# ANTELOPE VALLEY COLLEGE
## ACADEMIC SENATE MEETING
## March 5, 2009
## 3:00 p.m. – SSV 151

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

1. **CALL TO ORDER AND ROLL CALL**

2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
   a. February 19, 2009 (attachment)

5. **PRESENTATION**
   a. Budget Status – Deborah Wallace
   b. Student Equity & Success Committee Outcomes – Dr. Jill Zimmerman

6. **REPORTS (limited to 5 min. each)**
   a. Honors Program – Karen Lubick
   b. Program Review – Carol Eastin
   c. AP&P – Maria Clinton

7. **ACTION ITEMS**
   a. Graduation Requirement: 2009 – 2010 college Catalog (attachment)
   b. Syllabus Guidelines: "Syllabus handed out the by the first week of classes"
   c. Catalog Rights: 2009 – 2010 College Catalog (attachment)
   d. Administrative Retreat Rights
   e. Faculty Professional Development Committee Terms (attachment)

8. **DISCUSSION ITEMS**
   a. Systematic Program Review Procedure Drafts: Academic Affairs and Student Services (attachment)
   b. Reorganization Divisional Feedback
   c. Hayward Award Picture Display

9. **SENATE ADMINISTRATIVE BUSINESS**

   a. Announcements
      - 2009 Vocational Education Institute – Universal City, CA – March 12 – 14, 2009
      - 2009 Spring Plenary Session – Millbrae, CA - April 16 – 18, 2009
      - 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
      - 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
      - 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009

10. **ADJOURNMENT**

**ANTELOPE VALLEY COLLEGE**
**ACADEMIC SENATE MEETING**
**March 5, 2009**

1. **CALL TO ORDER AND ROLL CALL**
   Ms. Patricia A. Márquez, Senate President, called the meeting to order at 3:02 p.m.

2. **OPEN COMMENTS FROM THE SENATE PRESIDENT**
   - The call for Scholar In Residence and Outstanding Adjunct nominations will be announced campus wide in the upcoming week. The award recipients will be acknowledged at the Faculty Recognition Day on May 20, 2009 from 3:00 p.m. to 5:00 p.m. in SSV 151.
   - The term for Ms. Deborah Charlie, former AP&P Faculty Co-Chair, was set to expire at the end of the Spring semester. Ms. Charlie has served in this leadership position for fifteen years, and in efforts to acknowledge her dedication as a faculty leader at Antelope Valley College, we would like to present her with a certificate of appreciation.
   - Ms. Márquez provided clarification regarding the significance of a Counselor's signature on an add slip. A counselor's signature on a add slip is a simple acknowledgement that a student meets required prerequisite and/or the student is authorized to repeat a course. She stated that a counselor cannot add a student into a course.
   - Eight (8) disciplines on the Discipline's List are going to be taken to the Spring Plenary Session as an action item for revision. If the proposed revisions are approved, they will be forwarded to the Board of Governors.
   - The Board of Governors is discussing revising the current format of the Discipline's List to add another category, which includes specific disciplines with specific experience to meet Minimum Qualifications.
   - The call for Subject Area Award nominees was distributed to faculty. Faculty are encouraged to nominate students that demonstrate excellence in courses.
   - The Prerequisite memo that was distributed earlier in the week was redistributed.
   - The Student Handbook is currently being formatted for the 2009 – 2010 academic year. As the handbook is in the development stage, Ms. Márquez requested any faculty wishing to provide input in the design or format to please submit feedback by early April. A final draft will be sent to the printer in May.
   - At a recent Matriculation Committee meeting, Dr. Roslyn Hayley suggested moving to an electronic submission of the Prerequisite Challenge process. Ms. Márquez stated prior to moving forward on implementing an electronic submission Prerequisite Challenge process, the idea needs to be discussed at the divisional meeting to obtain further input. Senators were encouraged to share this information with division faculty.

3. **OPEN COMMENTS FROM THE PUBLIC**
   None

4. **APPROVAL OF MINUTES**
   a. **February 19, 2009 (attachment)**
      A motion was made and seconded to approve the February 19, 2009 Academic Senate Meeting minutes. Motion carried.

5. **PRESENTATION**
   a. **Budget Status – Deborah Wallace**
   Ms. Deborah Wallace provided a brief overview of the district's budget status. She reported the district surpassed the 3% growth goal with 12,600 FTES (actual student head count for

the spring semester is approximately 15,700). The campus is diligently working on maximizing fill rates and planning for the future. Unfortunately, the district will receive less than half of the total growth apportionment of 6.6 million. In addition, an adjustment was made to the current budget by nine hundred twenty-eight thousand ($928,000) dollars to offset low state revenues. In anticipation of a difficult fiscal year, the district was able to mitigate some expenses (approx. 2.3 million) by freezing positions. The campus community is collectively responding to the need to serve more students and layoffs are not anticipated for the balance of this fiscal year. Ms. Diana Keelen, Director of Business Services, has been meeting with Division Deans in order to identify accurate operational costs and maximize budgets. Business Services staff has been instructed to ensure budgeted monies are available for submitted purchase requisitions and purchase requisitions submitted with budget lines with no funds available will be returned. Ms. Sharon Lowry, Vice President of Academic Affairs, is working with Division Deans to review program budgets and determine where program expenses can be reduced. The previously approved Cost of Living expense has been eliminated as a budgeted item, to reduce overall state expenses. The worse case fiscal scenario for the 2008 – 2009 budget year at AVC is the district may report deficit spending.

**b. Student Equity & Success Committee Outcomes – Dr. Jill Zimmerman**
This presentation item was postponed until the March 19, 2009 Senate Meeting.

**6. REPORTS (limited to 5 min. each)**

**a. Honors Program – Karen Lubick**
Ms. Karen Lubick congratulated Shunnon Thomas for being selected as the 2009 Phi-Theta Kappa All-California Academic Team. Twenty-four (24) Honors Program students hope to attend the upcoming spring Honors Conference. There is some concern with travel expenses, since all travel requests have been frozen except for certification/licensing purposes. Ms. Lubick is currently researching funding availability. Ms. Susan Knapp completed the Transfer Alliance Certification process. Ms. Lubick extended her gratitude to Ms. Knapp for completing UC/CSU certifications by stipulated deadlines. The Honors Committee has been working on facilitating alternative measures for students to meet program requirements, without making major alterations to the program as a whole. One of the main selling points of the program is the ability to enroll in Honors courses that are limited to fifteen students, which facilitates greater personal interaction between students and instructors. In efforts to address the current budget crisis and increase program opportunity, the committee has decided to increase course sizes to twenty students and implemented a standardized campus wide Honors Option. The new Honors Option will broaden course opportunities for Honors students and provide students with the availability to complete two of the six required courses with courses of their choice. Honors students using the Honors Option opportunity will have to discuss their desire to take a course as an Honors Option with course faculty members, complete the Honors Option form, and submit completed forms to the Honors Program Coordinator, Ms. Karen Lubick, for documentation purposes. The call for Subject Area Award nominees has been distributed campus wide earlier than in previous years to facilitate more time for faculty to nominate students. Faculty are encouraged to nominate outstanding academic achieving students in specific disciplines. Selected students will be acknowledged at the upcoming Honors Convocation ceremony in May.

