

Academic Senate – May 16, 2023 – APPROVED

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE PROCEDURE

INSTRUCTION

CHAPTER 4

SUSTAINING STANDARDS OF EDUCATIONAL EXCELLENCE

AP4000

Program Review and Assessment policies, procedures and activities at Victor Valley College are designed, directed and controlled by faculty in order to uphold educational excellence and to continually improve learning and teaching. The tenants and practices listed below support District Standards for excellence:

1. Institutional policies, procedures, and practices regarding program review and learning outcomes assessment are academic and professional matters for which the Board of Trustees relies on the advice and judgment of the Academic Senate.
2. Instructors within each discipline have the authority and responsibility to design, direct, and participate in all components of assessment. The district is responsible for providing sufficient training, research assistance, and technical support for faculty to effectively engage in and document the practice of learning outcomes assessment. Students are responsible for achieving the learning that is measured through the procedures and practice of assessment.
3. District procedures for Instructional Program Review include documentation of the systematic and ongoing assessment of student learning outcomes for courses and certificate programs in each Department or discipline. Reports summarizing student learning are submitted in conjunction with the annual Program Review process.
4. Formally approved student learning outcomes define the knowledge and skills to be achieved and assessed in the courses and programs of a given discipline. The ongoing and systematic practice of learning assessment for all courses and programs is a primary responsibility of all faculty.
5. Student Learning Outcome Assessments are developed and evaluated in a collaborative effort by instructors teaching a specific course. The instructors are discipline experts in terms of information on the needs of the students, instruction, skill development, and practical application of concepts learned.
6. PLOs are written by the Program. The PLOs are assessed and a narrative is written according to a cycle established by the program. The results of the assessment are housed in Improve, and the data is analyzed in program reviews and departmental meetings.
7. Faculty within a department are responsible to discuss and document SLO and PLO assessments.
8. Disciplines may not use assessment to restrict the academic freedom of individual instructors to exercise professional judgment in selecting course materials, methods of evaluation and instruction, assignments and other learning activities. The district may not use assessment data to justify program discontinuation or merger or to support decisions regarding faculty compensation, tenure, advancement, assignment, discipline or termination.
9. The purposes of learning assessment are the improvement of student learning and the improvement of instructional practice. Assessment data may not be used for decisions regarding faculty compensation, tenure, advancement, assignment, discipline, or termination. Moreover, assessment data may not be used to justify the merger or discontinuation of programs.
10. The district is responsible for providing sufficient financial, technical, human, and other resources for the professional development activities that are necessary for faculty to maintain

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their disciplinary expertise, improve their instructional skills, and effectively implement practices in relation to program review and assessment.

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