Antelope Valley College
Program Review Handbook

Revised: August 15, 2019

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1) Program Review Process

a. *Background Information*

At Antelope Valley College, Program Review 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 outcome findings and student achievement. Every program and service in the district undergoes an annual systematic self-evaluation process and institutionally based peer review.

The primary purpose of program review is to provide ongoing assessment of institutional advancements in effectiveness. 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 Committee. Budget requests to the Budget Committee 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 district 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 outcome findings and student achievement can be enhanced through program and service improvements.
- Evaluating their contribution to achieving the college mission, vision and Institutional Learning Outcome findings (ILOs).
- Helping programs clarify goals and align them with the Educational Master Plan (EMP).

There are two rotating processes in program review with each resulting in the preparation and submission of a Program Review report. They are the Comprehensive Program Review, which is done once every four years (Year 1) and Annual Update Program Review, which is done in the three years between the Comprehensive Program Review (Year 2, 3, 4).
- Comprehensive Program Review and Annual Update Program Review: Both focus broadly on the program and improvement of outcome findings and student achievement. The process is intended to cause reflection and have real impact on program effectiveness and resource allocation decisions. The Program Review Co-Chairs in consultation with the Academic Senate President, Vice President of Academic Affairs and Vice President of Student Services shall determine the frequency and order in which programs will be reviewed.

- Peer Review Process: While both the Comprehensive Program Review and the Annual Update Program Review currently utilize the same Program Review template, the difference between the two is in the Peer Review process and the feedback provided. Both the comprehensive and

annual update reports will be examined by members of the Program Review Committee, however only Comprehensive Reports will be provided with formal feedback. Annual Update reports may receive informal comments. Feedback is intended to help the area improve their programs, planning, reflection on their data, and report writing in the future.

b. *Guiding Principles*

Program review is utilized by the program to assess its effectiveness and create plans to improve outcome findings and 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 answer important questions for the program, support planning and identify resource needs.
- **Practicality**: The self-study report should be as short as possible.
- **Effectiveness:** The process should result in a clear sense of direction and accomplishment for participants. Program goals and resource needs identified through the self-study process should be linked to district Strategic Goals.
- **Timeliness:** A self-study report must be completed and submitted to the Program Review Faculty Co-Chair annually by March 31.
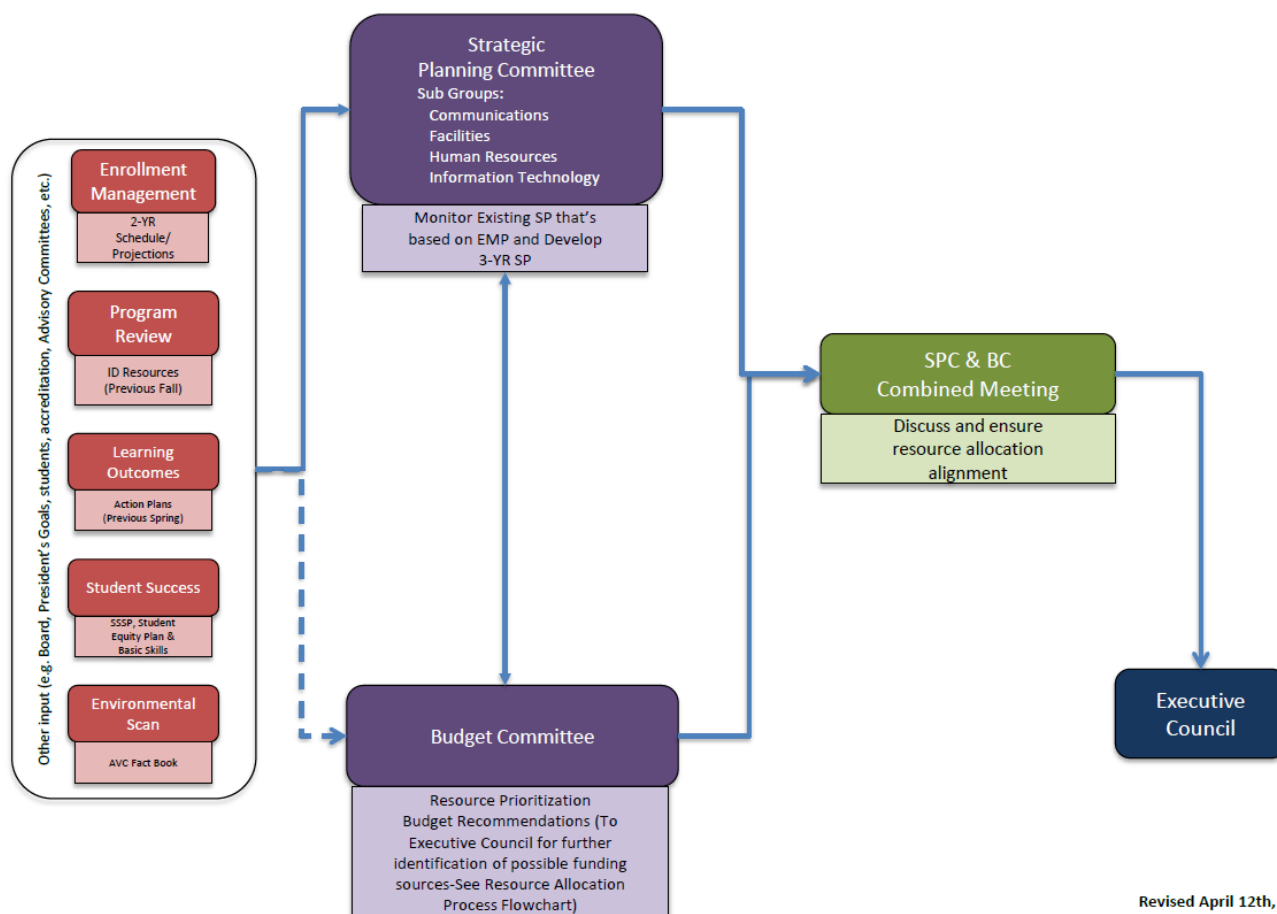