**b. Program Review – Carol Eastin**
Ms. Carol Eastin stated the Senate Packet included the two drafts of the four-year Program Review procedures. The drafts are essentially the same. Each procedure identifies the specific Vice Presidents for specific areas of Student Services or Academic Affairs. The Student Services procedure stipulates one member of the peer review team is a Classified or

Confidential Management representative. Finally, the term "if applicable" has been included after Area 3 – Curriculum in the Student Services Program Review Procedure. The major differences between the current procedure and the four-year cycle are:

- Shorter self-study report addressing twenty-eight (28) points instead of the current forty-eight (48). Self-study report will be shorter and will be limited to thirty (30) pages.
- The four-year cycle will require brief annual reports addressing twelve (12) points and will be limited to fifteen (15) pages.
- The established timelines will be altered to be analogous to the Strategic Planning and Budget Council (SPBC) planning. Self-studies will be due October 31st of each year and self-study review will be completed in January for use in SPBC planning.

Ms. Eastin stated procedure modification are in response to Accreditation requirements to move to a four-year program review cycle, increase use of data analysis, use Student Learning Outcomes and Program Learning Outcomes in planning, and provide evidence on student achievement and student learning. The process of four-year comprehensive reports will remain the same as the current process, but will facilitate an opportunity for peer review findings report to be streamlined.

**c. AP&P – Maria Clinton**

Ms. Maria Clinton reported the following business has been approved by AP&P and will go forward to the Board of Trustees for approval:

- The revision of six (6) certificates in Digital Media (awaiting one final course and the supplemental learning assistance lab, when packet is complete, it will be forwarded for Board approval).
- Six (6) General Education Diploma (GED): Non-credit Certificates of Completion
    1) Introductory Basic Math
    2) Critical Thinking Skills
    3) Introductory Language Skills
    4) Certificate in Writing Proficiency for the GED
    5) Certificate in Math Proficiency for the GED
    6) Certificate of Competency in Liberal Arts for the GED
- The "pending" language will be removed from the catalog for the following certificates/degrees:
    1) Commercial Music, Level I – General Certificate
    2) Commercial Music, Level II – Performance Specialty Certificate
    3) Commercial Music, Level II Music Arranging – has been deleted
    4) Electronics Technology Certificate
    5) Low-Unit Wildland Fire Tech Certificate
    6) Associate in Arts Music Degree
- Degrees/Certificates for Business, Computer Studies, and Economic Development Division following Title 5 and listing electives as required:
    1) General Business Certificate and Degree
    2) Computer Information Science Certificate and Degree
    3) Computer Applications Certificate and Degree
    4) Computer Networking Multi-Platform Certificate and Degree
    5) Computer Software Developer Certificate and Degree
    6) Small Business Management Certificate and Degree
    7) Administrative Medical Assistant Certificate and Degree
    8) Marketing Certificate and Degree

7. **ACTION ITEMS**

a. **Graduation Requirement: 2009 – 2010 College Catalog (attachment)**
A motion was made and seconded to approve the graduation requirement of the eligibility for College Level Reading (AVC assessment) or completion of Read 099 with a satisfactory grade of "C" or "P" (pass) effective 2009 – 2010 academic year. Motion carried.

b. **Syllabus Guidelines: "Syllabus handed out by the first week of classes"**
A motion was made and seconded to approve the syllabus guidelines requiring course syllabi is required to be distributed by the first week of classes. Motion carried.

c. **Catalog Rights: 2009 – 2010 College Catalog (attachment)**
A motion was made and seconded to approve revising catalog rights language effective 2009 – 2010. The language will read: "A student will lose catalog rights if there is no course notation (GRADE, W, I, Pass/No Pass, RD) on the transcript for two consecutive, regular (fall/spring) semesters." A brief discussion ensued and Ms. Márquez provided rationale behind the need in language revision. Motion carried.

d. **Administrative Retreat Rights**
A motion was made and seconded to approve the revisions made to the Administrative Retreat Rights. Motion carried.

e. **Faculty Professional Development Committee Terms (attachment)**
A motion was made and seconded to approve the Faculty Professional Development term realignment. Motion carried.

8. **DISCUSSION ITEMS**

a. **Systematic Program Review Procedure Drafts: Academic Affairs and Student Services (attachment)**
Ms. Carol Eastin presented the Systematic program Review Procedure drafts to the Senate and requested for Senators to take the new procedure to division faculty for feedback. The new procedure process is in response to the Accreditation Commission recommendation to move to a four-year data driven process. In attempt to have the process approved by the end of the spring semester, Senators were requested to engage in discussion with division faculty and present all feedback at the April 2, 2009 Senate meeting. This procedure revision must be presented at an upcoming Mutual Agreement Council (MAC) meeting for discussion and then approved by the Senate at the May 7, 2009 meeting. Ms. Eastin detailed the changes during her report and stated the drafts can be posted to the Program Review public website and will be distributed electronically to each Senator for distribution to division faculty.

b. **Reorganization Division Feedback**
Ms. Márquez reported faculty expressed they were uncertain with what is expected of them in terms of the reorganization discussion. Some Senators expressed they were under the impression that no matter what was presented by faculty, the reorganization was already decided. Ms. Márquez reported that definitive decisions regarding reorganization have not been made and this is an opportunity for faculty to have input on the campus reorgainzation. Dr. Fisher will be distributing a campus wide memo with instructions and timelines. For the time being, faculty are encouraged to brainstorm reorganization structures. The College Coordinating Council must have reorganization recommendations by April 15, 2009, therefore the Senate recommendation needs to be approved no later than the April 2, 2009 Senate Meeting. Ms. Heidi Preschler stated this is an opportunity to take a good look at how to better serve students and take a fresh look at what makes sense in terms of organization.

**Technical Education Division** – division faculty did not discuss a campus wide reorganization structure, but instead discussed it based exclusively as a division. They were in consensus to accept the Criminal Justice discipline, but otherwise remain the same.
**Social and Behavioral Sciences Division** – division faculty did not discuss a campus wide reorganization structure. They are having difficulties in getting faculty to agree to taking on the role and responsibilities of a Faculty Chair. Division Senators will acquire more feedback from division faculty to present at the next Senate meeting.
**Health Sciences Division** – division faculty engaged in lengthy discussions regarding the campus wide reorganization structure. The division feedback was not available for discussion but will be forwarded to the Senate Office for distribution prior to the next Senate meeting.
**Business, Computer Studies, and Economic Development Division** – the division has three (3) campus wide proposals and has engaged in several divisional discussions regarding reorganization possibilities. Donna reported she would have Mr. Ed Beyer forward campus wide proposals via email prior to the next Senate meeting.
**Instructional Resources and Extended Services Division** – the division has one campus wide recommendation and several divisional recommendations. The Learning Center faculty would like to see this area returned to Student Services and the Library and Instructional Media Center want to remain as an area of Academic Affairs.
**Math, Science, and Engineering Division** – division faculty did not engage in campus wide reorganization discussions, but merely focused on current reorganization structure of the division with Chairs. Division Senators will acquire more feedback from division faculty to present at the next Senate meeting.
**Adjunct Representative -** no feedback had been obtained, but will provide feedback at the next Senate meeting.
**Visual and Performing Arts Division** – division faculty will be meeting with President, Dr. Jackie Fisher, and Vice President of Academic Affairs, Sharon Lowry, to discuss the need to have a Dean over the division. Division Senators will acquire feedback from division faculty and present the outcome of their discussions at the next Senate meeting.
**Language Arts** – division faculty have discussed the reorganization, but will have to report feedback at the next meeting as they are also engaging in discussions with President, Dr. Jackie Fisher, and Vice President of Academic Affairs, Sharon Lowry. The division is currently struggling with implementing the Chair structure and the overall fundamental feeling of division faculty is that feedback will not be considered.
**Counseling Division** – there was a sense of uncertainty of the reasoning behind the reorganization. Division Senators will acquire additional feedback to present at the next Senate meeting.
**Physical Education and Athletics Division** – Senators were not in attendance to provide feedback.
**At-Large Representative #1 –** Candace Martin reported she was not clear on the reasoning behind the reorganization and would like to get a greater understanding of the ultimate goal of the reorganization (i.e. workload, funding, leadership, etc.).
**At-Large Representative #2 –** Dorothy Williams distributed a proposed reorganization structure for discussion and stated the idea of having a stable Dean is optimum, but is rare at Antelope Valley College.
**At-Large Representative #3** – Susan Knapp stated it is difficult for faculty to begin brainstorming ideas for reorganization because there is not a clear understanding of what is the driving force necessitating reorganization. Faculty are unaware of the important issues and cannot provide valuable feedback until this information is made public.
Ms. Márquez stated these questions would be addressed in the memo from Dr. Jackie Fisher.

