

# User Manual for VVC Program Review

*2021-2022*

*(In preparation for 2022-2023 Budget Year)*

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## I. Introduction

Program Review at Victor Valley College is a self-assessment by its programs/units<sup>1</sup> used to promote institutional effectiveness and provide the basis for budget and resource planning and allocation. It is a systematic process for the collection, analysis, and interpretation of various key performance indicators (for instructional units, data of interest include, but are not limited to: student enrollment data and outcomes assessment data (SLO, PLO, and ILO); for non-instructional units, data could be in relation to productivity, effectiveness, ability to service students, etc).

Program Review at VVC is referred to as the PRAISE process, which stands for Program Review, Allocation, and Institutional Strategies for Excellence. Program Review is a systematic and ongoing process wherein programs/units are empowered with the opportunity to identify areas for improvement, change or attention within their areas to promote the effectiveness and relevance of all services and instruction, as well as promote the effective and purposeful use of resources.

The process of Program Review is integral to the alignment of a programs'/units' goals with the mission of the college for college-wide planning. This Manual describes the instructional program review process for Victor Valley College and outlines the process to be used for instructional and non-instructional programs.

## II. Alignment to Campus Mission, Vision, District Goals and ILOs

Program Review reflects the stated Mission, Vision, Values, District Goals and Institutional Learning Outcomes (ILOs) of Victor Valley College.

### VVC's Mission

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

### VVC's Vision

Committed to equity and social justice, Victor Valley College is a model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meets community needs.

### VVC's Values

As a student-centered learning organization, VVC upholds the following core values:

- ❖ Excellence – providing superior service and educational learning opportunities.
- ❖ Integrity – guiding the college's actions with an internally consistent framework of principles.
- ❖ Accessibility – facilitating access to the college's programs from other locations.
- ❖ Diversity – valuing inclusion and different points of view and contributions of all groups.

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<sup>1</sup> The word "program," in the context of program review, is to note an instructional or non-instructional unit/area/department. Often, the word "program," will be used interchangeably with unit/department/area for ease of reference, not to indicate that an area is offering a degree or certificate.

- ❖ Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- ❖ Innovation – providing creative approaches to learning, problem solving, and growth.

## VVC's District Goals

Aligned with the 2020 Educational Master Plan, the District Goals of Victor Valley Community College are as follows:

### ❖ District Goal 1: Student Experience and Success

VVC will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. VVC will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility.

### ❖ District Goal 2: High Quality Practice/Excellence

VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC's dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

### ❖ District Goal 3: Institutional Learning

VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world class innovative teaching and student service practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.

## VVC's Institutional Learning Outcomes (ILOs)

The Institutional Learning Outcomes for Victor Valley College are as follows:

- ❖ **Communication:** Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.
- ❖ **Computation:** Apply complex problem-solving skills using technology, computer proficiency, decision analysis (synthesis and evaluation), applications of mathematical concepts and reasoning, and the analysis and use of numerical data.
- ❖ **Creative, Critical and Analytical Thinking:** Apply procedures for sound reasoning in the exercise of judgment and decision-making; demonstrate intellectual curiosity and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information.
- ❖ **Social and Personal Responsibility:** Evaluate the relationship between natural, social and economic systems and the significance of sustainability; demonstrate responsible attitudes toward cultural diversity, citizenship, personal contribution to local and international communities, and the effect of human actions on the environment.
- ❖ **Information Competency:** Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize use library and

information resources within the guidelines of academic standards to meet collegiate and personal information needs.

- ❖ **Health and Human Flourishing:** Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

### **III. Purpose, Objectives, Format, and Cycle**

#### **A. Purpose**

The purpose of the Program Review process is to use measurable student enrollment data and outcomes assessment data, both quantitative and qualitative, to support the effectiveness of programs and improve the quality of education at Victor Valley College. Analysis of student enrollment and outcomes data allows for strategic planning and resource allocation with the goal of supporting student success. Program Review also facilitates assessment of impact of resource and allocations disbursement by the district on instructional programs.

#### **B. Objectives**

The objectives of the Program Review at Victor Valley College are to:

- ❖ provide information concerning the alignment of a program’s mission and goals to the institutional mission.
- ❖ provide an analysis of student enrollment and outcomes assessment data to assess effectiveness, to identify strengths and weaknesses, and to provide direction for improvement.
- ❖ conduct and document dialogue within and across programs to promote the effectiveness and relevance of instruction and the effective use of resources.
- ❖ develop recommendations and evaluations for resource and budgetary allocation and implementation. Note: Current PRAISE reports, updates and related documents are live documents available for budget decisions at any time.
- ❖ provide an avenue to assess impact of resource and allocations disbursed by the district on instructional programs.
- ❖ comply with Federal and State law, including but not limited to California Education Code, Title 5, and Americans with Disabilities Act (ADA) as well as standards for Perkins, matriculation (including prerequisite and co-requisite standards), Accrediting Commission for Community and Junior Colleges (ACCJC), and other legal and certification requirements.
- ❖ Ensure that each program “closing the loop” for every program goal and approved budget augmentation.

#### **C. Format**

Program Review is completed in its totality in District-approved electronic Assessment Management Software (AMS). We currently use the Nuventive Platform.

Note on Technology:

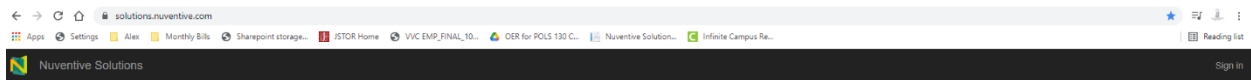
The campus transitioned from Nuventive version 5.5 to the Nuventive Platform (summer of 2021).

Nuventive has changed the name of a number of its services over time. (This change occurred after the program updates for 5.4 of Nuventive.)

The product is now called: The Nuventive Platform

The Nuventive Platform is located here: [solutions.nuventive.com](https://solutions.nuventive.com)

Individuals will use their single sign-on credentials to log into the Nuventive Platform.



## E. Cycle



Year 1: Comprehensive Program Review (CPR): Thorough analysis of the program, its student enrollment and outcomes assessment data, its climate/environment, and its new program plans, goals and resource needs based on the previous cycle of performance.

Years 2 and 3: Annual Program Update (APU): Provides any relevant updates on the program direction, key performance indicators, program plans, enrollment and outcomes assessment data, and resource allocations and needs.

Year 4: Close the Loop Year (CTL): A self-study and update year where departments can follow-up and reflect on the program plans, resource requests, and strategies of the past cycle.

## **IV. Budget Allocation Process**

Per Administrative Procedure 6200 (AP6200): As described in Administrative Procedure 1202, Implementing Institutional Effectiveness, budget development is aligned with an annual program review and planning process that ensures campus-wide efforts in maintaining institutional effectiveness are adequately resourced. The timeline of budget planning activities is aligned with State mandates:

### **Mandates**

1. The fiscal year of the District is July 1 through June 30.
2. The District's Chief Financial Officer, the Vice President of Administrative Services or designee, prepares a budget development calendar for the upcoming fiscal year's planning and budgeting process.
3. The tentative budget is presented no later than July 1 per Title 5, §58305(a), and the adopted budget no later than September 15 per Title 5, §58305(c). according to Board Policy 6200, these budgets include a tentative list of revenue and expense expectations or budget assumptions developed by the Superintendent/President or his/her designee based on prevailing fiscal conditions and/or circumstances.
4. A public hearing on the budget shall be held on or before September 15 according to Title 5, §58301.
5. On or before September 30, the District shall complete the preparation of its adopted annual financial and budget report.
6. On or before October 10, the District shall submit a copy of its adopted annual financial and budget report to the Chancellor's Office pursuant to Title 5, §58305(d).
7. Quarterly financial reports (aka 311Qs) are presented to the Board of Trustees and the Chancellor's Office.
8. Financial report CCFS 311 is presented to the Board of Trustees annually.
9. The College has customized processes for reviewing budget augmentation or resource requests from budgetary entities depending on the nature of the request.



## A. Instructional Budget Allocation Process

Following the completion of instructional program reviews, reports are submitted for consideration at higher campus levels, and follows the Budget Development administrative procedures delineated in [AP6200](#).

Process Level	Description
<b>Unit</b>	Each Instructional Program reviews data, curriculum, etc., and completes Program Review report (PRAISE), which will include Goals and Resource Requests
<b>Tier 1</b>	Division Dean reviews unit level reports, confers with program department chairs, and develops a priority recommendation for augmentation for the division
<b>Tier 2</b>	The Vice-President of Instruction and Student Services reviews Tier 1 reports and develops a priority recommendation for all instructional programs to the FBPC
<b>FBPC</b>	FBPC reviews Tier 2 recommendations and applies the rubric outlined in the Board-approved AP 6200 document to develop a priority recommendation to the President/Superintendent for budget and augmentation
<b>President/Superintendent</b>	The President/Superintendent approves budget and augmentation requests and communicates the decision to the campus community

## B. Non-Instructional Budget Allocation Process

Following the completion of non-instructional program reviews, reports are submitted for consideration at higher campus levels, and follows the Budget Development administrative procedures delineated in [AP6200](#).

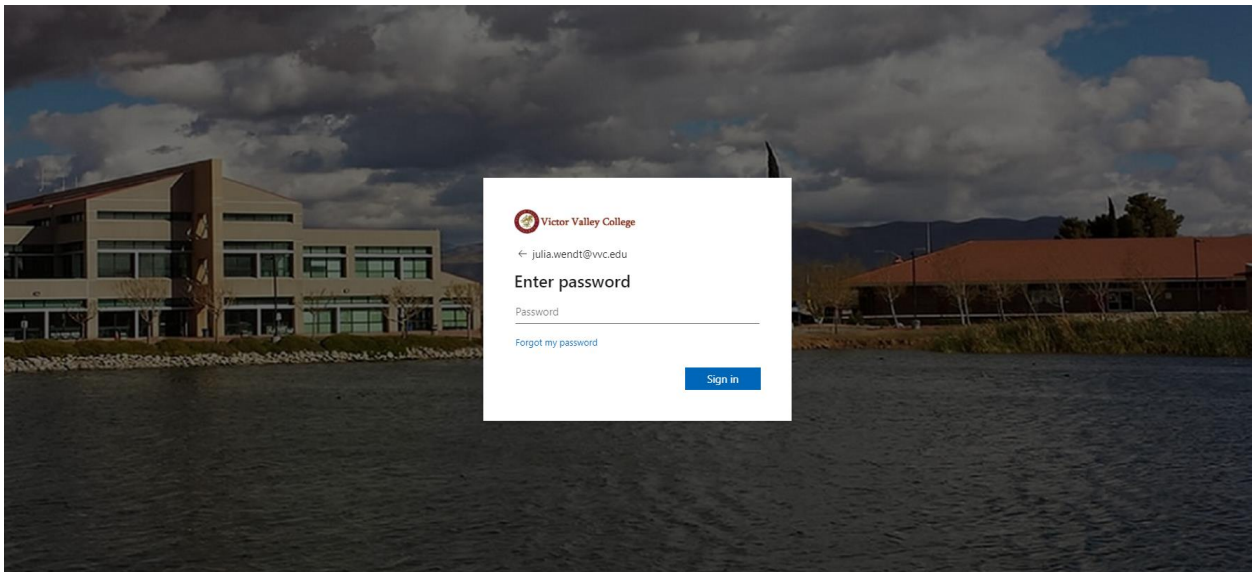
Process Level	Description
<b>Unit</b>	Each Non-Instructional Program reviews key performance indicators and completes Program Review report (PRAISE), which will include Goals and Resource Requests
<b>Tier 1</b>	Division lead reviews unit level reports, confers with program directors/those tasked with completing the program review, and develops a priority recommendation for augmentation for the division
<b>Tier 2</b>	The Vice-President of Instruction and Student Services reviews Tier 1 reports and develops a priority recommendation for all instructional programs to the FBPC
<b>FBPC</b>	FBPC reviews Tier 2 recommendations and applies the rubric outlined in the Board-approved AP 6200 document to develop a priority recommendation to the President/Superintendent for budget and augmentation
<b>President/Superintendent</b>	The President/Superintendent approves budget and augmentation requests and communicates the decision to the campus community

