ANTELOPE VALLEY COLLEGE
PROGRAM REVIEW COMMITTEE MEETING
June 1, 2015 Agenda
3:00 p.m. – 4:30 p.m.
Library 201

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

1. Opening comments from the Program Review Committee Co-Chairs

2. Open comments from the public

3. Approval of April 20 and May 4 minutes

4. Reports
    a. Conference update - Svetlana
    b. Handout given to Academic Senate members - Carol

5. Action Items
    a. Template revision
    b. Addendum form

6. Discussion items
    a. Program Review and Outcomes Committees to become participatory governance

7. Other

8. Adjournment

Planning for 2015-2016 Program Review

The Antelope Valley College Board of Trustees identified EMP Goals 4, 1, and 3 as priorities for 2014-2016. Programs will continue their alignment with those and other EMP goals.

- EMP Goal #4. The college will increase student success in Basic Skills and ESL courses.
- EMP Goal #1. The college as a community will provide students with an environment which supports learning and facilitates student success.
- EMP Goal #3. The college will expand and diversify Career Technical Education options for students.

Reporting Timeline Changes

2015-2016 reports will be due in March, instead of October, to better align with the new District planning cycle. Addendums to 2014 reports or early submission of program review reports can be used to document changes which need the immediate attention of the Budget Committee. 2014-2015 data will be used in 2015-2016 reports and available in August.

Programs Scheduled for 2015-2016 Comprehensive Program Reviews

- Counseling
- Job Placement
- Language Arts and Academic Development
- Outreach / Information and Welcome Center
- Visual and Performing Arts

Programs Scheduled for 2015-2016 Annual Update Reports (did comp review in 2013)

- Career Technical Education programs
- EOPS (Extended Opportunity Programs and Services)
- Social and Behavioral Sciences programs
- Student Development and Services
- STAR (Student Transition and Retention)

Programs Eligible for Status Quo in 2015-2016

- Programs which completed comprehensive reports in 2014-2015. This includes Kinesiology and Athletics, Library, and Math and Sciences.
- Programs which completed comprehensive reports in 2012-2013 and completed annual update reports in 2014-2015. This includes CalWORKs and Office for Students with Disabilities.

EVERYONE
Identify which Outcomes and Action Plans guide your resource needs.

<u>**Comprehensive Program Review Self-Study Report**</u>   **DRAFT: see 5.2 and 6**

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division/Area Name

Year

Part 1 - Division or Area Overview

1.1   Briefly describe how the division or area contributes to the district mission.

1.2   Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.
   __ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
   __ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
   __ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
   __ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
   __ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
   __ Identify career opportunities that contribute to the economic well-being of the community.

1.3   After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

1.4   Name of person leading this review

1.5   Names of all participants in this review

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Effectiveness, Research and Planning (DIERP).

    Longitudinal data
            District headcount and FTES
            Division headcount and FTES
            Discipline headcount and FTES
            Number of sections offered by location/distance education
            PT/FT faculty ratio by LHE
            Efficiency (measured as FTES/FTEF)

    Data about student progress
            Student achievement: success, retention, and term to term persistence
            Progression through remedial courses
            Program completion
            Degree/certificate completion rate
            Transfer rates to 4-year institutions
            Licensure exam results
            Job placement/post training

All divisions/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

_____

2.1   Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.*

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.*

2.3   Use the discipline student success data provided by web link.   Please note by race, gender, location and modality where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address achievement gaps in success and/or retention in the current academic year.*

2.4   Analyze and summarize trends in student progression through basic skills courses, if applicable.   Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.

2.5   List degrees and certificates currently offered in the discipline. Discuss improvements in the   completion rates of degrees and certificates over the past five years. Also discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions, if applicable. *

2.6   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years.   Comment on how the projections affect your planning. http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011 *

Part 3 – Outcome Analysis and Use

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

Part 4 - Stakeholder Assessment

4.1   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).

