



**ANTELOPE VALLEY COLLEGE**  
**PROGRAM REVIEW COMMITTEE MEETING**  
**October 5, 2015 Agenda**  
**3:00 p.m. – 4:30 p.m.**  
**Library 201**

To conform to the open meeting act, the public may attend open sessions

1. Opening comments from the Program Review Committee Co-Chairs
2. Open comments from the public
3. Approval of June 1 minutes
4. Reports
  - a. EMP progress (attached to email)
  - b. New AVC ILOs (attached to email)
5. Action Items
6. Discussion items
  - a. Meeting dates in March
  - b. “Program” reporting
  - c. 2015-16 report templates (attached to email)

7. Other

Programs Scheduled for 2015-2016 Comprehensive Program Reviews

- Counseling
- Job Placement
- Language Arts and Academic Development
- Outreach / Information and Welcome Center
- Visual and Performing Arts

Programs Scheduled for 2015-2016 Annual Update Reports (did comp review in 2013)

- Career Technical Education programs
- EOPS (Extended Opportunity Programs and Services)
- Social and Behavioral Sciences programs
- Student Development and Services
- STAR (Student Transition and Retention)

Programs Eligible for Status Quo in 2015-2016

- Programs who completed comprehensive reports in 2014-2015

- Programs who completed comprehensive reports in 2012-2013 and completed annual update reports in 2014-2015

8. Adjournment



**ANTELOPE VALLEY COLLEGE**  
**PROGRAM REVIEW COMMITTEE MEETING**  
**October 5, 2015 Minutes**  
**3:00 p.m. – 4:30 p.m.**  
**Library 201**

To conform to the open meeting act, the public may attend open sessions
---

The meeting was called to order at 3:00pm.

Present: Stacey Adams, Reina Burgos, Dr. Svetlana Deplazes, Dr. Meeta Goel, Dr. Glenn Haller, Ann Steinberg, Dr. Les Uhazy, Carol Eastin

9. Opening comments from the Program Review Committee Co-Chairs  
Carol welcomed two new members to the Committee: Reina Burgos and Dr. Glenn Haller. Reina is a faculty member in the Counseling and Matriculation division. Glenn is a faculty member in the Kinesiology and Athletics division. Glenn is also co-chair of the Outcomes Committee for 2015-2018.
10. Open comments from the public - None
11. Approval of June 1 minutes – Moved to October 19 meeting.
12. Reports
  - c. EMP progress (attached to email)  
Meeta reported that the district is working with a consulting firm to revise the EMP. A survey done in June 2015 provided examples of progress towards achieving EMP goals whereas a Dec 2014 survey yielded few responses. The Administrative Council and Board of Trustees prioritized four EMP goals for 2015-2016; we will keep Goals #3 and #4 and add Goals #5 and #7. Those four will guide district resource allocation planning this year. Good progress is being made on Goal #1, supplemented by 3SP and Equity Plan funding, so it is not one of the top goals for prioritization in 2015-2016.
  - d. New AVC ILOs (attached to email)  
Meeta reviewed district wide involvement in the development of new ILOs last year. The ILOs were approved by the Board of Trustees on September 14, 2015. Programs will align their PLOs to the new ILOs. Resource requests considered by the Budget Committee will be tied to the district mission and new ILOs.
13. Action Items - None
14. Discussion items
  - d. Meeting dates in March – Members of the Program Review Committee agreed to switch their March meeting dates with the meeting dates of the Outcomes Committee to expedite

the work of AP&P. The switch allows Outcomes Committee work to be utilized by AP&P in the same week. The Program Review Committee will meet on March 14 and 28 in 2016. Glenn and Carol will look at the 2016-2017 calendar to see where we might need to switch meeting dates with the Outcomes Committee next year.