## V. Program Review Quick Log-In

- ❖ Step One: Go to Solutions.Nuventive.com
- ❖ Step Two: Click on Sign In



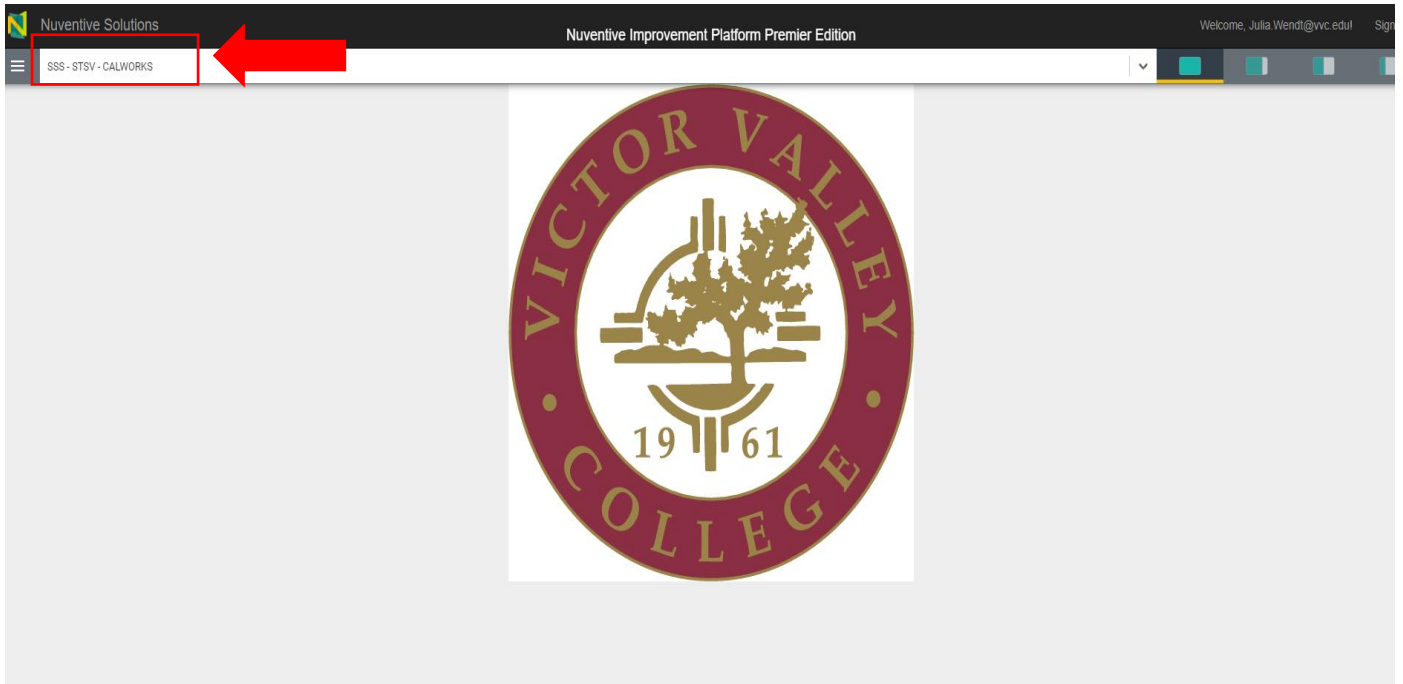
- ❖ Step Three: Sign in using your Single-sign on credentials



Note: After signing in, you should be in the system.

If you have trouble logging into the system, please contact Jan Espinoza ([Jan.Espinoza@vvc.edu](mailto:Jan.Espinoza@vvc.edu)) or Julia Wendt ([Julia.Wendt@vvc.edu](mailto:Julia.Wendt@vvc.edu))

Once in the system, you can locate your program/unit in the top drop-down field:



## How to Sign In to Nuventive for Program Review

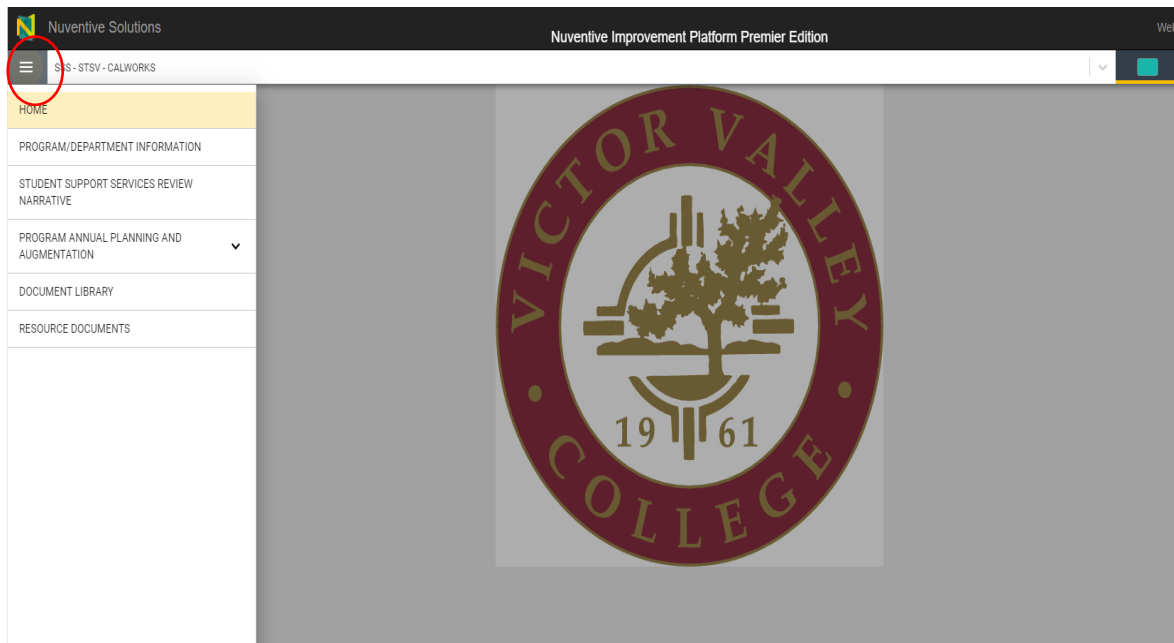
[Video](#) (1 min, 30 sec) | [PPT Slides](#)

Full video link: <https://vvc-edu.zoom.us/rec/play/9BJQT-U2G2IbibMm8UnGrM7mvUeiQCwoNsVdfeVgLRU2IXiJVU8gOumiXfQXijgfB1xwEEKEM7LUcDBP.7vZZ6sEeHd2homof?autoplay=true&startTime=1634250897000>

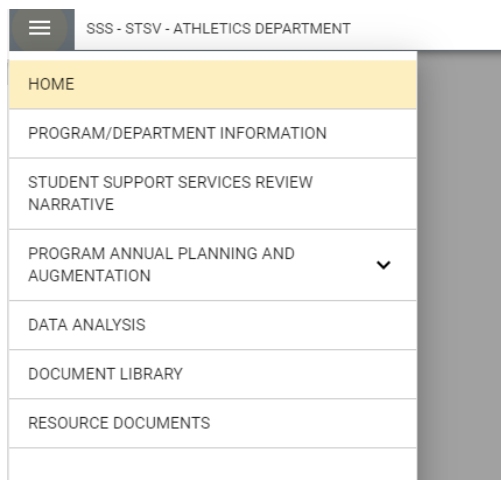
## VI. Navigation in Nuventive

Nuventive offers a number of components to help programs/units complete their program reviews. Here follows a description of each menu option within Nuventive.

To view menu options, click on the three horizontal lines (called the “hamburger”). This will expand the menu options. (Pictured below):



Below are all the available options within Nuventive for your area. Each area will be explained below.



HOME

PROGRAM/DEPARTMENT INFORMATION

STUDENT SUPPORT SERVICES REVIEW  
NARRATIVE

PROGRAM ANNUAL PLANNING AND  
AUGMENTATION 

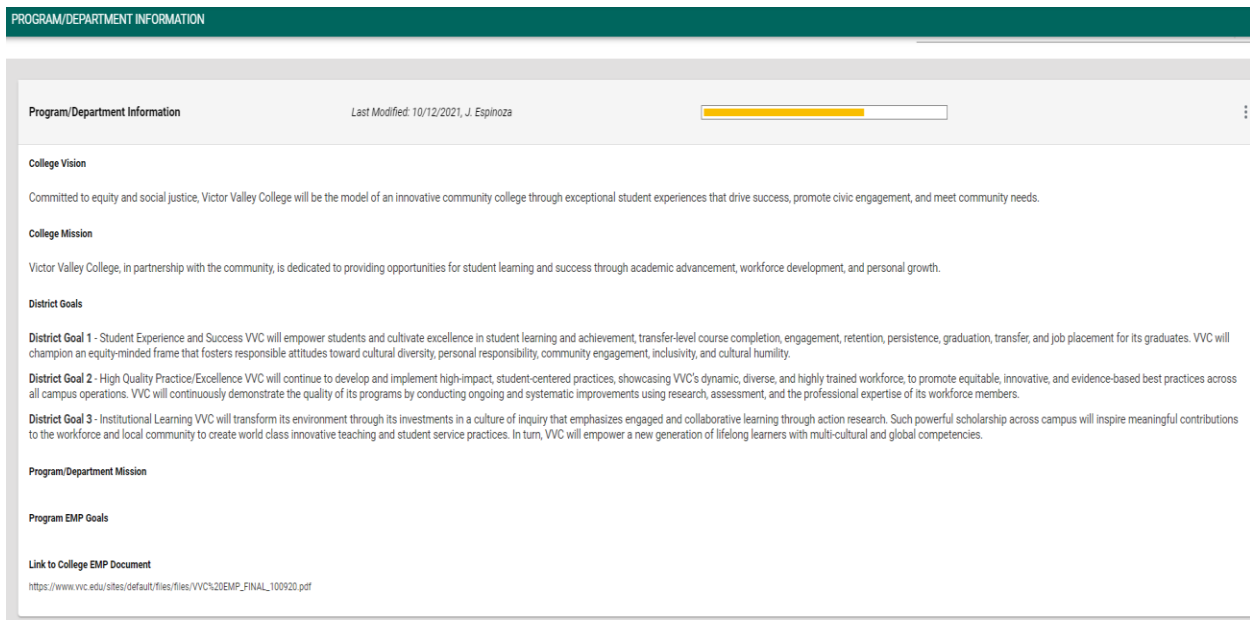
DATA ANALYSIS

DOCUMENT LIBRARY


RESOURCE DOCUMENTS

If you click on Program / Department Information, it will open a screen that displays the College's Mission, Vision and District Goals from the Educational Master Plan. (Screen is pictured below).


