

**Antelope Valley College**  
***Systematic Program Review Procedures***

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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 outcome findings and student achievement. Every program and service in the district goes through 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 self-study report. They are:

- **Comprehensive Program Review**, occurring at least every four years, focuses broadly on the program and improvement of outcome findings and student achievement. It should have real impact on program effectiveness and resource allocation decisions. The comprehensive self-study report builds the foundation for the annual update report. 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.
- **Annual Program Review Update** asks each program to review outcome findings for the prior academic year and update its needs for resources. Academic programs will also review the achievement data of their students. Updates are done annually between comprehensive reviews.

*Both the comprehensive and annual update reports will be examined by members of the Program Review Committee. Committee membership includes faculty, classified, CMS and administration.*

## ***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 will 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.

## ***SMART Goals***

**Specific** – Define the goal as much as possible with clear language.

**Measurable** – Can you track the progress and measure the outcome?

**Attainable/Achievable** – Is the goal reasonable enough to be accomplished?

**Relevant** – Is the goal worthwhile and will it meet your needs?

**Timely** – Your objectives should include a time limit.

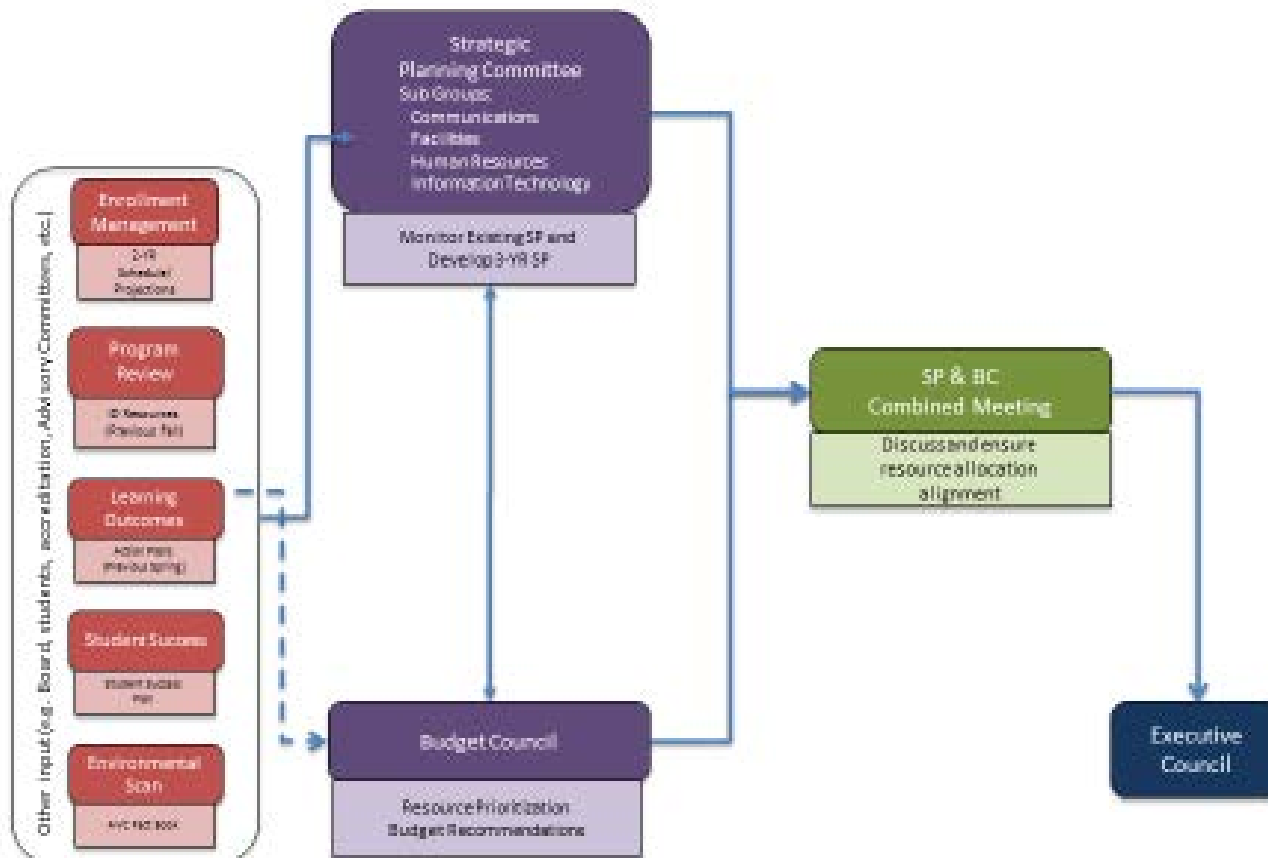
## ***Integration with Outcome Findings and Strategic Planning***

**Outcome Findings** – 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). They are also asked to evaluate the impact of resource allocations on improving outcome findings.