The reorganization will be placed on the next Senate Agenda as a discussion item, to allow for more feedback. Those Senators who acquire feedback prior to the meeting should forward information to the Senate Office for electronic distribution to all Senators.

**c. Hayward Award Picture Display**

Ms. Márquez stated faculty have made comments about the significance of having five (5) AVC faculty selected as Hayward Award recipients. Some have suggested creating a pictorial tribute in the Administration Building of the award recipients, being that this is a Statewide award. Senators were in consensus that a pictorial tribute to the award recipients should be instituted. The Associated Student Organization Representative, Shunnon Thomas, suggested including write ups on each recipient for both Hayward Award and Scholar In Residence to provide students and the community with an opportunity to become more aware of the phenomenal faculty members teaching at AVC. A general tally was taken to determine whether the Senators thought a pictorial tribute should be displayed in the Administration Building or in the Boardroom. Senators came to the consensus that the Boardroom would be a better location. Ms. Márquez stated she would report the outcome of the discussion with Dr. Fisher.

## 9. SENATE ADMINISTRATIVE BUSINESS

None

## 10. ADJOURNMENT

A motion was made and seconded to adjourn the March 5, 2009 Academic Senate meeting at 4:26 p.m. Motion carried.

| MEMBERS PRESENT | | |
|---|---|---|
| Carolyn Burrell | Susan Lowry | Sandra Robinson |
| Debra Feickert | Patricia A. Márquez | Kenan Shahla |
| Claude Gratton | Candace Martin | Steve Sodergren |
| Lee Grishman | Ty Mettler | Sal Suarez |
| Jack Halliday | Donna Meyer (proxy) | Shunnon Thomas |
| Sandra Hughes | Berkeley Price | Alex Webster |
| Susan Knapp | Harish Rao | Dorothy Williams |

| GUEST PRESENT | MEMBERS ABSENT | |
|---|---|---|
| Maria Clinton | Ed Beyer | Kathy Moore |
| Carol Eastin | Frank Blua | John Taylor |
| Karen Lubick | Lisa Karlstein-Francey | |
| Heidi Preschler | | |
| Deborah Wallace | | |

## Graduation Requirements: Effective 2009-2010 College Catalog

Eligibility for College Level Read (AVC assessment) or Completion of Read 099 with a satisfactory grade of "C" or "P" (Pass)

Replaces

Eligibility for Read 099 (AVC assessment) or Completion of Read 097 with a minimum grade of "C"

## Catalog Rights: Effective 2009-2010 College Catalog

A student will lose catalog rights if there is no course notation (GRADE, W, I, Pass/No Pass, RD) on the transcript for two consecutive, regular (fall/spring) semesters.

Replaces

Continuous attendance is defined as attendance in at least one regular semester (fall or spring) in each calendar year.

Faculty Professional Development Committee
Term Alignment Recommendation

The Faculty Professional Development Committee recommends staggering terms of committee representatives in order to maintain consistency with committee goals and expectations.

Currently, there are ten (10) faculty positions serving two (2) year terms. At the end of the spring 2009 semester eight (8) positions will meet their term limits. It is the recommendation of the committee to allow staggering of the positions in order to maintain a minimum of ¾ membership in any given academic year and allow consistency of committee work/business.

Allow current committee member serving a two (2) year term to serve out term.
2 positions will initially serve a one (1) year term and then move into serving three (3) year terms.

3 positions will initially serve a two (2) year term and then move into serving three (3) year terms.

4 positions move directly into serving three (3) year terms.

| Academic Year | 2009 – 2010 | 2010 – 2011 | 2011 - 2012 |
|---|---|---|---|
| Faculty Positions | Term | Term Expiration | 3 Year Term Expiration |
| #1 – existing member | Serve out term | 2010 | 2013 |
| #2 | 1 year | 2010 | 2013 |
| #3 | 1 year | 2010 | 2013 |
| | | | |
| #4 | 2 year | 2011 | 2014 |
| #5 | 2 year | 2011 | 2014 |
| #6 | 2 year | 2011 | 2014 |
| | | | |
| #7 | 3 year | 2012 | 2015 |
| #8 | 3 year | 2012 | 2015 |
| #9 | 3 year | 2012 | 2015 |
| #10 | 3 year | 2012 | 2015 |

# March 5, 2009 DRAFT

## Systematic Program Review Procedures
## Academic Affairs

Antelope Valley College

Approved xxx x, 2009

# Table of Contents

# I. Program Review Process

## *Background Information*

Program review at Antelope Valley College is part of the overall planning and institutional effectiveness process. It is collaborative goal setting and assessment designed to assist faculty, staff, and administrators with continually refining and improving program practices resulting in appropriate improvements in student achievement and learning. Every program and service in the college goes through a systematic self-evaluation process and an institutionally based peer team review.

The primary purpose of program review is to help programs clarify and achieve their goals and to align those goals with strategic planning. The information gathered during this process provides a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations by the Strategic Planning and Budget Council (SPBC). Budget requests to SPBC will only be reviewed if supported by an up-to-date program review report.

Accreditation standards reflect the importance of program review in sustaining continuous quality improvement. Evaluations, Planning, and Improvement, a theme of accreditation emphasized throughout the standards, requires colleges to maintain an ongoing and systematic cycle of evaluation. This planning cycle is accomplished in part by the program review process. Program review permits the college to evaluate, set goals, distribute resources, implement goals, and then re-evaluate.

The program review self-study process aids programs in:

- Strengthening programs through self-improvement and self-determination.
- Generating continuous and ongoing dialogue about how student learning and achievement can be enhanced through program and service improvements.
- Evaluating their contribution to achieving the college mission, vision and Institutional Learning Outcomes (ILOs).

There are two rotating processes in program review with each resulting in the preparation and submission of a self-study report. They are:

- **Comprehensive Program Review**, occurring at least every four years, focuses broadly on the program and improvement of student learning. It should have real impact on program effectiveness and resource allocation decisions. The comprehensive review report builds the foundation for the annual update report. The Program Review Coordinator in consultation with the Academic Senate President, Vice President of Academic Affairs and Academic Affairs deans shall establish the frequency and order in which programs will be reviewed.

- **Annual Program Review Update** asks each program to update its needs for resources and to provide a report on outcomes assessment activities for the prior academic year. Updates are done annually between comprehensive reviews.

### *Guiding Principles*

Program review is utilized by the program to assess the effectiveness of existing programs and create plans to advance student achievement. It is not a process for evaluating individual performance or for program discontinuance.