If you would like changes on this screen in relation to your specific program goals in relation to the District Goals, please contact either Jan Espinoza ([Jan.Espinoza@vvc.edu](mailto:Jan.Espinoza@vvc.edu)) or Julia Wendt ([Julia.Wendt@vvc.edu](mailto:Julia.Wendt@vvc.edu))



The screenshot shows a web page titled "PROGRAM/DEPARTMENT INFORMATION" with a dark green header. Below the header, there is a breadcrumb trail "Program/Department Information" and a "Last Modified: 10/12/2021, J. Espinoza" timestamp. The main content area is divided into several sections: "College Vision" (Committed to equity and social justice...), "College Mission" (Victor Valley College, in partnership with the community...), "District Goals" (District Goal 1 - Student Experience and Success... District Goal 2 - High Quality Practice/Excellence... District Goal 3 - Institutional Learning...), "Program/Department Mission", "Program EMP Goals", and a "Link to College EMP Document" with a URL: [https://www.vvc.edu/sites/default/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/VVC%20EMP_FINAL_100920.pdf).

HOME
PROGRAM/DEPARTMENT INFORMATION
STUDENT SUPPORT SERVICES REVIEW NARRATIVE
PROGRAM ANNUAL PLANNING AND AUGMENTATION 
DATA ANALYSIS
DOCUMENT LIBRARY
RESOURCE DOCUMENTS

The second tab down will display the Program Review narrative template that fits your unit type. (i.e. Instructional Program Review, Administrative Unit Program Review, Library and Learning Support Services Program Review, or Student Services Program Review.

HOME
PROGRAM/DEPARTMENT INFORMATION
STUDENT SUPPORT SERVICES REVIEW NARRATIVE
PROGRAM ANNUAL PLANNING AND AUGMENTATION 
DATA ANALYSIS
DOCUMENT LIBRARY
RESOURCE DOCUMENTS

The third tab down will display the area where you can submit your program goals and resource requests for budget augmentation.

- HOME

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- PROGRAM/DEPARTMENT INFORMATION

---

- STUDENT SUPPORT SERVICES REVIEW NARRATIVE

---

- PROGRAM ANNUAL PLANNING AND AUGMENTATION ▼

---

- DATA ANALYSIS

---

- DOCUMENT LIBRARY

---

- RESOURCE DOCUMENTS

---

The fourth tab down will display data and/or key performance indicators as relevant to your program. For instructional programs, data such as headcount, enrollment, courses, sections, FTES, student success, student retention and equity data will appear. In time, data as relevant to non-instructional units will be developed for ongoing analysis.

- HOME

---

- PROGRAM/DEPARTMENT INFORMATION

---

- STUDENT SUPPORT SERVICES REVIEW NARRATIVE

---

- PROGRAM ANNUAL PLANNING AND AUGMENTATION ▼

---

- DATA ANALYSIS

---

- DOCUMENT LIBRARY

---

- RESOURCE DOCUMENTS

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The fifth tab down is a place where you can store your important documents relevant to your program/unit.



HOME
PROGRAM/DEPARTMENT INFORMATION
STUDENT SUPPORT SERVICES REVIEW NARRATIVE
PROGRAM ANNUAL PLANNING AND AUGMENTATION
DATA ANALYSIS
DOCUMENT LIBRARY
RESOURCE DOCUMENTS

The final tab is a place where you can find important campus documents and training materials. Items like the Educational Master Plan, and/or campus initiatives and ACCJC Accreditation Standards, can be found here.

### How to Navigate in Nuventive

[Video](#) (5 min, 24 sec)

Full video link: <https://vvc-edu.zoom.us/rec/play/5x-o6isHA8DWIwzAgGlupLKMa7bm3CTTl6ldzRusxzutvoH2jXs0D8Nil7mLpuAhWHRvIbeI5k5g8VCQ.EvAbx6jkAbXpJ8uh?autoplay=true&startTime=1634253099000>

## VII. Program Review Components

PRAISE Reports have three general components, which include:

**(1) The Program Review Narrative:** This is the portion of the report where programs/units provide description, observations and findings of their program since the last program review session. The narrative types can differ based on the unit's classification type. Our unit types are as follows, and each has its own Program Review Narrative prompts:

### 1. Instructional Programs (Standard II.A.1 – 16)

For the purpose of program review, any discipline offering a scope of classes, existing as a budgetary entity and/or being designated by the Instructional Program Review Committee is considered a "program." This is differentiated from Curriculum's definition of a program, which specifies that a program offers a degree or certificate.

### 2. Learning Support Services (Standard II.B.1-4)

*Learning Support Services* refer to additional support provided by VVC to help students engage, achieve, and thrive in their education.

### 3. Student Support Services (Standard II.C.1-8)

Student Support Services refers to units that assist students in adjusting to the college environment and helps them ultimately prepare for the transition from college into a career or an advanced degree.

### 4. Administration (Standard IV.B.3)

Administration refers to units that support all campus services, and work to set and uphold the mission and values of the college.

**(2) Program Annual Planning and Augmentation:** This portion of the report is where programs/units set goals for themselves and track them over the course of the 4-year program review cycle. Programs/units seek to continuously improve services and instruction to students, and track their outcomes to ensure ongoing progress. In this portion of the report, programs/units may also request resources and budget augmentations if they are in need of resources to support their program/unit goals. Resource requests and requests to augment budgets go through the campus' budgeting process, as dictated by Administrative Procedure 6200.

**(3) Data Analysis:** The purpose of this area is to show key performance indicators for programs/units to assess their ongoing progress and performance. For instructional programs, data such as headcount, enrollment, courses, sections, FTES, student success, student retention and equity data will appear. In time, data as relevant to non-instructional units will be developed for ongoing analysis. Analysis of data is only required in Comprehensive years (Year 1) and Close the Loop years (Year 4).

## VIII. Program Review Narrative Directions

All units must complete that narrative portion of the Program Review. Depending on your program/unit type, the prompts for the narrative will be different. For specific directions on the narrative that has been assigned to you, identify your category (i.e. Instructional, Administrative, Learning and Library Support, or Student Support Services) and see the distinct prompts and directions related to your area.

### A. Instructional Programs (Standard II.A.1 – 16)

Unit Characterization: For the purpose of program review, any discipline offering a scope of classes, existing as a budgetary entity and/or being designated by the Instructional Program Review Committee is considered a “program.” This is differentiated from Curriculum’s definition of a program, which specifies that a program offers a degree or certificate.

Full listing of Sections and Prompts for the Instructional Template:

#### Section 1: Projects and Initiatives Updates

- ✓ Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*
- ✓ Provide observations, findings and/or evidence on how your program has enabled student success in relation to Diversity, Equity and Inclusion initiatives and/or goals. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*

#### Section 2: Compliance

##### Student Learning Outcomes (SLO) Assessment

- ✓ The 6-year assessment calendar has been updated since the last program review cycle. \*
- ✓ Explain how your area has used Student Learning Outcomes assessment to improve Student Services in your area. \*
- ✓ Upload any supporting documentation your program would like included related to SLO assessment here.

##### Curriculum

- ✓ Curriculum Fields: Has Curriculum been updated in compliance with your program type? \*
- ✓ Provide a Curriculum Status Description and list updates to Curriculum made since the last program review submission.
- ✓ For units with Regional Advisory Committees, provide findings, evidence or observations that have contributed to the adjustment, amendment or transformation of your unit’s curriculum.
- ✓ Upload feature for notes/documentation from Regional Advisory Committees. Document Upload feature

### ACCJC & Other Accrediting & Industrial Standards Bodies

- ✓ Explain how your unit has maintained, or plans to maintain, compliance with ACCJC. \*
- ✓ If applicable, explain how your unit has maintained its compliance with third-party or external accreditation bodies.
- ✓ Upload feature for notes/documentation.

### Accessibility

- ✓ Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*

### **Section 3: Resource Management & Continuous Improvement**

- ✓ Provide any program accomplishments since last cycle.
- ✓ STUDENT SUPPORT SERVICES: Select areas below in which your program is satisfied with campus resources to support your operations:
- ✓ FACULTY SUPPORT: Select areas below in which your program is satisfied with campus resources to support your operations:
- ✓ INFORMATION TECHNOLOGY, SOFTWARE, AND SUPPORT: Select areas below in which your program is satisfied with campus resources to support your operations:
- ✓ Provide any program challenges or concerns since last cycle.
- ✓ STUDENT SUPPORT SERVICES: Select areas below in which your program need improvement with campus resources to support your operations:
- ✓ If you would like to explain your choices in responses above, please explain here.
- ✓ FACULTY SUPPORT: Select areas below in which your program needs improvement with campus resources to support your operations:
- ✓ If you would like to explain your choices in responses above, please explain here.
- ✓ INFORMATION TECHNOLOGY, SOFTWARE, AND SUPPORT: Select areas below in which your program needs improvement with campus resources to support your operations:
- ✓ If you answered Yes to the previous question, describe the status of any augmentation funds your program received.

### **Section 4: Reflection & Extenuating Circumstances**

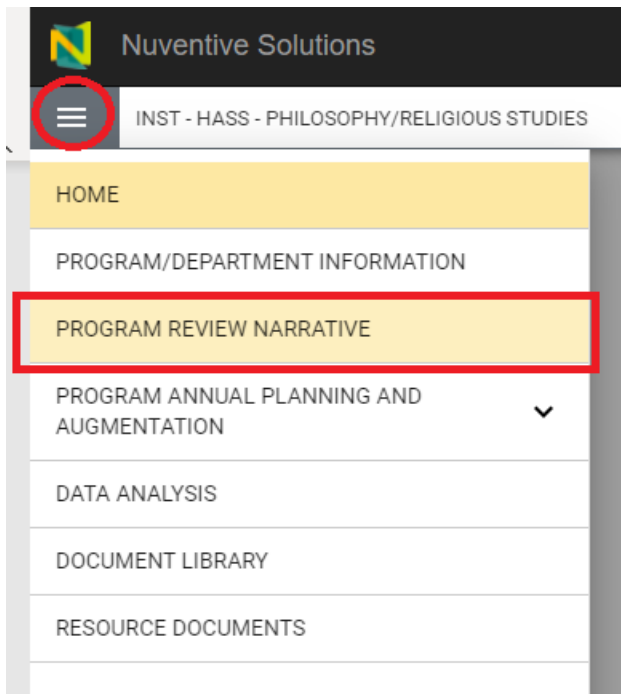
- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*
- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward?