**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. Self-study 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 (SP) Committee and Budget Council (BC)



Revised 30 April 2015

Approved at SP&BC Meeting 19 March 2014

Approved at SP&BC Meeting 19 March 2014

### ***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 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 conducting self-studies will have support from the Department of Institutional Effectiveness, Research, and Planning. Data will be provided through links in the report template. Additional data not included in the standardized data set may be requested by using the “Research Request Form” found on the Institutional Effectiveness, Research, and Planning webpage.

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 ACCJC: Characteristics of Evidence on page 28 .

## **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 outcome findings and student achievement, and the role of program review in strategic planning and budgeting.
- Provide an opportunity for the self-study writer(s) to dialogue with the Department of Institutional Effectiveness, 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.
- Remind programs that the Program Review Co-Chairs will be available throughout the process to discuss progress on the review and any areas where the self-study report writer(s) needs assistance.

## ***Time Frame***

### **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.
- 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 Institutional data provided through links in the report template.
- Review and analyze the data collected by the program.
- Request additional data, if needed, from the Department of Institutional Effectiveness, Research and Planning at least 30 days before needed to analyze the data. A “Research Request Form” is available on their webpage.

### **January - March**

- Engage in dialogue about outcome findings and their connection to college ILOs and Strategic Goals.
- 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. Respond NA to questions which are not applicable to the division/discipline/area.
- Review and finalize the comprehensive self-study report.
- The program administrator emails the comprehensive self-study report to the Faculty Program Review Co-Chair by March 31 for peer review by the Program Review Committee.

### **April - May**

- The self-study report is read by members of the Program Review Committee. They recommend either full or conditional approval of the comprehensive report. Conditional approval will require the program report writer(s) to make specified revisions to the self-study report to gain full approval.
- 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 staff within the program being reviewed.
- Upon full approval of the comprehensive self-study report by the Program Review Committee, the Program Review Faculty Co-Chair posts the self-study report and the peer review report to the Program Review webpage and places a copy of each report in the AVC Library.

### **July - September**

- Program Review Faculty Co-Chair notifies the Academic Senate, district president, vice presidents, and Budget Committee co-chairs about completion of comprehensive self-study and peer review reports. The Budget Committee utilizes information gathered during the self-study process as a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations.

## *Templates for Comprehensive Program Review Report*

### **Comprehensive Program Review Self-Study Report – Due March 31**

Self-study report templates are posted on the Program Review webpage.



#### **Instructional Program**

### **2016-2017 Comprehensive Program Review Self-Study Report**

Division/Area Name:		For Years: 2018-2022
Name of person leading this review:		
Names of all participants in this review:		
Number of Degrees offered:	Number of Certificates offered:	
Number of Full-time Faculty :	Number of Part-time Faculty:	

#### **Part 1. Program Overview**

1.1. Briefly describe how the program contributes to the district <u>mission</u> :
1.2. State briefly program highlights and accomplishments:

1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program.	
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

**Part 2. Data Analysis and Use**

All divisions will complete this part. Within academic divisions, data analysis should be completed by each discipline. Please review the subject level data and comment on trends (more data will be available the Program Review web page):

Discipline:

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	Recent trends?	Comment
Enrollment #						
# of Sections offered						
# of Online Sections offered						
# of Face-to-Face Sections offered						
# of Sections offered in Lancaster						
# of Sections in other locations						



# of Certificates awarded						
# of Degrees awarded						
Subject Success Rates						
Subject Retention Rates						
Full-time Load (Full-Time FTEF)						
Part-time Load (Part-time FTEF)						
PT/FT FTEF Ratio						
<b>Indicator</b>	<b>Comments and Trend Analysis</b>					
If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)						
Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:					
Analyze and summarize trends in student progression through basic skills courses, if applicable.	Comment on trends and how they affect your program:					
Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:					

**Part 3 – Outcome Analysis and Use**

Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action

**Part 3 Summary.** Briefly describe what changes have been made (or need to be taken) to the program based on findings:

Please provide any additional comments for Part 3:
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**Part 4 - Stakeholder Assessment**

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

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

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)

Briefly discuss your progress in achieving those goals:

Please describe how resources provided in support of previous program review contributed to improvements in SLO, PLO, and/or OO findings or other program improvements:

**5.2. 2018-2022 Planning**

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2018-2019. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and**

safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

### Part 6. Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

**Part 7. Comments**

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year’s program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program’s outcomes and current status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

**Non-Instructional/Administrative Program Comprehensive Program Review Self-Study Report – Due March 31**

Self-study report templates are posted on the Program Review webpage.



