updates, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 3: Compliance

## ❖ Section Directions: Section 3: Compliance

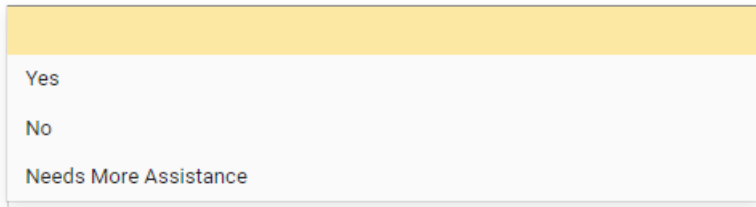
Click on the carrot for Section 3: Compliance. (Pictured below) This will expand the section for you to answer the prompt within.



Prompt one directions: The first prompt is a drop-down asking about Student Learning Outcomes (SLO) Assessment. It asks if your unit has updated the 6-year assessment calendar since the last program review cycle. Click on the response that best fits your situation (pictured below):



SLO Assessment 1: Is your 6-year SLO Calendar up-to-date?



Yes  
No  
Needs More Assistance

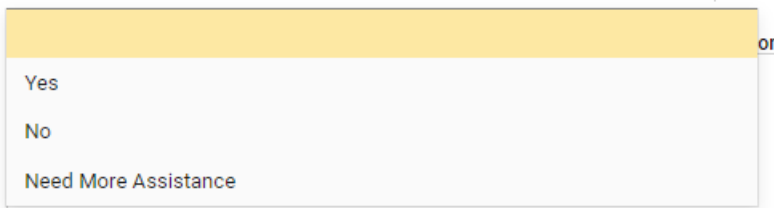
If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SLOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

Prompt Two Directions: The second prompt is asking if your SLOs are mapped for every course. Click on the response that best fits your situation (pictured below):

SLO Assessment 2: Are your SLOs mapped for every course?



Yes  
No  
Need More Assistance

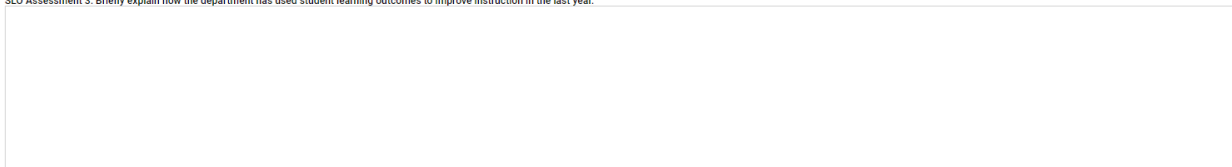
If you select **'yes,'** it means you have mapped your SLOs to any applicable PLOs and/or ILOs.

If you select **'no,'** it means you haven't completed mapping. Best practice is to check in with the Assessment and Accreditation Coordinator, Jan Espinoza, to ensure these are updated on a yearly basis. This task usually takes less than 30 minutes to complete.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update your program's mapping.

Prompt Three Directions: Prompt three asks: "Briefly explain how the department has used student learning outcomes to improve instruction in the last year." (Pictured below):

SLO Assessment 3: Briefly explain how the department has used student learning outcomes to improve instruction in the last year.

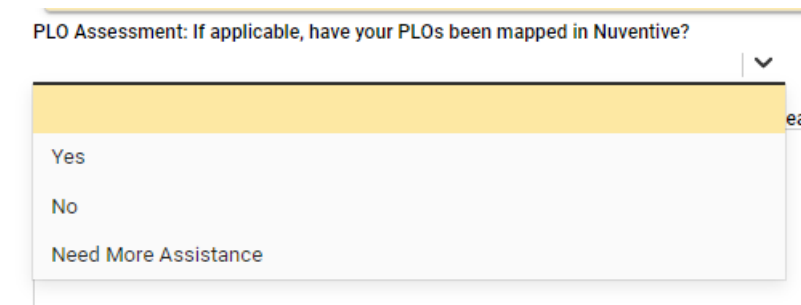


To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area’s response to teaching and learning. Was pedagogy changed as a response to assessments? Was curriculum changed? In what ways did these assessments inform practices within your unit. Recall, conducting assessment is a critical procedure to improving student learning and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

Prompt Four Directions: This prompt asks: “PLO Assessment: If applicable: Explain how the department has used program learning outcomes to improve instruction.”

**This question is applicable to programs which offer a degree or certificate. At VVC, only programs that offer a degree or certificate have Program Learning Outcomes.** It is suggested you pull reports on PLO assessment, or if you do not know the status of your programs PLO assessment, contact Jan Espinoza or Julia Wendt.

Prompt Five Directions: If applicable, have your PLOs been mapped in Nuventive?



PLO Assessment: If applicable, have your PLOs been mapped in Nuventive?

- Yes
- No
- Need More Assistance

**This question is applicable to programs which offer a degree or certificate. At VVC, only programs that offer a degree or certificate have Program Learning Outcomes.**

If you select ‘**yes,**’ it means you have mapped your PLOs to any applicable ILOs.

If you select ‘**no,**’ it means you haven’t completed mapping. Best practice is to check in with the Assessment and Accreditation Coordinator, Jan Espinoza, to ensure these are updated on a yearly basis. This task usually takes less than 30 minutes to complete.

If you select ‘**Needs More Assistance,**’ it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update your program’s mapping.

Prompt Six Directions: Prompt Six asks: “If applicable: Briefly explain how the department has used program learning outcomes to improve instruction in the last year.”

**This question is applicable to programs which offer a degree or certificate. At VVC, only programs that offer a degree or certificate have Program Learning Outcomes.**

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how PLO assessment outcomes have informed your area’s response to teaching and learning. Was pedagogy changed as a response to assessments? Was curriculum changed? Do your PLOs need to be changed? In what ways did these assessments inform practices within your unit. Recall, conducting assessment is a critical procedure to improving program learning and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

**Prompt Seven Directions:** This prompt asks: “Has Curriculum been updated in compliance with your program type?”

Curriculum Question 1: Has Curriculum been updated in compliance with your program type?

occurred :

Yes

No

Need Assistance

Recall, Curriculum needs to be updated based on your program type. If you are a CTE program, curriculum needs to be updated every 2 years. All other programs need curriculum updates every 5 years. If you are uncertain of the status of your curriculum compliance, please contact your Curriculum representative on the Curriculum Committee.

Select “**yes,**” if your curriculum has been updated in compliance with which kind of program you have (i.e. CTE or other programs).

Select “**no,**” if your curriculum has not yet been updated. The next prompt will provide you with room to explain why curriculum has not yet been updated.

If you select ‘**Needs More Assistance,**’ it is highly recommended that you reach out to the Curriculum Facilitator, Debby Blanchard, [Deborah.Blanchard@vvc.edu](mailto:Deborah.Blanchard@vvc.edu).

**Prompt Eight Directions:** The prompt asks: “Provide a Curriculum Status Description and list updates to Curriculum made since the last program review submission.”

If your curriculum has been updated, note which classes has been updated. It would also be helpful to make a list of courses you plan to update during this coming year.

If you have not updated your curriculum, provide a list of the courses that need to be updated and explain why the update has not yet occurred. For assistance, please contact your Curriculum representative on the Curriculum Committee.

**Prompt Nine Directions:** This prompt asks: “DE/Online Modality Question: If your department offers DE courses or uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? How are instructors providing “regular effective instructor-initiated contact with students”? How are they accommodating students with disabilities? Specifically, are all videos captioned and is all other content compliant with Section 508 of the Rehabilitation Act? (Section 508 Policy: <https://www.section508.gov/manage/laws-and-policies/>) Briefly describe the status of this area.”

DE/Online Modality Question: If your department offers DE courses or uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? How are instructors providing “regular effective instructor-initiated contact with students”? How are they accommodating students with disabilities? Specifically, are all videos captioned and is all other content compliant with Section 508 of the Rehabilitation Act? (Section 508 Policy: <https://www.section508.gov/manage/laws-and-policies/>) Briefly describe the status of this area.

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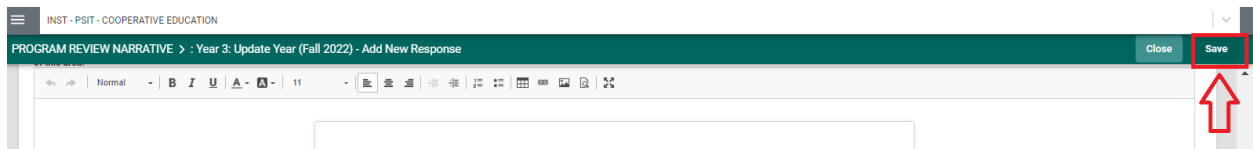
If your program or areas does not offer DE/Online Modality, you can write: Not Applicable. If your program does offer DE/Online Modality, please briefly review what your program does to ensure compliance within this area.

Prompt Ten Directions: This prompt asks: “Accessibility: Briefly describe any updates in relation to your program’s accessibility to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students”

Accessibility: Briefly describe any updates in relation to your program's accessibility to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students.

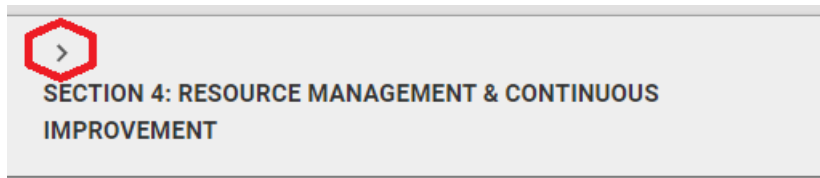
A variation of this prompt was also asked during last year’s program review. It is recommended you review what you submitted last year and provide any applicable updates in this area.

**Before moving to Section 4: Resource Management & Continuous Improvement, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 4: Resource Management & Continuous Improvement.

## ❖ Section Directions: Section 4: Resource Management & Continuous Improvement



This section only has two prompts.

Prompt One Directions: The prompt asks: “Has your program received augmentation funds for this year or the previous year?”

Has your program received augmentation funds for this year or the previous year?

fun

Yes

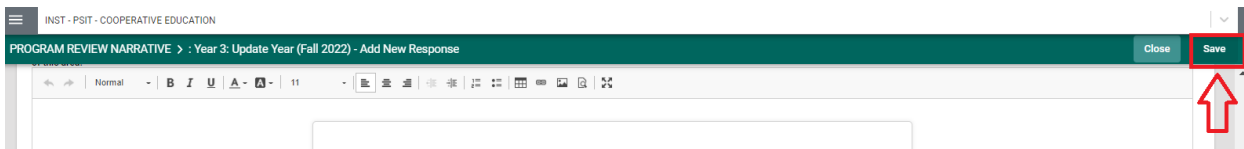
No

The options for this question include “yes,” or “no.” If your program received augmentation funds for this current fiscal year (2022-2023) or the previous fiscal year (2021-2022), please indicate “yes.” If your program did not receive augmentation funds, indicate “no.”

**Prompt Two Directions:** “This prompt asks: If you answered Yes to the previous question, describe the status of any augmentation funds your program received, and whether these funds have been used. If the funds have been used, please evaluate how these funds promoted student success and/or the advancement of your program.”

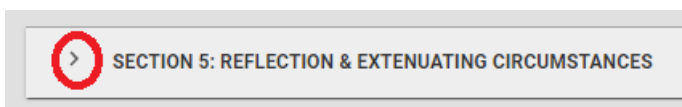
If your program received funds, it is important for the campus to understand how those funds benefitted or affected your program. Were the funds of critical need? How did they impact or improve student learning?

**Before moving to Section 5: Reflection & Extenuating Circumstances, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 5: Reflection & Extenuating Circumstances.

## ❖ Section Directions: Section 5: Reflection & Extenuating Circumstances



**There is only one prompt in this section.**

**Prompt One Directions: This prompt asks:** “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

If you have completed all five sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

Please select one of the below options to indicate the current status of your Program Review report. ✕

Report Completion Status \*

Report is completed and ready for division review

Report is ready for Peer Technical Review

Report is in progress / currently being updated

If you are ready to have your report reviewed by upper tiers (i.e. you’ve completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option “Report is completed and ready for division review.”

## B. Learning and Library Support Services (Narrative Instructions)

### Learning Support Services (Standard II.B.1-4)

Unit Characterization: **Learning Support Services** refer to additional support provided by VVC to help students engage, achieve, and thrive in their education.

There are two template types withing Learning and Library Support Services. Library and Tutoring share a similar template, while Distance Education and Justice-Involved Education share a similar template. The directions will explain each of these template types individually, starting with the template used for Library Services and Tutoring.

### Library & Learning Support / Tutoring Template

Year 3: Update Year (Fall 2022)

#### SECTION 1: REPORT COMPLETION STATUS

Report Completion Status (**Dropdown Menu**)  
Report is in progress / currently being updated

Date of Status Update  
09/15/2022

### Comments relating to Report Status or Completion

HINT: If you have any comments or notes you would like to input here in relation to the current status of your report or its completion, you can use this field to describe your status. Otherwise, please type NA if you have no additional comments or notes to input.

TEXT RESPONSE HERE

## SECTION 2: OVERVIEW AND UPDATES

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Describe your area's major accomplishments and challenges over the last year.

TEXT RESPONSE HERE

Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.

HINT: You can review what the responses submitted from last year's program review, and provide any relevant updates. If there were suggestions for performance from last year, were these suggestions followed? Consider whether plans, goals, or initiatives were met based on your unit's long-term goals..

TEXT RESPONSE HERE

## SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE

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**ASSESSMENT - Learning Support Services are unique in that they provide both instructional and non-instructional services. For the instructional side, LSS units conduct Student Learning Outcomes (SLO) assessment and for the non-instructional side, they conduct Service Area Outcome (SAO) Assessment. This section will ask for outcomes in both these areas.**

### **Student Learning Outcomes (SLO) Assessment**

**SLO Assessment 1: Is your 6-year SLO Calendar up-to-date? (Dropdown Menu)**

Yes or No

**SLO Assessment 2: Are your SLOs mapped for every course? (Dropdown Menu)**

Yes or No

**SLO Assessment 3: Briefly explain how the department has used student learning outcomes to improve instruction in the last year.**

HINT: You can copy and paste department minutes or notes from discussion of SLO assessment outcomes, or pull submitted SLO assessment reports to consider any new progress or update. If you don't know the answer, or unsure if your SLO Mapping is complete, please contact Jan Espinoza, Jan.Espinoza@vvc.edu and/or Julia Wendt, Julia.Wendt@vvc.edu, to complete this process.

TEXT RESPONSE HERE

**Sub-Header: Service Area Outcome (SAO) Assessment**

The 6-year SAO assessment calendar has been updated since the last program review cycle. **(Dropdown Menu)**

Yes or No

**Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.**

**HINT:** You can copy and paste meeting minutes or notes from discussion of SAO assessment outcomes, or pull submitted SAO assessment reports to consider any new progress or updates. If you don't know the answer, or are unsure if your six-year calendar is up-to-date, please contact Jan Espinoza, Jan.Espinoza@vvc.edu, to ensure the assessment calendar's status.

TEXT RESPONSE HERE

**Sub-Header: Curriculum**

**Curriculum Question 1: Has Curriculum been updated in compliance with your program type? (Dropdown Menu)**

Yes, No or Need More Assistance

**Curriculum Question 2: Provide any updates relating to Curriculum updates that have occurred since the last program review submission.**

**HINT:** if you don't know the answer, or are unsure, please contact your Curriculum Area Representative or Debbie Blanchard (Chair and Facilitator) for curriculum for assistance, Deborah.Blanchard@vvc.edu).

TEXT RESPONSE HERE

**Sub-Header: Accessibility and Compliance**

**If there have been changes in your office's process and procedures which relate to accessibility and/or compliance-related issues, please describe these changes and any possible implications of these changes which may need to be addressed.**

**HINT:** You can look at the report submitted last year for your unit under the Accessibility section to recall the status of these areas. If any major changes have occurred in relation to these areas, you can describe them here. If the status of these areas has not changed, but should change, describe this here. If there is nothing new to report, and/or no new areas of concern to note, you can simply note: Not Applicable.

TEXT RESPONSE HERE

**SECTION 4: RESOURCE MANAGEMENT & CONTINUOUS IMPROVEMENT**

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**Has your program received augmentation funds for this year or the previous year? (Dropdown Menu)**

Yes or No

**If you answered Yes to the previous question, describe the status of any augmentation funds your program received, and whether these funds have been used. If the funds have been used, please evaluate how these funds promoted student success and/or the advancement of your program.**

**HINT:** If you are uncertain if your program received augmentation funds since the last cycle, please contact your supervisor for assistance.



[TEXT RESPONSE HERE](#)

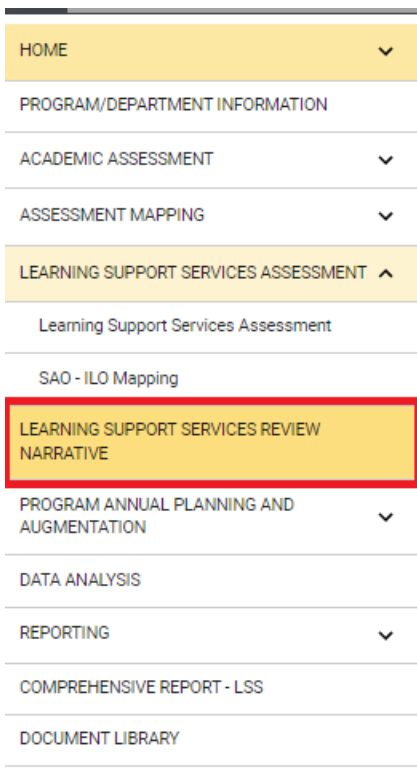
## SECTION 5: EXTENUATING CIRCUMSTANCES

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Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration.

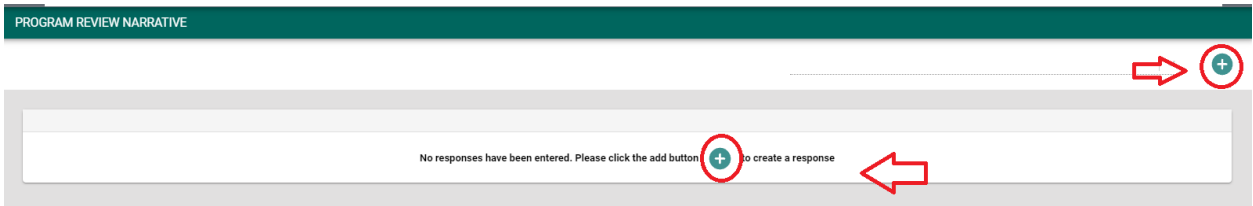
[TEXT RESPONSE HERE](#)

To begin this report, go to the left-side menu and select " Learning Support Services Review Narrative." (Pictured below):

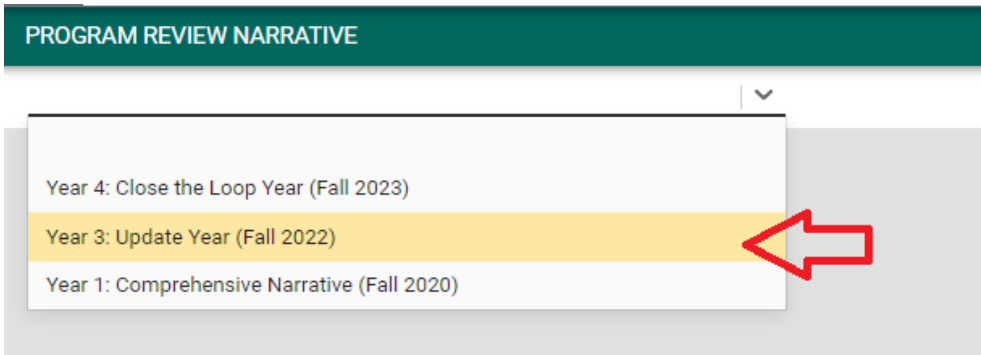


After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).



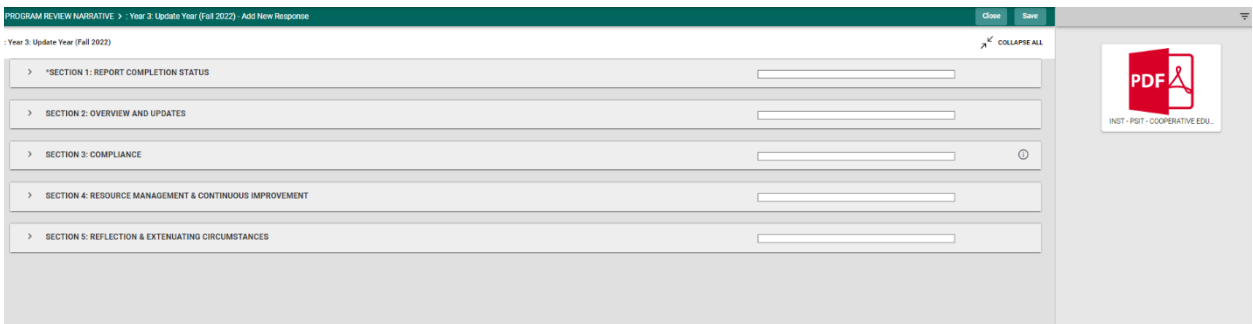
- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 3: Update Year (Fall 2022). In other years, make sure to select the appropriate year that matches the correct report.