## Section 5: Participation & Completion

- ✓ Report Completion Status \*
- ✓ Date of Status Update \*
- ✓ Comments relating to Report Status or Completion

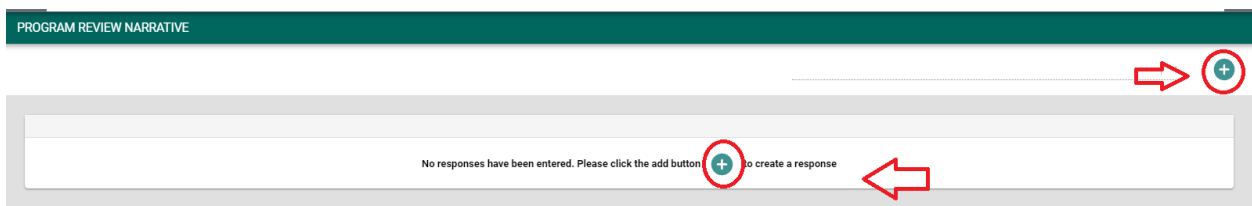
In the following instructions, each of the prompts within will be further explained and described.

- ❖ **Step One:** To navigate to the narrative, go to the left-hand bar, and select the three horizontal lines (the “hamburger”). This will expand your menu options. After clicking the hamburger, select the “Program Review Narrative” option (pictured below)

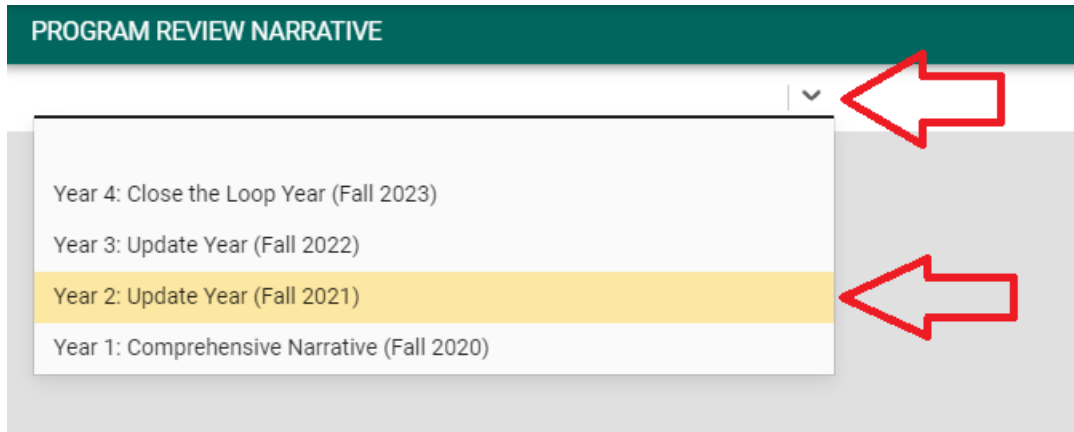


After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).



- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 2: Update Year (Fall 2021). In other years, make sure to select the appropriate year that matches the correct report.

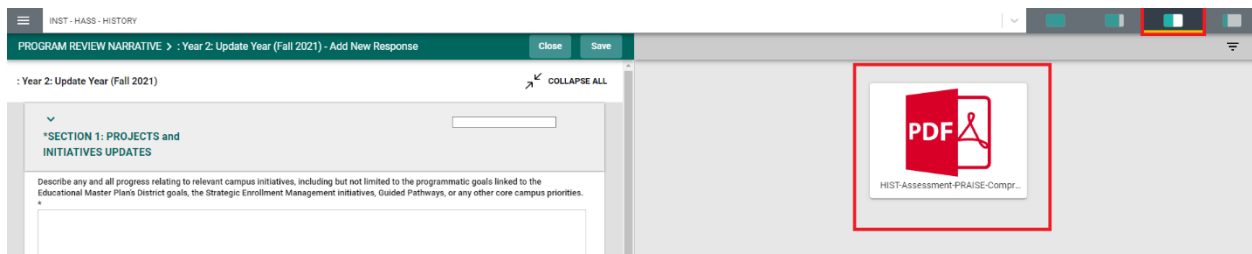


The system will then take you to the report. Go section by section, filling in each required prompt.

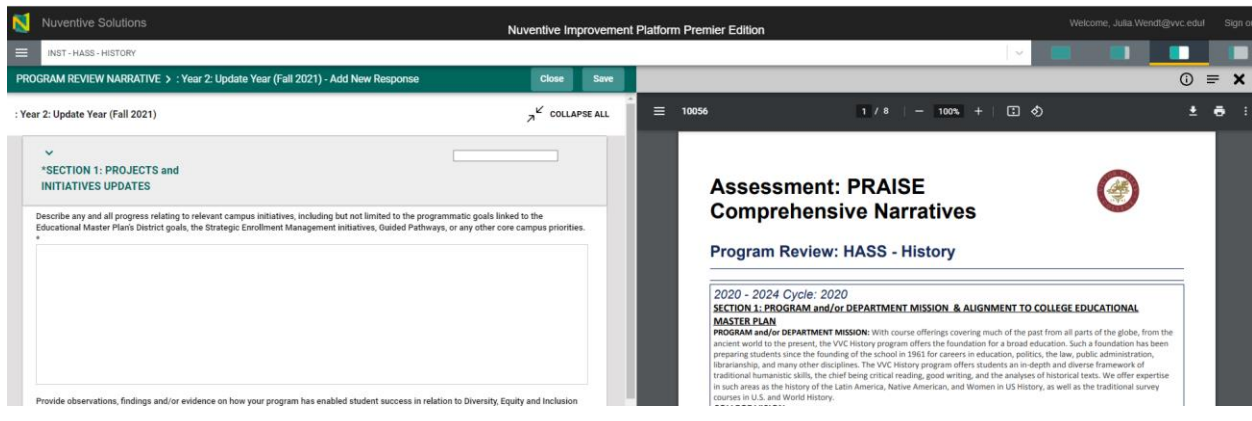
**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



**HELPFUL HINT:** Would you like to see your narrative from last year? Click on the document viewer expand option to see if your report from last year is available for reference. If it is available, there will be an image of a PDF. Click on the PDF to see the report. (Pictured below)



The screen will look like this if you open the document viewer. Note that there are different options to allow the document to take up more or less of the screen.



## ❖ Step four: Projects and Initiatives Updates (Pictured below)

The screenshot shows a document editor interface. At the top, there is a section header: \*SECTION 1: PROJECTS and INITIATIVES UPDATES. Below this, there are two text entry areas. The first area has a prompt: "Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, or any other core campus priorities.\*". The second area has a prompt: "Provide observations, findings and/or evidence on how your program has enabled student success in relation to Diversity, Equity and Inclusion initiatives and/or goals. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles.\*". Both text entry areas have a rich text editor toolbar above them.

The first prompt is: “Describe any and all progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, the Strategic Enrollment Management initiatives, Guided Pathways, or any other core campus priorities.”\*

In reviewing the mission, vision and values for VVC (listed below for easy reference), ask yourself: How is our area support the mission and values? Dig deep to consider ways in which your program has been supportive of these ideas. Has your area hosted special events or workshops? Has your area developed any new programs or initiatives to work towards these goals?

Recall, the current **Mission** for VVC is:

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

The Current **Vision** is:

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

The Current **Values** are:

As a student-centered learning organization, VVC will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the college’s actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the college’s programs from other locations.
- Diversity – valuing inclusion and different points of view and contributions of all groups.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation – providing creative approaches to learning, problem solving, and growth.

For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

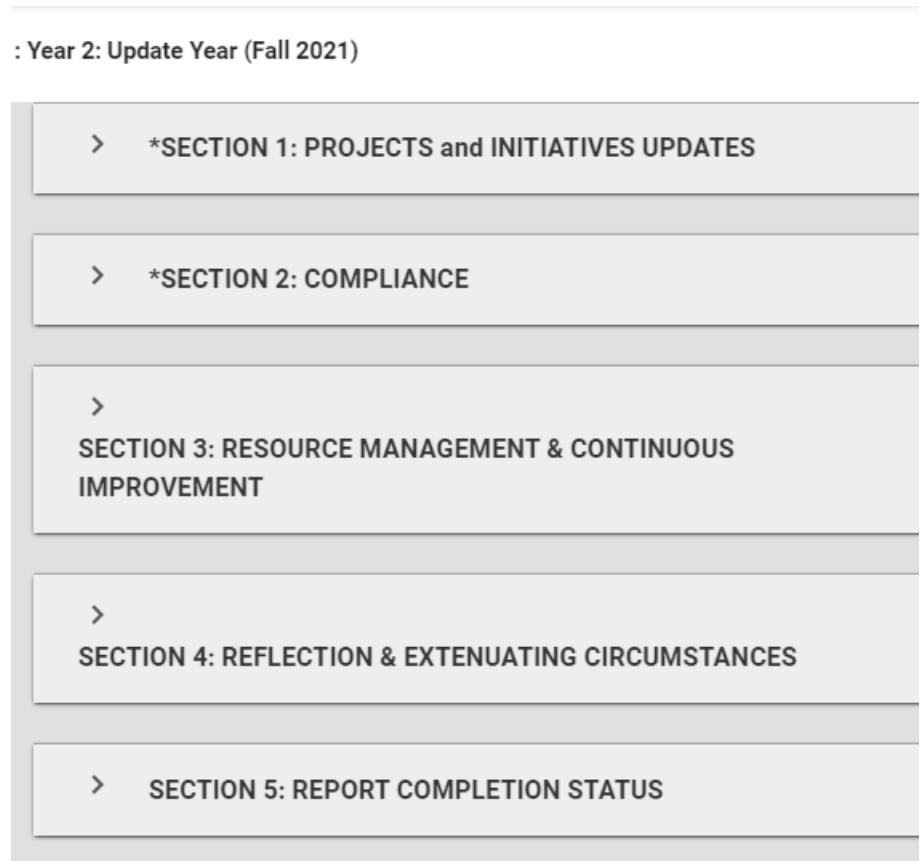
The second prompt in section 1 is: “Provide observations, findings and/or evidence on how your program has enabled student success in relation to Diversity, Equity and Inclusion initiatives and/or goals. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*”

This prompt is asking you to consider your unit’s performance and plans for Diversity, Equity and Inclusion. How has your unit been performing in this area? What factors could improve this performance? Do you require more data to be able to assess outcomes in relation to Diversity, Equity and Inclusion? What are some goals you could craft to strengthen these aspects of your program?

- ❖ **Step five:** Complete your text responses for Section 1. **Don’t forget to keep saving your report.** Collapse Section one by clicking on the carrot (Pictured below) Move on to Section 2.

