Systematic Program Review Procedures
Academic Affairs

Antelope Valley College

Approved April 16, 2009

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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:

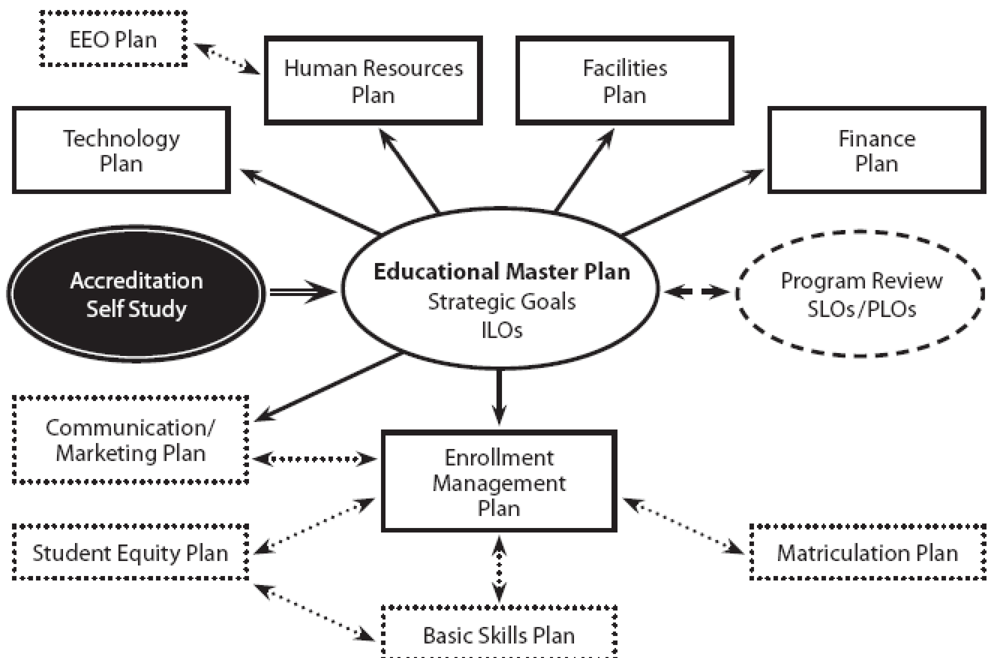
- **Collegiality**: The process should be a faculty/staff-driven, collaborative process guided by a spirit of open and honest inquiry.
- **Relevance**: The process should analyze appropriate data to support resource requests and answer important questions for the program.
- **Practicality**: The self-study 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.

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.
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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?

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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 <u>knows</u> 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.

<u>Evidence on Student Achievement and Student Learning</u>

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.