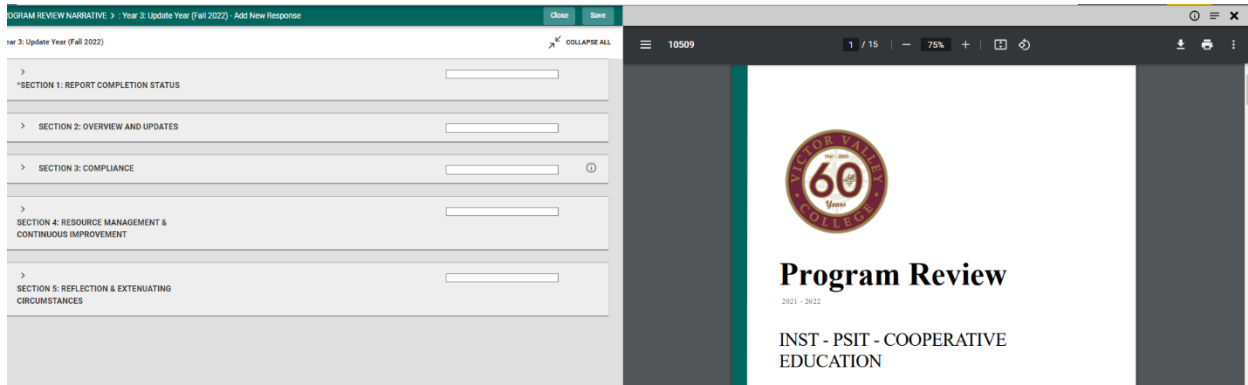
The system will then take you to the report. Go section by section, filling in each required prompt.



**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)



The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



## ❖ Section Directions: Section 1: Report Status Completion

: Year 3: Update Year (Fall 2022)

▼ \*SECTION 1: REPORT COMPLETION STATUS

Report Completion Status \*

Date of Status Update \*

Comments Relating to Report Status or Completion

: Year 3: Update Year (Fall 2022)

▼ \*SECTION 1: REPORT COMPLETION STATUS

Report Completion Status \*

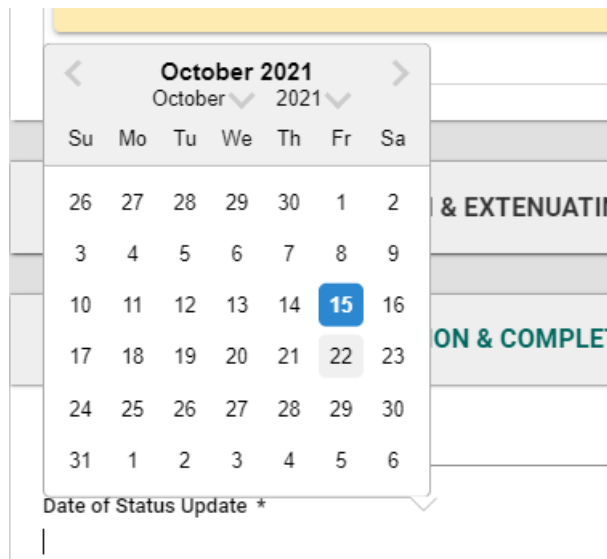
- Report is completed and ready for division review
- Report is ready for Peer Technical Review
- Report is in progress / currently being updated

For Report Completion Status:

- **If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review.

- **If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option “Report is ready for Peer Technical Review.”
- **If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option “Report is in progress / currently being updated.”

Prompt two directions: This prompt asks for the date. This could be the date you’ll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You’ll be able to select the data from a calendar feature which will pop up (pictured below):

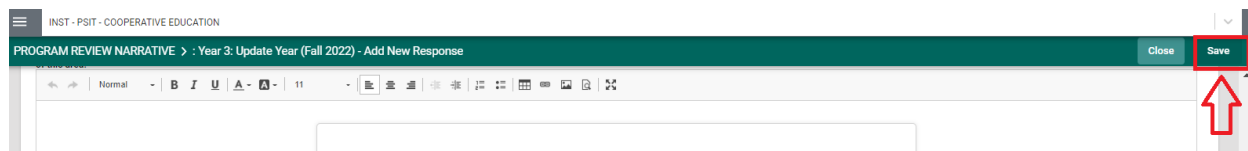


Prompt three directions: This is an optional field: “Comments relating to Report Status or Completion.” If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 2: Overview and Updates, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 2: Overview and Updates

## ❖ Section Directions: Section 2: Overview and Updates

SECTION 2: OVERVIEW AND UPDATES

Describe your area's major accomplishments and challenges over the last year.

Review your program's responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.

The first prompt is: “Describe your area’s major accomplishments and challenges over the last year.”

The prompt is asking for a brief description of any accomplishments or challenges your program has faced over the last year. Accomplishments could include things like enrollment growth, improved student success, or events held which attracted students. Challenges could include enrollment decline, decreases in student success, or a lack of sufficient resources.

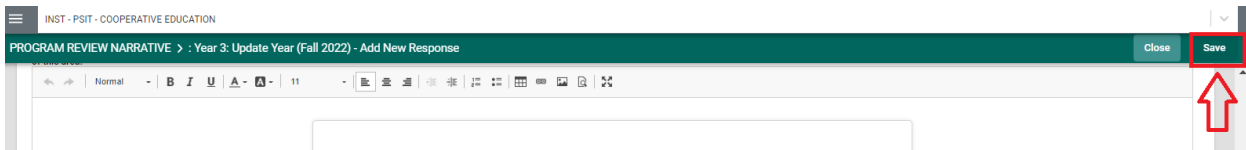
The second prompt is: “Review your program’s responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.”

This prompt is just asking for any updates between last year and this year regarding how your program connects with other campus initiatives. Review what you submitted last year and cite if there are any relevant updates. Remember, this is a good moment to ensure you are documenting everything your program is doing. You, or others, may want to see this information when looking back on the program efforts.

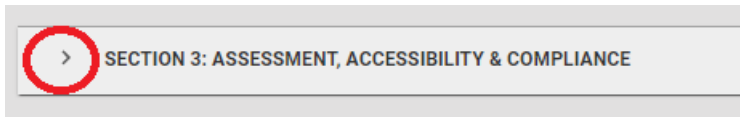
For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 3: Assessment, Accessibility & Compliance, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 3: Assessment, Accessibility & Compliance.



## ❖ Section Directions: Section 3: Assessment, Accessibility & Compliance.

ASSESSMENT - Learning Support Services are unique in that they provide both instructional and non-instructional services. For the instructional side, LSS units conduct Student Learning Outcomes (SLO) assessment and for the non-instructional side, they conduct Service Area Outcome (SAO) Assessment. This section will ask for outcomes in both these areas.

### Student Learning Outcomes (SLO) Assessment

Prompt one directions: The first prompt is a drop-down asking about Student Learning Outcomes (SLO) Assessment. It asks if your unit has updated the 6-year assessment calendar since the last program review cycle. Click on the response that best fits your situation (pictured below):

SLO Assessment 1: Is your 6-year SLO Calendar up-to-date?

Yes

No

Needs More Assistance


If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SLOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

Prompt Two Directions: The second prompt is asking if your SLOs are mapped for every course. Click on the response that best fits your situation (pictured below):

SLO Assessment 2: Are your SLOs mapped for every course?



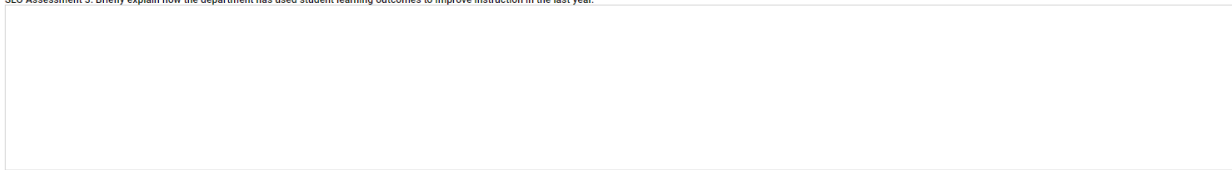
If you select **'yes,'** it means you have mapped your SLOs to any applicable PLOs and/or ILOs.

If you select **'no,'** it means you haven't completed mapping. Best practice is to check in with the Assessment and Accreditation Coordinator, Jan Espinoza, to ensure these are updated on a yearly basis. This task usually takes less than 30 minutes to complete.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update your program's mapping.

Prompt Three Directions: Prompt three asks: "Briefly explain how the department has used student learning outcomes to improve instruction in the last year." (Pictured below):

SLO Assessment 3: Briefly explain how the department has used student learning outcomes to improve instruction in the last year.

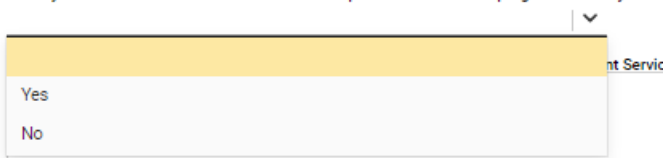


To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area's response to teaching and learning. Was pedagogy changed as a response to assessments? Was curriculum changed? In what ways did these assessments inform practices within your unit. Recall, conducting assessment is a critical procedure to improving student learning and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

The next section within this area is for Service Area Outcomes.

Prompt Four Directions: This prompt asks: The 6-year SAO assessment calendar has been updated since the last program review cycle.

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



If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

Prompt Five Directions: This prompt asks: "Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area."

Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area's response to servicing students.

Prompt Six Directions: This is a document upload prompt. You have the option to include items like meeting minutes or event flyers, or any item that you would want to include in your report that shows progress in SAO assessment.

The next section is regarding Curriculum.

Prompt Seven Directions: This prompt asks: "Has Curriculum been updated in compliance with your program type?"

Curriculum Question 1: Has Curriculum been updated in compliance with your program type?

ccurred :

- Yes
- No
- Need Assistance

Recall, Curriculum needs to be updated based on your program type. If you are a CTE program, curriculum needs to be updated every 2 years. All other programs need curriculum updates every 5 years. If you are uncertain of the status of your curriculum compliance, please contact your Curriculum representative on the Curriculum Committee.

Select **"yes,"** if your curriculum has been updated in compliance with which kind of program you have (i.e. CTE or other programs).

Select **"no,"** if your curriculum has not yet been updated. The next prompt will provide you with room to explain why curriculum has not yet been updated.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to the Curriculum Facilitator, Debby Blanchard, [Deborah.Blanchard@vvc.edu](mailto:Deborah.Blanchard@vvc.edu).



**Prompt Eight Directions:** The prompt asks: “Provide a Curriculum Status Description and list updates to Curriculum made since the last program review submission.”

If your curriculum has been updated, note which classes has been updated. It would also be helpful to make a list of courses you plan to update during this coming year.

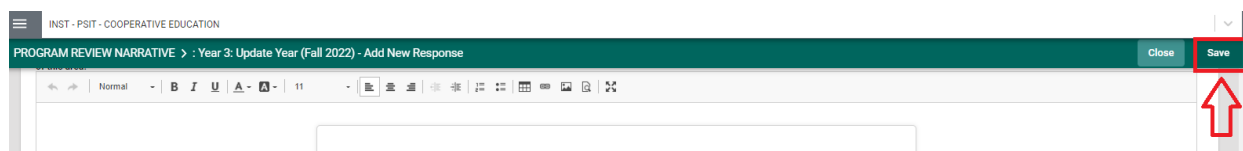
If you have not updated your curriculum, provide a list of the courses that need to be updated and explain why the update has not yet occurred. For assistance, please contact your Curriculum representative on the Curriculum Committee.

The next section addresses Accessibility and Compliance.

**Prompt Nine Directions:** This prompt asks: “If there have been changes in your office’s process and procedures which relate to accessibility and/or compliance-related issues, please describe these changes and any possible implications of these changes which may need to be addressed.”

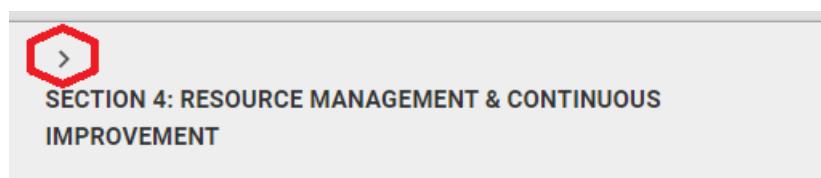
If applicable, please describe any changes in relation to accessibility and/or compliance issues that you want documented. Remember, this can help inform later decisions about your program.

**Before moving to Section 4: Resource Management & Continuous Improvement, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 4: Resource Management & Continuous Improvement.

## ❖ **Section Directions:** Section 4: Resource Management & Continuous Improvement



This section only has two prompts.

**Prompt One Directions:** The prompt asks: “Has your program received augmentation funds for this year or the previous year?”

Has your program received augmentation funds for this year or the previous year?

fun

Yes

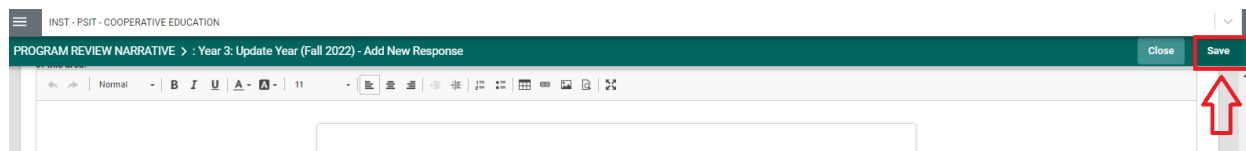
No

The options for this question include “yes,” or “no.” If your program received augmentation funds for this current fiscal year (2022-2023) or the previous fiscal year (2021-2022), please indicate “yes.” If your program did not receive augmentation funds, indicate “no.”

**Prompt Two Directions:** “This prompt asks: If you answered Yes to the previous question, describe the status of any augmentation funds your program received, and whether these funds have been used. If the funds have been used, please evaluate how these funds promoted student success and/or the advancement of your program.”

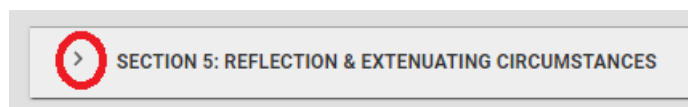
If your program received funds, it is important for the campus to understand how those funds benefitted or affected your program. Were the funds of critical need? How did they impact or improve student learning?

**Before moving to Section 5: Reflection & Extenuating Circumstances, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 5: Reflection & Extenuating Circumstances.

## ❖ Section Directions: Section 5: Reflection & Extenuating Circumstances



**There is only one prompt in this section.**

**Prompt One Directions: This prompt asks:** “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

If you have completed all five sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*

Report is completed and ready for division review

Report is ready for Peer Technical Review

Report is in progress / currently being updated

**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

## Distance Education & Justice-Involved Education Templates

Year 3: Update Year (Fall 2022)

### SECTION 1: PARTICIPATION & COMPLETION

---

**Report Completion Status (Dropdown menu)**

Report is in progress / currently being updated

**Date of Status Update**

09/15/2022

**Comments relating to Report Status or Completion**

**HINT:** If you have any comments or notes you would like to input here in relation to the current status of your report or its completion, you can use this field to describe your status. Otherwise, please type NA if you have no additional comments or notes to input.

[TEXT RESPONSE HERE](#)

### SECTION 2: LEARNING SUPPORT SERVICES

---

**Describe, and provide a brief updates of, your program including how your area supports the mission and values of Victor Valley College.**

**HINT:** Briefly update your program's purpose, goals and objectives and consider your area's relationship to the college. Please be thorough and specific. Craft your response in relation to updates/changes/progress since the last program review.

[TEXT RESPONSE HERE](#)

### SECTION 3: PROJECTS and INITIATIVES UPDATES

---

**Update or describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.**

**HINT:** Share and updates/changes/progress since the last program review.

[TEXT RESPONSE HERE](#)

## SECTION 4: ASSESSMENT, ACCESSIBILITY & COMPLIANCE

---

**ASSESSMENT - Learning Support Services are unique in that they provide both instructional and non-instructional services. For the instructional side, LSS units conduct Student Learning Outcomes (SLO) assessment and for the non-instructional side, they conduct Service Area Outcome (SAO) Assessment. This section will ask for outcomes in both these areas.**

### **Student Learning Outcomes (SLO) Assessment**

The SLO 6-year assessment calendar has been updated since the last program review cycle. **(Dropdown menu)**

Yes, No or unknown

When did you last offer and assess DEAC 050 Student Learning Outcomes assessment to improve faculty success in your area?

DEAC 050

**HINT:** Revisit any SLO assessments your area has completed since the last program review. Have the results of these assessments changed the way your unit operates? If so, how? If not, does your area have additional evidence it has collected to improve its service to students? Or, in reviewing your outcomes, is it time to change or update your SLOs? How would you like the language updated?

[TEXT RESPONSE HERE](#)

### **Service Area Outcomes (SAO) Assessment**

The SAO 6-year assessment calendar has been updated since the last program review cycle. **(Dropdown menu)**

Yes, No or unknown

When did you last assess your Service Area Outcomes assessment to improve Student Services in your area?

[TEXT RESPONSE HERE](#)

### **Compliance**

#### **ACCJC STANDARD I.A.1:**

**HINT:** Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

[TEXT RESPONSE HERE](#)

#### **ACCJC STANDARD II.A.2:**

**HINT:** Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

[TEXT RESPONSE HERE](#)

#### **ACCJC STANDARD II.A.3:**

**HINT:** Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

[TEXT RESPONSE HERE](#)

**ACCJC STANDARD I.B.2, (ER 11), ACCJC STANDARD I.B.7, ACCJC STANDARD II.A.7, ACCJC STANDARD II.A.16:  
ACCJC STANDARD II.C.3, ACCJC STANDARD II.C.4.**

**HINT:** Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

TEXT RESPONSE HERE

**Institutions must have processes in place establishing that a student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program.2**

**HINT:**

TEXT RESPONSE HERE

**The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.3**

**HINT:**

TEXT RESPONSE HERE

**OTHER:**

**HINT:**

TEXT RESPONSE HERE

## **SECTION 5: CONTINUOUS IMPROVEMENT & OPPORTUNITIES**

---

### **Continuous Improvement**

**Provide any program accomplishments, or general strengths, observed since last cycle.**

**HINT:** Use this field as an opportunity to share your program's accomplishments since the last program review. Did your program make any positive progress since the last report? What would you attribute your program's success in this area to?

TEXT RESPONSE HERE

**Provide any challenges, concerns or weaknesses that need addressing since last cycle.**

**HINT:** List or documents some of the challenges your office is currently facing and/or weaknesses observed. Provide detailed description.

TEXT RESPONSE HERE

## SECTION 6: REFLECTION & EXTENUATING CIRCUMSTANCES

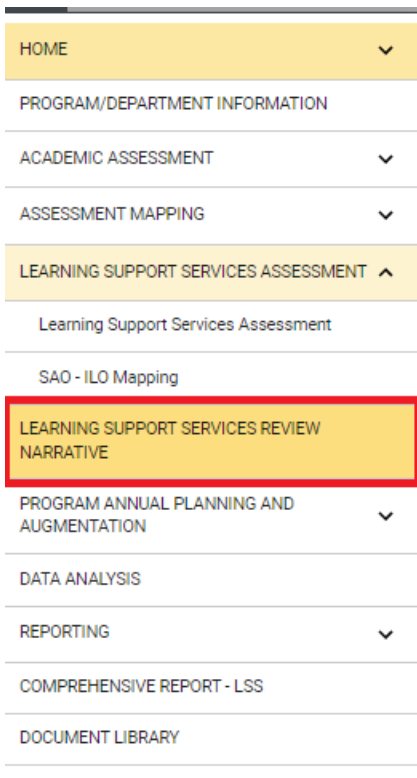
---

Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration.

**HINT:** If applicable, describe anything that may be affecting your program that you didn't have the opportunity to discuss in this report so far. Issues could involve COVID-19-related problems or concerns, or market conditions, or enrollment trends.

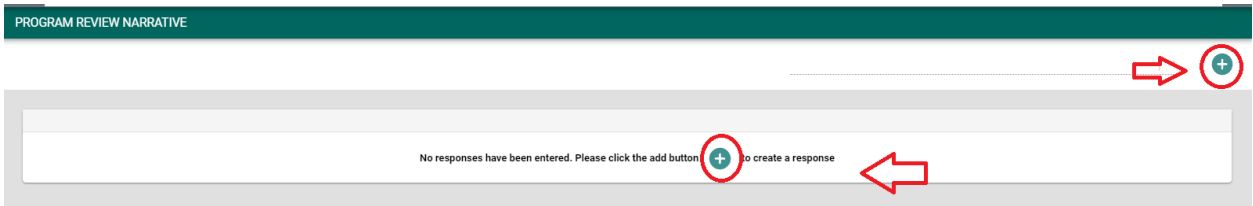
[TEXT RESPONSE HERE](#)

To begin this report, go to the left-side menu and select "Learning Support Services Review Narrative." (Pictured below):

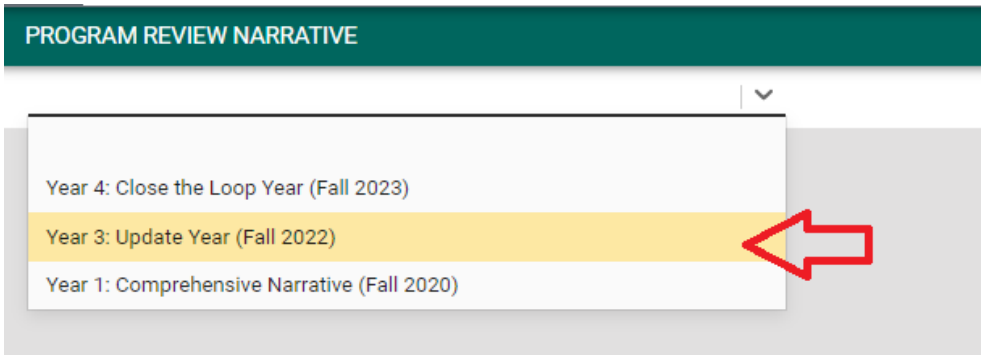


After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).



❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 3: Update Year (Fall 2022). In other years, make sure to select the appropriate year that matches the correct report.



The system will then take you to the report. Go section by section, filling in each required prompt.



: Year 3: Update Year (Fall 2022)

\*SECTION 1: PARTICIPATION & COMPLETION  
 Report Completion Status \*  
 \_\_\_\_\_ | v  
 Date of Status Update \*  
 \_\_\_\_\_  
 Comments relating to Report Status or Completion  
 \_\_\_\_\_

> SECTION 2: LEARNING SUPPORT SERVICES

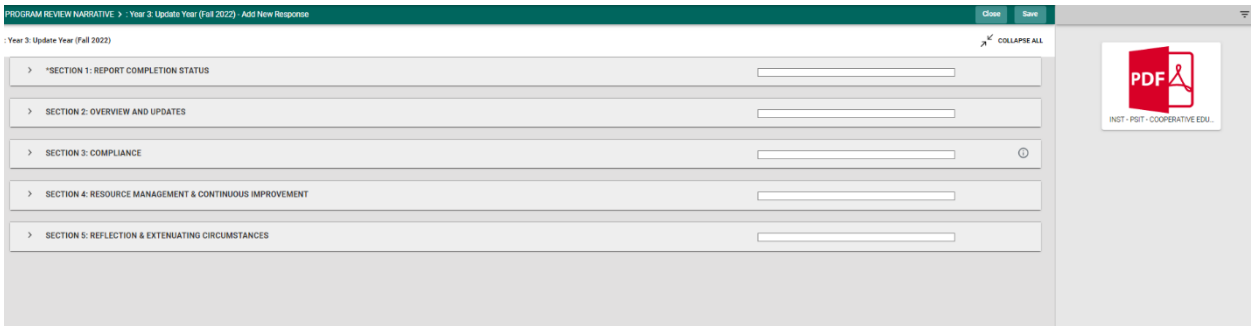
> SECTION 3: PROJECTS and INITIATIVES UPDATES

> SECTION 4: ASSESSMENT, ACCESSIBILITY & COMPLIANCE

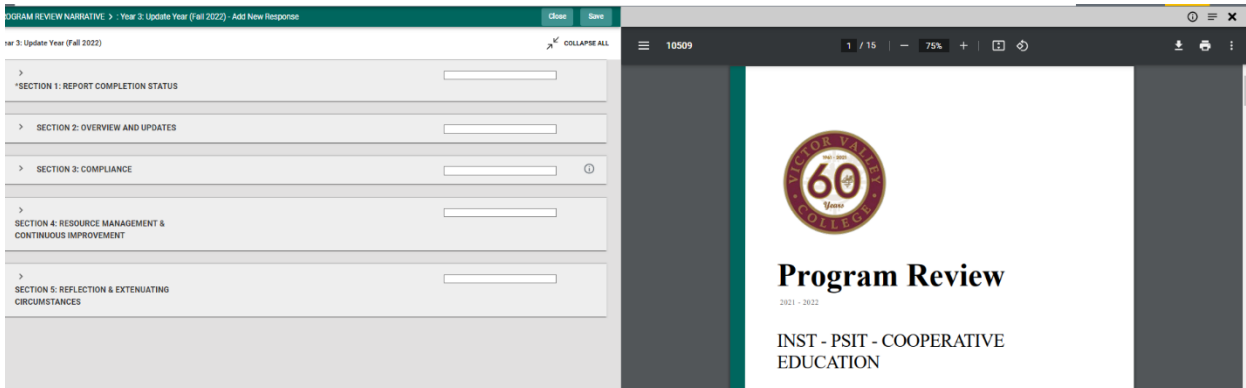
> SECTION 5: CONTINUOUS IMPROVEMENT & OPPORTUNITIES

> SECTION 6: REFLECTION & EXTENUATING CIRCUMSTANCES

**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)



The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



## ❖ Section Directions: Section 1: Report Status Completion

: Year 3: Update Year (Fall 2022)

**\*SECTION 1: REPORT COMPLETION STATUS**

Report Completion Status \*

Date of Status Update \*

Comments Relating to Report Status or Completion

: Year 3: Update Year (Fall 2022)

**\*SECTION 1: REPORT COMPLETION STATUS**

Report Completion Status \*

Report is completed and ready for division review

Report is ready for Peer Technical Review

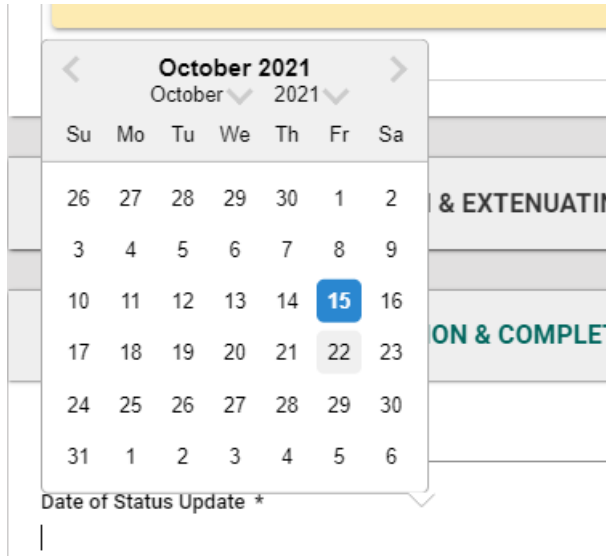
Report is in progress / currently being updated

For Report Completion Status:

- **If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review.
- **If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."

- **If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option “Report is in progress / currently being updated.”

Prompt two directions: This prompt asks for the date. This could be the date you’ll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You’ll be able to select the data from a calendar feature which will pop up (pictured below):

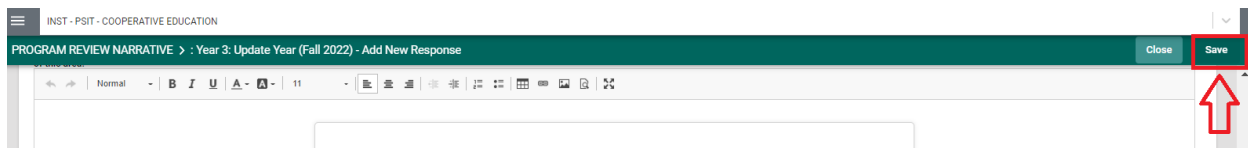


Prompt three directions: This is an optional field: “Comments relating to Report Status or Completion.” If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 2: Learning Support Services, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 2: Learning Support Services.

## ❖ Section Directions: Section 2: Learning Support Services

## SECTION 2: LEARNING SUPPORT SERVICES

Describe, and provide a brief updates of, your program including how your area supports the mission and values of Victor Valley College.

There is only one prompt in this section.

**Prompt One Directions:** This prompt asks: “Describe, and provide a brief updates of, your program including how your area supports the mission and values of Victor Valley College.”

In reviewing the mission, vision and values for VVC (listed below for easy reference), ask yourself: How is our area support the mission and values? Dig deep to consider ways in which your program has been supportive of these ideas. Has your area hosted special events or workshops? Has your area developed any new programs or initiatives to work towards these goals?

Recall, the current **Mission** for VVC is:

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

The Current **Vision** is:

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

The Current **Values** are:

As a student-centered learning organization, VVC will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the college’s actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the college’s programs from other locations.
- Diversity – valuing inclusion and different points of view and contributions of all groups.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation – providing creative approaches to learning, problem solving, and growth.

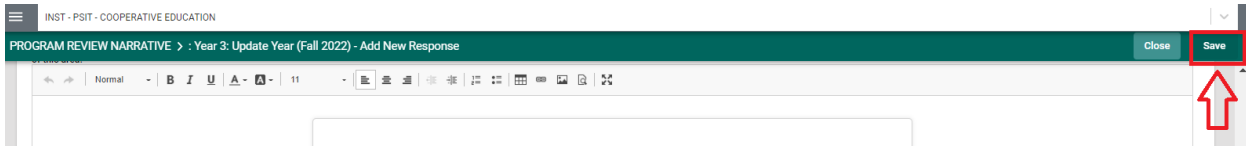
**For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:**

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

The second prompt in section 1 is: “Describe your unit’s performance, from both the instructional and non-instructional perspectives, since the last program review.”

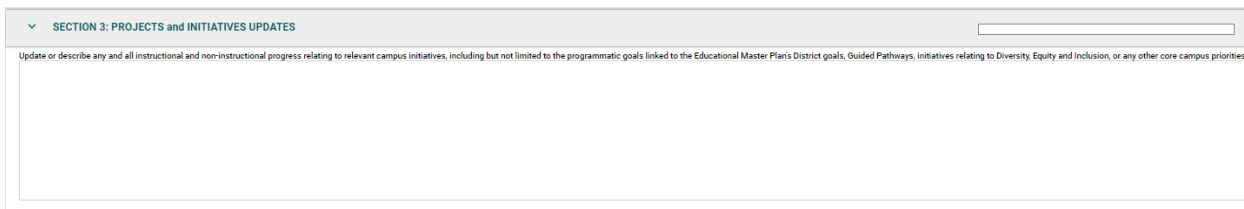
This prompt is asking you to consider your unit’s performance since the last program review submitted, considering both the instructional and non-instructional perspectives of your area. Were there any key-takeaways since the last year? How was this year different than the previous year? In what ways were outcomes better or worse? Feel free to consider this question in light of the most pressing concerns or challenges.

**Before moving to Section 3: Projects & Initiatives Update, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. Now, move to Section 3: Projects and Initiatives Update.

## ❖ Section Directions: Section 3: Projects & Initiatives Update



This section only has one prompt.

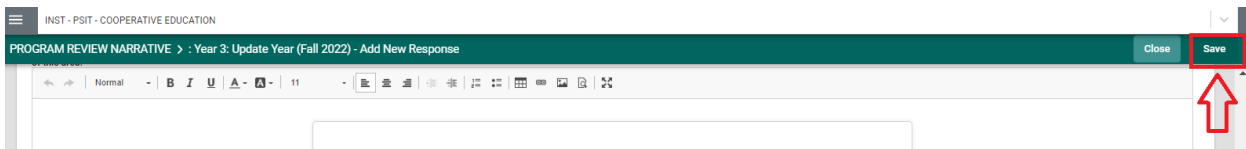
**Prompt One Directions:** This prompt asks: “Update or describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.”

This prompt is just asking for any updates between last year and this year regarding how your program connects with other campus initiatives. Review what you submitted last year and cite if there are any relevant updates. Remember, this is a good moment to ensure you are documenting everything your program is doing. You, or others, may want to see this information when looking back on the program efforts.

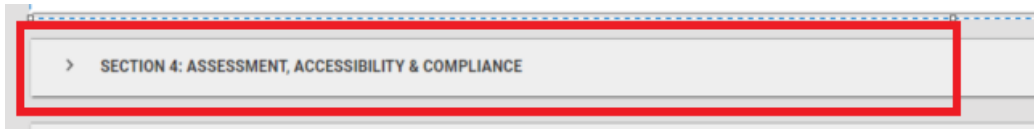
For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 4: Assessment, Accessibility and Compliance please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 3: Assessment, Accessibility & Compliance.



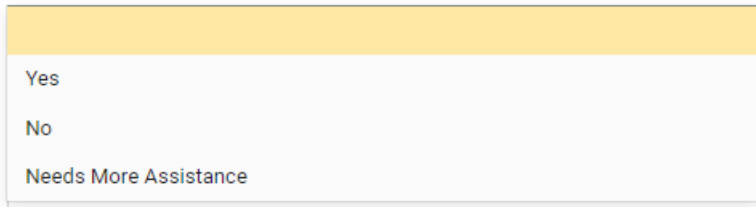
## ❖ Section Directions: Section 4: Assessment, Accessibility & Compliance.

ASSESSMENT - Learning Support Services are unique in that they provide both instructional and non-instructional services. For the instructional side, LSS units conduct Student Learning Outcomes (SLO) assessment and for the non-instructional side, they conduct Service Area Outcome (SAO) Assessment. This section will ask for outcomes in both these areas.

Student Learning Outcomes (SLO) Assessment

Prompt one directions: The first prompt is a drop-down asking about Student Learning Outcomes (SLO) Assessment. It asks if your unit has updated the 6-year assessment calendar since the last program review cycle. Click on the response that best fits your situation (pictured below):

SLO Assessment 1: Is your 6-year SLO Calendar up-to-date?



A dropdown menu with a yellow header bar. The menu is open, showing three options: "Yes", "No", and "Needs More Assistance". A small downward arrow icon is visible in the top right corner of the menu.

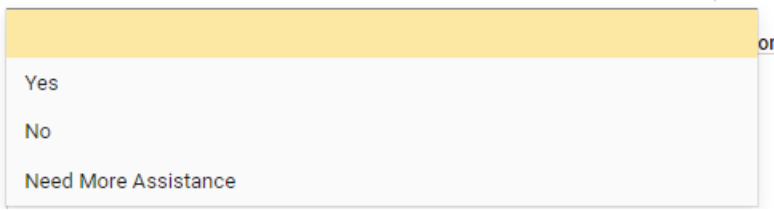
If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SLOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

Prompt Two Directions: The second prompt is asking if your SLOs are mapped for every course. Click on the response that best fits your situation (pictured below):

SLO Assessment 2: Are your SLOs mapped for every course?



A dropdown menu with a yellow header bar. The menu is open, showing three options: "Yes", "No", and "Need More Assistance". A small downward arrow icon is visible in the top right corner of the menu.

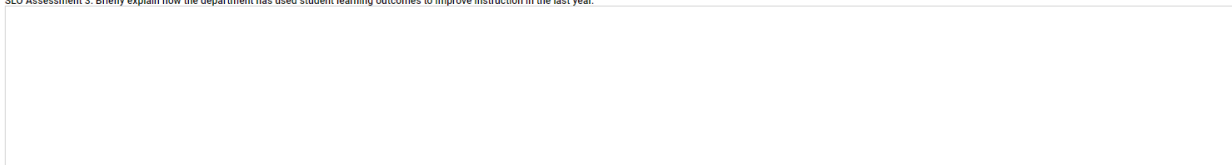
If you select **'yes,'** it means you have mapped your SLOs to any applicable PLOs and/or ILOs.

If you select **'no,'** it means you haven't completed mapping. Best practice is to check in with the Assessment and Accreditation Coordinator, Jan Espinoza, to ensure these are updated on a yearly basis. This task usually takes less than 30 minutes to complete.

If you select **'Needs More Assistance,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update your program's mapping.

Prompt Three Directions: Prompt three asks: "Briefly explain how the department has used student learning outcomes to improve instruction in the last year." (Pictured below):

SLO Assessment 3: Briefly explain how the department has used student learning outcomes to improve instruction in the last year.

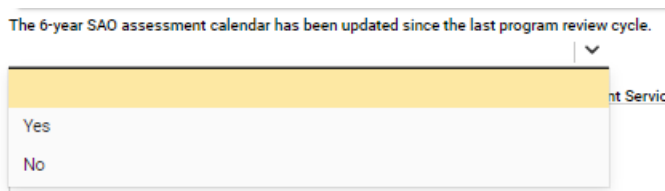


A large, empty rectangular text box with a thin border, intended for a written response.

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area’s response to teaching and learning. Was pedagogy changed as a response to assessments? Was curriculum changed? In what ways did these assessments inform practices within your unit. Recall, conducting assessment is a critical procedure to improving student learning and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

The next section within this area is for Service Area Outcomes.

**Prompt Four Directions:** This prompt asks: The 6-year SAO assessment calendar has been updated since the last program review cycle.



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

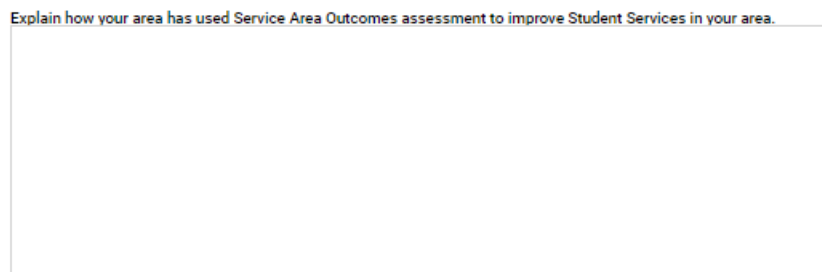
Yes

No

If you select ‘**yes,**’ it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select ‘**no,**’ it means you haven’t updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

**Prompt Five Directions:** This prompt asks: “Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.”



Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area’s response to servicing students.

**Prompt Six Directions:** This is a document upload prompt. You have the option to include items like meeting minutes or event flyers, or any item that you would want to include in your report that shows progress in SAO assessment.

The next section is regarding Accreditation Standards. **For each of the following prompts, please review all ACCJC standards for this area to ensure compliance. If assistance is needed, please contact the Assessment and Accreditation Coordinator, Jan Espinoza.** Unsure about the ACCJC Standards? Here is a direct link to the ACCJC Standards for your consideration: <https://accjc.org/wp-content/uploads/Accreditation-Standards -Adopted-June-2014.pdf>.

**Prompt Seven Directions:** This prompt asks for updates in relation to ACCJC STANDARD II.A.3.



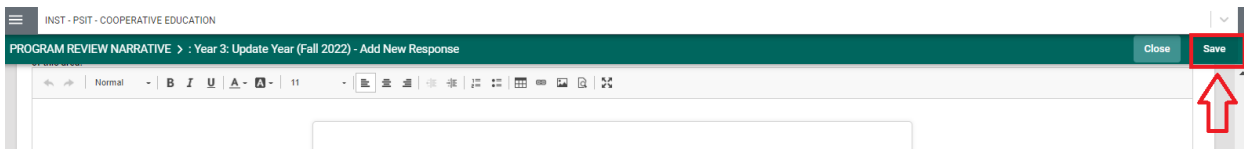
Prompt Eight Directions: This prompt asks for updates in relation to ACCJC STANDARD I.B.2, (ER 11), ACCJC STANDARD I.B.7, ACCJC STANDARD II.A.7, ACCJC STANDARD II.A.16: ACCJC STANDARD II.C.3, ACCJC STANDARD II.C.4.

Prompt Nine Directions: Institutions must have processes in place establishing that a student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program.<sup>2</sup>

Prompt Ten Directions: The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.<sup>3</sup>

Prompt Eleven Directions: OTHER:

**Before moving to Section 5: Resource Management & Continuous Improvement, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 5: Resource Management & Continuous Improvement.

## ❖ **Section Directions:** Section 5: Resource Management & Continuous Improvement

This section only has three prompts.

Prompt One directions: The first prompt in this section asks: “Provide any program accomplishments, or general strengths, observed in this last cycle.”

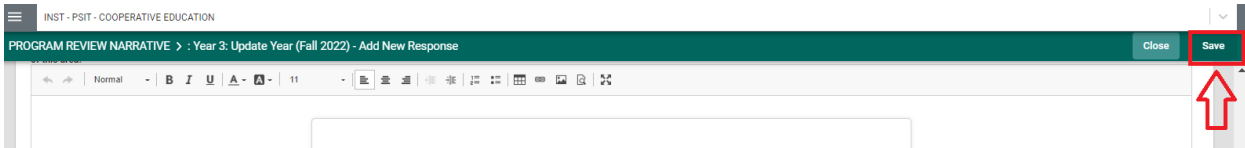
This prompt is asking for the areas in which you have assessed your program to be strong. What are some of the notable accomplishments from the last year? In what way has your area been innovative or responsive to student needs?

Prompt Two directions: “Provide any challenges, concerns or weaknesses that need addressing since the last cycle.”

This prompt is asking you to consider any difficulties your program has faced during the last cycle. Higher education has not shortage of challenges at the present, but which challenges are affecting your program the most? Are the challenges in relation to the COVID-19 pandemic? To the economy? To conditions in California? Explain your perspective.

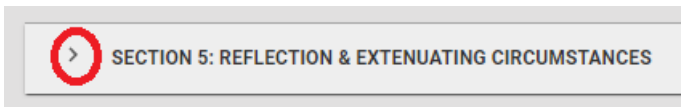
Prompt Three directions: This is an optional document upload field. Here, you can upload evidence of how your area has performed well during the last cycle.

**Before moving to Section 6: Reflection & Extenuating Circumstances, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 6: Reflection & Extenuating Circumstances.

## ❖ Section Directions: Section 6: Reflection & Extenuating Circumstances



**There is only one prompt in this section.**

Prompt One Directions: This prompt asks: “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

If you have completed all five sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

If you have completed all sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*

Report Completion Status \*  ▼

- Report is completed and ready for division review
- Report is ready for Peer Technical Review
- Report is in progress / currently being updated

**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

## C. Student Support Services (Narrative Instructions)

### Student Support Services (Standard II.C.1-8)

Unit Characterization: **Student Support Services** refers to units that assist students in adjusting to the college environment and helps them ultimately prepare for the transition from college into a career or an advanced degree.

### SECTION 1: REPORT COMPLETION STATUS

---

**Report Completion Status (DROPDOWN MENU)**

Report is in progress / currently being updated

**Date of Status Update**

09/15/2022

**Comments relating to Report Status or Completion**

**HINT:** If you have any comments or notes you would like to input here in relation to the current status of your report or its completion, you can use this field to describe your status. Otherwise, please type NA if you have no additional comments or notes to input.

[TEXT RESPONSE HERE](#)

### SECTION 2: OVERVIEW AND UPDATES

---

**Describe your area's major accomplishments and challenges over the last year.**

[TEXT RESPONSE HERE](#)

**Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.**

**HINT:** You can review the responses submitted from last year's program review, and provide any relevant updates. If there were suggestions for performance from last year, were these suggestions followed? Consider whether plans, goals, or initiatives were met based on your unit's long-term goals.