**Non-Instructional/Administrative Program  
2016-2017 Comprehensive Program Review Self-Study Report**

Division/Area/Department Name:	For Years: 2018-2022
Name of the person leading this review:	
Names of all participants in this review:	

**Part 1 – Division/Area/Department Overview**

1.3. Briefly describe how the office/area/department contributes to the district <u>mission</u> :	
1.4. State briefly highlights and accomplishments in your office/area/department:	
1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the division/area.	
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

1.4 Division/area/department's data

Number of Full-Time Employees		Number of Part-Time Employees		Personnel Budget		Discretionary Budget	
2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016

**Part 2 - Assessment**

2.1. Please indicate how your division/area/department contributes to and enhances AVC students' educational experience.
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2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).	Comment on trends and how they affect your program:
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**Part 3 – Outcome Analysis and Use**

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

PLO/OO/ILO	Action Plan	Current Status	Impact of Action

**Part 4 - Stakeholder Assessment**

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

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**

5.1. Review the goals identified in your most recent program review. Briefly discuss your progress in achieving those goals.

Goals/Objective	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Briefly discuss your progress in achieving those goals:		

**2018-2022 Planning**

**5.2.** Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact on Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

**\*\*Action plan verbs:** expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

**Part 6 - Resource Needs**

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring cost?	Contact person's name

<sup>1</sup>List needed human resources in priority order.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

**Part 7 - Comments**

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
▪ This year's program review was valuable in planning for the continued improvement of my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Analysis of the program review data was useful in assessing my program's outcomes and current status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

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

Comprehensive self-study reports will be read by at least two members of the Program Review Committee. Members of the Program Review Committee will be guided by the program review process and objectives and examine the program self-study report using the rubric on page 19. They will then:

- Note 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
- Writer(s) to make specified revisions to the report to gain full approval.

If the two readers cannot reach agreement 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 original two readers 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.

#### Dissemination of the Peer Review Report

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 staff within the program being reviewed. The Program Review Faculty Co-Chair will post the self-study report and the peer review report to the Program Review website and place a copy of each report in the AVC Library.

## **Rubric/Peer Review Report Form for Comprehensive Reports**

**Peer Review Report for Program Name:**

**Date:**

**Assessment of Comprehensive Self-Study Report**

\_\_\_ The self-study reflects a thorough effort to present a well-documented review of the program; analysis of each data element is thorough, unbiased and accurate; conclusions, goals/objectives, planning and recommendations are well-substantiated by the analysis of the data; information indicates clear connections of the program to institutional learning outcomes and mission.

\_\_\_ Report is an example of an outstanding report.

\_\_\_ The following Part(s) is an example of an outstanding response:  
Part(s) \_\_\_\_\_.

\_\_\_ The self-study presents adequate program information; analysis of data measures is provided; narrative information is provided and addresses the criteria; conclusions, goals/objectives, planning and recommendations relate to the analysis of data, institutional learning outcomes and mission.

\_\_\_ The self-study report is lacking in one or more areas and/or contains some inaccuracies. The report must be revised and resubmitted in order to meet the requirements of the program review process. Complete/revise Part(s) \_\_\_\_\_.

**Comments about the self-study report**

**Recommendations to the program**

**Comments to the program**

**Peer Review Team Member(s)**

**III. Annual Program Review Update**

*The Annual Program Review Update is conducted by all programs in each of the three years between comprehensive self-study program reviews. It focuses on select areas of the Comprehensive Program Review, including data analysis, updating goals, and identifying needs. It should be as brief as possible and sent electronically as a Word document to the Program Review Faculty Co-Chair by March 31.*

## ***Time Frame***

### **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.
- 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 Institutional data provided through links in the report template.
- Review and analyze the data collected by the program.
- Request additional data, if needed, from the Department of Institutional Effectiveness, Research and Planning at least 30 days before needed to analyze the data. A “Research Request Form” is available on their webpage.

