SYSTEMATIC PROGRAM REVIEW
Non-Instructional Service Area Program Review
(Advancement and Foundation, Business Services, Human Resources, and Information Technology Services)

Rationale

Program Review ensures that every program and service area will experience a systematic evaluation cycle consisting of a self-evaluation process, which includes employee, student, and community evaluation, and an institutionally based peer-team review. The primary purpose is to assess the institutional effectiveness of existing programs and services, maintain and enhance their quality and responsiveness to employee, student, and community needs, identify and create plans for future programs and services development, and provide a foundation for allocating and reallocating resources. The information gathered during this process will provide a basis for cooperative and informed decision making regarding the future of the institution. Program Review is a long-term planning process related to the Mission, Vision, Operational Outcomes, and Institutional Learning Outcomes.

Procedures for Self-Study

1. Each program shall be reviewed at least once within a six-year cycle or more often if determined by program personnel in consultation with the President.

2. The Program Review Coordinator in consultation with the President, Vice Presidents of Business Services and Human Resources and the service area administrators, shall establish the order in which programs will be reviewed over the cycle.

3. The self-study team (i.e., the self-evaluation process and report) shall include the participation of the service area administrator and all full-time employees of the service area under review.

4. The service area administrator and employees shall meet with the President or Vice President of the area, the Program Review Coordinator**,** and the Director of Institutional Research and Planning before beginning the self-study process in order to review the procedures and timeline.

5. The self-study team shall rely upon institutional qualitative and quantitative data as a basis for preparing and writing an evaluation report. Institutional data will be provided to the members of the service areas by the office of the President or Vice President of the area, the Director of Institutional Research and Planning, and the responsible service area administrator. Other appropriate data may also be included as needed. The self-study team shall also include specific reference to employee, student, and community input gathered through program evaluation. The self-study report shall include a comprehensive plan of action and a prioritized list of recommendations agreed upon by the administrator and employees of the service area under review.

6. The self-study report shall be completed and submitted to the President or Vice President of the area and the Program Review Coordinator within one semester. Following the completion of the peer-review process (described in this document as “Procedures for Peer Review”), copies of the self-study and peer-review report will be submitted to the Director of Institutional Research and Planning, and posted to myAVC for employee access. The self-study shall also be forwarded to

the Strategic Planning and Budget Council as a supporting document for the peer-review team report and utilized as assessment for funding prioritization and resource allocations.

Guidelines for Self-Study

As in the accreditation model, the preparation of the self-study report is the primary vehicle by which the employees directly involved in the service area under review assume responsibility for their evaluation and for the development of strategies to improve their service area. Therefore, based on the standards for each of the five self-evaluation areas described in section II of this document, the written self-study document should include a comprehensive description of the strengths and weaknesses of the service area under review and specific goals for improvement and enhancement that are consistent with the Mission, Vision, Operational Outcomes, Institutional Learning Outcomes, and legal requirements. Any evaluation findings that support a modification of the Mission, Vision, Operational Outcomes, and Institutional Learning Outcomes should also be included.

To ensure the effectiveness of the self study, the administrator and employees of the service area being reviewed shall collaborate. The report shall reflect a consensus on the various standards for assessment. The effort to reach such a consensus 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 employee(s) may attach an addendum to the section in question. It is crucial that all self-study team members shall be given adequate time to review and discuss the self-study report before it is forwarded to the President or Vice President of the area. To this end, a schedule of meetings and deadlines shall be established at the beginning of the process, which allows time for review of drafts, suggestions for revision, and a means for arriving at consensus. While the service area administrator is ultimately responsible for the presentation of the self-study report, all employees of the service area shall collaborate and participate in the preparation and review of the report.