[TEXT RESPONSE HERE](#)

### SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE

---

**Service Area Outcomes (SAO) Assessment**

**The 6-year assessment calendar has been updated since the last program review cycle. (DROPDOWN MENU)  
Yes, No or Need More Assistance**

**Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.**

**HINT:** You can copy and paste meeting minutes or notes from discussion of SAO assessment outcomes, or pull submitted SAO assessment reports to consider any new progress or update.

[TEXT RESPONSE HERE](#)

**Sub-Header: Accessibility and Compliance**

If there have been changes in your office’s process and procedures which relate to accessibility and/or compliance-related issues, please describe these changes and any possible implications of these changes which may need to be addressed.

**HINT:** You can look at the report submitted last year for your unit under the Accessibility section to recall the status of these areas. If any major changes have occurred in relation to these areas, you can describe them here. If the status of these areas has not changed, but should change, describe this here. If there is nothing new to report, and/or no new areas of concern to note, you can simply note: Not Applicable.

TEXT RESPONSE HERE

**SECTION 4: EXTENUATING CIRCUMSTANCES**

---

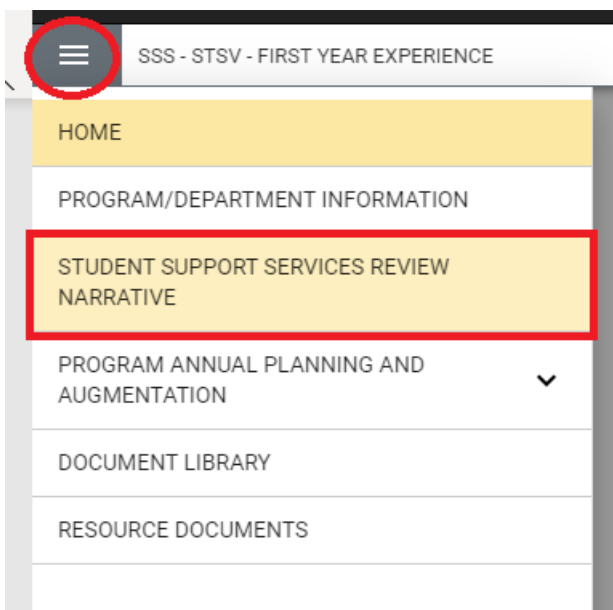
Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.

TEXT RESPONSE HERE

**Student Support Services Unit: How to Complete the Student Support Services Narrative**

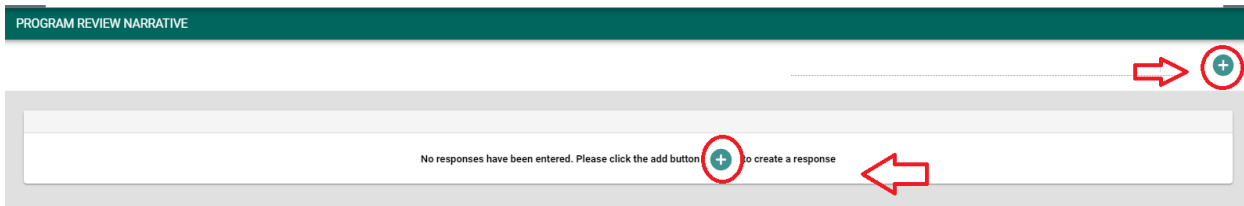
In the following instructions, each of the prompts within will be further explained and described.

- ❖ **Step One:** To navigate to the narrative, go to the left-hand bar, and select the three horizontal lines (the “hamburger”). This will expand your menu options. After clicking the hamburger, select the “Student Support Services Review Narrative” Option (pictured below)

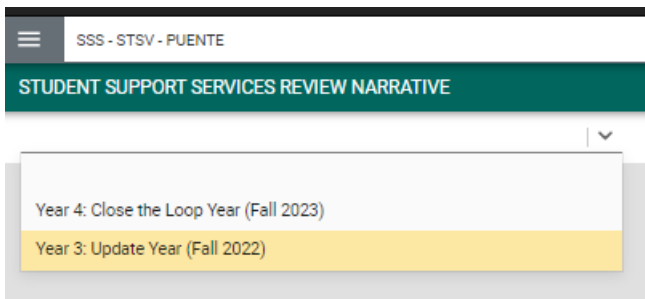


After selecting the narrative option, the system will take you to this screen:

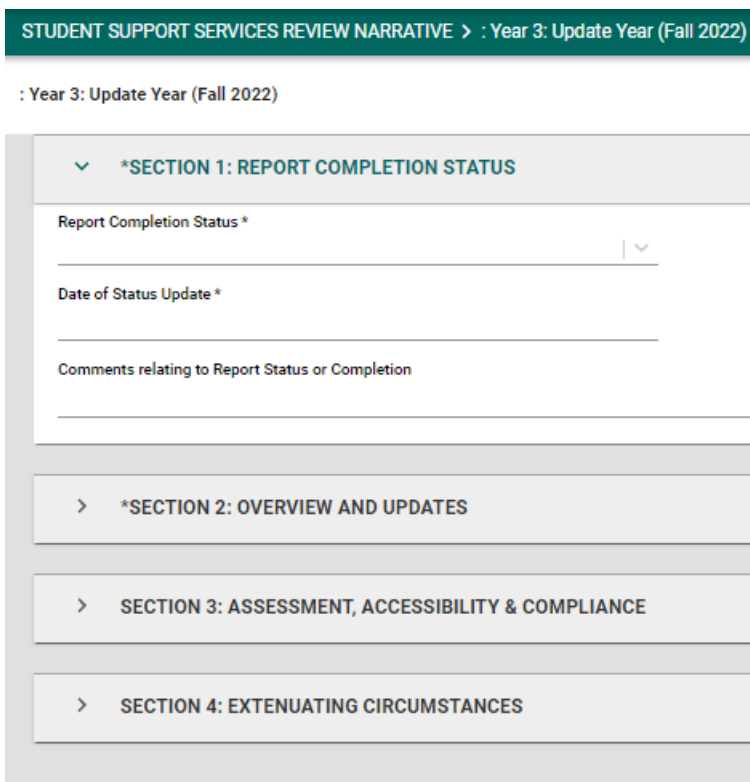
❖ **Step two:** Click on either of the plus buttons (pictured below).



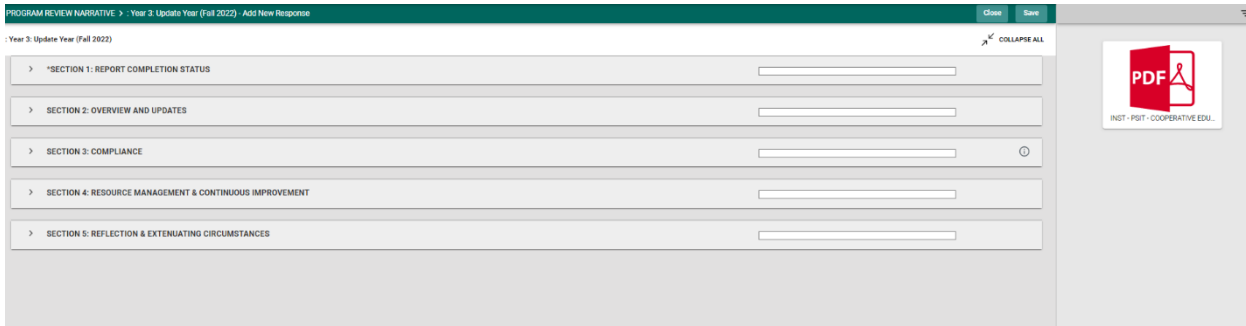
❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 3: Update Year (Fall 2022). In other years, make sure to select the appropriate year that matches the correct report.



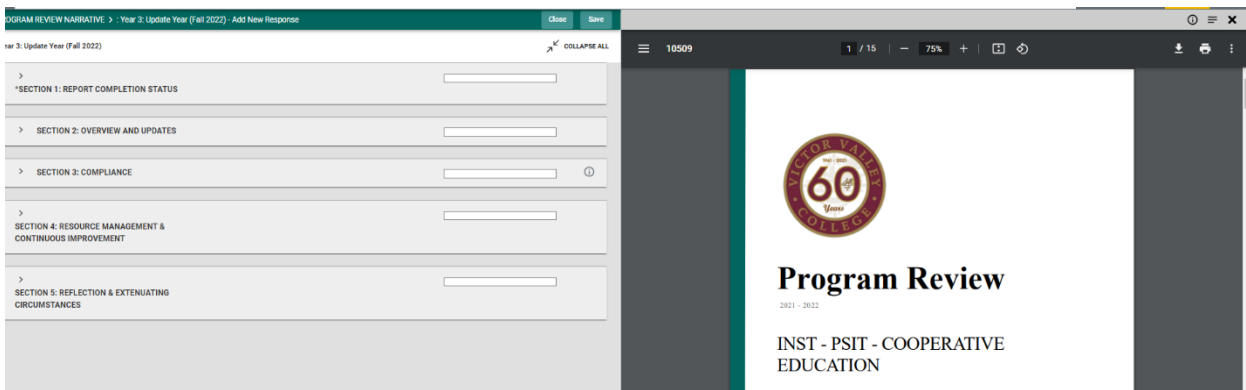
It will then take you to this screen:



**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)



The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



## ❖ Section Directions: Section 1: Report Status Completion

: Year 3: Update Year (Fall 2022)

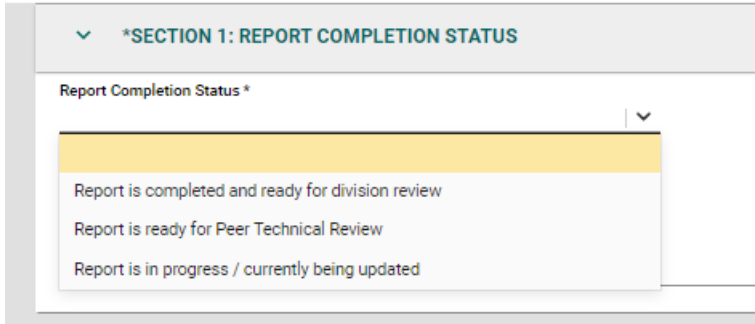
▼ **\*SECTION 1: REPORT COMPLETION STATUS**

Report Completion Status \*

Date of Status Update \*

Comments Relating to Report Status or Completion

: Year 3: Update Year (Fall 2022)

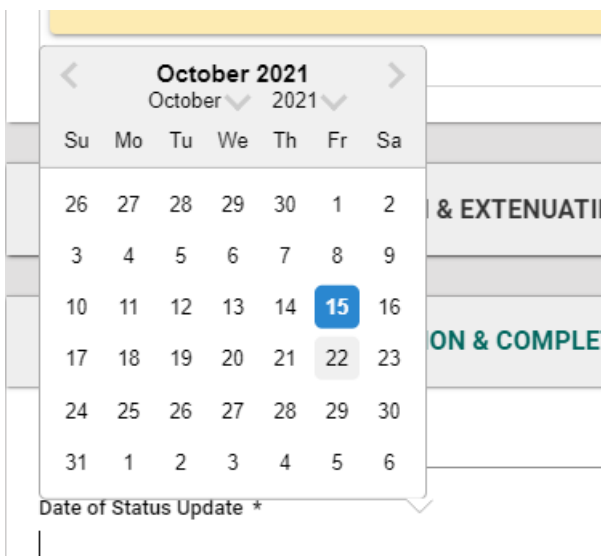


The screenshot shows a dropdown menu titled "\*SECTION 1: REPORT COMPLETION STATUS". Below the title is a label "Report Completion Status \*" followed by a dropdown arrow. The menu is open, showing three options: "Report is completed and ready for division review", "Report is ready for Peer Technical Review", and "Report is in progress / currently being updated".

For Report Completion Status:

- **If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."
- **If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."
- **If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):



The screenshot shows a calendar pop-up for October 2021. The calendar is displayed in a grid format with days of the week (Su, Mo, Tu, We, Th, Fr, Sa) and dates (1-31). The date 15 is highlighted in blue. Below the calendar is a label "Date of Status Update \*" followed by a dropdown arrow.

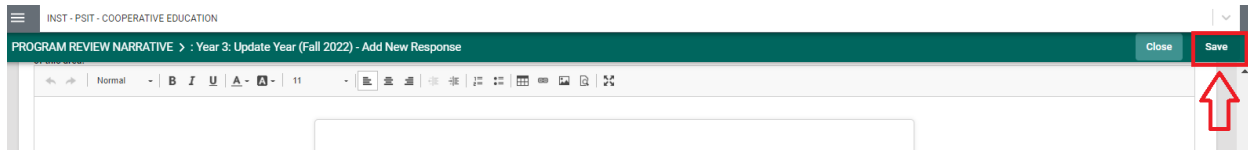
Prompt three directions: This is an optional field: "Comments relating to Report Status or Completion." If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

**For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:**



[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 2: Overview and Updates, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 2: Overview and Updates

## ❖ Section Directions: Section 2: Overview and Updates

A screenshot of a web application interface showing a form titled 'SECTION 2: OVERVIEW AND UPDATES'. The form has a light gray header with a dropdown arrow and the title. Below the header is a large white text area with a prompt: 'Describe your area's major accomplishments and challenges over the last year.' Below this is another large white text area with a prompt: 'Review your program's responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.'

The first prompt is: “Describe your area’s major accomplishments and challenges over the last year.”

The prompt is asking for a brief description of any accomplishments or challenges your program has faced over the last year. Accomplishments could include things like enrollment growth, improved student success, or events held which attracted students. Challenges could include enrollment decline, decreases in student success, or a lack of sufficient resources.

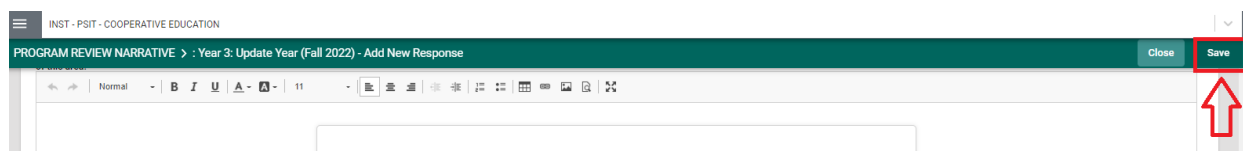
The second prompt is: “Review your program’s responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.”

This prompt is just asking for any updates between last year and this year regarding how your program connects with other campus initiatives. Review what you submitted last year and cite if there are any relevant updates. Remember, this is a good moment to ensure you are documenting everything your program is doing. You, or others, may want to see this information when looking back on the program efforts.

For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

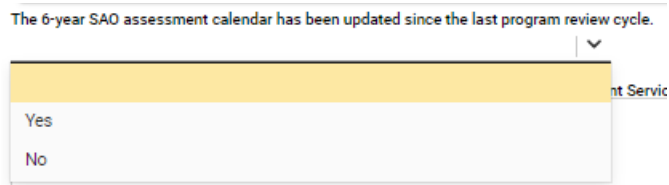
**Before moving to Section 3: Assessment, Accessibility and Compliance, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 3: Assessment, Accessibility and Compliance.

### ❖ Section Directions: Section 3: Assessment, Accessibility and Compliance

Prompt One Directions: This prompt asks: The 6-year SAO assessment calendar has been updated since the last program review cycle.



If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

Prompt Two Directions: This prompt asks: "Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area."

Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area's response to servicing students.

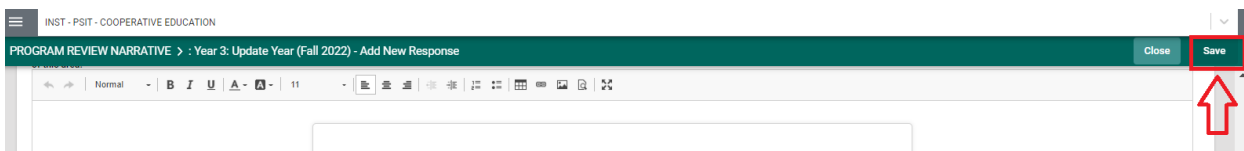
**Prompt Three Directions:** This is a document upload prompt. You have the option to include items like meeting minutes or event flyers, or any item that you would want to include in your report that shows progress in SAO assessment.

The next section addresses Accessibility and Compliance.

**Prompt Four Directions:** This prompt asks: "If there have been changes in your office's process and procedures which relate to accessibility and/or compliance-related issues, please describe these changes and any possible implications of these changes which may need to be addressed."

If applicable, please describe any changes in relation to accessibility and/or compliance issues that you want documented. Remember, this can help inform later decisions about your program.

**Before moving to Section 4: Extenuating Circumstances, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 4: Extenuating Circumstances.

## ❖ Section Directions: Section 4: Extenuating Circumstances

**There is only one prompt in this section.**

**Prompt One Directions: This prompt asks:** "Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration."

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

If you have completed all sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual

Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*

- Report is completed and ready for division review
- Report is ready for Peer Technical Review
- Report is in progress / currently being updated

If you are ready to have your report reviewed by upper tiers (i.e. you’ve completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option “Report is completed and ready for division review.”

## D. Administrative Units (Narrative Instructions)

### Administration (Standard IV.B.3)

Unit Characterization: Administration refers to units that support all campus services, and work to set and uphold the mission and values of the college.

Year 3: Update Year (Fall 2022)

### SECTION 1: REPORT COMPLETION STATUS

#### Report Completion Status (Dropdown Menu)

Report is in progress / currently being updated

#### Date of Status Update

09/15/2022

#### Comments relating to Report Status or Completion

**HINT:** If you have any comments or notes you would like to input here in relation to the current status of your report or its completion, you can use this field to describe your status. Otherwise, please type NA if you have no additional comments or notes to input.

TEXT RESPONSE HERE

## SECTION 2: OVERVIEW AND UPDATES

---

Describe your area's major accomplishments and challenges over the last year.

**HINT:** Briefly explain your office's purpose, goals and objectives and consider your area's relationship to the college. Please be thorough and specific. Craft your response in relation to updates/changes/progress since the last program review.

TEXT RESPONSE HERE

Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.

**HINT:** You can review what the responses submitted from last year's program review, and provide any relevant updates. If there were suggestions for performance from last year, were these suggestions followed? Consider whether plans, goals, or initiatives were met based on your unit's long-term goals.

TEXT RESPONSE HERE

## SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE

---

### Service Area Outcomes (SAO) Assessment

The 6-year assessment calendar has been updated since the last program review cycle. **(Dropdown Menu)**  
Yes, No or Unsure

Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.

**HINT:** You can copy and paste meeting minutes or notes from discussion of SAO assessment outcomes, or pull submitted SAO assessment reports to consider any new progress or updates.

TEXT RESPONSE HERE

### Accessibility and Compliance

If there have been changes in your office's process and procedures which relate to accessibility and/or compliance-related issues, please describe these changes and any possible implications of these changes which may need to be addressed.

**HINT:** You can look at the report submitted last year for your unit under the Accessibility section to recall the status of these areas. If any major changes have occurred in relation to these areas, you can describe them here. If the status of these areas has not changed, but should change, describe this here. If there is nothing new to report, and/or no new areas of concern to note, you can simply note: Not Applicable.

TEXT RESPONSE HERE

## SECTION 4: RESOURCE MANAGEMENT & CONTINUOUS IMPROVEMENT

---

Has your program received augmentation funds for this year or the previous year? **(Dropdown Menu)**  
Yes, No or Unsure

If you answered Yes to the previous question, describe the status of any augmentation funds your program received, and whether these funds have been used. If the funds have been used, please evaluate how these funds promoted student success and/or the advancement of your program.

[TEXT RESPONSE HERE](#)

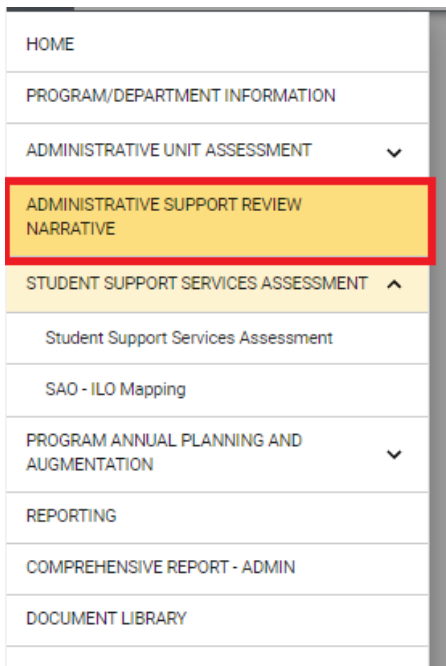
## SECTION 5: EXTENUATING CIRCUMSTANCES

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Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration.