The following principles should guide the program review process:

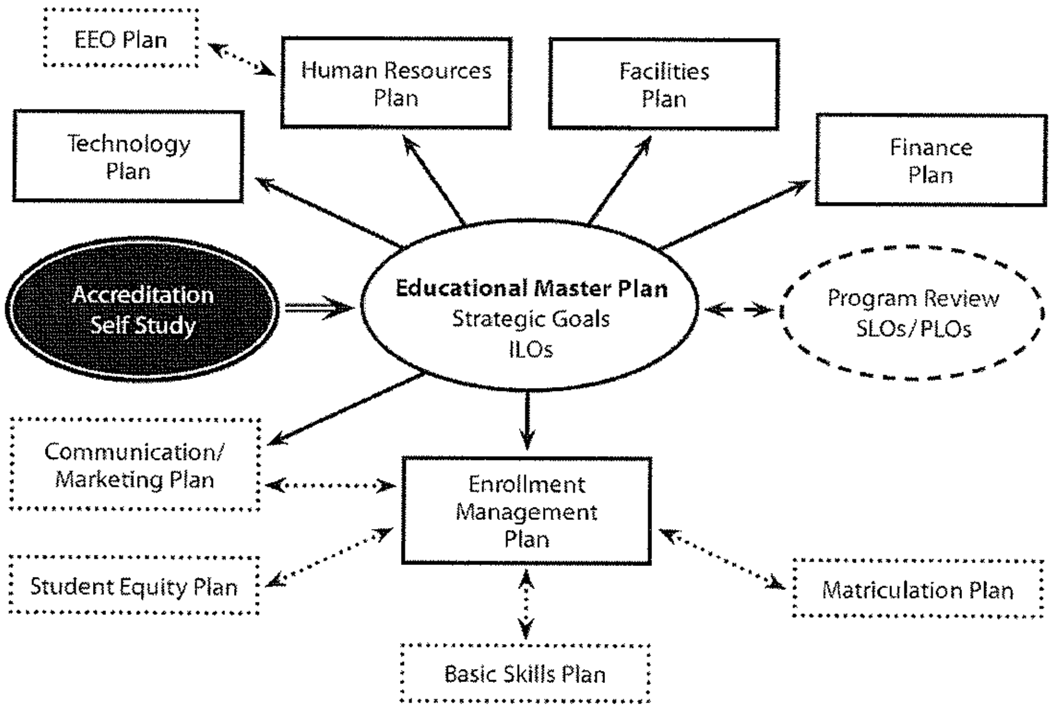
- **Collegiality**: The process should be a faculty/staff-driven, collaborative process guided by a spirit of open and honest inquiry.
- **Relevance**: The process should analyze appropriate data to support resource requests and answer important questions for the program.
- **Practicality**: The self-study report should be as short as possible (30 pages maximum for the comprehensive report and 15 pages maximum for the annual update report, not including attachments).
- **Effectiveness:** The process should result in a clear sense of direction and accomplishment for participants. To facilitate the implementation of plans and the accomplishment of goals, resource needs identified through the self-study process will be linked with ILOs.
- **Timeliness:** The self-study report must be completed and submitted to the Program Review Coordinator within the established timeline.

### *Integration with Outcomes Assessment and Strategic Planning*

**Learning Outcomes Assessment** – In the program review process, programs are asked to develop and/or refine an assessment plan for student learning outcomes (SLOs) and program learning outcomes (PLOs) that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or program(s).

**Planning** – Self-study reports will be made available to the entire college community online. The following flow chart shows the overall linkages between program review and other aspects of planning.

Strategic Planning and Budget Council (SPBC) Documents




## *Self-study Process*

As in the accreditation model, the preparation of the self-study report is viewed as the primary vehicle by which the faculty and staff directly involved in the program under review assume responsibility for assessing and improving program practices. The written self-study report shall include an analysis of student learning and achievement. The program under review identifies specific goals and plans for improvement that support the college mission, vision, ILOs, and Educational Master Plan. Any findings that support a modification of the Educational Master Plan should also be included.

The self-study team shall rely upon quantitative and qualitative data as a basis for preparing and writing the self-study report. Institutional data shall be analyzed. The program may include and analyze data compiled by the program or other sources to aid in evaluating the program. The source of data used to support trends or conclusions shall be identified in the self-study report. If the self-study team takes exception to data provided by the Office of Institutional Research and Planning, this should be noted in the self-study report.

While the dean is ultimately responsible for the presentation of the self-study report, all full time faculty and staff involved in the program shall collaborate and participate in the preparation and review of the document. Adjunct faculty and part time staff will be encouraged to participate in the process. Each program should select program representatives who will provide organizational leadership for completion of the review.

The effort to reach consensus by the dean and faculty/staff of the program, especially on major goals and objectives and action plans, should be viewed as a central feature of the evaluation and planning process. When consensus on a specific issue cannot be reached, the self-study report may reflect the differences, or the dissenting staff member(s) may attach an addendum to the section in question.

Programs conducting self-studies will have support from the Office of Institutional Research and Planning. Each program will provide a list of its courses, majors and certificates to the Office of Institutional Research and Planning.

**Standardized Data Available from the Office of Institutional Research and Planning**

*Data will be sorted by fall/spring for four years.*

The Office of Institutional Research and Planning has standardized the data given to instructional programs at the start of the program review process. The list is larger than what would typically be used for a program review because many of the data elements are correlated. Programs can select the data they feel best measures their particular area. Additional data not included in the standardized data set will be provided upon request. The Accrediting Commission for Community and Junior Colleges (ACCJC) provides specific characteristics of evidence that programs should consider while gathering appropriate data for their respective areas. See Appendix A - ACCJC: Characteristics of Evidence on page 19.

- Demographic data (age, gender and ethnicity)
- Total number of units generated by courses
- Number of units generated by courses for students registered as a specific major
- Number of students who received a specific degree or certificate
- Retention/Attrition rates for courses
- Success rates for courses
- Overall full time to part time instructor ratio for courses

# II. Comprehensive Program Review
## (Four-Year Review)

### *Initial Planning and Training*

As many faculty and staff members of the program as possible should attend the training meeting. The training meeting will:

- Remind programs about ACCJC accreditation standards, the program review process, assessment of SLOs and PLOs, and the role of program review in strategic planning and budgeting.
- Provide an opportunity for the self-study team to dialogue with the Office of Institutional Research and Planning about data provided and needed.
- Provide a discussion of the long range planning analysis from the Educational Master Plan.
- Provide a forum for discussion of any concerns about the process.
- Assist programs in the development of a project plan with timelines and assignment of responsibilities, if needed.

### *Time Frame*

**Spring/Summer**

- Initial planning and training for programs doing comprehensive reviews.
- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.
- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.
- Discuss program review procedures and guidelines within the program.
- Gather any additional information the program deems necessary.
- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.
- Review and analyze the data received from the Office of Institutional Research and Planning.
- Review and finalize SLO assessment report.
- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.
- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.
- Prepare draft report resulting from dialogue within the program.

**September - October**

- Review and finalize the program review self-study report.
- Submit self-study report to the Program Review Coordinator for peer review.

**November - March**

- Peer review team reviews and confirms the self-study report.

**March**

- Program Review Coordinator disseminates the approved self-study and peer review reports to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance. The dean will present the comprehensive self-study report in October to the Program Review Coordinator who will then pass it on to a peer review team for review.

Following review and confirmation of the report by the peer review team, the Program Review Coordinator will forward an electronic copy of the peer review report to the dean. The dean will disseminate the report to the staff within the program being reviewed. Electronic copies of the self-study and peer review reports will be provided to the Vice President of Academic Affairs and SPBC. Copies will also be posted on the Academic Senate Web page and in the Academic Senate Office and Library. SPBC will utilize the reports to make decisions.