e. "Program" reporting

Ann Steinberg reported that the various programs within Student Life (Job Placement, Financial Aid, Outreach, Student Development, Veterans) and its dean have discussed the merits of completing their comprehensive reports in the same year to better coordinate the planning and goals of Student Life programs rather than conducting reviews as isolated programs in different years. The committee supported the idea; it fits with the way academic divisions report. Carol will meet with the dean of Student Life, Jill Zimmerman, and coordinate the change.

f. 2015-16 report templates (attached to email)

The new ILOs will replace the old ILOs in Part 1.2. Part 5.2 will be revised for 2015-2016 reporting. The 10 year program goals may be eliminated as the district presently has only a three year plan. Meeta will ask the deans and administrators to identify what's valuable in 5.2. The goals should link to this district's mission, vision and ILOs. Part 6 may need revision to match changes in Part 5.2 and/or the report writers may be provided a grid to present their resource needs. The list of data provided by IERP will be refined a bit (e.g. # of degrees/certs instead of "completion rate") and will probably include the district's scorecard. Carol will resend the feedback from Part 7.2 to the committee members for their review.

15. Other

Programs Scheduled for 2015-2016 Comprehensive Program Reviews

- Counseling
- Job Placement
- Language Arts and Academic Development
- Outreach / Information and Welcome Center
- Visual and Performing Arts

Programs Scheduled for 2015-2016 Annual Update Reports (did comp review in 2013)

- Career Technical Education programs
- EOPS (Extended Opportunity Programs and Services)
- Social and Behavioral Sciences programs
- Student Development and Services
- STAR (Student Transition and Retention)

Programs Eligible for Status Quo in 2015-2016

- Programs who completed comprehensive reports in 2014-2015
- Programs who completed comprehensive reports in 2012-2013 and completed annual update reports in 2014-2015

16. The meeting was adjourned at 4:35pm.

## **Planning for 2015-2016 Program Review**

The Antelope Valley College Board of Trustees identified EMP Goals 4, 1, and 3 as priorities for 2014-2016. Programs will continue their alignment with those and other EMP goals.

- EMP Goal #4. The college will increase student success in Basic Skills and ESL courses.
- EMP Goal #1. The college as a community will provide students with an environment which supports learning and facilitates student success.
- EMP Goal #3. The college will expand and diversify Career Technical Education options for students.

### **Reporting Timeline Changes**

2015-2016 reports will be due in March, instead of October, to better align with the new District planning cycle. Addendums to 2014 reports or early submission of program review reports can be used to document changes which need the immediate attention of the Budget Committee. 2014-2015 data will be used in 2015-2016 reports and available in August.

### **Programs Scheduled for 2015-2016 Comprehensive Program Reviews**

- Counseling
- Job Placement
- Language Arts and Academic Development
- Outreach / Information and Welcome Center
- Visual and Performing Arts

### **Programs Scheduled for 2015-2016 Annual Update Reports (did comp review in 2013)**

- Career Technical Education programs
- EOPS (Extended Opportunity Programs and Services)
- Social and Behavioral Sciences programs
- Student Development and Services
- STAR (Student Transition and Retention)

### **Programs Eligible for Status Quo in 2015-2016**

- Programs which completed comprehensive reports in 2014-2015. This includes Kinesiology and Athletics, Library, and Math and Sciences.
- Programs which completed comprehensive reports in 2012-2013 and completed annual update reports in 2014-2015. This includes CalWORKs and Office for Students with Disabilities.

**EVERYONE**

**Identify which Outcomes and Action Plans guide your resource needs.**

**Comprehensive Program Review Self-Study Report **DRAFT: see 5.2 and 6****

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (\*) were addressed in last year’s program review report. The question numbers do not correspond with the numbers in last year’s report.

Division/Area Name

Year

**Part 1 - Division or Area Overview**

1.1 Briefly describe how the division or area contributes to the district mission.

1.2 Place an “X” by each Institutional Learning Outcome (ILO) supported by the division or area.

- Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

- \_\_ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- \_\_ Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

1.4 Name of person leading this review

1.5 Names of all participants in this review

## **Part 2 - Data Analysis and Use**

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Effectiveness, Research and Planning (DIERP).