Guidelines for Employee, Student, and Community Program Evaluation

The employee, student, and community program evaluation procedure should be designed to solicit employee, student, and community input regarding various aspects of the area under review. The objective is to focus on service area features, not employees. Since service areas vary greatly, the specific content of a surveying instrument may vary, but the self-study team is expected to use some form of survey instrument for obtaining and reporting data and to confer with the Office of Institutional Research and Planning in designing the instrument. As in most evaluation procedures, an anonymous questionnaire-style survey is likely to encourage the most frank responses from employees, students, and the community. The self-study team should determine what information would be helpful in evaluating the service area.

Report Format

The self-study report should be organized into the following sections.

I. Service Area Description
II. Self-Evaluation
III. Planning
IV. Summaries and Recommendations

Each section should include an assessment of the extent to which the programs and services are meeting the standards (described in section II of this document). This assessment should include a brief description and analysis, which attempts to summarize trends and draw conclusions based on the standards. When statistical data is used to support trends or conclusions, the source of that data should be identified in the self-study and the data itself provided to the peer-review team if it is not available from the Office of Institutional Research and Planning. Where appropriate or useful, the college's statistical data should be referenced. If the service area administrator or employees take exception to data provided by the college administration, this should be noted in the self-study report. The questions and comments listed under the standards suggest possible areas of inquiry to be considered in developing the response to each standard.

Please respond to the standards listed below.

Section I. Service Area Description

A. Describe the role of the service area within Antelope Valley College.

- Service Area Mission Statement: must include a description of the service area’s function that relates to the AVC Mission Statement and to the goal of achieving operational outcomes.
- Administrative/support/service area(s)
- Services provided
- Employee, student, and community categories

B. Describe the current service area employees, as follows:

- Name
- Title/Position
- Classification: full-time, part-time, temporary, etc.
- Summarize changes in staffing (past five years)

C. Department Productivity: (past six years or indicate “initial program review”)

- Number and type of transactions per semester; number and categories of recipients
- Summarize productivity trends for past five years

D. Department Revenue: (past six years or indicate “initial program review”)

- Non-FTES Revenue: Specify grant, categorical funding, fundraising, etc.
- Summarize revenue trends for the past five years

E. Department Budget: (past six years or indicate “initial program review”)

- List annual expenditures by the service area as reflected in the standard Business Office year-end reports. Attach prior year’s year-end expenditure report.

Section II. Self-Evaluation

Please describe and evaluate the effectiveness of each item.

A. Employees

1. Employees are actively involved in the selection of full-time and part-time employees.

2. The number of employees, both full-time and part-time, is appropriate for the service area.

3. Employees are actively involved in professional organizations and activities.

4. Employees regularly participate in staff development activities and implement what they learn in the service area.

B. Employee, Student, and Community Relations
Describe employee, student, and community base and evaluate how well the employee, student, and community base is served.

1. The service area schedules activities to meet employee, student, and community needs.

2. The service area communicates efficiently and effectively with employees, students, and the community.

3. The service area interacts effectively with instructional areas and other non-instructional service areas.

4. The service area collects customer satisfaction data and uses it to improve services.

5. The service area interacts effectively with community agencies, organizations, and resources as appropriate.

C. Quality of Service
Define the service standards for the area and describe the area’s effectiveness in providing quality service.

1. The service area contributes effectively to student access, retention, and achievement of learning outcomes.

2. The service area recognizes and responds appropriately to external factors such as regulations, agency reviews, and community needs.

3. The service area effectively assists faculty in the delivery of instruction.

4. The service area identifies areas needing improvement on a regular basis and has adopted a system of correcting problems and improving services.

5. Service area procedures are developed, reviewed, and revised by service area employees.

6. Service area procedures are in written form and are followed by employees.

D. Institutional Support

1. Describe current facilities. What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan? What plans for addressing unmet facility needs or improving space utilization still need to be explored?

2. Describe equipment and other resources used to perform service area functions. What plans for improving, replacing, or repairing equipment are already included in the goals and strategies of the college's Education Master Plan? What plans for improving, replacing, or repairing equipment still need to be explored?

3. Budget allocations to the department are appropriate.

   - Describe the goals and emphasis placed on the use of funds for the service area with reference to the goals and strategies of the college's Education Master Plan.
   - Describe and evaluate funding sources other than those provided by the district, including grants and categorical funding.