*Template for Comprehensive Program Review Report*

# Comprehensive Program Review Report
## Program:
## Academic Year Reviewed:
## Due October 31

**Area 1 Mission**

1.1 State the mission of the program.

1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

**Area 2 History**

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

2.2 Briefly describe the program's activities and services in the past four years.

2.3 Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

**Area 3 Curriculum (3.5 and 3.6 updated annually)**

3.1 Identify degrees and certificates currently offered in the program.

3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

3.5 Are all Course Outlines of Record (CORs) current?

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

**Area 4 Student Support and Development**

4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

**Area 5 Data Analysis and Environmental Scan (Updated annually)**

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

**Area 6 Student and Program Learning Outcomes Assessment (Updated annually)**

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

**Area 7 Collaboration with Other Programs**

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

**Area 8 Outreach Activities**

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

**Area 9 Goals and Objectives (Updated annually)**

List the goals and objectives the program has for the next four years.

Goal: A specific action.
Objectives: Significant steps or actions needed to achieve the goal.
Time Frame: Period of time the goal and objectives will be addresses.
Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

**Area 10 Long Term Resource Planning (Updated annually)**
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.3 Identify funding needed to support student learning.

**Area 11 Recommendations and Comments**

11.1 List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to PLOs and SLOs.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

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

**Area 12 Report to the Board of Trustees**
Prepare a one page synopsis of the program review.

## *Peer Review Guidelines and Procedures for the Comprehensive Report*

As in the accreditation model, the peer team review process calls for peer team members to review the self-study report, examine relevant data, and visit members of the self-study team. Based on studies, "the peer professional is, by definition, the individual best able to appreciate the subtleties and nuances of what he or she encounters". The end result will be a brief written report that confirms what the program is, or seems to be, and what the program could be.

1. Peer Review Team Membership

The peer review team shall be comprised of a dean from a division not being reviewed and three faculty members from division or disciplines whose programs are not under review. The Vice President of Academic Affairs shall appoint the dean and the Academic Senate shall appoint the faculty members with consideration given to cross-instructional representation.

The Program Review Coordinator shall serve as a resource person for the peer review team, monitor the peer review process, and serve as a liaison between the peer review team, the Office of Institutional Research and Planning, Academic Senate, and Vice President of Academic Affairs.

2. Orientation Meeting

Before the self-study is distributed to the peer team, all members of the peer team will meet with the Program Review Coordinator in order to:

1. Discuss the program review process, goals, and objectives. Each component of the program review will be discussed along with guidelines for the peer team's activities, timelines, and roles. The peer review team will recognize the need for confidentiality in fulfilling its duties.
2. Identify the peer review team chair who will be responsible for drafting the team's final report.

3. Organizational Meeting

After members have been given time to review the self-study report, the peer review team will meet with the Program Review Coordinator in order to:

1. Discuss their general reactions to and perceptions of the self-study report.
2. Identify areas that require clarification, verification, or analysis.
3. Assign specific sections of the self-study to individual members for further review.
4. Distribute sample interview questions and discuss the components of effective interview questions keeping in mind the following:
   - Questions should be open-ended requiring more than yes/no answers.
   - Questions should elicit clarification or elaboration of self-study.
   - Questions should not be argumentative or critical.
5. Establish procedures for interviewing faculty, dean, and staff of program under review.
   - Peer team members should arrange to visit members of the self-study team at their offices or classrooms and conduct interviews.
   - The self-study report should be taken on interviews for reference or clarification purposes.

- Written notes should be taken for accuracy.

6. Review timelines for completion of each phase of the review process.

4. Findings Meeting

After individual members have reviewed their assigned sections, investigated their areas, conducted interviews, and written preliminary drafts of their findings, the peer team will meet in order to:

1. Discuss their findings and, if necessary, develop plans for further investigation of areas needing more attention. This might include follow-up visits by members of the peer team to gather more information about a specific area.
2. Submit drafts of their reports to the chair.

5. Draft Report Meeting

Prior to this meeting the chair will have:

1. Reviewed all submitted drafts and written a preliminary report summarizing the findings for each area.
2. Distributed copies to the peer team members.
3. Distributed a copy to the Program Review Coordinator who will review the report to ensure that all areas are completed.

The peer team will meet to discuss, review, and make any necessary revisions. Further revisions may be finalized via campus mail. Additional meetings may be scheduled if needed.

6. Final Report

The peer review chair will then prepare the final version of the peer review report that confirms and acknowledges areas of strengths as well as confirms and supports areas for improvement. The chair will submit the report to the Program Review Coordinator.

7. Disseminating the Peer Team Report

The Program Review Coordinator will forward the peer review report to the dean of the program under review. The dean will disseminate the report to the staff within the program being reviewed. The Program Review Coordinator will post the report on the Academic Senate Web page and provide copies to the Vice President of Academic Affairs, Academic Senate office, Director of Institutional Research and Planning, SPBC and Library.

# Table of Contents

# III. Annual Program Review Update

The Annual Program Review Update is conducted by all programs in each of the three years between comprehensive program reviews. It focuses on select areas of the Comprehensive Program Review, including data analysis and assessment of accomplishments, updating goals and identifying needs. It should be as brief as possible (15 pages maximum) and submitted by October 31 to the Program Review Coordinator.

### *Time Frame*

**Spring/Summer**

- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.
- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.
- Discuss program review procedures and guidelines within the program.
- Gather any additional information the program deems necessary.
- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.
- Review and analyze the data received from the Office of Institutional Research and Planning.
- Review and finalize SLO assessment report.
- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.
- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.
- Prepare draft report resulting from dialogue within the program.

**September -October**

- Review and finalize the program review self-study report.
- Submit self-study report to the Program Review Coordinator for peer review.

**November - March**

- Program Review Committee reviews and approves the self-study report.

**March**

- Program Review Coordinator disseminates the approved self-study report to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance.

The dean will present the self-study report in October to the Program Review Coordinator who will then pass it on to Program Review Committee members for peer review. The committee members will read the report and recommend either full or conditional approval of self-study report. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

Upon full approval of the self-study report, the Program Review Coordinator will forward an electronic copy of the self-study report to the Vice President of Academic

Affairs, Director of Institutional Research and Planning, and SPBC. Copies will be posted on the Academic Senate Web page and placed in the Academic Senate Office and Library.

*Template for Annual Program Review Update Report*

# Annual Program Review Update Report

**Program:**

**Academic Year Reviewed:**

**Due October 31**

**Area 3 Curriculum (3.5 and 3.6 updated annually)**

3.5 Are all Course Outlines of Record (CORs) current?

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

**Area 5 Data Analysis and Environmental Scan (Updated annually)**

5.3 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

5.4 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

**Area 6 Student and Program Learning Outcomes Assessment (Updated annually)**

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

**Area 9 Goals and Objectives (Updated annually)**
List the goals and objectives the program has for the next four years.

Goal: A specific action.

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

Time Frame: Period of time the goal and objectives will be addresses.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

**Area 10 Long Term Resource Planning (Updated annually)**
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.4 Identify funding needed to support student learning.

## *Peer Review Guidelines and Procedures for the Annual Update Report*

The dean will present the annual program review update report in October to the Program Review Coordinator for peer review by the Program Review Committee. The Program Review Committee will be guided by the program review process and objectives.

The Program Review Committee membership should have:

- Program Review Coordinator appointed by the Academic Senate
- SLO Faculty Co-chair appointed by the Academic Senate
- Four faculty representatives appointed by the Academic Senate
- One classified representative appointed by mutual agreement between the Academic Senate and Vice President of Student Services
- One dean appointed by the Vice President of Academic Affairs
- One dean or director appointed by the Vice President of Student Services

Members of the Program Review Committee will examine the program self-study report. They will then meet in order to:

- Discuss their general reactions to and perceptions of the report.
- Identify areas that require clarification, verification, or additional information.
- Recommend either full or conditional approval of comprehensive and annual update reports. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

The Program Review Coordinator shall monitor the peer review process and serve as a liaison between the Program Review Committee, the self-study team, Office of Institutional Research and Planning, Academic Senate, and Vice President of Academic Affairs.