c. *Integration with Outcome Findings and Action Plans*

Outcomes and Action Plans – Programs are asked in the program review process to analyze assessment results for student learning outcome findings (SLOs), program learning outcome findings (PLOs) and operational outcome findings (OOs) as well as Action Plans, which are derived from the faculty/staff analyzing the Outcomes (for more information see Outcomes Committee Handbook under Action Plans). The program review report helps to connect the process of gathering outcomes findings, analyzing those findings and then writing Action Plans to the planning for the program. These Outcomes Actions Plans are often closely related to Program Review Goals and help the faculty/staff reflect on what resources they may need to drive student-centered improvement.

d. *Integration with Strategic Planning*

The information gathered during the program review process supports informed planning by faculty, staff, and administration regarding the future of the institution and resource allocations. Ongoing program assessment creates a culture of informed decision-making and quality improvement. Program Review reports will be made available to the entire community online. The following flow chart shows the overall linkages between program review and other aspects of district planning.

Strategic Planning Committee (SPC) and Budget Committee (BC)

Strategic Planning Committee
Sub Groups:
- Communications
- Facilities
- Human Resources
- Information Technology

Monitor Existing SP that's based on EMP and Develop 3-YR SP

Other input (e.g. Board, President's Goals, students, accreditation, Advisory Committees, etc.)

Enrollment Management
2-YR Schedule/Projections

Program Review
ID Resources (Previous Fall)

Learning Outcomes
Action Plans (Previous Spring)

Student Success
SSSP, Student Equity Plan & Basic Skills

Environmental Scan
AVC Fact Book

SPC & BC Combined Meeting
Discuss and ensure resource allocation alignment

Budget Committee
Resource Prioritization Budget Recommendations (To Executive Council for further identification of possible funding sources-See Resource Allocation Process Flowchart)

Executive Council

Revised April 12th, 2017

e. *Self-study Process*

As in the accreditation model, the preparation of the Program Review 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 outcome findings. Academic programs will also examine student achievement. The program 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 writer(s) 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 writer(s) takes exception to data provided by the Department of Institutional Effectiveness, Research, and Planning, this should be noted in the self-study report.

While the program administrator 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; Chairs oversee the work in academic divisions. The effort to reach consensus by the program administrator and staff of the program, especially on major goals and objectives, should be viewed as a central feature of the evaluation and planning process.