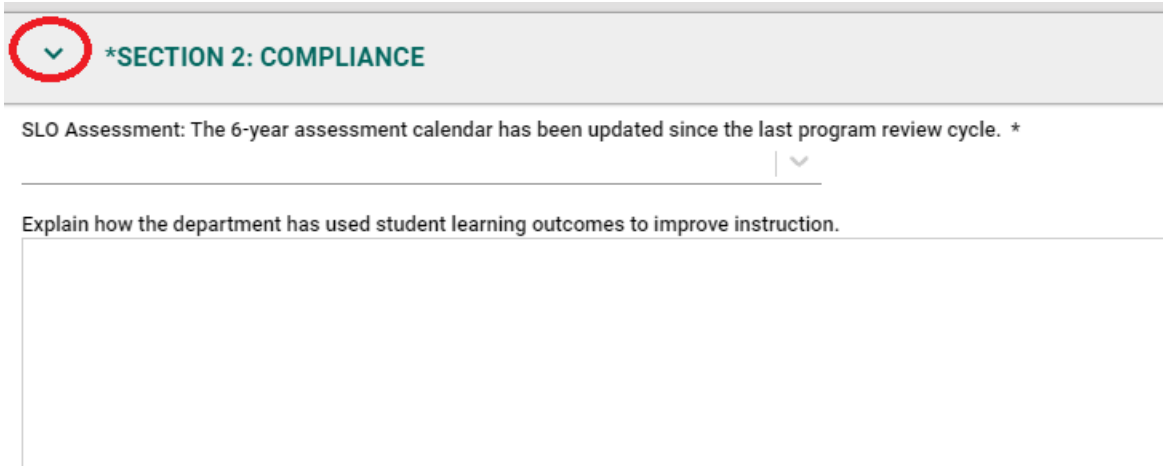


Collapsed, it will look like so:





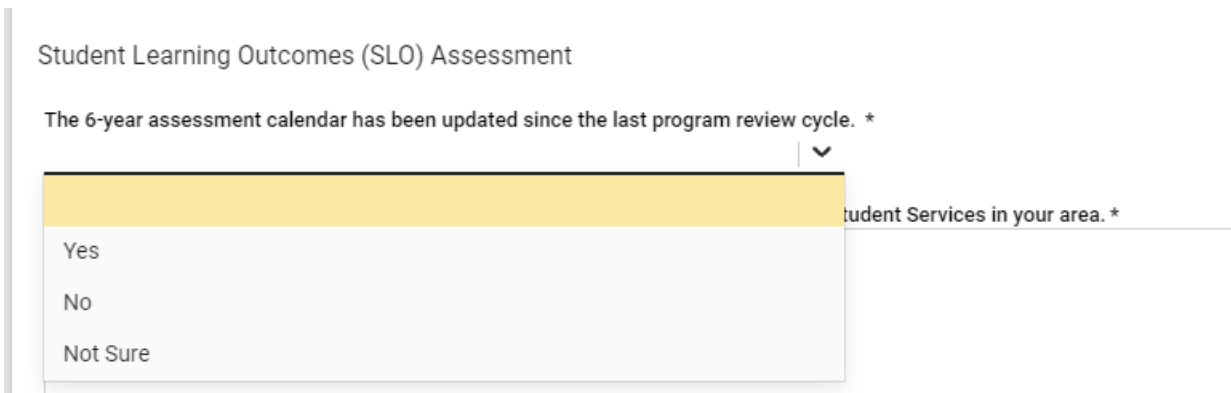
- ❖ **Step six:** Click on the carrot for Section 2: Compliance. (Pictured below) This will expand the section for you to answer the prompt within.



The screenshot shows a grey header bar with a red circle around a downward-pointing arrow icon and the text '\*SECTION 2: COMPLIANCE'. Below this is a dropdown menu with the text 'SLO Assessment: The 6-year assessment calendar has been updated since the last program review cycle. \*'. A small downward arrow is visible to the right of the text. Below the dropdown is a text prompt: 'Explain how the department has used student learning outcomes to improve instruction.'

- ❖ **Step seven:** Type your responses to the prompts within Section 2.

Prompt one directions: The first prompt is a drop-down asking about Student Learning Outcomes (SLO) Assessment. It asks if your unit has updated the 6-year assessment calendar since the last program review cycle. Click on the response that best fits your situation (pictured below):



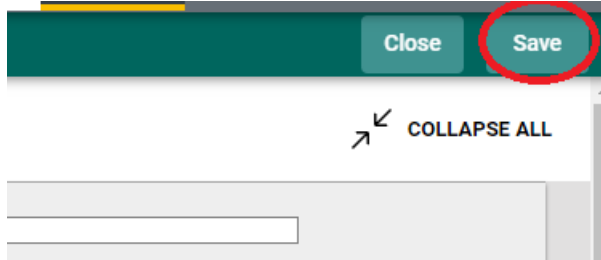
The screenshot shows a dropdown menu titled 'Student Learning Outcomes (SLO) Assessment'. The text inside the dropdown is 'The 6-year assessment calendar has been updated since the last program review cycle. \*'. Below this text is a list of three options: 'Yes', 'No', and 'Not Sure'. The 'Yes' option is highlighted in yellow.

If you select **'yes,'** it means you have updated the 6-year calendar to ensure assessment for SLOs is being done in an appropriate time-frame.

If you select **'no,'** it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select **'not sure,'** it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



Prompt two directions: Following the drop-down menu, there is a narrative prompt, which asks: “Explain how your area has used Student Learning Outcomes assessment to improve Student Services in your area.”

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area’s response to teaching and learning. Was pedagogy changed as a response to assessments? Was curriculum changed? In what ways did these assessments inform practices within your unit. Recall, conducting assessment is a critical procedure to improving student learning and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

Prompt three directions: This prompt asks: “PLO Assessment: If applicable: Explain how the department has used program learning outcomes to improve instruction.”

This question is applicable to programs which offer a degree or certificate. At VVC, only programs that offer a degree or certificate have Program Learning Outcomes. It is suggested you pull reports on PLO assessment, or if you do not know the status of your programs PLO assessment, contact Jan Espinoza or Julia Wendt.

Prompt four directions: Prompt four asks: Curriculum Fields: Has Curriculum been updated in compliance with your program type? \*

Curriculum needs to be updated based on your program type. If you are a CTE program, curriculum needs to be updated every 2 years. All other programs need curriculum updates every 5 years. If you are uncertain of the status of your curriculum compliance, please contact your Curriculum representative on the Curriculum Committee. X

Curriculum Fields: Has Curriculum been updated in compliance with your program type? \*

last program review submission.

Yes

No

Recall, Curriculum needs to be updated based on your program type. If you are a CTE program, curriculum needs to be updated every 2 years. All other programs need curriculum updates every 5 years. If you are uncertain of the status of your curriculum compliance, please contact your Curriculum representative on the Curriculum Committee.

Select **“yes,”** if your curriculum has been updated in compliance with which kind of program you have (i.e. CTE or other programs).

Select **“no,”** if your curriculum has not yet been updated. The next prompt will provide you with room to explain why curriculum has not yet been updated.

Prompt five directions: The prompt asks: “Provide a Curriculum Status Description and list updates to Curriculum made since the last program review submission.”

If your curriculum has been updated, note which classes has been updated. It would also be helpful to make a list of courses you plan to update during this coming year.

If you have not updated your curriculum, provide a list of the courses that need to be updated and explain why the update has not yet occurred. For assistance, please contact your Curriculum representative on the Curriculum Committee.

Prompt six directions: Prompt six is optional depending on whether your program has its own Advisory Committee. The prompt asks: “For units with Regional Advisory Committees, provide findings, evidence or observations that have contributed to the adjustment, amendment or transformation of your unit’s curriculum.”

Prompt seven directions: Prompt seven enables you to upload any documentation in relation to your Regional Advisory Committee.

The next component of this section is: **ACCJC & OTHER ACCREDITING & INDUSTRIAL STANDARDS BODIES**

Prompt eight directions: This prompt asks: “Explain how your unit has maintained, or plans to maintain, compliance with ACCJC. \*”

Unsure about the ACCJC Standards? Here is a direct link to the ACCJC Standards for your consideration: [https://accjc.org/wp-content/uploads/Accreditation-Standards\\_-Adopted-June-2014.pdf](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf).

Though there are a number of areas within the Standards that relate to your area, the core area to consider and re-read is Standard II: Student Learning Programs and Support Services, look specifically at II.A 1 – 16, listed below for easy reference:

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. (Applicable to institutions with comprehensive reviews scheduled through Fall 2019. 1 ) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. 1 ) Faculty, including full time, part time, and adjunct faculty,

regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly

stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Prompt nine directions: Prompt nine is optional and directed at units which have other industrial standards or accrediting bodies they report out to. This prompt asks: "If applicable, explain how your unit has maintained its compliance with third-party or external accreditation bodies."

If/as necessary, report out here on any updates or circumstances the campus should have documented in relation to other external accreditation bodies. This may be a good place to provide a list of issues or challenges you would like your Division Dean to know about.

Prompt ten directions: Prompt ten enables you to upload any documentation in relation to accreditation and/or accrediting bodies.

The next component of this section is: **ACCESSIBILITY**

Prompt eleven directions: Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*

- ❖ **Step seven:** When done entering your responses for this section, click the "save" button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



## \*SECTION 2: COMPLIANCE

- ❖ **Step eight:** Open the next section, Section 3: Resource Management and Continuous Improvement. Open the section by clicking on the carrot (pictured below).



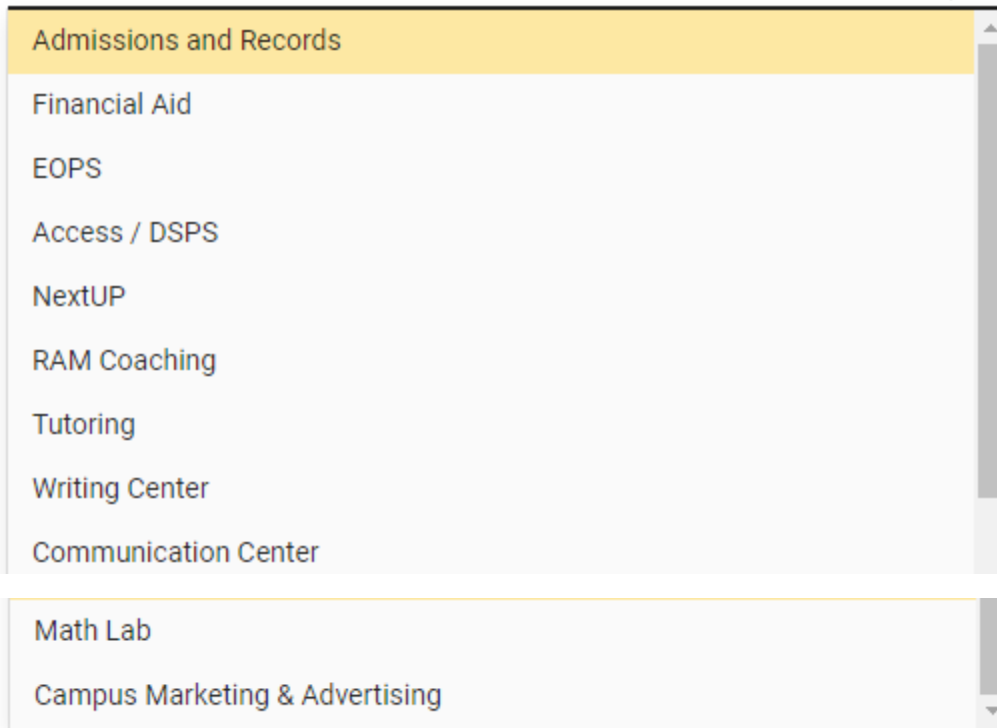
## SECTION 3: RESOURCE MANAGEMENT & CONTINUOUS IMPROVEMENT

- ❖ **Step nine:** Begin answering the prompts within this section.

Prompt one directions: The first prompt of this section asks: “Provide any program accomplishments since last cycle.”