Part 5 - Goals and Objectives

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.*

5.2   List discipline/area goals and objectives related to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements. Discipline/area goals **must be guided by district Strategic Goals** in the Educational Master Plan (EMP). They **must be supported by an outcome** action plan *or other reason (e.g., health and safety,* **data analysis, national or professional standards,** and/or **a requirement or guideline from** *legislation or* **an outside agency).*** (e.g. legislation, Chancellor's Office, accrediting body, professional board).*

          Current (up to three years)
          Goal: A specific target
             • Guided by district Strategic Goals. *Mark all that apply:*
             __ *1. Support learning and facilitate student success*
             __ *2. Increase the transfer rate*
             __ *3. Expand and diversify Career Technical Education*

___ *4. Increase student success in Basic Skills and ESL courses*
___ *5. Utilize campus resources efficiently and effectively*
___ *6. Maintain and enhance community partnerships*
___ *7. Enhance technology's support of the college mission*
- *Supporting PLO(s), SLO(s), and/or OO(s):*
- *Other reason(s):*
- Action plan(s) *or steps* needed to achieve the goal:

- ~~Supporting action plan, data analysis, or other documentation~~
~~Objectives: Significant steps or actions needed to achieve the goal~~

Near Term (three to five years)
    Goal: A specific target
- Guided by district Strategic Goals. *Mark all that apply:*
___ *1. Support learning and facilitate student success*
___ *2. Increase the transfer rate*
___ *3. Expand and diversify Career Technical Education*
___ *4. Increase student success in Basic Skills and ESL courses*
___ *5. Utilize campus resources efficiently and effectively*
___ *6. Maintain and enhance community partnerships*
___ *7. Enhance technology's support of the college mission*
- *Supporting PLO(s), SLO(s), and/or OO(s):*
- *Other reason(s):*
- Action plan(s) *or steps* needed to achieve the goal:

- ~~Supporting action plan, data analysis, or other documentation~~
~~Objectives: Significant steps or actions needed to achieve the goal~~

Long Term (five to ten years)
    Goal: A specific target
- Guided by district Strategic Goals. *Mark all that apply:*
___ *1. Support learning and facilitate student success*
___ *2. Increase the transfer rate*
___ *3. Expand and diversify Career Technical Education*
___ *4. Increase student success in Basic Skills and ESL courses*
___ *5. Utilize campus resources efficiently and effectively*
___ *6. Maintain and enhance community partnerships*
___ *7. Enhance technology's support of the college mission*
- *Supporting PLO(s), SLO(s), and/or OO(s):*
- *Other reason(s):*
- Action plan(s) *or steps* needed to achieve the goal:

- ~~Supporting action plan, data analysis, or other documentation~~
~~Objectives: Significant steps or actions needed to achieve the goal~~

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years) and long term (five to ten years). ~~If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.~~*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Part 7 - Recommendations and Comments

7.1   List recommended changes to the Educational Master Plan to:
- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

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

Addendum to 2014-2015 Report   DRAFT
(Submit as a Word doc to Carol Eastin, Program Review Co-Chair.)

Division/Area Name:

Date:

Name of person submitting addendum:

Names of all participants in this addendum:

Identify which part(s) of the 2014 report is being revised:
___ Division or Area Overview
___ Data Analysis and Use
___ Outcome Analysis and Use
___ Stakeholder Assessment
___ Current Goals (up to three years)
___ Resource Needs

Describe what has changed since writing your 2014 report and how that impacts the program.