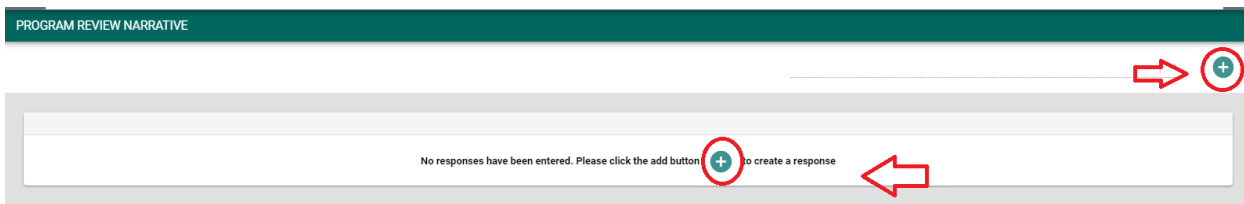
[TEXT RESPONSE HERE](#)

### Administrative Unit: How to Complete the Admin Narrative

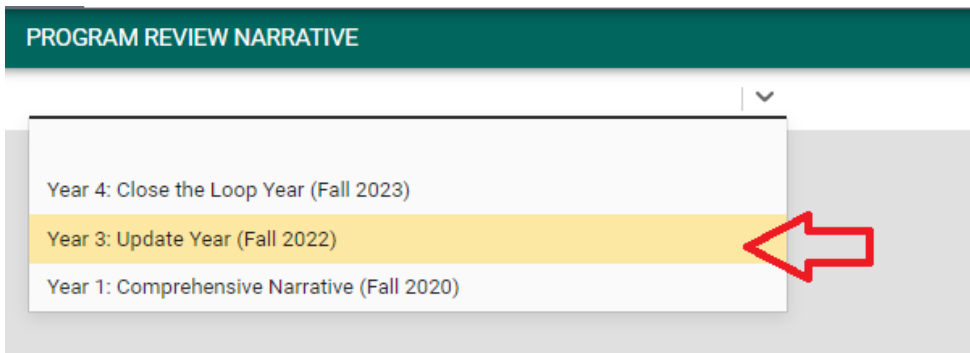


After selecting the narrative option, the system will take you to this screen:

❖ **Step two:** Click on either of the plus buttons (pictured below).



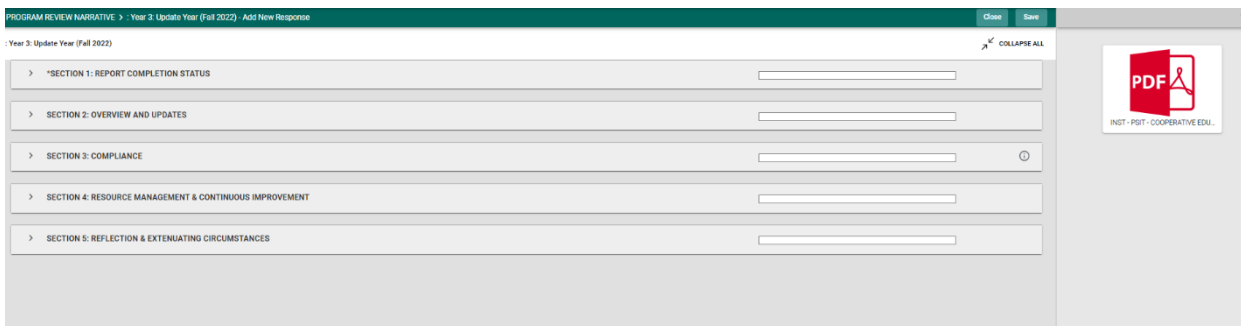
- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 3: Update Year (Fall 2022). In other years, make sure to select the appropriate year that matches the correct report.



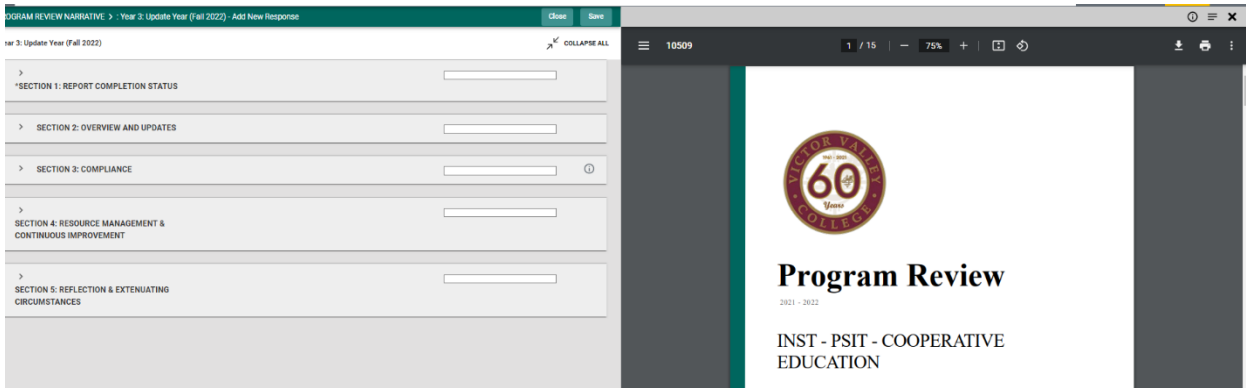
The system will then take you to the report. Go section by section, filling in each required prompt.



**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)



The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



## ❖ Section Directions: Section 1: Report Status Completion

: Year 3: Update Year (Fall 2022)

▼ **\*SECTION 1: REPORT COMPLETION STATUS**

Report Completion Status \*

Date of Status Update \*

Comments Relating to Report Status or Completion

: Year 3: Update Year (Fall 2022)

▼ **\*SECTION 1: REPORT COMPLETION STATUS**

Report Completion Status \*

Report is completed and ready for division review

Report is ready for Peer Technical Review

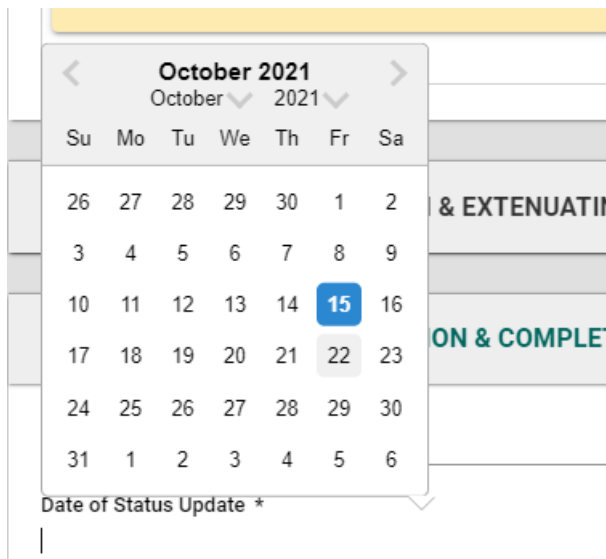
Report is in progress / currently being updated



For Report Completion Status:

- **If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review.
- **If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."
- **If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):

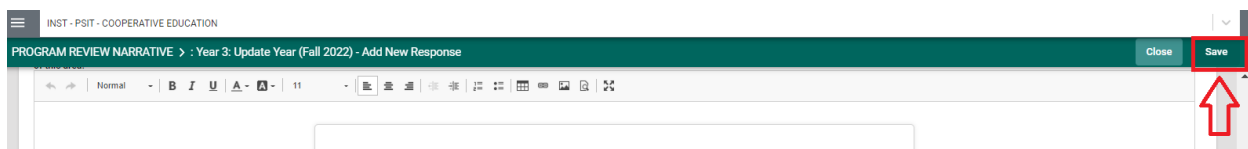


Prompt three directions: This is an optional field: "Comments relating to Report Status or Completion." If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 2: Overview and Updates, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 2: Overview and Updates

## ❖ Section Directions: Section 2: Overview and Updates

SECTION 2: OVERVIEW AND UPDATES

Describe your area's major accomplishments and challenges over the last year.

Review your program's responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.

The first prompt is: “Describe your area’s major accomplishments and challenges over the last year.”

The prompt is asking for a brief description of any accomplishments or challenges your program has faced over the last year. Accomplishments could include things like enrollment growth, improved student success, or events held which attracted students. Challenges could include enrollment decline, decreases in student success, or a lack of sufficient resources.

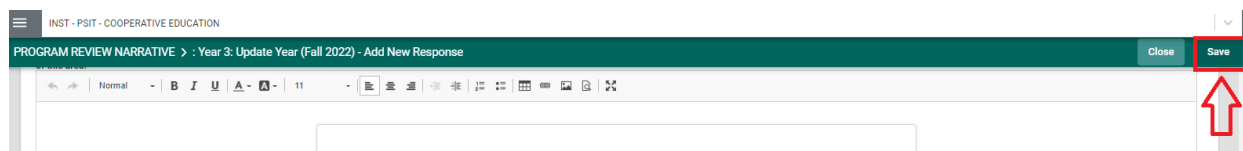
The second prompt is: “Review your program’s responses from last year in relation to how your program is aligned with the Educational Master Plan, Guided Pathways, Strategic Enrollment Management, and Diversity Equity and Inclusion initiatives, and provide brief updates based on progress over the last year.”

This prompt is just asking for any updates between last year and this year regarding how your program connects with other campus initiatives. Review what you submitted last year and cite if there are any relevant updates. Remember, this is a good moment to ensure you are documenting everything your program is doing. You, or others, may want to see this information when looking back on the program efforts.

For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:

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**Before moving to Section 3: Assessment, Accessibility and Compliance please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 3: Compliance

### ❖ Section Directions: Section 3: Assessment, Accessibility & Compliance

Prompt One Directions: This prompt asks: The 6-year SAO assessment calendar has been updated since the last program review cycle.

A screenshot of a dropdown menu. The prompt text above the menu is 'The 6-year SAO assessment calendar has been updated since the last program review cycle.' The dropdown menu is open, showing two options: 'Yes' and 'No'. The 'Yes' option is highlighted with a yellow background. To the right of the dropdown menu, the text 'nt Servic' is partially visible.

If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

Prompt Two Directions: This prompt asks: "Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area."

A screenshot of a text input field. The prompt text above the field is 'Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area.' The input field is empty and has a light gray border.

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area's response to servicing students.

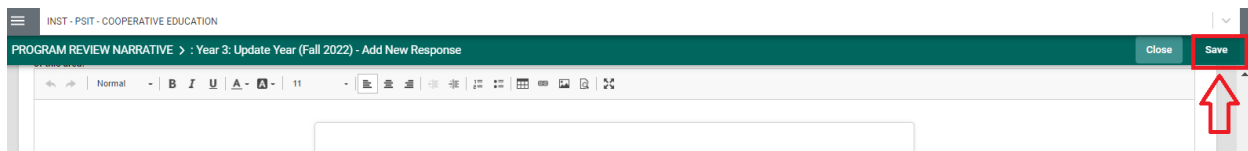
Prompt Three Directions: This is a document upload prompt. You have the option to include items like meeting minutes or event flyers, or any item that you would want to include in your report that shows progress in SAO assessment.

The next section addresses Accessibility and Compliance.

Prompt Four Directions: This prompt asks: “If there have been changes in your office’s process and procedures which relate to accessibility and/or compliance-related issues, please describe these changes and any possible implications of these changes which may need to be addressed.”

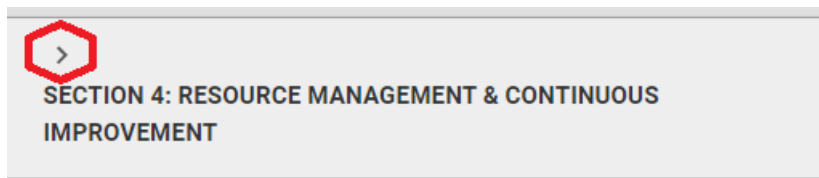
If applicable, please describe any changes in relation to accessibility and/or compliance issues that you want documented. Remember, this can help inform later decisions about your program.

**Before moving to Section 4: Resource Management & Continuous Improvement please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



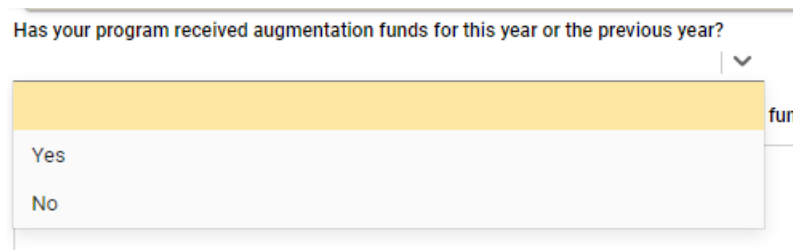
This will ensure the updates to your report have been saved. Now, move to Section 4: Extenuating Circumstances.

## ❖ Section Directions: Section 4: Resource Management & Continuous Improvement



This section only has two prompts.

Prompt One Directions: The prompt asks: “Has your program received augmentation funds for this year or the previous year?”

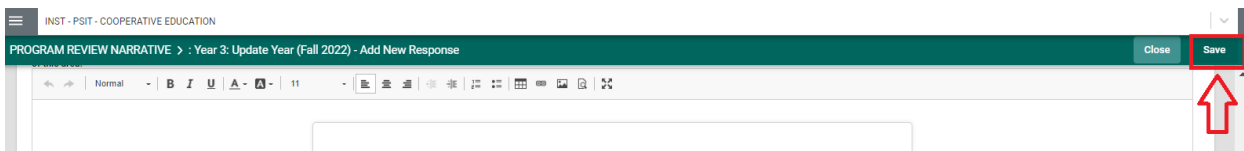


The options for this question include “yes,” or “no.” If your program received augmentation funds for this current fiscal year (2022-2023) or the previous fiscal year (2021-2022), please indicate “yes.” If your program did not receive augmentation funds, indicate “no.”

**Prompt Two Directions:** “This prompt asks: If you answered Yes to the previous question, describe the status of any augmentation funds your program received, and whether these funds have been used. If the funds have been used, please evaluate how these funds promoted student success and/or the advancement of your program.”

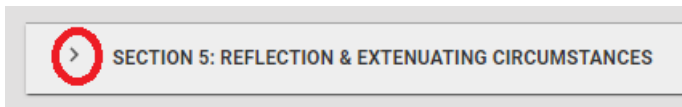
If your program received funds, it is important for the campus to understand how those funds benefitted or affected your program. Were the funds of critical need? How did they impact or improve student learning?

**Before moving to Section 5: Reflection & Extenuating Circumstances, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will ensure the updates to your report have been saved. Now, move to Section 5: Reflection & Extenuating Circumstances.

## ❖ Section Directions: Section 5: Reflection & Extenuating Circumstances



**There is only one prompt in this section.**

**Prompt One Directions: This prompt asks:** “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

If you have completed all sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*

▼

- Report is completed and ready for division review
- Report is ready for Peer Technical Review
- Report is in progress / currently being updated

If you are ready to have your report reviewed by upper tiers (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

## E. Special Units (Narrative Instructions)

Unit Characterization: **Special Units** refers to units that do not fall into the other categories above but still fill out a program review to track progress and improvement as well as request resources as needed.

There are two programs that fall under this category currently: Model United Nations (MUN) and the campus' Honors Program.

## Year 3: Update Year (Fall 2022)

### SECTION 1: REPORT COMPLETION STATUS

#### Report Completion Status (Dropdown Menu)

Report is in progress / currently being updated

#### Date of Status Update

09/15/2022

#### Comments relating to Report Status or Completion

**HINT:** If you have any comments or notes you would like to input here in relation to the current status of your report or its completion, you can use this field to describe your status. Otherwise, please type NA if you have no additional comments or notes to input.

TEXT RESPONSE HERE

## SECTION 2: PROJECTS and INITIATIVES UPDATES

---

Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, or any other core campus priorities.?

TEXT RESPONSE HERE

## SECTION 3: ACCOMPLISHMENTS & ACTIVITIES

---

Provide any accomplishments, or general strengths, within your area that you observed over the last year or since your last program review.

TEXT RESPONSE HERE

Address your area's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?)

TEXT RESPONSE HERE

Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles.

TEXT RESPONSE HERE

## SECTION 4: PROGRAM NEEDS & CHALLENGES

---

Provide any challenges, concerns or weaknesses that need addressing from over the last year or since your last program review.

TEXT RESPONSE HERE

Based on either the challenges you listed above, or general circumstances your program is facing, explain support or resources needed to help your program.

**HINT:** Be specific and remember to include program goals and resource requests in the Program Planning and Augmentation portion of your report.

TEXT RESPONSE HERE

## SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES

---

Regarding your program, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward?

TEXT RESPONSE HERE

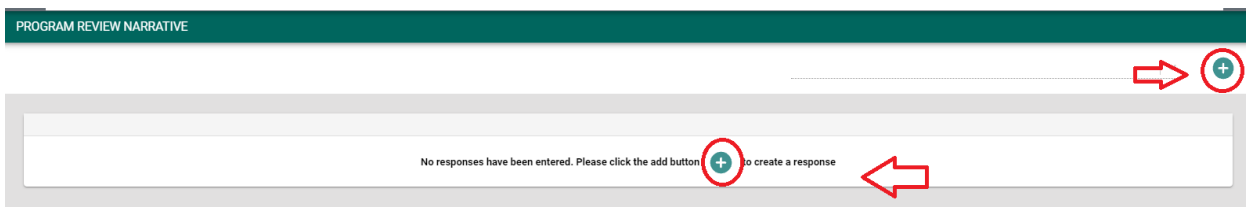
Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration.

TEXT RESPONSE HERE

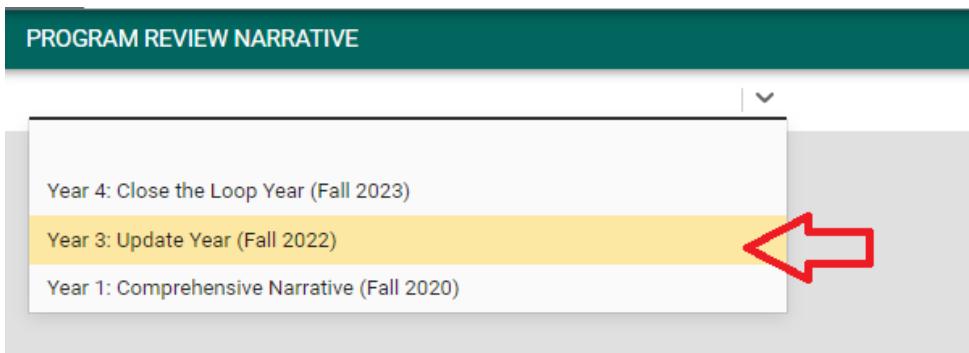
HOME
PROGRAM/DEPARTMENT INFORMATION
ASSESSMENT MAPPING
<b>SPECIAL PROGRAMS REVIEW NARRATIVE</b>
PROGRAM ANNUAL PLANNING AND AUGMENTATION
DATA ANALYSIS
REPORTING
COMPREHENSIVE REPORT - SPECIAL
DOCUMENT LIBRARY

After selecting the narrative option, the system will take you to this screen:

❖ **Step two:** Click on either of the plus buttons (pictured below).

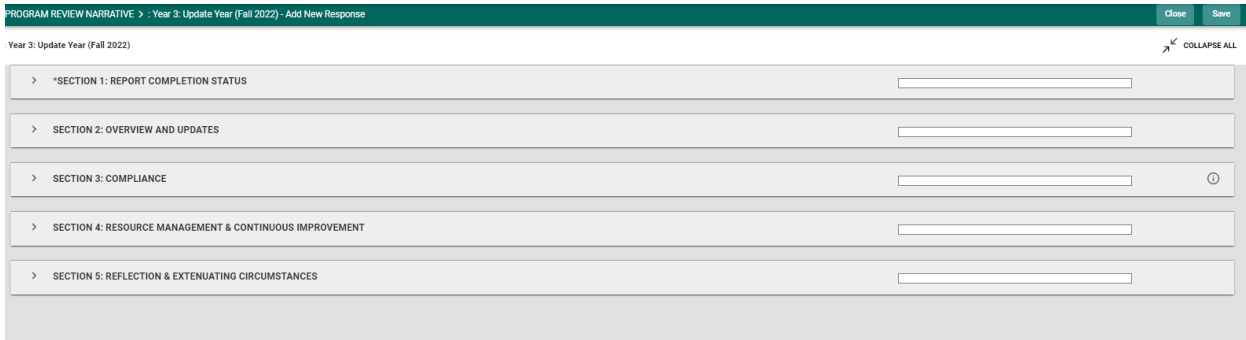


❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 3: Update Year (Fall 2022). In other years, make sure to select the appropriate year that matches the correct report.

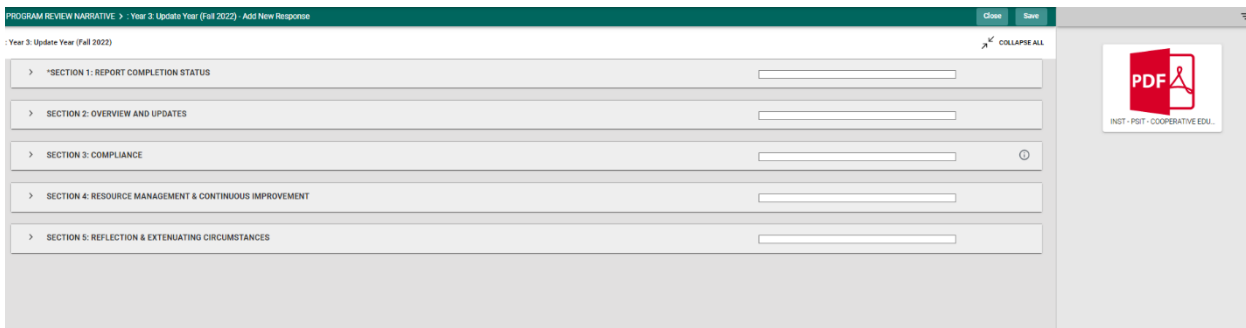


The system will then take you to the report. Go section by section, filling in each required prompt.