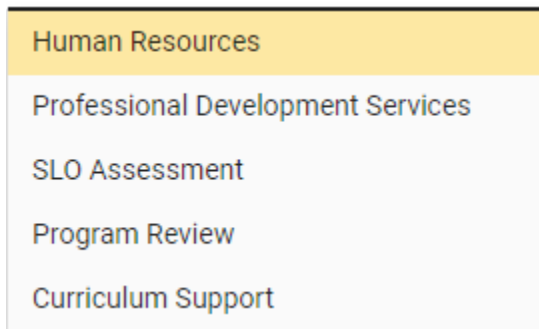
Here, it is helpful to list the accomplishments over the past year that you would like to highlight within your unit. Did student success improve? Did retention improve? How was enrollment? In a broader sense, you could also comment on how faculty in your area participated in professional development or sought out additional training/workshops in relation to diversity, equity, inclusion and other important themes in higher education. Did your area respond well to the challenges of the pandemic? Etc.

Prompt two directions: Prompt two asks you to select which student support services your area is satisfied with. The prompt reads like this: “STUDENT SUPPORT SERVICES: Select areas below in which your program is satisfied with campus resources to support your operations:” Options here include:



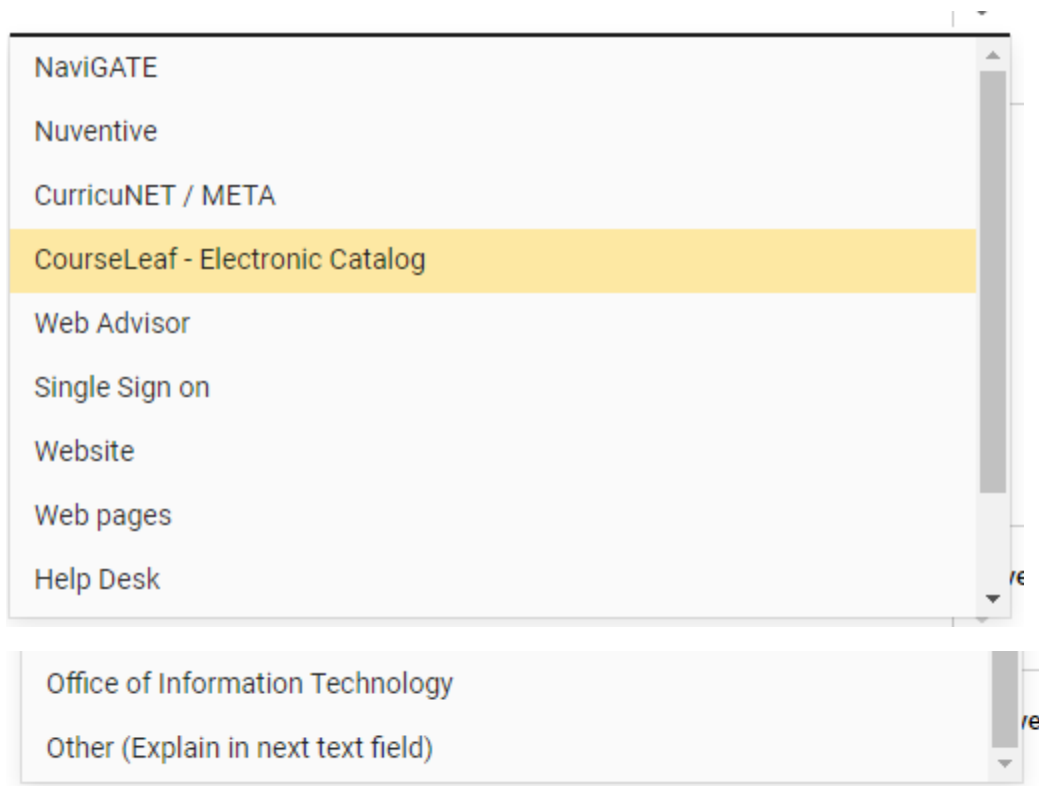
You are able to select as many or as few options as fit the prompt for your unit.

Prompt three directions: Prompt three is also a drop-down which asks you to select areas in which your area is satisfied with Faculty Support. The prompt reads as: “FACULTY SUPPORT: Select areas below in which your program is satisfied with campus resources to support your operations:” Options include:



You are able to select as many or as few options as fit the prompt for your unit.

Prompt four directions: Prompt four is a drop-down which asks you to consider the areas of technology, software and support which your area is satisfied with. The prompt reads as: “INFORMATION TECHNOLOGY, SOFTWARE, AND SUPPORT: Select areas below in which your program is satisfied with campus resources to support your operations:” Options include:



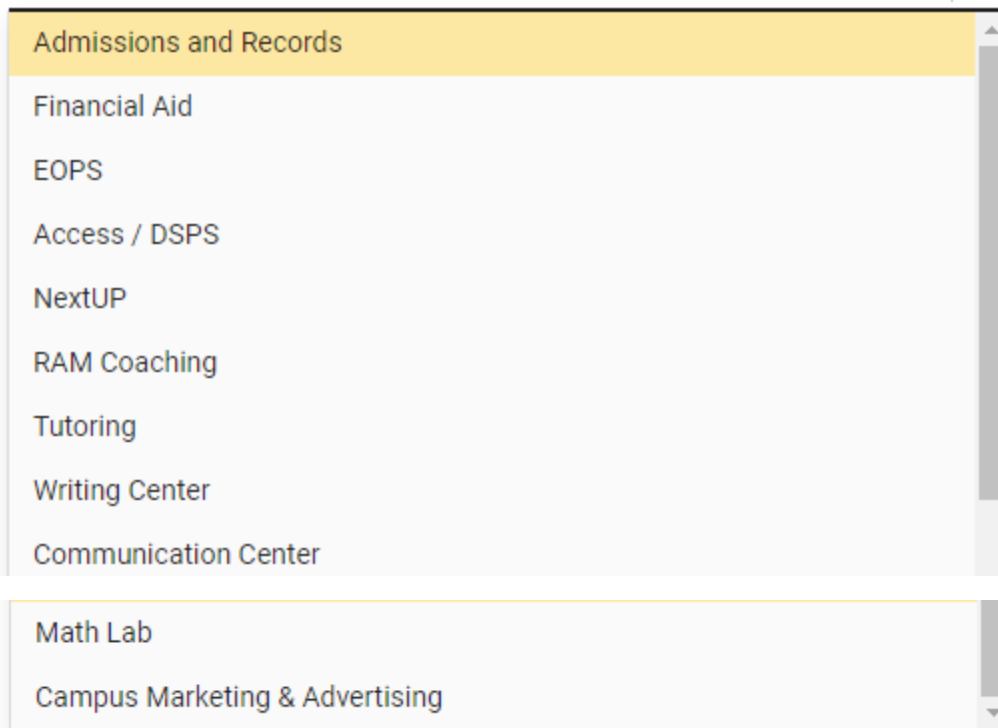
You are able to select as many or as few options as fit the prompt for your unit.

Prompt five directions: This prompt asks: “Provide any program challenges or concerns since last cycle.”

This is a good area to consider, and/or list the problems, issues or challenges that your program is facing. Remember to explain context and circumstances so those reading the report have the information they need to understand your program’s challenges. This may also be a good place to tie in resources or request for augmentation that you will be placing in the Program Planning and Augmentation portion of the report; this area allows more opportunity to explain the necessity of various resources.

Prompt six directions: Prompt six offers a drop-down menu, which asks: “STUDENT SUPPORT SERVICES: Select areas below in which your program need improvement with campus resources to support your operations:” The options are:



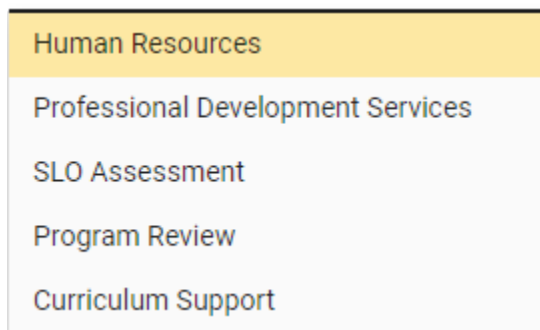


You are able to select as many or as few options as fit the prompt for your unit.

Prompt seven directions: Prompt seven asks: “If you would like to explain your choices in responses above, please explain here.”

If there are areas/services on campus that your program is struggling with, please describe the circumstances or context here. Information here can help the campus improve its services and processes.

Prompt eight directions: This prompt is a drop-down which asks: “FACULTY SUPPORT: Select areas below in which your program needs improvement with campus resources to support your operations:” The options include:



You are able to select as many or as few options as fit the prompt for your unit.

Prompt nine directions: This prompt allows you to explain your selections in the previous section. The prompt asks: “If you would like to explain your choices in responses above, please explain here.”

In this prompt, you can explain your program’s experience with these services. Providing feedback can help the campus make improvements to services and processes.

Prompt ten directions: Prompt ten asks: “INFORMATION TECHNOLOGY, SOFTWARE, AND SUPPORT: Select areas below in which your program needs improvement with campus resources to support your operations:” The options include:

The screenshot shows a dropdown menu with the following options:

- NaviGATE
- Nuventive
- CurricuNET / META
- CourseLeaf - Electronic Catalog (highlighted)
- Web Advisor
- Single Sign on
- Website
- Web pages
- Help Desk

Below the main list, there is a separate section with the following options:

- Office of Information Technology
- Other (Explain in next text field)

You are able to select as many or as few options as fit the prompt for your unit.

Prompt eleven directions: This prompts asks: “Has your program received augmentation funds for this year or the previous year?” The options for this question include “yes,” or “no.” If your program received augmentation funds for this current fiscal year (2021-2022) or the previous fiscal year (2020-2021), please indicate “yes.” If your program did not receive augmentation funds, indicate “no.”

Prompt twelve directions: If you answered “yes” to the previous question, we ask that you answer this prompt: “describe the status of any augmentation funds your program received.”

If your program received funds, it is important for the campus to understand how those funds benefitted or affected your program. Were the funds of critical need? How did they impact or improve student learning?

- ❖ **Step ten:** When done entering your responses for this section, click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



### SECTION 3: RESOURCE MANAGEMENT & CONTINUOUS IMPROVEMENT

- ❖ **Step eleven:** Open the next section, Section 4: Reflection & Extenuating Circumstances (pictured below).



### SECTION 4: REFLECTION & EXTENUATING CIRCUMSTANCES

- ❖ **Step twelve:** Begin answering the prompts within Section 4.

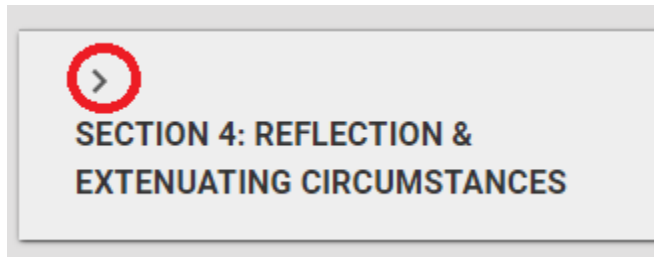
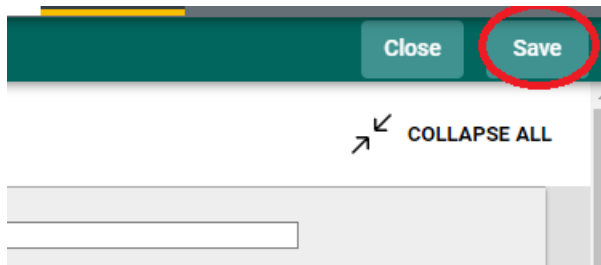
Prompt one directions: Prompt one asks: “Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*”

This is a required field that challenges you to think about any good or innovative things your program learned from the COVID-19 pandemic. While the pandemic was not ideal, in what ways did it affect or improve the way your program works? In what ways will it help your program going forward?