4. Technical support is sufficient to implement and maintain technology and software in the service area. (Accreditation Standard IIIC)

5. Appropriate training is available for the use of technology in the service area. (Accreditation Standard IIIC)

6. Appropriate staff development activities are available for the acquisition and expansion of service area employees' knowledge and skills.

E. Service Area Specific Standards: Refer to accreditation standards and to previous sections if appropriate.

1. Describe any particularly successful aspects of the service area as well as any honors, awards, or achievements earned by the service area and/or its employees.

2. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the service area.

Section III. Planning

A. Integration of Educational Master Plan Goals

Accreditation Recommendations: List the most recent accreditation evaluation team's recommendations for the service area and describe the service area's progress in implementing these recommendations.

Accreditation Self-Study Planning Agendas: List the planning agendas related to the service area that were published in the most recent Accreditation Self-Study Report under the Educational Master Plan Goals, and describe the service area's progress in implementing these planning agendas.

1. Existing Service Area Goals: List the existing service area goals/objectives under the Educational Master Plan Goals, and describe the service area's progress in implementing these goals/objectives. Include goals that support student learning and operational outcomes.

B. Identify and describe any important trends in the following areas which effect department goals.

- Changes within the department.
- Changes within the employee, student, and community base served by the area under review.
- Changes within the organizational structure and direction of the institution.
- Changes in federal or state laws that have an effect on department functions.

C. Describe the goals for the department with reference to the goals and strategies of the college's Education Master Plan. Include both short-term (3-5 years) and long-term (10 year vision) objectives.

D. Describe the resources needed to maintain and improve service quality and to reach the service area's goals and objectives. For each item provide detail equivalent to that required for budget augmentation requests, for example, hours for part-time employees, amount of overtime, cost of remodeling.

1. Short Term (3-5 years):

    - Permanent positions
    - Temporary employees
    - Supplies, mileage, contracts, etc.
    - Technology/equipment/furniture
    - Remodeling of facilities
    - Overtime
    - Software
    - Other

2. Long Term (10 year vision):

    - Permanent positions
    - Temporary employees
    - Supplies, mileage, contracts, etc.
    - Technology/equipment/furniture
    - Remodeling of facilities
    - Overtime
    - Software
    - Other

Section IV. Summaries and Recommendations

For Sections I - III of the self-study, provide the following information and relate its impact to the Vision and Operational Outcomes.

A. A summary of the findings and their significance.

B. A list of major recommendations which include:

- A plan of action for implementation of goals and objectives for improvement or enhancement of the service area and associated costs.
- Expected outcomes of goals and objectives.
- A reasonable timeline for attainment of goals and objectives.

C. A list of recommended changes in the Educational Master Plan, Facilities Plan or the Vision and Operational Outcomes.

The Vision and Operational Outcomes, Educational Master Plan and Facilities Plan for the area under review should be reviewed and revised to: (1) meet employee, student, and community needs, (2) respond to institutional priorities, (3) adequately reflect changes in the area's professional disciplines as well as changes in operational or educational methodology and technology, (4) address external mandates such as state requirements, industry and professional standards, etc.

Procedures for Peer-Review

1. The peer-review team shall be comprised of a service area administrator from a service area not being reviewed and three other team members. The three other team members will be comprised of one faculty, two classified or confidential management employees outside the area being reviewed. The President or a Vice President shall appoint the service area administrator and the Academic Senate shall appoint the faculty member. Classified and confidential management members will be appointed by their respective groups.

   The peer-review team chair will be responsible for drafting the peer team's report and will be appointed by mutual agreement between the President or Vice President of the area. The Program Review Coordinator shall serve as a resource person for the peer team, monitor the peer-review process, and serve as a liaison between the peer team, the Director of Institutional Research and Planning, and the President or Vice President of the service area under review.