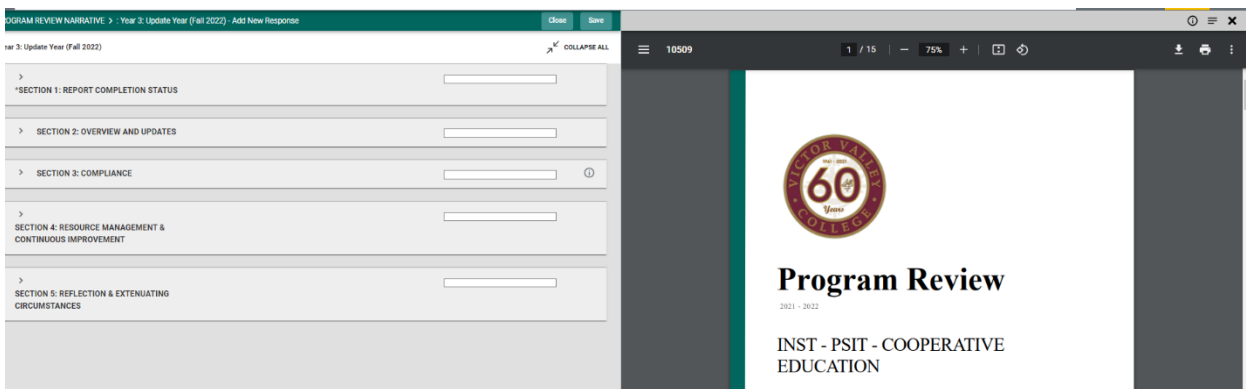




**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)

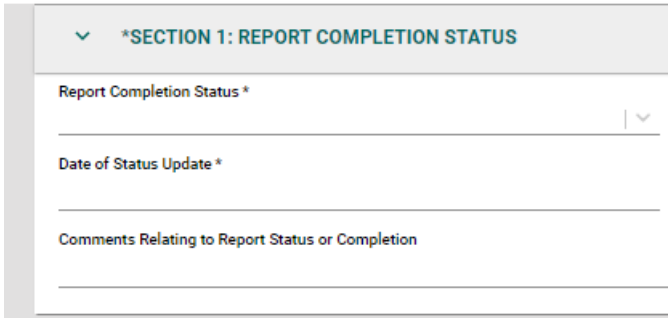


The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



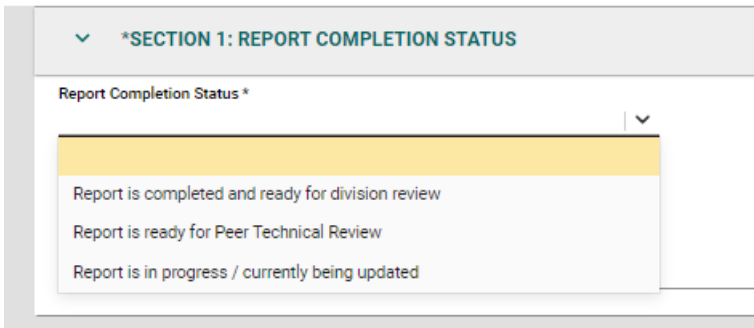
## ❖ Section Directions: Section 1: Report Status Completion

: Year 3: Update Year (Fall 2022)



The screenshot shows a form titled '\*SECTION 1: REPORT COMPLETION STATUS'. It contains three fields: 'Report Completion Status \*' with a dropdown arrow, 'Date of Status Update \*' with a text input line, and 'Comments Relating to Report Status or Completion' with a text input line.

: Year 3: Update Year (Fall 2022)

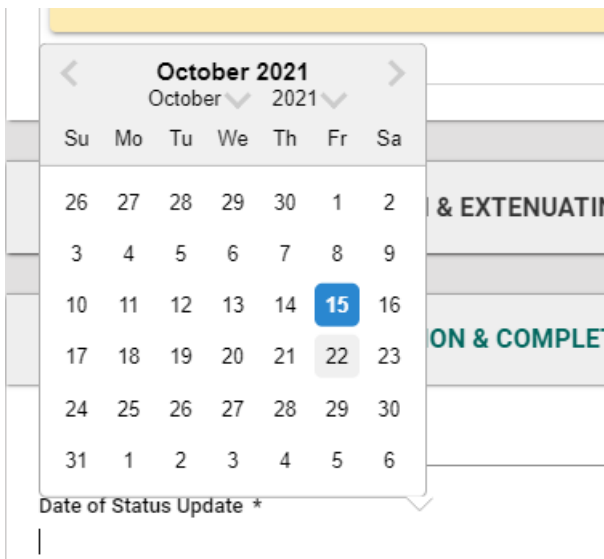


The screenshot shows the same form as above, but with the 'Report Completion Status \*' dropdown menu open. The menu lists three options: 'Report is completed and ready for division review', 'Report is ready for Peer Technical Review', and 'Report is in progress / currently being updated'. The first option is highlighted in yellow.

For Report Completion Status:

- **If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review.
- **If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."
- **If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):

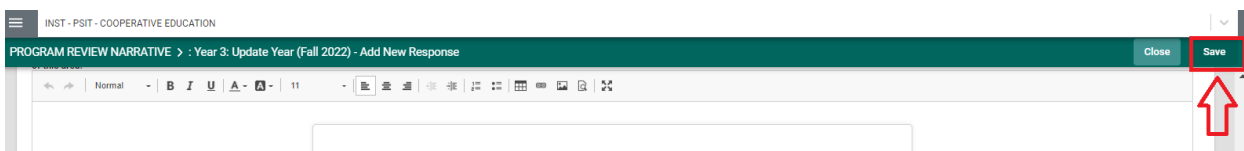


Prompt three directions: This is an optional field: “Comments relating to Report Status or Completion.” If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 2: Projects and Initiatives, please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 2: Projects & Initiatives.

## ❖ Section Directions: Section 2: Projects & Initiatives

This section only has one prompt.

Prompt One Directions: This prompt asks: “Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, the Strategic Enrollment Management initiatives, Guided Pathways, or any other core campus priorities.?”

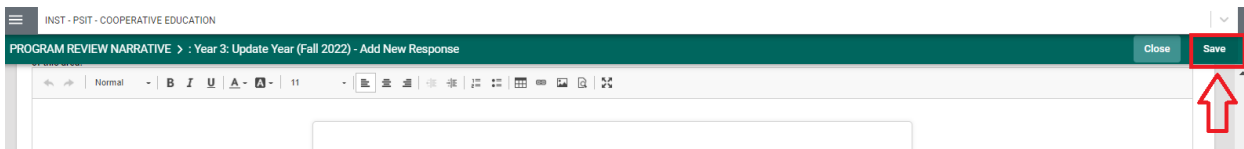
This prompt is just asking for any updates between last year and this year regarding how your program connects with other campus initiatives. Review what you submitted last year and cite if there are any relevant updates.

Remember, this is a good moment to ensure you are documenting everything your program is doing. You, or others, may want to see this information when looking back on the program efforts.

For reference purposes, here is a direct link to the Campus' most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

**Before moving to Section 3: Accomplishments & Activities please Save the Report. To Save, click on the Save button located in the upper right-hand portion of the screen (pictured below):**



This will save the first draft of your report so you can easily continue accessing the report. **It is critical to save at this step to ensure the document will continue updating with all other changes you will be making.** Now, move to Section 3: Accomplishments & Activities.

## ❖ Section Directions: Section 3: Accomplishments & Activities

Prompt One Directions: This prompt asks: “Provide any accomplishments, or general strengths, within your area that you observed over the last year or since your last program review.”

This is a prompt that allows you to brag about your program/area and its accomplishments over the last year. This is important for documentation purposes in order to continue tracking plans and improvements in your area.

Prompt Two Directions: This prompt asks: “Address your area’s accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?)”

This prompt asks you to consider how accessible your program is to students. Is there more that needs to be done to open your program up? Is your program already successful in this area? If so, describe how and why.

Prompt Three Directions: This prompt asks: “Upload any supporting documentation your program would like included related to accessibility here.”

This is an optional document upload field where you can upload evidence to support your narrative.

Prompt Four Directions: This prompt asks: “Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles.”

This prompt has you focus on factors such as Diversity, Equity and Inclusion as well and ability to service underprepared students.

Prompt Five Directions: This prompt asks: “Upload any supporting documentation your program would like included related to accessibility here.”

This is an optional document upload field where you can upload evidence to support your narrative.

## ❖ Section Directions: Section 4: Program Needs & Challenges

There are two prompts in this section.

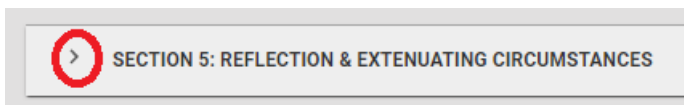
Prompt One Directions: This prompt asks: “Provide any challenges, concerns or weaknesses that need addressing from over the last year or since your last program review.”

This prompt enables you to document any challenges you would like to cite that are affecting your program. This can be helpful to reference in the future as needed and help track your overall progress. Also, it can notify upper tiers of your challenges to see if resources need to be diverted to assist your program/area.

Prompt Two Directions: Based on either the challenges you listed above, or general circumstances your program is facing, explain support or resources needed to help your program.

This prompt enables you to cite resources you believe your program/area may need in order to improve success or support student learning and outcomes.

## ❖ Section Directions: Section 5: Reflection & Extenuating Circumstances



**There are two prompts in this section.**

Prompt One Directions: This prompt asks: “Regarding your program, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward?”

This is an option prompt which allows you to comment if there are any additional details relating to COVID still affecting your area/program.

Prompt Two Directions: This prompt asks: “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

If you have completed all five sections of this report, remember to Save your document. You have now completed the narrative portion of your program review. If you have not already done so, please complete the Program Annual Planning and Augmentation portion of the program review. Once the Narrative and the Program Annual Planning and Augmentation portions are complete, you have finished your program review.

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*



Report is completed and ready for division review

Report is ready for Peer Technical Review

Report is in progress / currently being updated

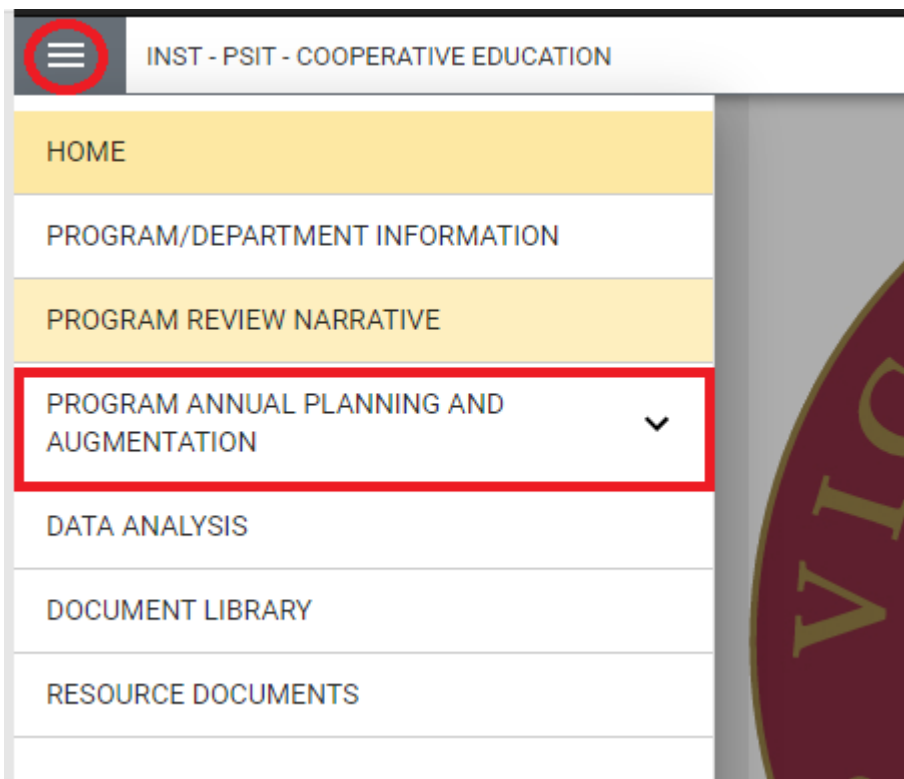
**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

## IX. Planning and Augmentation

Program Review is the means by which VVC enables programs to track their progress on goals and initiatives, in addition to ensuring an ongoing process of self-assessment to ensure institutional effectiveness and best practices. To this end, Program Review is also the engine for our campus' budget cycle. Within the Planning and Augmentation components of this report, programs are able to produce and track goals for their units, as well as request resources (and in the case of instructional units, faculty member hires). Each of the sections below leads you through how to create a program goal, a resource request and when/if/as applicable, how to process a Faculty Hiring Request.

### A. Creating a Program Goal

To begin creating a program goal, click on the hamburger (i.e. the three horizontal lines located in the left-hand portion of the screen), then click in the list below on "Program Annual Planning and Augmentation." (Pictured below)



Next, click on Planning and Augmentation (Pictured below):

HOME
PROGRAM/DEPARTMENT INFORMATION
PROGRAM REVIEW NARRATIVE
PROGRAM ANNUAL PLANNING AND AUGMENTATION ^
Planning and Augmentation
Resource Request
Faculty Hiring Request
DATA ANALYSIS
DOCUMENT LIBRARY
RESOURCE DOCUMENTS

You will see the screen below:

PROGRAM ANNUAL PLANNING AND AUGMENTATION > Planning and Augmentation

Program Annual Planning and Augmentation +

Status of Goal View All ▾
Term in which program goal initially proposed View All ▾
Showing 0 of 0

Enter the Goals for your program below. Use the green + to add new goals. ×

No Program Goal Explanation has/have been entered. Please click the add button + to create a/n Program Goal Explanation

Once on this screen, click either of the indicated plus signs (pictured below):

PROGRAM ANNUAL PLANNING AND AUGMENTATION > Planning and Augmentation

Program Annual Planning and Augmentation +

Status of Goal View All ▾
Term in which program goal initially proposed View All ▾
Showing 0 of 0

Enter the Goals for your program below. Use the green + to add new goals. ×

No Program Goal Explanation has/have been entered. Please click the add button + to create a/n Program Goal Explanation



Once you've clicked one of the plus signs, it will take you to this screen:

<b>PROGRAM GOAL EXPLANATION</b>	<b>CLOSE THE LOOP YEAR – UPDATE ON GOAL</b>	
<b>Program Goal Name *</b>		
<hr/>		
<b>Program Goal Explanation *</b>		
<hr/>		
<b>Resource Request Need *</b>		
<hr/>		
<b>Term in which program goal initially proposed *</b>		
<hr/>		
<b>Status of Goal</b>		
<hr/>		
<b>If you selected 'Other' above, use this text box to explain the current Status of the Goal.</b>		
<hr/>		
<b>Goal Prioritization *</b>		
<hr/>		
<b>Select the following that apply to this goal.</b>		
<hr/>		

In this screen, you can begin answering each prompt.

Prompt one: Program Goal Name \*

When filling out this prompt, please number and name your program goal in a condensed way, this allows goals to be easily categorized and recognized for content. Follow this naming mechanism: Naming mechanism example: 2021 Update Curriculum to Industry Standards. Also recall: 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?"

Prompt two: Program Goal Explanation \*

This prompts wants you to describe in detail the meaning and intent of your program goal. Incorporate any action plans for how you will achieve this goal.

Prompt three: Resource Request Need \*

This prompt is asking if you will be attaching a request for a resource to this request. If you will be requesting a resource in relation to this goal, select the option: “This program goal requires a resource request.” If you do not have a resource request to tether to this program goal, select the option, “This program goal does not require a resource request.”

Prompt four: Term in which program goal initially proposed \*

Indicate the term in which you are first pitching this program goal. Example: If this is Fall 2021, select Fall 2021.

Prompt five: Status of the Goal.

Select the status of the goal which correlates best with its current situation. If this is a new goal, select “Proposed Goal in Program Review.” Other options include:

Status of Goal ▼

- 1. Proposed Goal in Program Review
- 2. This is a Reoccurring Goal
- 3. Program Goal Achieved
- 4. No Longer a Program Goal
- 5. Other

Prompt six: “If you selected ‘Other’ above, use this text box to explain the current Status of the Goal.”

If you did select “Other” for prompt five, you have an opportunity to explain what you think the current status of this goal is.

Prompt seven: Goal Prioritization \*

Do you prioritize this as a low, medium or high priority? Select the option which fits your program goal best.

**Goal Prioritization \***

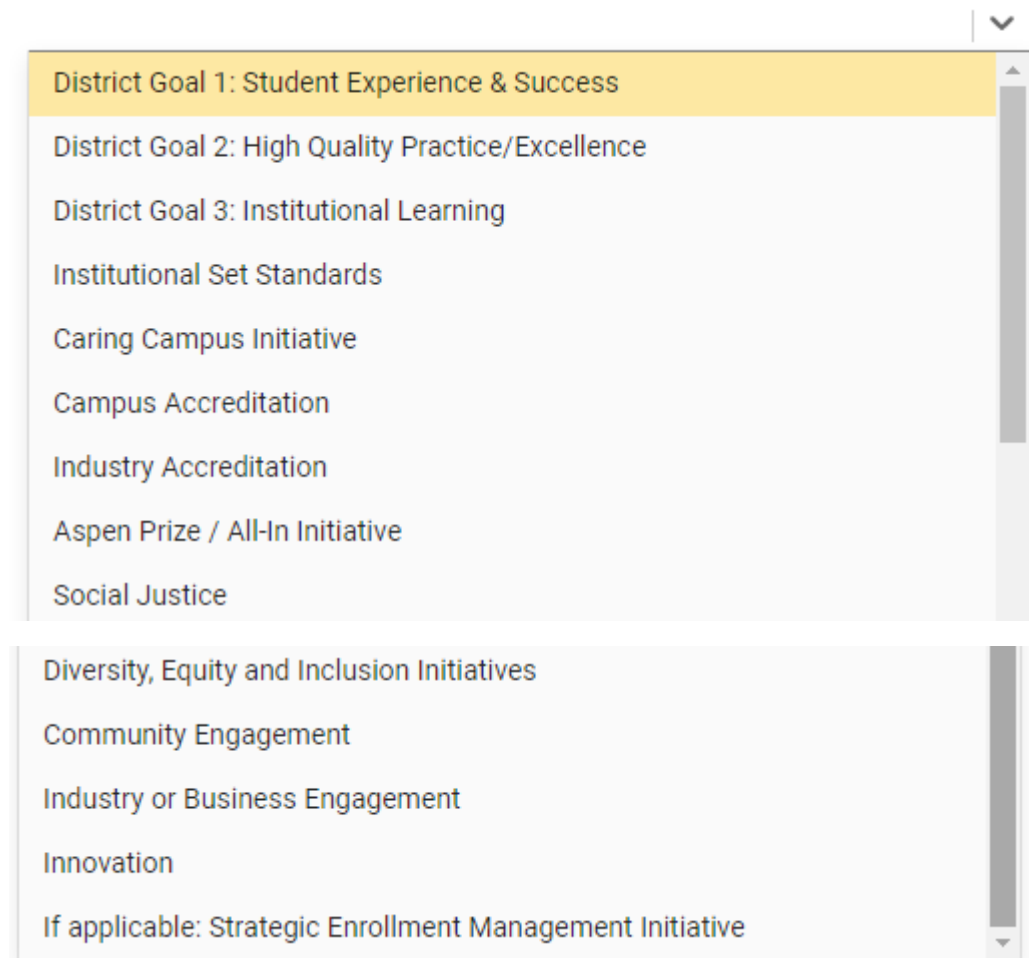


A dropdown menu with a yellow header bar. Below the header, there are three options: "Low Priority", "Medium Priority", and "High Priority". A small downward arrow is visible in the top right corner of the menu.

Prompt eight: Select the following that apply to this goal.

This prompt is asking you to select all the areas of campus initiatives and projects where your program goal is applicable. You are able to select as many as you designate fit.

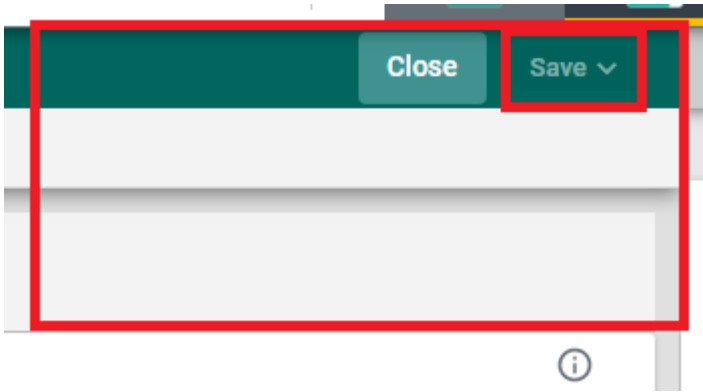
**Select the following that apply to this goal.**



A large multi-select dropdown menu with a yellow header bar. The menu contains a list of campus initiatives and projects. The first item, "District Goal 1: Student Experience & Success", is highlighted in yellow. A vertical scrollbar is visible on the right side of the menu. A small downward arrow is visible in the top right corner of the menu.

- District Goal 1: Student Experience & Success
- District Goal 2: High Quality Practice/Excellence
- District Goal 3: Institutional Learning
- Institutional Set Standards
- Caring Campus Initiative
- Campus Accreditation
- Industry Accreditation
- Aspen Prize / All-In Initiative
- Social Justice
- Diversity, Equity and Inclusion Initiatives
- Community Engagement
- Industry or Business Engagement
- Innovation
- If applicable: Strategic Enrollment Management Initiative

When you are done selecting the options for this last prompt, remember to save your work in the upper right hand of the screen (pictured below):



If you have more goals, you can go back and add more using the same process. If you are done adding goals, you can move on to creating resource requests or Faculty Hiring requests, as applicable.

**B. Creating a Resource Request**

A **Resource Request** is requested from a program, discipline, department, or administrative unit for an additional allocation to be made for budget, equipment, and/or facilities. Resource requests are not needed for items already included within department budgets (i.e., sustained budget items). A resource request is a request to augment, or add, to your existing budget.