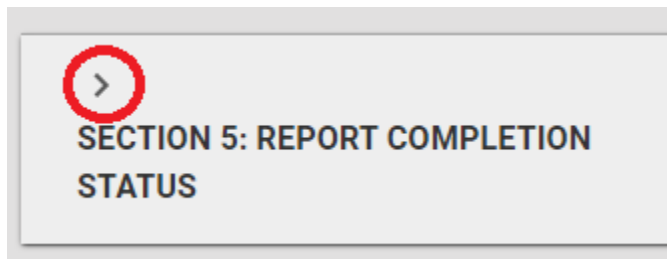
Prompt two directions: Prompt two asks: “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

- ❖ **Step thirteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



❖ **Step fourteen:** Expand the carrot for Section 5: Participation and Completion (Pictured below).



Prompt one directions: This prompt is called, Report Completion Status (pictured below).

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*

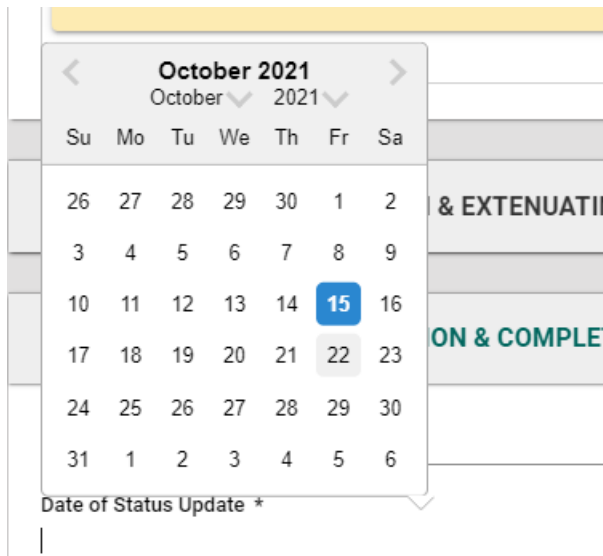
- Report is completed and ready for division review
- Report is ready for Peer Technical Review
- Report is in progress / currently being updated

**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

**If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."

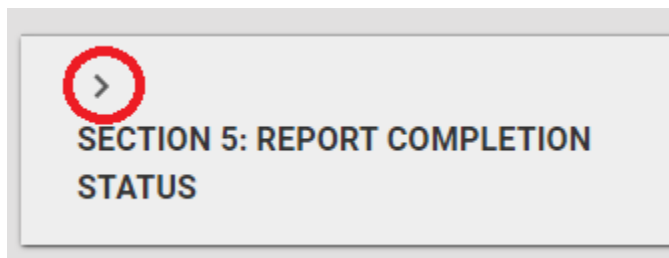
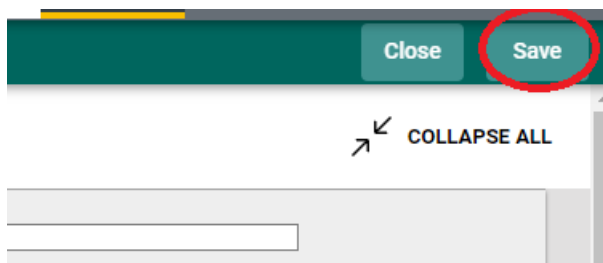
**If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):



Prompt three directions: This is an optional field: "Comments relating to Report Status or Completion." If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

- ❖ **Step fifteen:** Click the "save" button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



- ❖ **Step nineteen:** If you have not already done so, you can proceed to the Program Annual Planning and Augmentation portion of the report. Once you are done with the Narrative and the Program Annual Planning and Augmentation portions of the report, be sure to come back to the narrative to note the date of completion and to indicate that your report is now ready for review by the upper tiers.

## **B. Learning and Library Support Services (Narrative Instructions)**

### **Learning Support Services (Standard II.B.1-4)**

Unit Characterization: **Learning Support Services** refer to additional support provided by VVC to help students engage, achieve, and thrive in their education.

Full listing of Sections and Prompts for LSS Template:

#### **Section 1: Learning Support Services**

- ✓ Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*
- ✓ Describe your unit's performance, from both the instructional and non-instructional perspectives, since the last program review. \*

#### **Section 2: Projects and Initiatives Updates**

- ✓ Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities. \*

#### **Section 3: Assessment, Accessibility & Compliance**

ASSESSMENT - Learning Support Services are unique in that they provide both instructional and non-instructional services. For the instructional side, LSS units conduct Student Learning Outcomes (SLO) assessment and for the non-instructional side, they conduct Service Area Outcome (SAO) Assessment. This section will ask for outcomes in both these areas.

##### Student Learning Outcomes (SLO) Assessment

- ✓ The 6-year assessment calendar has been updated since the last program review cycle. \*
- ✓ Explain how your area has used Student Learning Outcomes assessment to improve Student Services in your area. \*
- ✓ Upload any supporting documentation your program would like included related to SLO assessment here.

##### Service Area Outcomes (SAO) Assessment

- ✓ The 6-year assessment calendar has been updated since the last program review cycle. \*
- ✓ Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area. \*
- ✓ Upload any supporting documentation your program would like included related to SAO assessment here.

### Accessibility

- ✓ Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*
- ✓ Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*
- ✓ Upload any supporting documentation your program would like included related to accessibility here.

### Compliance

- ✓ Provide an overview of how your program meets or exceeds ACCJC Standards. \*
- ✓ Upload any supporting documentation your program would like included related to compliance here.

## **Section 4: Continuous Improvement & Opportunities**

### Continuous Improvement

- ✓ Provide any program accomplishments, or general strengths, observed since last cycle. \*
- ✓ Upload any supporting documentation your area would like included related to office accomplishments here.
- ✓ Provide any challenges, concerns or weaknesses that need addressing since last cycle. \*  
Opportunities and Resource Needs - Requests for augmentation are documented in the Planning and Augmentation module, but the following section enables units to describe their logistics needs alongside the context of their current situation. This section also helps initiate conversation over how to best meet the needs of your area.
- ✓ Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*
- ✓ Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*
- ✓ Is your unit in need of any further professional development or staff or faculty training? If so, please explain these needs.

## Section 5: Reflection & Extenuating Circumstances

- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*
- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward?

## Section 6: Participation & Completion

- ✓ Report Completion Status \*
- ✓ Date of Status Update \*
- ✓ Comments relating to Report Status or Completion

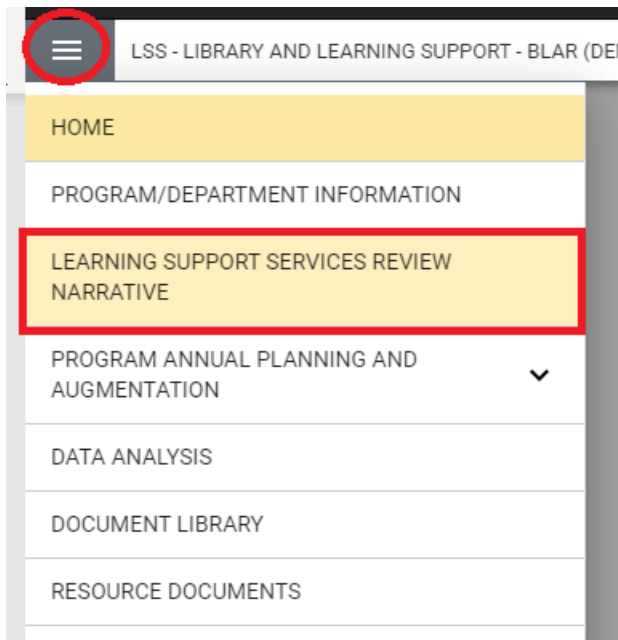
## Learning and Support Services Unit: How to Complete the Learning and Support Services Narrative

[Video](#) (Time 10 min, 59 sec)

Full video link: <https://vvc-edu.zoom.us/rec/play/1izlD37SaL3zgrRo3FtMmWglrYMOkuk9cwjYG2KBH26sHtF69i17fvmixloDCyHP6i8h871ff7UtRQZC.sIDcMGfLfwLN6wIQ?autoplay=true&startTime=1634271497000>

In the following instructions, each of the prompts within will be further explained and described.

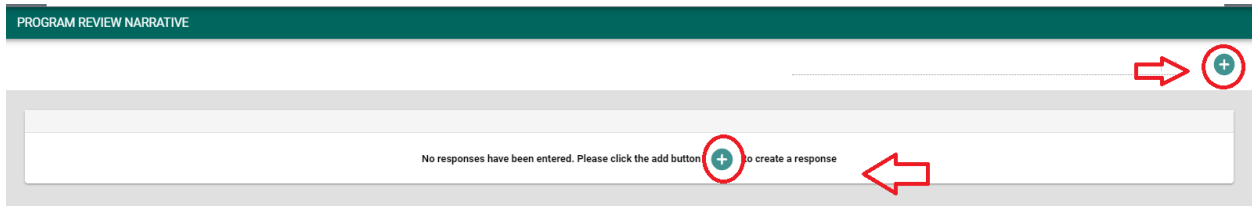
- ❖ **Step One:** To navigate to the narrative, go to the left-hand bar, and select the three horizontal lines (the “hamburger”). This will expand your menu options. After clicking the hamburger, select the “Program Review Narrative” option (pictured below)



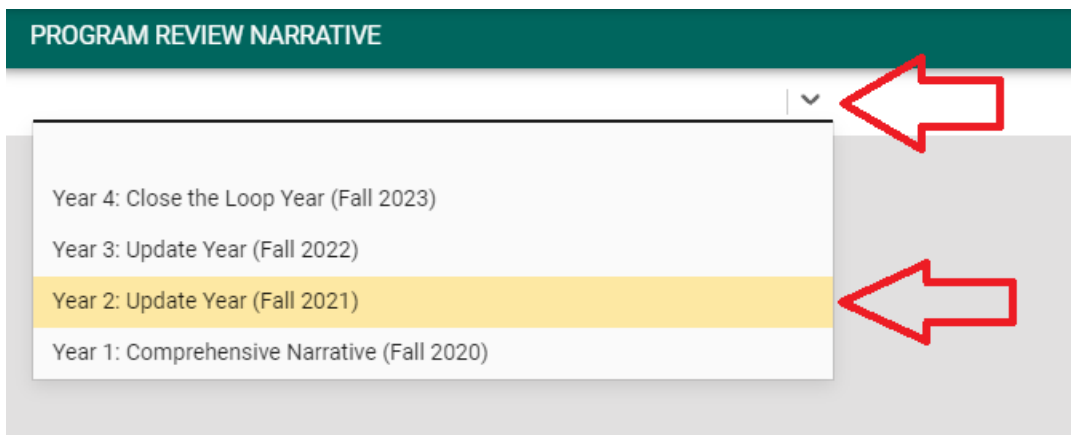


After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).