Upon full approval of the annual update report, the Program Review Coordinator will forward an electronic copy of the report to the Vice President of Academic Affairs, Director of Institutional Research and Planning, and Strategic Planning and Budget Council. Copies will also be posted on the Academic Senate Web page and placed in the Academic Senate office and Library. SPBC will utilize the report to make decisions.

# Appendix A
# ACCJC: Characteristics of Evidence

Evidence is the data upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself – it knows what it achieves.

For evidence to be useful, it must have undergone analysis and reflection by the college community. The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.

**Evidence on Student Achievement and Student Learning**

The evidence the institution presents should be about achievements (student movement through the institution) and should include the following:

- Student preparedness for college, including performance on placement tests and/or placement,
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
- Course completion data,
- Retention of students from term to term,
- Student progression to the next course/next level of course,
- Student program (major) completion,
- Student graduation rates,
- Student transfer rates to four-year institutions,
- Student job placement rates,
- Student scores on licensure exams.

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development and dissemination of student learning outcomes,
- Samples of student work/performance (recitals, projects, capstone courses, etc.),
- Summary data on measured student learning outcomes,
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self-evaluation and planning processes,
- Improvement of the teaching/learning process as a result of the above analysis.

Self-study should be only one phase of on-going institutional evaluation, and an evaluating team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just offered up in its raw or unanalyzed form.
- It is integrated and presented in a context of other information about the institution that creates a holistic view of the institution or program.
- It is cumulative and is corroborated by multiple sources of data.
- It is coherent and sound enough to provide guidance for improvement.

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, relationships, ultimately with the effect of improving student learning. Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, but at the same time, it will probably stimulate further inquiry about institutional quality.

Institutions report or store good evidence in many formats, and institutions engaged in self-study or evaluative teams may find good evidence in a number of sources, including institutional data bases; documents such as faculty handbooks, catalogs, student handbooks, policy statements, program review documents, planning documents, minutes of important meetings, syllabi, course outlines, and institutional fact books; from survey results; from assessments of student work on examinations, class assignments, capstone projects, etc; from faculty grading rubrics and analyses of student learning outcomes; and from special institutional research reports.

# March 5, 2009 DRAFT

## Systematic Program Review Procedures
## Student Services

Antelope Valley College

Approved xxx x, 2009

# I. Program Review Process

## *Background Information*

Program review at Antelope Valley College is part of the overall planning and institutional effectiveness process. It is collaborative goal setting and assessment designed to assist faculty, staff, and administrators with continually refining and improving program practices resulting in appropriate improvements in student achievement and learning. Every program and service in the college goes through a systematic self-evaluation process and an institutionally based peer team review.

The primary purpose of program review is to help programs clarify and achieve their goals and to align those goals with strategic planning. The information gathered during this process provides a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations by the Strategic Planning and Budget Council (SPBC). Budget requests to SPBC will only be reviewed if supported by an up-to-date program review report.

Accreditation standards reflect the importance of program review in sustaining continuous quality improvement. Evaluations, Planning, and Improvement, a theme of accreditation emphasized throughout the standards, requires colleges to maintain an ongoing and systematic cycle of evaluation. This planning cycle is accomplished in part by the program review process. Program review permits the college to evaluate, set goals, distribute resources, implement goals, and then re-evaluate.

The program review self-study process aids programs in:

- Strengthening programs through self-improvement and self-determination.
- Generating continuous and ongoing dialogue about how student learning and achievement can be enhanced through program and service improvements.
- Evaluating their contribution to achieving the college mission, vision and Institutional Learning Outcomes (ILOs).

There are two rotating processes in program review with each resulting in the preparation and submission of a self-study report. They are:

- **Comprehensive Program Review**, occurring at least every four years, focuses broadly on the program and improvement of student learning. It should have real impact on program effectiveness and resource allocation decisions. The comprehensive review report builds the foundation for the annual update report. The Program Review Coordinator in consultation with the Academic Senate President, Vice President of Student Services and Student Services deans shall establish the frequency and order in which programs will be reviewed.

- **Annual Program Review Update** asks each program to update its needs for resources and to provide a report on outcomes assessment activities for the prior academic year. Updates are done annually between comprehensive reviews.

## *Guiding Principles*

Program review is utilized by the program to assess the effectiveness of existing programs and create plans to advance student achievement. It is not a process for evaluating individual performance or for program discontinuance.

The following principles should guide the program review process:

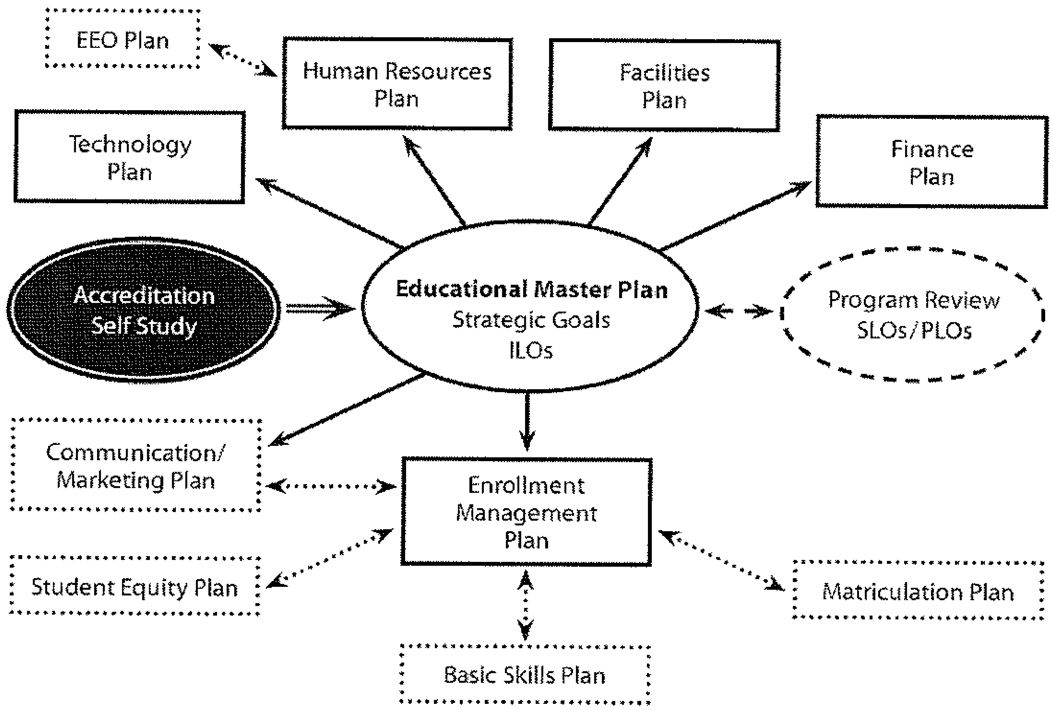
- **Collegiality**: The process should be a faculty/staff-driven, collaborative process guided by a spirit of open and honest inquiry.
- **Relevance**: The process should analyze appropriate data to support resource requests and answer important questions for the program.
- **Practicality**: The self-study report should be as short as possible (30 pages maximum for the comprehensive report and 15 pages maximum for the annual update report, not including attachments).
- **Effectiveness:** The process should result in a clear sense of direction and accomplishment for participants. To facilitate the implementation of plans and the accomplishment of goals, resource needs identified through the self-study process will be linked with ILOs.
- **Timeliness:** The self-study report must be completed and submitted to the Program Review Coordinator within the established timeline.