Programs will have support from the Department of Institutional Effectiveness, Research, and Planning. Data will be provided for academic disciplines and will be made available through the Program Review webpage. Additional data not included in the standard data set may be requested from the Institutional Effectiveness, Research, and Planning webpage.

2) Writing the Program Review Self-study Report

a. *Initial Planning and Training*
The Program Review Committee will provide general training and workshops to the campus community, as well as training and workshops for specific divisions and/or departments. Directors, Deans and Department Chairs should help coordinate training, planning and organization of the Program Review reports for their areas. As many faculty and staff should attend training / workshops as possible, in order to make the Program Review process a collaborative effort.

b. *Timeline*
  - ➢ Fall
    - Discuss program review procedures and guidelines within the program.
    - Develop detailed task list and timeline which allows adequate time to write, review, discuss, and revise drafts.
    - Write SLO, PLO and OO Action Plans in response to Outcomes data gathered in prior academic year.
    - Gather any additional information the program deems necessary, such as student surveys, stakeholder feedback, and other external information.
    - Review and analyze Institutional data provided for Program Review.
    - Request additional data, if needed, from the Department of Institutional Effectiveness, Research and Planning at least 30 days before needed.
  - ➢ January - March
    - Engage in dialogue about outcomes findings and their connection to college ILOs and Strategic Goals. Review Outcomes Action Plans written in Fall.
    - Review prior program review reports and peer review feedback.
    - Prepare draft of program review self-study report.
    - Share and discuss draft report, make revisions.
    - Review and finalize the program review self-study report.
    - The program administrator emails the report to the Faculty Program Review Co-Chair by March 31 for peer review by the Program Review Committee.
  - ➢ April - June
    - Each comprehensive program review self-study report will be read by a peer review team, made up of members of the Program Review Committee. The peer review team will provide feedback and recommend either acceptance of the comprehensive report or conditional acceptance with requested revisions. If the report is insufficient or lacking in some way, the peer review team may send the report back the program administrator to request that report writers make specified revisions in order to gain full acceptance of the report.
    - Program Review Faculty Co-Chair will forward an electronic copy of the peer review report to the program administrator. The program administrator will disseminate the peer review report to the faculty/staff within the program being reviewed.

- Each annual update program review self-study report will be reviewed by the Program Review Faculty Co-Chair, who will provide the program administrator with informal comments, indicating either acceptance of the report or the need for revision.
- Upon acceptance of the program review self-study reports by the Program Review Committee, the Program Review Faculty Co-Chair will post the reports to the Program Review webpage.

- ➢ August - September
  - Program Review Faculty Co-Chair will notify the Academic Senate, Strategic Planning Committee and Budget Committee of the acceptance of the program review self-study reports. The Strategic Planning Committee and Budget Committee will then utilize the program review reports in their processes as a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution's programs and resource allocations.

c. *Template for Program Review Report*
The current version of the Program Review Report Template can be found on the Program Review webpage: https://www.avc.edu/administration/organizations/senate/programreview

d. *Peer Review Guidelines and Procedures for Comprehensive Reports*
Comprehensive self-study reports will be read by a peer review team comprised of at least three members of the Program Review Committee. The peer review team will be guided by the program review process and objectives and examine the comprehensive program review self-study report using the Program Review Peer Review Form. The current version of the Peer Review Form can be found on the Program Review webpage:
https://www.avc.edu/administration/organizations/senate/programreview
Each member of the peer review team will:
- Note their general reactions to and perceptions of the report
- Identify areas that require clarification, verification, or additional information.
- Recommend either full or conditional acceptance of the report. Conditional acceptance will require the report writer(s) to make specified revisions to the report in order to gain full acceptance.

If the peer review team cannot reach consensus on rubric scoring and/or comments to the self-study writer(s), the Program Review co-chair(s) or designee will read the report and collaborate with the peer review team to determine the majority view.

The end result will be a brief peer review report confirming the self-study report is complete and the program documented data use to inform goals and other decisions intended to improve outcome findings and/or student achievement.

The Program Review co-chairs shall serve as resources for Program Review Committee members and monitor the peer review process. They shall serve as liaisons between the committee members and other district employees.

Upon full approval of the comprehensive self-study report, the Program Review Faculty Co-Chair will forward the peer review report to the program administrator of the program under review. The program administrator will disseminate the report to the faculty/staff within the program being reviewed.