New or revised goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). 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).
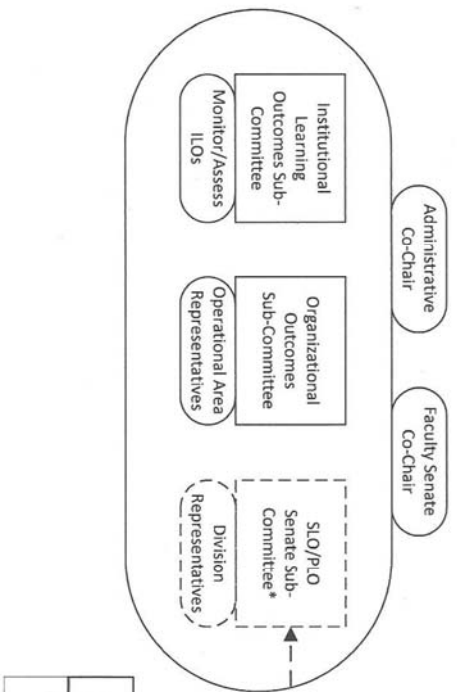
> Goal: A specific target
> - Guided by district Strategic Goals. Mark all that apply:
> __ 1. Support learning and facilitate student success
> __ 2. Increase the transfer rate
> __ 3. Expand and diversify Career Technical Education
> __ 4. Increase student success in Basic Skills and ESL courses
> __ 5. Utilize campus resources efficiently and effectively
> __ 6. Maintain and enhance community partnerships
> __ 7. Enhance technology's support of the college mission
> - Supporting PLO(s), SLO(s), and/or OO(s):
> - Other reason(s):
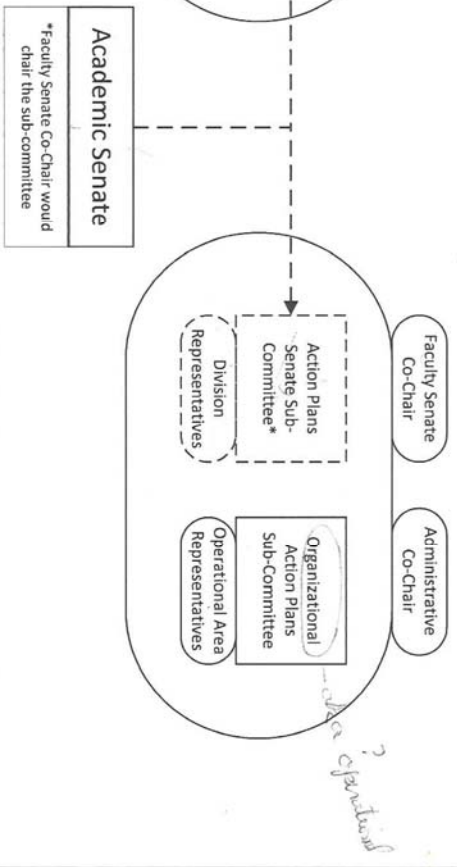> - Action plan(s) or steps needed to achieve the goal:

New resource needs must be guided by one or more discipline/area goals. Identify which goal(s) guides each new resource need. Does the new resource need have priority over others identified in 2014? If not, please rank the new resource with your other 2014 resource needs.

Participatory Governance Outcomes Committee

- Administrative Co-Chair
- Faculty Senate Co-Chair

- **Institutional Learning Outcomes Sub-Committee** — ILOs, Monitor/Assess
- **Organizational Outcomes Sub-Committee** — Operational Area Representatives
- **SLO/PLO Senate Sub-Committee*** — Division Representatives

- SLO/PLO Sub-Committee would be a Senate committee with divisional representation. The faculty co-chair would chair the sub-committee.
- OO Sub-committee would consist primarily of representatives from non-division areas and be chaired by the administrative co-chair (or designee).
- ILO Sub-Committee would consist of faculty, staff, and administration as appropriate.
- Not all sub-committee members would need to be members of the Outcomes Committee, but all members of the Outcomes Committee would be assigned a sub-committee.

Academic Senate

*Faculty Senate Co-Chair would chair the sub-committee

Participatory Governance Program Review

- Faculty Senate Co-Chair
- Administrative Co-Chair

- **Action Plans Senate Sub-Committee*** — Division Representatives
- **Organizational Action Plans Sub-Committee** — Operational Area Representatives

- Action Plans Sub-Committee would be a Senate committee with divisional representation. The faculty co-chair would chair the sub-committee.
- OAP Sub-committee would consist primarily of representatives from non-division areas and be chaired by the administrative co-chair (or designee).
- Not all sub-committee members would need to be members of the Outcomes Committee, but all members of the Outcomes Committee would be assigned a sub-committee.

All OC people on OC & PRC

Minutes to be provided by Jerene Kelley.