## *Integration with Outcomes Assessment and Strategic Planning*

**Learning Outcomes Assessment** – In the program review process, programs are asked to develop and/or refine an assessment plan for student learning outcomes (SLOs) and program learning outcomes (PLOs) that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or program(s).

**Planning** – Self-study reports will be made available to the entire college community online. The following flow chart shows the overall linkages between program review and other aspects of planning.

Strategic Planning and Budget Council (SPBC) Documents




## *Self-study Process*

As in the accreditation model, the preparation of the self-study report is viewed as the primary vehicle by which the faculty and staff directly involved in the program under review assume responsibility for assessing and improving program practices. The written self-study report shall include an analysis of student learning and achievement. The program under review identifies specific goals and plans for improvement that support the college mission, vision, ILOs, and Educational Master Plan. Any findings that support a modification of the Educational Master Plan should also be included.

The self-study team shall rely upon quantitative and qualitative data as a basis for preparing and writing the self-study report. Institutional data shall be analyzed. The program may include and analyze data compiled by the program or other sources to aid in evaluating the program. The source of data used to support trends or conclusions shall be identified in the self-study report. If the self-study team takes exception to data provided by the Office of Institutional Research and Planning, this should be noted in the self-study report.

While the dean is ultimately responsible for the presentation of the self-study report, all full time faculty and staff involved in the program shall collaborate and participate in the preparation and review of the document. Adjunct faculty and part time staff will be encouraged to participate in the process. Each program should select program representatives who will provide organizational leadership for completion of the review.

The effort to reach consensus by the dean and faculty/staff of the program, especially on major goals and objectives and action plans, should be viewed as a central feature of the evaluation and planning process. When consensus on a specific issue cannot be reached, the self-study report may reflect the differences, or the dissenting staff member(s) may attach an addendum to the section in question.

Programs conducting self-studies will have support from the Office of Institutional Research and Planning. Each program will provide a list of its courses, majors and certificates to the Office of Institutional Research and Planning.

**Standardized Data Available from the Office of Institutional Research and Planning**

*Data will be sorted by fall/spring for four years.*

The Office of Institutional Research and Planning has standardized the data given to instructional programs at the start of the program review process. The list is larger than what would typically be used for a program review because many of the data elements are correlated. Programs can select the data they feel best measures their particular area. Additional data not included in the standardized data set will be provided upon request. The Accrediting Commission for Community and Junior Colleges (ACCJC) provides specific characteristics of evidence that programs should consider while gathering appropriate data for their respective areas. See Appendix A - ACCJC: Characteristics of Evidence on page 19.

- Demographic data (age, gender and ethnicity)
- Total number of units generated by courses
- Number of units generated by courses for students registered as a specific major
- Number of students who received a specific degree or certificate
- Retention/Attrition rates for courses
- Success rates for courses
- Overall full time to part time instructor ratio for courses

# II. Comprehensive Program Review
## (Four-Year Review)

### *Initial Planning and Training*
As many faculty and staff members of the program as possible should attend the training meeting. The training meeting will:

- Remind programs about ACCJC accreditation standards, the program review process, assessment of SLOs and PLOs, and the role of program review in strategic planning and budgeting.
- Provide an opportunity for the self-study team to dialogue with the Office of Institutional Research and Planning about data provided and needed.
- Provide a discussion of the long range planning analysis from the Educational Master Plan.
- Provide a forum for discussion of any concerns about the process.
- Assist programs in the development of a project plan with timelines and assignment of responsibilities, if needed.

### *Time Frame*
**Spring/Summer**

- Initial planning and training for programs doing comprehensive reviews.
- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.
- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.
- Discuss program review procedures and guidelines within the program.
- Gather any additional information the program deems necessary.
- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.
- Review and analyze the data received from the Office of Institutional Research and Planning.
- Review and finalize SLO assessment report.
- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.
- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.
- Prepare draft report resulting from dialogue within the program.

**September - October**

- Review and finalize the program review self-study report.
- Submit self-study report to the Program Review Coordinator for peer review.

**November - March**

- Peer review team reviews and confirms the self-study report.

**March**

- Program Review Coordinator disseminates the approved self-study and peer review reports to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance. The dean will present the comprehensive self-study report in October to the Program Review Coordinator who will then pass it on to a peer review team for review.

Following review and confirmation of the report by the peer review team, the Program Review Coordinator will forward an electronic copy of the peer review report to the dean. The dean will disseminate the report to the staff within the program being reviewed. Electronic copies of the self-study and peer review reports will be provided to the Vice President of Student Services and SPBC. Copies will also be posted on the Academic Senate Web page and in the Academic Senate Office and Library. SPBC will utilize the reports to make decisions.

***Template for Comprehensive Program Review Report***

## Comprehensive Program Review Report
**Program:**
**Academic Year Reviewed:**
**Due October 31**

**Area 1 Mission**

1.1 State the mission of the program.
1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

**Area 2 History**

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.
2.2 Briefly describe the program's activities and services in the past four years.
2.3 Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

**Area 3 Curriculum (3.5 and 3.6 updated annually)**

3.1 Identify degrees and certificates currently offered in the program.
3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.
3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.
3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?
3.5 Are all Course Outlines of Record (CORs) current?
3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

**Area 4 Student Support and Development**

4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.
4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

**Area 5 Data Analysis and Environmental Scan (Updated annually)**

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider

WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

**Area 6 Student and Program Learning Outcomes Assessment (Updated annually)**

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

**Area 7 Collaboration with Other Programs**

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

**Area 8 Outreach Activities**

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

**Area 9 Goals and Objectives (Updated annually)**

List the goals and objectives the program has for the next four years.

Goal: A specific action.

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

Time Frame: Period of time the goal and objectives will be addresses.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

**Area 10 Long Term Resource Planning (Updated annually)**

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.3 Identify funding needed to support student learning.

**Area 11 Recommendations and Comments**

11.1 List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to PLOs and SLOs.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

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

**Area 12 Report to the Board of Trustees**

Prepare a one page synopsis of the program review.

## ***Peer Review Guidelines and Procedures for the Comprehensive Report***

As in the accreditation model, the peer team review process calls for peer team members to review the self-study report, examine relevant data, and visit members of the self-study team. Based on studies, "the peer professional is, by definition, the individual best able to appreciate the subtleties and nuances of what he or she encounters". The end result will be a brief written report that confirms what the program is, or seems to be, and what the program could be.

1. Peer Review Team Membership

The peer review team shall be comprised of a dean or director from a service area not being reviewed and three other team members from service areas, divisions, or disciplines whose programs are not under review. The three other team members will include at least one faculty and at least one classified or confidential management. The Vice President of Student Services shall appoint the dean or director and the Academic Senate shall appoint the faculty member(s) with consideration given to cross-instructional representation. Classified and confidential management will be appointed by mutual agreement between the Senate and the Vice President of Student Services.

The Program Review Coordinator shall serve as a resource person for the peer review team, monitor the peer review process, and serve as a liaison between the peer review team, the Office of Institutional Research and Planning, Academic Senate, and Vice President of Student Services.

2. Orientation Meeting

Before the self-study is distributed to the peer team, all members of the peer team will meet with the Program Review Coordinator in order to:

1. Discuss the program review process, goals, and objectives. Each component of the program review will be discussed along with guidelines for the peer team's activities, timelines, and roles. The peer review team will recognize the need for confidentiality in fulfilling its duties.
2. Identify the peer review team chair who will be responsible for drafting the team's final report.