2. The peer team shall meet with the Program Review Coordinator**,** Director of Institutional Research and Planning, and the President or Vice President of the area before beginning the review process in order to discuss procedures, review timelines and clarify roles. The peer-review team will recognize the need for confidentiality in fulfilling its duties until the completion of the peer-review process, at which time only the written report will be made public.

3. The peer-review team**,** the Program Review Coordinator, the President or Vice President, and the Director of Institutional Research and Planning shall read and discuss the self-study report to identify and investigate areas that require clarification or verification, gather information, and establish methods and questions for use in interviewing the employees of the service area under review.

4. The peer-review team will complete written report within one complete semester which confirms and acknowledges areas of strengths as well as confirms and supports areas for improvement. Before finalized, the report will be reviewed by the service area under review, the President or Vice President and the Program Review Coordinator for completeness.

5. The peer-review team chair will forward the final version of the peer-review report to the Program Review Coordinator. The Program Review Coordinator will post the report to the public web site

and forward the peer-review report to the President or Vice President, the service area administrator for the area under review, the Director of Institutional Research and Planning, and the Library.

6. The President or Vice President will write an Executive Summary Report which will be forwarded to the Strategic Planning and Budget Council and the Board of Trustees.

Guidelines for Peer Team

As in the accreditation model, the peer review process calls for the members to review the self-study report, examine any 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 descriptive and analytical written report which confirms what the service area is, or seems to be, and what the service area could be.

Orientation Meeting
Before the self-study report is distributed to the peer team, all members of all peer team will meet with the President or Vice President**,** Program Review Coordinator**,** and the Director of Institutional Research and Planning as needed in order to discuss the program review process, goals, and objectives. Each section of the program review will be discussed along with some guidelines for the peer team's activities.

Organizational Meeting
After members have been given time to review the self-study, the peer team will meet with the President or Vice President, the Program Review Coordinator, and the Director of Institutional Research and Planning in order to:

1. Discuss their general reactions to and perceptions of the self-study report.

2. Request clarification of any institutional research or additional data.

3. Assign specific sections of the self-study to individual members for further review.

4. Determine the type and scope of data that needs to be collected.

5 . 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

6. Establish procedures for interviewing the administrator and employees of the service area under review:
-Peer team members should arrange to visit members of the self-study team at their offices and conduct interviews
-The self-study report should be taken to interviews for reference or clarification purposes –Written notes should be taken for accuracy

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

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 report to the chair.

Draft Report Meeting

Prior to this meeting, the chair will have reviewed all submitted drafts and written a preliminary report summarizing the findings section by section. The President or Vice President will have reviewed the draft and corrected any "errors of fact." The chair will then post the draft report to a restricted group in myAVC for access by the peer team members. After the individual members have had time to review the draft, the peer team will meet in order to discuss, review, and make any necessary and substantive revisions.

Further revisions may be finalized via the restricted group in myAVC. Additional meetings may be scheduled, if needed.

Final Report

The chair will then prepare the final report and submit copies to the President or Vice President and the Program Review Coordinator.

Appeal Procedure

The Program Review Coordinator will forward the peer-review report to the service area administrator for dissemination to the service area employees. If the self-study team has specific concerns after reviewing the peer team report, they may request a meeting with the peer team chair, President or Vice President of the area, and the Program Review Coordinator after submitting a document citing these concerns to the Program Review Coordinator. If any changes in the report are made, these will be pointed out to the peer team members in writing.

Disseminating the Peer Team Report

The Program Review Coordinator will forward the peer-review report to the President or Vice President and service area administrator. The service area administrator will disseminate the report to the service area employees. The Program Review Coordinator will post the report on the public web site and provide copies to the Director of Institutional Research and Planning, and the Library. The President or Vice President will write an Executive Summary Report which will be forwarded to the Strategic Planning and Budget Council where it will be utilized as support for funding prioritization and resource allocations.

Procedures for Reporting to the Board of Trustees

The President or Vice President will write an Executive Summary which will be forwarded to the Board of Trustees as an Information Item.