### Longitudinal data

- District headcount and FTES
- Division headcount and FTES
- Discipline headcount and FTES
- Number of sections offered by location/distance education
- PT/FT faculty ratio by LHE
- Efficiency (measured as FTES/FTEF)

### Data about student progress

- Student achievement: success, retention, and term to term persistence
- Progression through remedial courses
- Program completion
- Degree/certificate completion rate
- Transfer rates to 4-year institutions
- Licensure exam results
- Job placement/post training

All divisions/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

---

2.1 Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.\*

- 2.2 Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). Comment on trends and how they affect your program.\*
- 2.3 Use the discipline student success data provided by web link. Please note by race, gender, location and modality where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address achievement gaps in success and/or retention in the current academic year.\*
- 2.4 Analyze and summarize trends in student progression through basic skills courses, if applicable. Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.
- 2.5 List degrees and certificates currently offered in the discipline. Discuss improvements in the completion rates of degrees and certificates over the past five years. Also discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions, if applicable. \*
- 2.6 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.  
<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011> \*

### **Part 3 – Outcome Analysis and Use**

- 3.1 Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.\*

### **Part 4 - Stakeholder Assessment**

- 4.1 Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

### **Part 5 - Goals and Objectives**

- 5.1 Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.\*



5.2 List discipline/area goals ~~and objectives~~ related to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements. Discipline/area goals **must be guided by district Strategic Goals** in the Educational Master Plan (EMP). They **must be supported by an outcome ~~action plan~~ or other reason (e.g., health and safety, data analysis, national or professional standards, ~~and/or~~ a requirement or guideline from legislation or an outside agency).**\* (e.g. legislation, Chancellor's Office, accrediting body, professional board).\*

Current (up to three years)

Goal: A specific target

- Guided by district Strategic Goals. *Mark all that apply:*

- 1. Support learning and facilitate student success
- 2. Increase the transfer rate
- 3. Expand and diversify Career Technical Education
- 4. Increase student success in Basic Skills and ESL courses
- 5. Utilize campus resources efficiently and effectively
- 6. Maintain and enhance community partnerships
- 7. Enhance technology's support of the college mission

- Supporting PLO(s), SLO(s), and/or OO(s):

- Other reason(s):

- Action plan(s) or steps needed to achieve the goal:

- ~~• Supporting action plan, data analysis, or other documentation~~

~~Objectives: Significant steps or actions needed to achieve the goal~~

Near Term (three to five years)

Goal: A specific target

- Guided by district Strategic Goals. *Mark all that apply:*

- 1. Support learning and facilitate student success
- 2. Increase the transfer rate
- 3. Expand and diversify Career Technical Education
- 4. Increase student success in Basic Skills and ESL courses
- 5. Utilize campus resources efficiently and effectively
- 6. Maintain and enhance community partnerships
- 7. Enhance technology's support of the college mission

- Supporting PLO(s), SLO(s), and/or OO(s):

- Other reason(s):

- Action plan(s) or steps needed to achieve the goal:

- ~~• Supporting action plan, data analysis, or other documentation~~

~~Objectives: Significant steps or actions needed to achieve the goal~~

Long Term (five to ten years)

Goal: A specific target

- Guided by district Strategic Goals. *Mark all that apply:*
  - 1. Support learning and facilitate student success
  - 2. Increase the transfer rate
  - 3. Expand and diversify Career Technical Education
  - 4. Increase student success in Basic Skills and ESL courses
  - 5. Utilize campus resources efficiently and effectively
  - 6. Maintain and enhance community partnerships
  - 7. Enhance technology's support of the college mission
- Supporting PLO(s), SLO(s), and/or OO(s):
- Other reason(s):
- Action plan(s) or steps needed to achieve the goal:

~~• Supporting action plan, data analysis, or other documentation~~  
~~\_\_\_\_\_ Objectives: Significant steps or actions needed to achieve the goal~~

## Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years) and long term (five to ten years). ~~If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.\*~~

- 6.1 List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.
- 6.2 List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.
- 6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.
- 6.4 List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.
- 6.5 List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

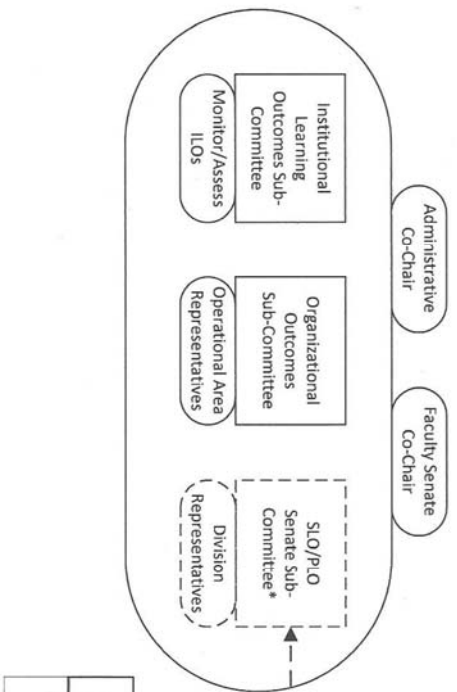
## Part 7 - Recommendations and Comments

- 7.1 List recommended changes to the Educational Master Plan to:
  - Address external issues or mandates such as legislation, industry, and professional standards, etc.
  - Respond to outcome findings.

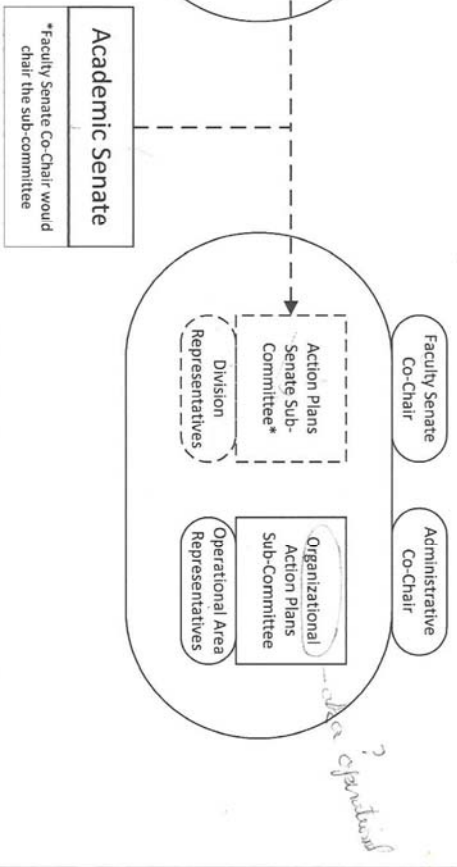
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

Participatory Governance  
Outcomes Committee



Participatory Governance  
Program Review



- SLO/PLO Sub-Committee would be a Senate committee with divisional representation. The faculty co-chair would chair the sub-committee.
- OO Sub-committee would consist primarily of representatives from non-division areas and be chaired by the administrative co-chair (or designee).
- ILO Sub-Committee would consist of faculty, staff, and administration as appropriate.
- Not all sub-committee members would need to be members of the Outcomes Committee, but all members of the Outcomes Committee would be assigned a sub-committee.

- Action Plans Sub-Committee would be a Senate committee with divisional representation. The faculty co-chair would chair the sub-committee.
- OAP Sub-committee would consist primarily of representatives from non-division areas and be chaired by the administrative co-chair (or designee).
- Not all sub-committee members would need to be members of the Outcomes Committee, but all members of the Outcomes Committee would be assigned a sub-committee.

**DRAFT**

All OC reports on OC + PRC