3. Organizational Meeting

After members have been given time to review the self-study report, the peer review team will meet with the Program Review Coordinator in order to:

1. Discuss their general reactions to and perceptions of the self-study report.
2. Identify areas that require clarification, verification, or analysis.
3. Assign specific sections of the self-study to individual members for further review.
4. Distribute sample interview questions and discuss the components of effective interview questions keeping in mind the following:
   - Questions should be open-ended requiring more than yes/no answers.
   - Questions should elicit clarification or elaboration of self-study.
   - Questions should not be argumentative or critical.
5. Establish procedures for interviewing faculty, dean, and staff of program under review.

- Peer team members should arrange to visit members of the self-study team at their offices or classrooms and conduct interviews.
- The self-study report should be taken on interviews for reference or clarification purposes.
- Written notes should be taken for accuracy.

6. Review timelines for completion of each phase of the review process.

4. Findings Meeting

After individual members have reviewed their assigned sections, investigated their areas, conducted interviews, and written preliminary drafts of their findings, the peer team will meet in order to:

1. Discuss their findings and, if necessary, develop plans for further investigation of areas needing more attention. This might include follow-up visits by members of the peer team to gather more information about a specific area.
2. Submit drafts of their reports to the chair.

5. Draft Report Meeting

Prior to this meeting the chair will have:

1. Reviewed all submitted drafts and written a preliminary report summarizing the findings for each area.
2. Distributed copies to the peer team members.
3. Distributed a copy to the Program Review Coordinator who will review the report to ensure that all areas are completed.

The peer team will meet to discuss, review, and make any necessary revisions. Further revisions may be finalized via campus mail. Additional meetings may be scheduled if needed.

6. Final Report

The peer review chair will then prepare the final version of the peer review report that confirms and acknowledges areas of strengths as well as confirms and supports areas for improvement. The chair will submit the report to the Program Review Coordinator.

7. Disseminating the Peer Team Report

The Program Review Coordinator will forward the peer review report to the dean of the program under review. The dean will disseminate the report to the staff within the program being reviewed. The Program Review Coordinator will post the report on the Academic Senate Web page and provide copies to the Vice President of Student Services, Academic Senate office, Director of Institutional Research and Planning, SPBC and Library.

## III. Annual Program Review Update

The Annual Program Review Update is conducted by all programs in each of the three years between comprehensive program reviews. It focuses on select areas of the Comprehensive Program Review, including data analysis and assessment of accomplishments, updating goals and identifying needs. It should be as brief as possible (15 pages maximum) and submitted by October 31 to the Program Review Coordinator.

### *Time Frame*

**Spring/Summer**

- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.
- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.
- Discuss program review procedures and guidelines within the program.
- Gather any additional information the program deems necessary.
- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.
- Review and analyze the data received from the Office of Institutional Research and Planning.
- Review and finalize SLO assessment report.
- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.
- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.
- Prepare draft report resulting from dialogue within the program.

**September -October**

- Review and finalize the program review self-study report.
- Submit self-study report to the Program Review Coordinator for peer review.

**November - March**

- Program Review Committee reviews and approves the self-study report.

**March**

- Program Review Coordinator disseminates the approved self-study report to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance.

The dean will present the self-study report in October to the Program Review Coordinator who will then pass it on to Program Review Committee members for peer review. The committee members will read the report and recommend either full or conditional approval of self-study report. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

Upon full approval of the self-study report, the Program Review Coordinator will forward an electronic copy of the self-study report to the Vice President of Student

Services, Director of Institutional Research and Planning, and SPBC. Copies will be posted on the Academic Senate Web page and placed in the Academic Senate Office and Library.

*Template for Annual Program Review Update Report*

# Annual Program Review Update Report
**Program:**
**Academic Year Reviewed:**
**Due October 31**

**Area 3 Curriculum (3.5 and 3.6 updated annually)**

3.5 Are all Course Outlines of Record (CORs) current?

3.6 How does the program ensure that all faculty utilize CORs when designing course syllabi?

**Area 5 Data Analysis and Environmental Scan (Updated annually)**

5.3 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

5.4 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

**Area 6 Student and Program Learning Outcomes Assessment (Updated annually)**

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

**Area 9 Goals and Objectives (Updated annually)**
List the goals and objectives the program has for the next four years.

Goal: A specific action.

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

Time Frame: Period of time the goal and objectives will be addresses.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

**Area 10 Long Term Resource Planning (Updated annually)**
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.4 Identify funding needed to support student learning.

## *Peer Review Guidelines and Procedures for the Annual Update Report*

The dean will present the annual program review update report in October to the Program Review Coordinator for peer review by the Program Review Committee. The Program Review Committee will be guided by the program review process and objectives.

The Program Review Committee membership should have:

- Program Review Coordinator appointed by the Academic Senate
- SLO Faculty Co-chair appointed by the Academic Senate
- Four faculty representatives appointed by the Academic Senate
- One classified representative appointed by mutual agreement between the Academic Senate and Vice President of Student Services
- One dean appointed by the Vice President of Academic Affairs
- One dean or director appointed by the Vice President of Student Services

Members of the Program Review Committee will examine the program self-study report. They will then meet in order to:

- Discuss their general reactions to and perceptions of the report.
- Identify areas that require clarification, verification, or additional information.
- Recommend either full or conditional approval of comprehensive and annual update reports. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

The Program Review Coordinator shall monitor the peer review process and serve as a liaison between the Program Review Committee, the self-study team, Office of Institutional Research and Planning, Academic Senate, and Vice President of Student Services.

Upon full approval of the annual update report, the Program Review Coordinator will forward an electronic copy of the report to the Vice President of Student Services, Director of Institutional Research and Planning, and Strategic Planning and Budget Council. Copies will also be posted on the Academic Senate Web page and placed in the Academic Senate office and Library. SPBC will utilize the report to make decisions.

# Appendix A
# ACCJC: Characteristics of Evidence

Evidence is the data upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself – it knows what it achieves.

For evidence to be useful, it must have undergone analysis and reflection by the college community. The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.

**Evidence on Student Achievement and Student Learning**

The evidence the institution presents should be about achievements (student movement through the institution) and should include the following:

- Student preparedness for college, including performance on placement tests and/or placement,
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
- Course completion data,
- Retention of students from term to term,
- Student progression to the next course/next level of course,
- Student program (major) completion,
- Student graduation rates,
- Student transfer rates to four-year institutions,
- Student job placement rates,
- Student scores on licensure exams.

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development and dissemination of student learning outcomes,
- Samples of student work/performance (recitals, projects, capstone courses, etc.),
- Summary data on measured student learning outcomes,
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self-evaluation and planning processes,
- Improvement of the teaching/learning process as a result of the above analysis.

Self-study should be only one phase of on-going institutional evaluation, and an evaluating team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just offered up in its raw or unanalyzed form.
- It is integrated and presented in a context of other information about the institution that creates a holistic view of the institution or program.
- It is cumulative and is corroborated by multiple sources of data.
- It is coherent and sound enough to provide guidance for improvement.

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, relationships, ultimately with the effect of improving student learning. Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, but at the same time, it will probably stimulate further inquiry about institutional quality.

Institutions report or store good evidence in many formats, and institutions engaged in self-study or evaluative teams may find good evidence in a number of sources, including institutional data bases; documents such as faculty handbooks, catalogs, student handbooks, policy statements, program review documents, planning documents, minutes of important meetings, syllabi, course outlines, and institutional fact books; from survey results; from assessments of student work on examinations, class assignments, capstone projects, etc; from faculty grading rubrics and analyses of student learning outcomes; and from special institutional research reports.