**The rubric for this year’s resource requests is as follows:**

**BLOCK 1: LEGAL MANDATE, HEALTH & SAFETY, AND/OR ACCREDITING BODY REQUIREMENT**

Block 1 addresses an imminent demand for a resource as requested through the program review cycle. (For more immediate consideration of emergency augmentation funds for the reason of a Legal Mandate, Health, Safety, Accrediting Body Requirement, and/or Infrastructure & Industry Standard Equipment/Resources, budgetary units may follow the Emergency Funds request process described within.

This block is considered outside of, and of more urgency, than subsequent blocks.

<p><b>Scoring</b>                  0 (low) – Not a legal mandate, health and safety concern, or accrediting body requirement                  1 (high) – Resource is tied to a legal mandate, health concerns, safety concerns, or accrediting body requirement</p>		<p><b>TOTAL SCORE – BLOCK 1</b>                  (If value is &gt; 1, request receives special classification)</p>
RANKING CRITERIA	SCORE	DEFINITION / EXPLANATION of CRITERIA
1. Legal Mandate		<ul style="list-style-type: none"> <li>The request addresses a legal mandate, i.e. safety protocols, and/or disability access (ADA). Cite applicable code where appropriate.</li> </ul>
2. Health		<ul style="list-style-type: none"> <li>The request addresses an immediate health concern/issue.</li> <li>This request could address a global, national, state or local emergency</li> </ul>
3. Safety		<ul style="list-style-type: none"> <li>The request addresses safety risk to the public, personnel or students.</li> </ul>
4. Accrediting Body Requirement		<ul style="list-style-type: none"> <li>The request impacts the college's accreditation status.</li> </ul>
5. Infrastructure & Industry Standard Equipment/Resources		<ul style="list-style-type: none"> <li>The request relates to the college’s use of critical infrastructure and/or ensuring the use of industry-standard materials.</li> </ul>

This block is not weighted within the general rubric. Programs, disciplines, departments or administrative units not mentioning issues relating to Legal mandates, health and safety, or accrediting body requirements are not penalized, while those affirming any of these issues are given necessary consideration. If score is greater than 1, resource request will be forwarded on with high priority alongside its normal scoring within the general rubric to the President/Superintendent for approval or consideration. Resource requests that score greater than 1 in this category will be categorized distinctly in the list forwarded on to the President/Superintendent.

If a unit/program indicates one or more of the above categories, legal and official documentation must be uploaded in the Document Upload function of Nuventive, where indicated, from a legal entity, governing body, accreditation agency, or other recognized official source.

## BLOCK 2: CONSIDERATION OF PROGRAM NEEDS & ALIGNMENT TO CAMPUS PRIORITIES

Block 2 addresses necessity and scope of the request, informed request content tied to outcomes, alignment to the College’s Educational Master Plan, alignment to other campus initiatives/PRIORITIES as applicable, and supporting evidence from assessment outcomes.

Scoring 0 (low) – Minimal or no connection to criteria 1 (Low/Fair) – Partial or limited connection to criteria 2 (Good) – Connected to the criteria, supported with examples 3 (Superior) – Fully connected to the criteria, supported with compelling examples and evidence		<b>TOTAL SCORE</b> <b>– BLOCK 2</b> (Max = 15 points)
RANKING CRITERIA	SCORE	DEFINITION / EXPLANATION of CRITERIA
1. Resource Request Necessity		<ul style="list-style-type: none"> <li>• The explanation of resource request necessity should provide a brief narrative of why the resource request is justified and how the funds will be used, and the Return-on-Investment calculated.</li> <li>• Programs/Units should:               <ul style="list-style-type: none"> <li>✓ Explain why the resource request is necessary to accomplish a specific goal or goals</li> <li>✓ Provide additional details about cost calculation</li> <li>✓ Use some or any evidence to support the necessity of the resource request (i.e. Evidence units/programs <i>could</i> use to justify request:                   <ul style="list-style-type: none"> <li>- Program/Unit Data (Indicators: Enrollment, Success &amp; Retention Rates)</li> <li>- Assessment Data (For instructional units, SLOs, PLOs, and ILOs / Non-Instructional Units, SAOs).</li> <li>- Industry Trends &amp; Data</li> <li>- Workforce Data</li> </ul> </li> </ul> </li> </ul>
2. Alignment to Key Priority Areas		<ul style="list-style-type: none"> <li>• The program, discipline, department or unit’s program review and/or resource requests shows alignment with at least one of the campus’ Key Priority Areas, which include:               <ul style="list-style-type: none"> <li>❖ <b>KPA 1:</b> Retention, Persistence, Completion, and Post-Completion Success</li> <li>❖ <b>KPA 2:</b> Strategic and Efficient Enrollment Growth</li> <li>❖ <b>KPA 3:</b> Distance and Digital Learning Expansion and Enhancements</li> <li>❖ <b>KPA 4:</b> Non-Credit and Other Expanded Learning Options Development</li> </ul> </li> </ul>
3. Alignment to EMP District Goals		<ul style="list-style-type: none"> <li>• The program, discipline, department or unit’s program review and/or resource requests shows alignment with at least one District Goal, which include:               <ul style="list-style-type: none"> <li>❖ <b>District Goal 1: Student Experience and Success</b><sup>2</sup></li> <li>❖ <b>District Goal 2: High Quality Practice / Excellence</b><sup>3</sup></li> </ul> </li> </ul>

<sup>2</sup> District Goal 2: High Quality Practice / Excellence – Full Text

VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC’s dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

<sup>3</sup> District Goal 2: High Quality Practice / Excellence – Full Text

		<ul style="list-style-type: none"> <li>❖ <b>District Goal 3: Institutional Learning<sup>4</sup></b></li> <li>• Evidence to support this criteria can be pulled from unit’s assessment results (For instructional units, SLOs, PLOs, and ILOs / Non-Instructional Units, SAOs).</li> </ul>
4. Diversity, Equity and Inclusion Imperatives		<ul style="list-style-type: none"> <li>• This request is linked to one or multiple initiatives relating to the college’s Diversity, Equity and Inclusion priorities. <ul style="list-style-type: none"> <li>❖ These priorities include: Focus on Racial Equity, Seeking out Inhibiting Practices, Eradicating Institutional and Systematic Barriers that limit access, progress and success.</li> <li>❖ For Instructional units, committee members could consider if the unit is adding or enhancing their equity-oriented courses; if the unit is improving on any equity gaps; and/or other matters relating to the campus imperatives.</li> <li>❖ For the Non-Instructional units, committee members could consider if the resources will help historically under-represented students by adding programs or services to improve their learning and achievement outcomes; and/or other matters relating to the campus imperatives.</li> </ul> </li> </ul>
5. Innovation		<ul style="list-style-type: none"> <li>• Educational innovations are intentional, purposeful efforts to alter fundamental aspects of the educational experience, such as the department structure, the academic calendar, the credit hour, curricula, pedagogy, instructional staffing, student support, or assessment, as well as other critical structures/situations within the realm of academia.</li> </ul>

To add a resource request, perform the following operations:

- ❖ Click on Program Annual Planning and Augmentation in the left-hand navigation menu. (Pictured below):

---

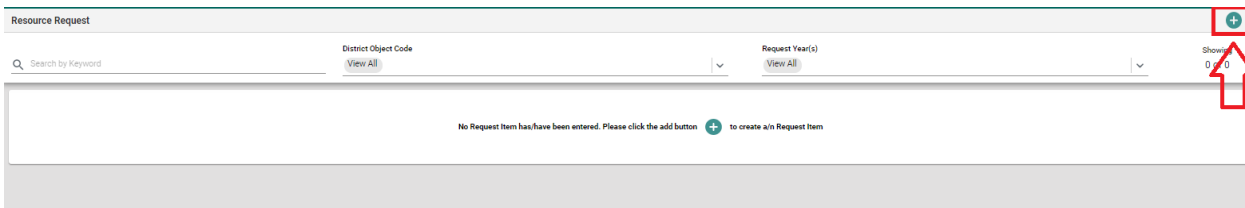
VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC’s dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

<sup>4</sup> **District Goal 3: Institutional Learning – Full Text**

VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world class innovative teaching and student service practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.

HOME	▼
PROGRAM/DEPARTMENT INFORMATION	
ACADEMIC ASSESSMENT	▼
ASSESSMENT MAPPING	▼
PROGRAM REVIEW NARRATIVE	
PROGRAM ANNUAL PLANNING AND AUGMENTATION	▲
Program Goals	
Resource Request	
Faculty Hiring Request	
DATA ANALYSIS	
REPORTING	▼
DOCUMENT LIBRARY	

- ❖ Select the “Resource Request” option.
- ❖ Click the green plus button in the top, right-hand portion of the screen (pictured below):



After clicking the plus sign, it will take you to this screen:

New Request Item

REQUEST ITEM   
  MAPPING   
  FUNDING DECISION

Request Name \*

Request Item \*

Request Year(s) \*

Total Cost Amount \*

District Object Code \*

Type of Request \*

Funding Source Type \*

Resource Request Status (To-date) \*

Resource Request Status - Date Updated \*

Upload Quote, Purchase Order and/or other information relating to this request.

Document Name      Document Description

There are no documents attached



**Begin filling out each prompt. Remember, per our campus budget process (AP6200), your request for resources will be assessed alongside all other resource requests. Providing enough information will help your resource to become prioritized.**

Prompt One Directions: Request Name \*

To ensure your resource requests are organized from year-to-year, it is recommended you name the request for the fiscal year you are requested it for.

Example: FY23-24: 10 New Computers

Prompt Two Directions: Request Item \*

This prompt enables you to provide more description of what the actual request is. This can be brief, but should be descriptive.

Prompt Three Directions: Request Year(s) \*

Select the year you are filling this out. The current year is 22-23.

Prompt Four Directions: Total Cost Amount \*

Provide the cost of the item. If more than one, give the total cost. Please upload purchase quotes to the document repository. If the cost of the resource request is unknown, type 099.

Prompt Five Directions: District Object Code \*

Select the District Object Code that most directly relates with your request.

District Object Code \*

2000 - New Classified Hire
3000 - Employee Benefits
4000 - Supplies and Materials
5000 - Other Operating Expenses
6000 - Equipment
7000 - Contingency
Not applicable

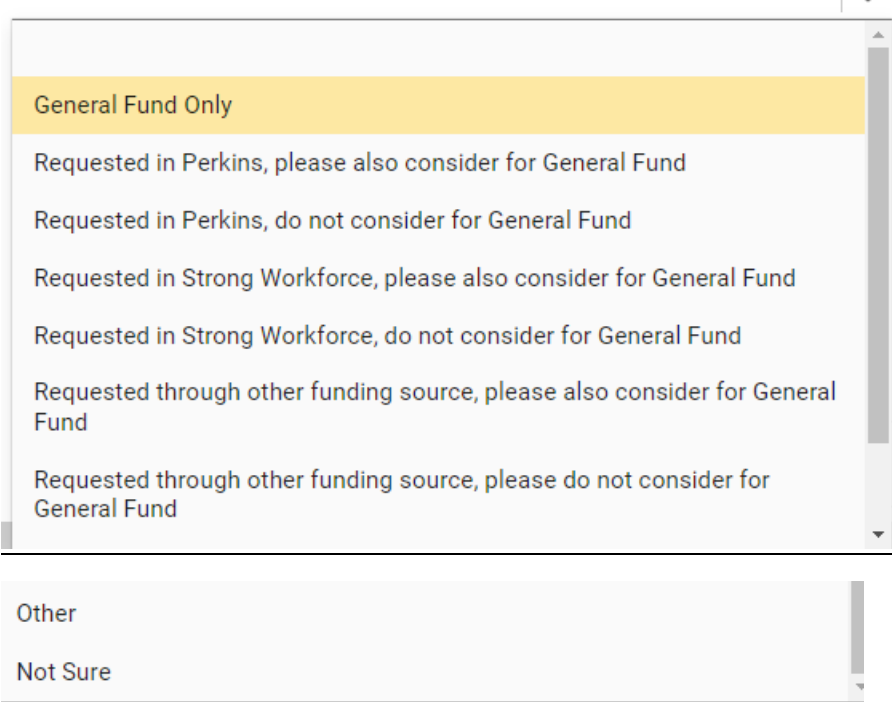
Prompt Six Directions: Type of Request \*

Indicate whether this is a one-time request, or an ongoing request. (Will this be a one time purchase, or does the school need to augment your budget on an ongoing basis with this request?)

**Prompt Seven Directions: Funding Source Type \***

Select the option that most closely resembles your funding source request.

Funding Source Type \*



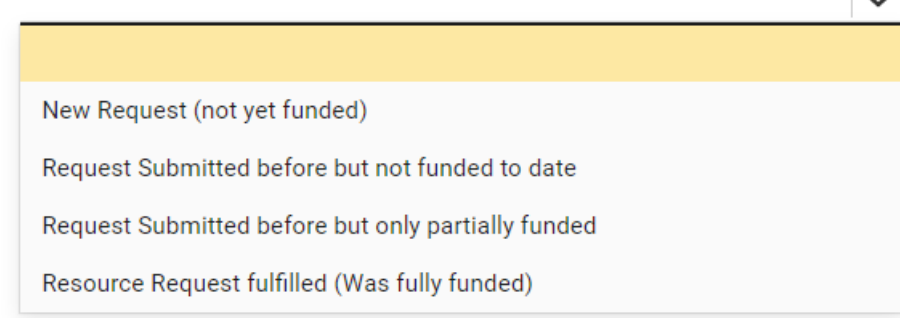
A dropdown menu with a downward arrow on the right. The menu is open, showing a list of options. The first option, "General Fund Only", is highlighted in yellow. Below it are six options with descriptions: "Requested in Perkins, please also consider for General Fund", "Requested in Perkins, do not consider for General Fund", "Requested in Strong Workforce, please also consider for General Fund", "Requested in Strong Workforce, do not consider for General Fund", "Requested through other funding source, please also consider for General Fund", and "Requested through other funding source, please do not consider for General Fund". Below the dropdown are two more options: "Other" and "Not Sure".

- General Fund Only
- Requested in Perkins, please also consider for General Fund
- Requested in Perkins, do not consider for General Fund
- Requested in Strong Workforce, please also consider for General Fund
- Requested in Strong Workforce, do not consider for General Fund
- Requested through other funding source, please also consider for General Fund
- Requested through other funding source, please do not consider for General Fund
- Other
- Not Sure

**Prompt Eight Directions: Resource Request Status (To-date) \***

This field tells those reviewing your resource requests the current status of your request. If this is a new request, this field helps you indicate that. If you have submitted this request multiple times over the years, it helps to see if any of the request was funded or not.

Resource Request Status (To-date) \*



A dropdown menu with a downward arrow on the right. The menu is open, showing a list of options. The first option, "New Request (not yet funded)", is highlighted in yellow. Below it are three options: "Request Submitted before but not funded to date", "Request Submitted before but only partially funded", and "Resource Request fulfilled (Was fully funded)".

- New Request (not yet funded)
- Request Submitted before but not funded to date
- Request Submitted before but only partially funded
- Resource Request fulfilled (Was fully funded)

**Prompt Nine Directions: Resource Request Status – Date Updated \***

Indicate the date you last updated this request, or if this is the first time entering it, indicate today's date.

**Prompt Ten Directions: Upload Quote, Purchase Order and/or other information relating to this request.**

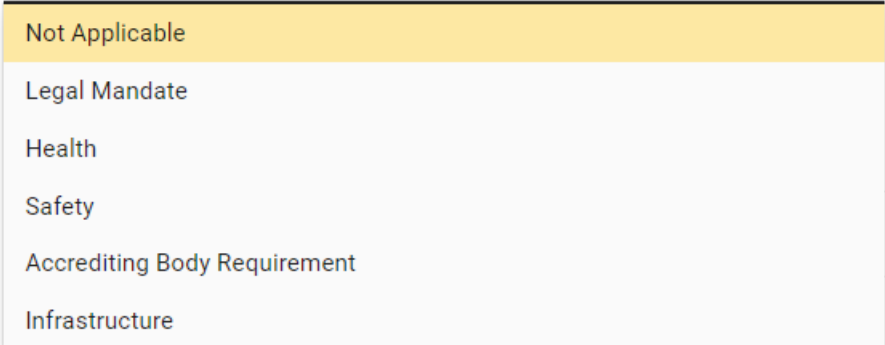
This prompts asks you to upload the quote, or any pricing information available, for upper tiers to review.

### **BLOCK 1 Prompts:**

Prompt One Directions: Indicate which Block 1 areas your resource request is eligible for (Select all that apply).

Block 1 aligns with the resource request rubric and assesses significant need. Please select all that apply and be prepared to submit documentation to support this need. **\*Requests cited to have these reasons must provide evidence or they will not be rated/awarded these points.\***

Indicate which Block 1 areas your resource request is eligible for (Select all that apply).



Prompt Two Directions: Provide evidence of the request. Document Upload

If you selected an option above, you must supply evidence of the mandate or requirement.

Prompt Three Directions: Optional Text Field for additional comment or clarification.

This prompt enables you to explain the circumstances and/or the documentation you have uploaded.

### **BLOCK 2 Prompts:**

#### **Resource Request Necessity**

Prompt One Directions: Is your Resource Request a Necessity?

This is a Yes or No/Not sure prompt. If you indicate yes, then you must explain in the next text box.

Prompt Two Directions: If you answered 'yes' to the last question, please describe why your resource request is a necessity.

If you answered 'yes' to the prior prompt, explain your evidence or reasoning.

#### **Alignment to Key Priority Areas**

Prompt One Directions: Does your resource request align to one or more of the Key Priority Areas? \*

This is a Yes or No/Not sure prompt. If you indicate yes, then you must explain in the next text box.

Prompt Two Directions: If you answered 'yes' to the last question, please describe why/how your request is aligned to Key Priority Areas.

If you answered 'yes' to the prior prompt, explain your evidence or reasoning.

### **Alignment to EMP District Goals**

Prompt One Directions: Does your resource request align to one or more of the EMP District Goals? \*

This is a Yes or No/Not sure prompt. If you indicate yes, then you must explain in the next text box.

Prompt Two Directions: If you answered 'yes' to the last question, please describe why/how your request is aligned to EMP District Goals.

If you answered 'yes' to the prior prompt, explain your evidence or reasoning.

### **Diversity, Equity, and Inclusion Imperatives**

Prompt One Directions: Does your resource request align to imperatives relating to Diversity, Equity, and Inclusion? \*

This is a Yes or No/Not sure prompt. If you indicate yes, then you must explain in the next text box.

Prompt Two Directions: If you answered 'yes' to the last question, please describe why/how your request is aligned to Diversity, Equity and Inclusion Imperatives.

If you answered 'yes' to the prior prompt, explain your evidence or reasoning.

### **Innovation**

Prompt One Directions: Does your resource request promote innovation at VVC? \*

This is a Yes or No/Not sure prompt. If you indicate yes, then you must explain in the next text box.

Prompt Two Directions: If you answered 'yes' to the last question, please describe why/how your request is aligned to Innovation.

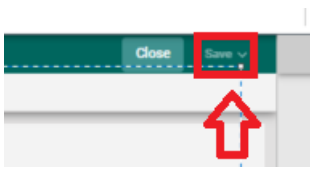
If you answered 'yes' to the prior prompt, explain your evidence or reasoning.

### **Final Comments**

Prompt One Directions: Are there any other factors you want considered for your resource request? Please describe/explain.

Prompt Two Directions: Supporting Documents

Upon completing the required areas, remember to Save your request. Ideally, you need to fill in the required areas, even with sample text, to save an initial draft of your request. To Save, click the Save button located in the top, right-hand portion of the screen (Pictured below):

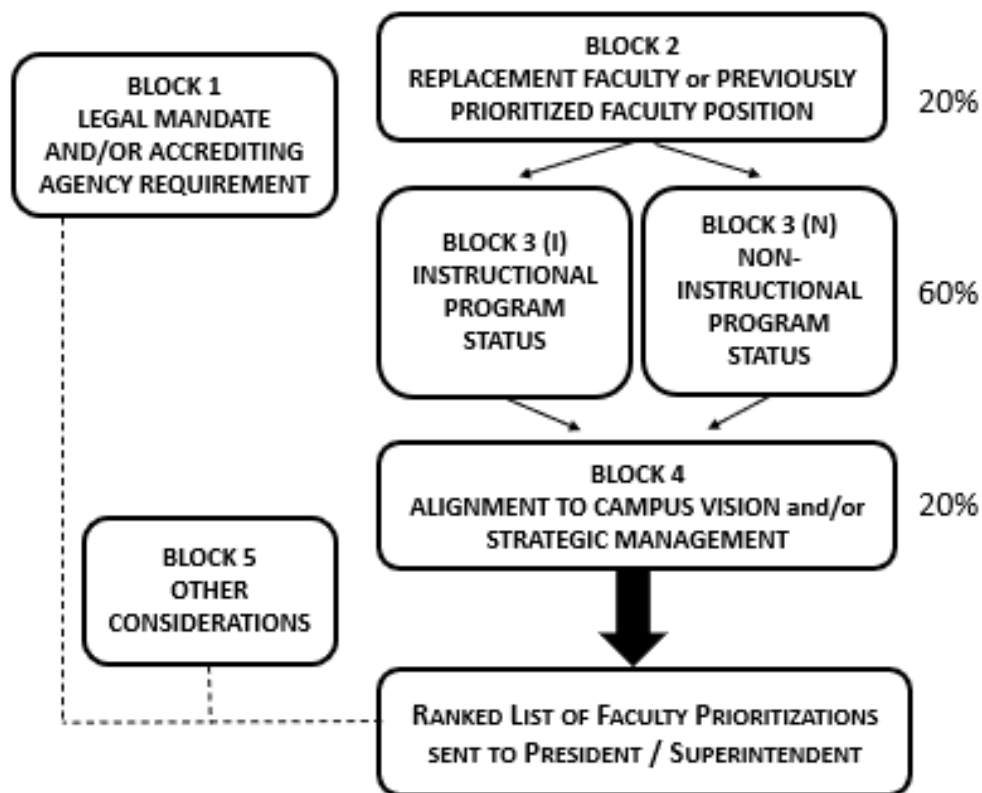


### C. Faculty Hiring Request

A **request for Faculty Hire** is a request to hire an additional Full-time faculty member. (Part-Time faculty requests are considered between Dept. Chairs and Deans and need not be requested through this process).