### **January - March**

- Engage in dialogue about outcome findings and their connection to college ILOs and Strategic Goals.
- 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. Respond NA to questions which are not applicable to the division/discipline/area.
- Review and finalize the annual update report.
- The program administrator or discipline/department faculty emails the annual update report to the Faculty Program Review Co-Chair by March 31 for peer review by the Program Review Committee.

### **April - May**

- The annual update report is read by one or more members of the Program Review Committee. They recommend either full or conditional approval of the annual update report. Conditional approval will require the program report writer(s) to make specified revisions to the annual update report to gain full approval.
- Program Review Faculty Co-Chair will notify the lead program report writer(s) and the program administrator when the annual update report has full approval.
- Upon full approval of the annual update report by the Program Review Committee, the Program Review Faculty Co-Chair posts the report to the Program Review webpage and places a copy of the report in the AVC Library.

### **July - September**

- Program Review Faculty Co-Chair notifies the Academic Senate, district president, vice presidents, and Budget Committee co-chairs about completion of annual update report and peer review. The Budget Committee utilizes information gathered during the self-study process as a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations.

The Program Review co-chairs will be available to discuss progress on the review and any areas where the self-study writer(s) needs assistance.

## ***Templates for Annual Update Program Review Report***

**Annual Update Report – Due March 31**

Annual Update report templates are posted on the Program Review webpage.



**Instructional Program**

**2016-2017 Program Review Annual Update**

1. Discipline/Area Name:	For: <b>2018-2019</b>
2. Name of person leading this review:	
3. Names of all participants in this review:	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

**Data/Outcome Analysis and Use**

5. Please review the [subject level data](#) and comment on trends (more data will be available the Program Review [web page](#)):

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	Recent trends?	Comment
Enrollment #						
# of Sections offered						
# of Online Sections offered						
# of Face-to-Face Sections offered						

# of Sections offered in Lancaster						
# of Sections in other locations						
<a href="#"># of Certificates awarded</a>						
<a href="#"># of Degrees awarded</a>						
Subject Success Rates						
Subject Retention Rates						
Full-time Load (Full-Time FTEF)						
Part-time Load (Part-time FTEF)						
PT/FT FTEF Ratio						

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:
9.	Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.	Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action

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

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2018-2019. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

\*\*Action plan verbs: **expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name

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<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

**Non-Instructional/Administrative Annual Update Report – Due March 31**

Annual update report templates are posted on the Program Review webpage.



**Non-Instructional/Administrative Program  
2016-2017 Program Review Annual Update**

6. Area/Department/Office Name:		7. For Year: <b>2018-2019</b>
8. Name of the person leading this review:		
9. Names of all participants in this review:		
10. Status Quo option: Year 1: Comprehensive review Year 2: Annual update or status quo option Year 3: Annual update	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects	

Year 4: Annual update or status quo option	program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 10.)
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### Data/Outcome Analysis and Use

**Please review and interpret data:**

#	Indicator	Comments and Trend Analysis
6.	Report program/area data showing the quantity of services provided over the past five years (e.g. number of transactions, acreage maintained, students served, sales figures, etc.)	Comment on trends and how they affect your program:

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

ILO/PLO/OO	Action Plan	Current Status	Impact of Action

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

Goals/Objectives	Current Status	Describe any relevant measures/data used to evaluate the impact
Briefly discuss your progress in achieving those goals:		
Please describe how resources provided in support of previous program review contributed to program improvements:		

9. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017.



Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact on Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?

**\*\*Action plan verbs:** expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.

10. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from 9 guide this need.**

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name

<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.

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

Annual Update reports will be read by one or more members of the Program Review Committee. Members of the Program Review Committee will be guided by the program review process and objectives and examine the annual update report using a rubric to:

- Identify areas that require clarification, verification, or additional information.

- Recommend either full or conditional approval of annual update report. Conditional approval will require the program report writer(s) to make specified revisions to the report to gain full approval.

#### **IV. ACCJC: Characteristics of Evidence**

Evidence is information 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. Evidence can include data, which refers to categories of information that represent qualitative attributes of a variable or a series of variables.

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.

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 the 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 improvements of its processes, procedures, policies, and 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 directions, 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 engage in self-evaluation or external evaluation teams may find good evidence in a number of sources, including institutional databases; 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 assessment of student work on examinations, class assignments, capstone projects, etc.; from faculty grading rubrics and assessment of student learning outcome findings; and from special institutional research reports.

Self-evaluation should be only one phase of on-going institutional evaluation. An External Evaluation 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 just 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.