The Tentative Rubric for the 2022-2023 year:

#### RUBRIC COMPONENTS WITH CORRESPONDING RECOMMENDATIONS FOR USE



\*Block 1 does not have a “weight.” The FHPC must use its discretion in weighing requests falling into this area.

\*Block 5 does not have a “weight.” The FHPC must use its discretion in weighing extenuating factors. Scoring here can make up for low rankings in other areas of the rubric.

**BLOCK 1: LEGAL MANDATE AND/OR ACCREDITING BODY REQUIREMENT**

**Block 1 addresses the imminent demand for a faculty hire. This block is considered outside of, and of more urgency than subsequent blocks. Categorically funded faculty positions except student equity and achievement, strong workforce are automatically included as legally mandated consideration. If the requested faculty hire is designated as a Block 1 priority, the request for faculty hire will be included directly in final consideration to the Superintendent-President. The FHPC will continue to rank the hire according to the conventional rubric components to provide the Superintendent-President with the general ranking as well.**

**1a. Legally Mandated**

- Faculty positions which are legally mandated are prioritized highest to ensure the College is complying with any/all Federal, State and/or local laws and safety requirements.
- Proof of legal mandate must be provided by the program requesting the faculty position.
- Outside expertise from other campus units may be required to assess the validity of legal mandate claims.

**1b. Accrediting Agency Requirement**

- Faculty positions which are mandated by an accrediting agency are prioritized highest to ensure the College is complying with accreditation requirements.
- Proof of accreditation agency requirement must be provided by the program requesting the faculty position.
- Outside expertise from other campus units may be required to assess the validity of accreditation agency requirements.

<b>BLOCK 1: LEGAL MANDATE AND/OR ACCREDITING BODY REQUIREMENT</b>	<b>CRITERIA</b>	<b>Hire is not required</b>	<b>Hire is required</b>	<b>Score</b>
		0	1	
1a	Legally Mandated Hire - Federal, State or Local	Not Mandated by Federal, State and/or Local Government	Mandated by Federal, State and/or Local Government	
1b	Accrediting Agency Requirement	Not Mandated by External Accrediting Body	Mandated by External Accrediting Body	
This block is not weighted within the general rubric. Programs not mentioning issues relating to Legal mandates or necessities are not penalized, while programs affirming a legal mandate or necessity are considered separately.				

If score is greater than 1, request for faculty member automatically gets forwarded on in prioritized pool for Superintendent- President approval or consideration.

**BLOCK 2: REPLACEMENT FACULTY or PREVIOUSLY PRIORITIZED FACULTY POSITION**

**Block 2 addresses the need to replace a faculty member due to vacancy (e.g. retirement, attrition, etc.) This block is weighted at 20%.**

**2a. Replacement**

- Replacement request due to tenure track attrition is given special consideration and weighted up to 20% on Block 2 scoring rubric.
- Any/all extenuating circumstances from administration must be presented to the Faculty Prioritization Committee for consideration and deliberation.
- In the case of an unexpected departure of a tenured faculty, the use of the Faculty Emergency Hire Procedure will be initiated immediately.

**2b. Previously Prioritized Faculty Position**

- Special Consideration is awarded to previously prioritized faculty positions which did not result in a hire.

<b>BLOCK 2 : REPLACEMENT FACULTY OR PREVIOUSLY PRIORITIZED FACULTY POSITION</b>	<b>CRITERIA</b>	<b>No Need</b>	<b>Extreme Need</b>	<b>Score</b>	<b>Weight</b>
		0	5		
2a	Replacement request due to lack of a tenure track position due to attrition or a faculty retirement	No attrition or retirement.	Tenure track position loss due to attrition, retirement or extenuating circumstances		
2b	Faculty position was previously prioritized, but for a variety of possible reasons, was not able to	No previously prioritized faculty hire.	Evidence of a previously prioritized hire and failure to fill position.		

	be filled within the timeframe.				
					20%

**BLOCK 3(I): INSTRUCTIONAL PROGRAM STATUS (60%)**

**Block 3(I) is for the ranking of programs requesting instructional faculty hires. This block reflects the quality and scope of the Program Review narrative in demonstrating a compelling need for faculty hire, the current status of the program in relation to its growth, and the consideration of program key performance indicators. While criteria in this block are rated on a 0 – 3 scale, the weight of this section is 60%.**

**Non-Instructional faculty hires are assessed through Block 3(N), as the factors under consideration for non-instructional faculty hires are unique.**

**3a. Program Review Narrative Quality and Scope**

- The FHPC Members are given relevant portions of Program Review narrative to subjectively assess need for faculty hire. FHPC members must be able to support their ranking with evidence from the narrative.

**3b. Program Growth (Raw and Percent)**

- The FHPC Members are given program growth data to reflect upon need for faculty hire. No minimal benchmarks for growth are listed as various programs can have unique circumstances and/or benchmarks for growth. FHPC members must be able to support their ranking of growth based on supporting evidence and/or expertise of the program in question.

**3c. Consideration of Program Key Performance Indicators (KPI) relevant to Instructional Unit**

- The FHPC Members are given a spec sheet of all program Key Performance Indicators (KPI) to reflect upon need for faculty hire. No minimal benchmarks are set to determine hires as data can be interpreted in various ways. (Example: Poor student retention, success, and/or completion rates could be a sign of requiring more faculty to help improve outcomes, or it can be a reflection of a program not performing well for other reasons. As such, the data must be reviewed with a critical eye towards context and circumstance.)
- The spec sheet for instructional faculty hires given to the FHPC members could include the following KPI:
  - Full-Time Faculty: Students (Ratio)
  - Full-Time Faculty : Part-Time Faculty (Ratio)
  - Student Success Rates alongside Institution Set Standards (ISS)
  - Student Retention Rates alongside ISS
  - Transfer Rates alongside ISS – if applicable



- Job Placement Rates alongside ISS – if applicable
- Licensure Pass Rates alongside ISS – if applicable
- Program Assessment Compliance
- Program Curriculum
- If applicable, Labor Market Indicators and data to reflect Community or industry need.

<b>BLOCK 3 (I): INSTRUCTIONAL PROGRAM STATUS</b>	<b>CRITERIA</b>	<b>No Need</b>	<b>Limited Need</b>	<b>Considerable Need</b>	<b>Extreme Need</b>	<b>Score</b>	<b>Weight</b>
		0	1	2	3		
3a	Program Review Narrative Quality and Scope	Program Review Narrative does not effectively demonstrate need	Program Review Narrative reflects limited need	Program Review Narrative reflects considerable need	Program Review Narrative reflects extreme need		
3b	Program Growth (Raw and Percent)*	No Growth	Marginal Growth	Increasing Growth	Substantial Increase in Growth		
3c	Consideration of Program Key Performance Indicators (KPI)**	KPI do not reflect need	KPI reflect limited need	KPI reflect considerable need	KPI reflect extreme need		
							60%

## BLOCK 3(N): NON-INSTRUCTIONAL PROGRAM STATUS (60%)

**Block 3(N) is for the ranking of programs requesting non-instructional faculty hires. This block reflects the quality and scope of the Program Review narrative in demonstrating a compelling need for faculty hire, the consideration of Key Performance Indicators (KPI) relevant to non-instructional units, the consideration of current industry best practices and external factors, and the overall contribution of the program to student success on campus. While criteria in this block are rated on a 0 – 3 scale, the weight of this section is 60%.**

### **3a. Program Review Narrative Quality and Scope**

- The FHPC Members are given relevant portions of Program Review narrative to subjectively assess need for faculty hire. FHPC members must be able to support their ranking with evidence from the narrative.

### **3b. Consideration of Program Key Performance Indicators (KPI) relevant to Non-Instructional Unit**

- The FHPC Members are given a spec sheet of all designated program Key Performance Indicators (KPI) to reflect upon need for faculty hire. No minimal benchmarks are set to determine hires as data can be interpreted in various ways.
- The spec sheet for non-instructional faculty hires given to the FHPC members could include the following KPI:
  - Trends in student use of these units/areas/resources
  - Counselor to student ratio
  - Librarian to student ratio
  - Cooperative Education Instructor to student ratio
  - Full-Time Faculty : Part-Time Faculty (Ratio)
  - Other data as seen relevant or appropriate

### **3c. Consideration of Current Industry Best Practice and External Factors**

Education Code, Title 5, ACCJC accreditation standards and industry best practices must be considered in relation to the hire of non-instructional faculty. To this end, the FHPC may review data presented by units requesting faculty hire to explain the need for a hire. The FHPC will rely upon the non-instructional units to present this data to the committee. External expertise may be used to assess the validity of presented data. Some of this data could include:

- Data from peer institutions
- Considerations of Title 5 and Ed Code compliance or recommendations
- Survey data from Chancellor’s Office, IPEDS or other professional sources
- Accreditation standards that impact program

BLOCK 3 (N): NON- INSTRUCTIO NAL PROGRAM STATU S	CRITERIA	No Need	Limite d Need	Considera ble Need	Extre me Need	Score	Weig ht	
		0	1	2	3			
3a	Program Review Narrative Quality and Scope	Program Review Narrative does not effectively demonstrate need	Program Review Narrative reflects limited need	Program Review Narrative reflects considerable need	Program Review Narrative reflects extreme need			
3b	Consideration of Program Key Performance Indicators (KPI)**	KPI do not reflect need	KPI reflect limited need	KPI reflect considerable need	KPI reflect extreme need			
3c	Consideration of Current Industry Best Practice and External Factors	No compelling evidence of need based on these factors.	Minimal evidence of need based on these factors.	Considerable evidence of need based on these factors.	Extreme needs based on these factors.			
								60%

## **BLOCK 4: ALIGNMENT TO CAMPUS VISION and/or STRATEGIC MANAGEMENT (20%)**

**Block 4 is for the ranking of programs based on their alignment with any/all campus initiatives and directions. While criteria in this block are rated on a 0 – 3 scale, the weight of this section is 20%.**

### **4a. Alignment with Campus Mission, Values and/or Priorities**

- The FHPC Members are given relevant portions of Program Review narrative to assess program's ability to connect to one, any or all of the following campus priorities:
  - District Goals in Educational Master Plan
  - Key Priority Areas within the Educational Master Plan
  - Guided Pathways
  - Strategic Enrollment Management (if applicable)
  - Other initiatives mentioned in any of the campus' governing documents and strategic plans.

### **4b. Diversity, Equity, and Inclusion Factors (Program or courses within Program include Ethnic Studies component(s) or Diversity and Inclusion outcomes are prioritized)**

- Programs which are offering, or in the stages of planning to offer, Ethnic Studies components, are prioritized for faculty hire.

BLOCK 4: ALIGNMENT TO CAMPUS VISION and/or STRATEG IC MANAGEMEN T	CRITERIA	Below Standard	Margina lly Below Standar d	Meets Standar d	Exceed s Standar d	Score	Weight
		0	1	2	3		
4a	Alignment with Campus Mission, Values and/or Priorities	Program direction, as well as program's request for faculty hire, is not in alignment with Campus' Mission, Values or Priorities.	Program direction, as well as program's request for faculty hire, demonstrates minimal alignment with Campus' Mission, Values or Priorities.	Program direction, as well as program's request for faculty hire, demonstrates some alignment with Campus' Mission, Values or Priorities.	Program direction, as well as program's request for faculty hire, align well to the Campus' Mission, Values or Priorities.		
4b	Program or courses within Program include Ethnic Studies component(s) or Diversity and Inclusion outcomes are prioritized	No growth/movement or progress in this area.	Does not adequately demonstrate realistic level of commitment to the College's Diversity, Equity and Inclusion vision and policies.	Demonstrates some level of commitment to the College's Diversity, Equity and Inclusion vision and policies. Program would likely still benefit from qualified faculty hire to support these	Demonstrates strong commitment to the College's Diversity, Equity and Inclusion vision and policies. Program would benefit from qualified faculty hire to support these College initiatives.		

				College initiatives.				
								20%

BLOCK 5: OTHER CONSIDERATIONS

Block 5 is for the ranking of programs based on matters relating to extenuating factors raised by program requesting a faculty hire. Block 5 does not have a “weight.” The Faculty Prioritization Committee must use their discretion in weighing extenuating factors. Scoring here can make up for low ranking in other portions of the rubric.

5b. Extenuating Circumstances

- Within the program review, the program may introduce extenuating circumstances outside matters included either in Block 1 or the components found in the general rubric. Here, the FHPC can assess the request in consideration of extenuating circumstances.

BLOCK 5: OTHER CONSIDERATIONS	CRITERIA	No Need	Limited Need	Considerable Need	Extreme Need	Score
		0	1	2	3	
5a	Extenuating Circumstances	Program does not demonstrate an extenuating circumstance to request additional faculty hire.	Program does not provide convincing or compelling or sufficient evidence for need in this area.	Program provides evidence that there is some need in this area.	Program provides ample evidence and supporting data to demonstrate a high need in this area.	
<p>This block is not weighted within the general rubric. Programs not mentioning issues relating to factors are not penalized for not being considered within this block. Programs facing deficiencies in other areas of rubric who do cite extenuating circumstances for a faculty may benefit from this section for consideration of an additional faculty hire.</p>						

## To build a faculty request, here are the required prompts:

### Request Item

---

#### Request Name

[Help Prompt:](#) Label your request: “FY23-24: Full-time Faculty Hire”

#### Request Item

[Field Type:](#) Long text, unlimited characters

[Help Prompt:](#) Briefly describe which position you are trying to hire. Example:

“FT Faculty hire for Sociology – Ethnic Studies”

“FT Temporary 1 year – Nursing - Pediatrics”

#### Years Requested

[Field Type:](#) Multi-Select

[Help Prompt:](#) Select all years you have requested this position, including the initial year requested.

#### For which fiscal year are you requesting this hire?

2023 - 2024

#### **Block 1: Considerations**

**Block 1 addresses the imminent demand for a faculty hire. This block is considered outside of, and of more urgency than subsequent blocks. Categorically funded faculty positions except student equity and achievement, strong workforce are automatically included as legally mandated consideration.**

**Are you requesting a faculty member to fulfill a legal mandate?**

Yes

**Are you requesting a faculty member as a result of an Accrediting Body Requirement?**

Yes

[Delete second document upload in Block 1](#)

[Keep one document upload with this text for header: \*\*Upload evidence of legal mandate and/or accreditation requirement.\*\*](#)

[Field Prompt to add under Document Upload:](#) Additional Comments or Explanation

[Field Type:](#) Long text, unlimited characters

[Help Prompt:](#) If you have selected ‘yes’ to either of the above questions, you will need to provide documentation as evidence of a legal mandate or Accreditation Requirement. If these are not included, these will not be scored by the Faculty Hiring Prioritization Committee.

#### **Block 2: Considerations**

**Block 2 addresses the need to replace a faculty member due to vacancy (e.g. retirement, attrition, etc.) and/or to prioritize faculty positions which were previously prioritized but did not result in a hire.**

**Are you requesting a faculty replacement due to the lack of a tenure track attrition or retirement?**

Yes



If requesting a faculty replacement due to attrition or retirement, please describe your department's current status and circumstances in relation to the loss of this position.

**Add Prompt:** Are you requesting a faculty position that was previously prioritized but did not result in a hire?

Field type: Yes or No

**Add Prompt:** If requesting a faculty position that was previously prioritized but did not result in a hire, please describe your department's current status and circumstances in relation to the loss of this prioritized position.

Field Type: Long text, unlimited characters

**Hint:** If your program was prioritized to receive a faculty hire, but the hire did not occur, please describe why this occurred and reiterate the necessity of the hire.

### **Block 3: Considerations**

**Block 3 reflects the quality and scope of the Program Review narrative in demonstrating a compelling need for faculty hire, the current status of the program in relation to its growth, and the consideration of program key performance indicators. In answering the prompts, please review the rubric as factors assessed can vary based on whether this is a request for an instructional or a non-instructional faculty position.**

Provide a brief narrative on the need for this faculty hire. Support your request by citing observations, evidence and other relevant information **or data** that supports the needs for this hire. (See 3a or Instructional or non-instructional as appropriate)

**Hint:** What is your overall argument to support hiring a faculty position? Try to link to program data trends and circumstances.

### **Block 4: Considerations**

**Block 4 is for the ranking of programs based on their alignment with any/all campus initiatives and directions.**

**Explain how this request aligns with the **Campus' Mission, Values and/or initiatives. 4a)****

Field Type: Long text, unlimited characters

**Hint:** Briefly describe how hiring this faculty position would also contribute to supporting the Campus' Mission, Values and/or initiatives. Initiatives could include, but are not limited to, the Educational Master Plan, Strategic Enrollment Management, Guided Pathways, forthcoming legislation which affects the campus, etc. (Ex. AB705).

**Explain how this request aligns with the campus' goals for Diversity, Equity and Inclusion Factor B (Program or courses within Program include Ethnic Studies component(s) or Diversity and Inclusion outcomes are prioritized, or the hire supports DEI in additional ways) 4b)**

**Block 5 Considerations**

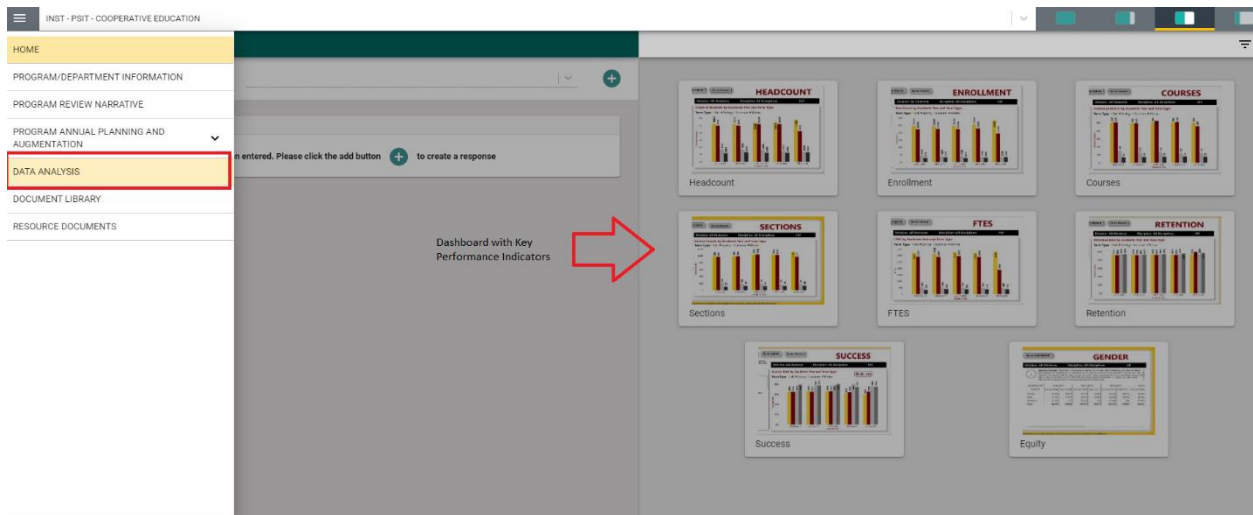
**Block 5 is for the ranking of programs based on matters relating to extenuating factors raised by program requesting a faculty hire.**

**Please discuss any extenuating circumstances that were not accounted for or addressed within previous blocks relating to the need for a faculty member.**

## X. Data Analysis

Recalling from earlier in this manual, the purpose of the data analysis section is to show key performance indicators for programs/units to assess their ongoing progress and performance. For instructional programs, data such as headcount, enrollment, courses, sections, FTES, student success, student retention and equity data will appear. In time, data as relevant to non-instructional units will be developed for ongoing analysis. Analysis of data is only required in Comprehensive years (Year 1) and Close the Loop years (Year 4).

Although data analysis is not a requirement in the second year of the program review cycle, instructional units can click on the Data Analysis section to view the campus' Business Intelligence dashboards, like pictured below.



In subsequent years, programs will be asked to make comments on the data in relation to their planning and assessment activities.

## Appendix

### A. Quick Link to Videos

[How to Log-In to Nuventive](#)

[How to Navigate in Nuventive](#)

[Who do I ask for help?](#)

[Program Review – Process Overview](#)

[Instructional Program Review – How to](#)

[Learning Support Services](#)

[Library Services & Tutoring – How to](#)

[Distance Education & Justice-Involved Education – How to](#)

[Student Support Services – How to](#)

[Administrative Units – How to](#)

[Special Programs – How to](#)

[How to Create a Program Goal](#)

[How to Add a Resource Request](#)

[How to Submit a Request for Faculty Hire](#)

[How to Comment on Data](#)

### B. 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: 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

### **C. Campus 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](#)

### **D. The Legal and Professional Basis for Program Review**

TITLE 5, Section 51022(a)

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

EDUCATION CODE, Section 78016

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

#### **ACCJC STANDARDS**

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

#### **E. 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