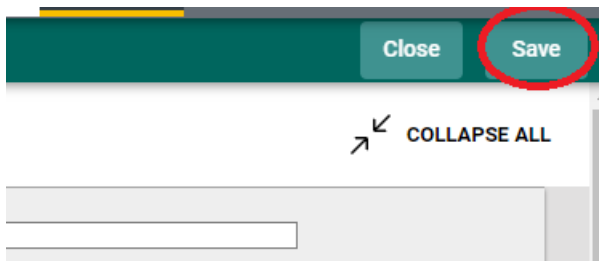


- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 2: Update Year (Fall 2021). In other years, make sure to select the appropriate year that matches the correct report.



The system will then take you to the report. Go section by section, filling in each required prompt.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



❖ **Step four:** Begin filling out the prompts in Section 1: Learning Support Services (Pictured below)

The screenshot shows a web interface for a form. At the top left, it says ': Year 2: Update Year (Fall 2021)'. At the top right, there is a 'COLLAPSE ALL' button. Below this is a header bar with a dropdown arrow and the text '\*SECTION 1: LEARNING SUPPORT SERVICES'. The main content area contains two text input fields, each with a red border. The first field has the prompt: 'Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*'. The second field has the prompt: 'Describe your unit's performance, from both the instructional and non-instructional perspectives, since the last program review. \*'.

The first prompt is: “Describe and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College.”

In reviewing the mission, vision and values for VVC (listed below for easy reference), ask yourself: How is our area support the mission and values? Dig deep to consider ways in which your program has been supportive of these ideas. Has your area hosted special events or workshops? Has your area developed any new programs or initiatives to work towards these goals?

Recall, the current **Mission** for VVC is:

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

The Current **Vision** is:

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

The Current **Values** are:

As a student-centered learning organization, VVC will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the college’s actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the college’s programs from other locations.
- Diversity – valuing inclusion and different points of view and contributions of all groups.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation – providing creative approaches to learning, problem solving, and growth.

**For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:**

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

The second prompt in section 1 is: “Describe your unit’s performance, from both the instructional and non-instructional perspectives, since the last program review.”

This prompt is asking you to consider your unit’s performance since the last program review submitted, considering both the instructional and non-instructional perspectives of your area. Were there any key-takeaways since the last year? How was this year different than the previous year? In what ways were outcomes better or worse? Feel free to consider this question in light of the most pressing concerns or challenges.

- ❖ **Step five:** Complete your text responses for Section 1. **Don’t forget to keep saving your report.** Collapse Section one by clicking on the carrot (Pictured below) Move on to Section 2.

: Year 2: Update Year (Fall 2021)

▼ \*SECTION 1: LEARNING SUPPORT SERVICES

Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*

---

Describe your unit’s performance, from both the instructional and non-instructional perspectives, since the last program review. \*

Collapsed, it will look like so:

LSS - BLAR - TUTORING

LEARNING SUPPORT SERVICES REVIEW NARRATIVE > : Year 2: Update Year (Fall 2021) - Add New Response

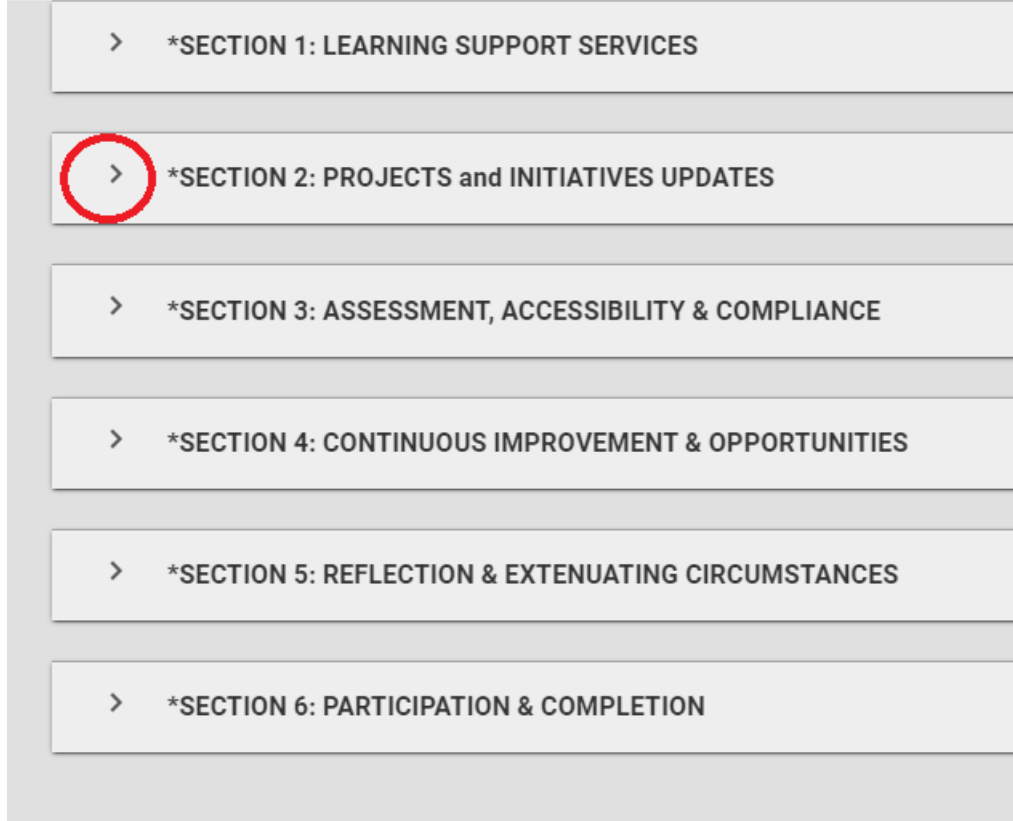
: Year 2: Update Year (Fall 2021)

- > \*SECTION 1: LEARNING SUPPORT SERVICES
- > \*SECTION 2: PROJECTS and INITIATIVES UPDATES
- > \*SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE
- > \*SECTION 4: CONTINUOUS IMPROVEMENT & OPPORTUNITIES
- > \*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES
- > \*SECTION 6: PARTICIPATION & COMPLETION

- ❖ **Step six:** Click on the carrot for Section 2: Projects and Initiatives Updates. (Pictured below) This will expand the section for you to answer the prompt within.

---

: Year 2: Update Year (Fall 2021)



- > \*SECTION 1: LEARNING SUPPORT SERVICES
- > \*SECTION 2: PROJECTS and INITIATIVES UPDATES
- > \*SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE
- > \*SECTION 4: CONTINUOUS IMPROVEMENT & OPPORTUNITIES
- > \*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES
- > \*SECTION 6: PARTICIPATION & COMPLETION

---

▼ \*SECTION 2: PROJECTS and INITIATIVES UPDATES

Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities. \*

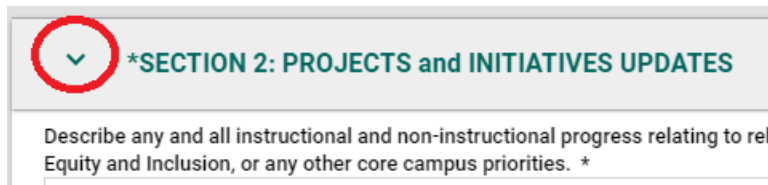
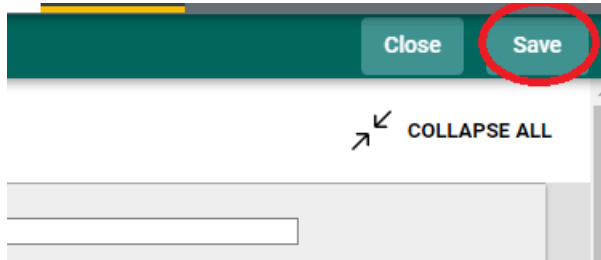
There is only one prompt for Section 2, which is: “Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.”

- ❖ **Step seven:** Type your response to the prompt within Section 2.

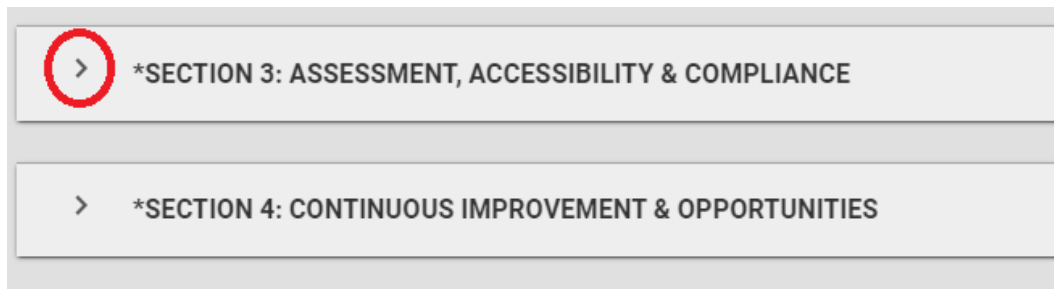
This prompt is asking you to consider your area’s ability to be responsive to campus priorities and initiatives. In what ways has your program adapted to meet campus projects and initiatives? Does your

area have further plans to adapt and meet the goals of campus initiatives. Explain your ideas and reasoning.

When complete with answering this prompt, remember to press the save button (pictured below), and to minimize the carrot for Section 2 (also pictured below).

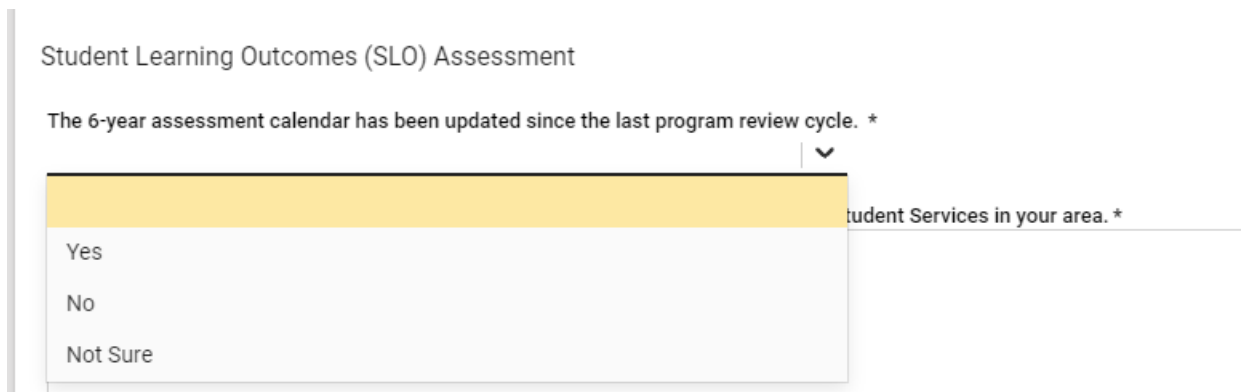


- ❖ **Step eight:** Open the carrot next to Section 3: Assessment, Accessibility & Compliance. (Pictured below) This will expand the prompt for you to begin answering questions.



- ❖ **Step nine:** Complete each prompt within this section. Remember to keep saving your report!

Prompt 1 Directions: The first prompt is a drop-down asking about Student Learning Outcomes (SLO) Assessment. It asks if your unit has updated the 6-year assessment calendar since the last program review cycle. Click on the response that best fits your situation (pictured below):

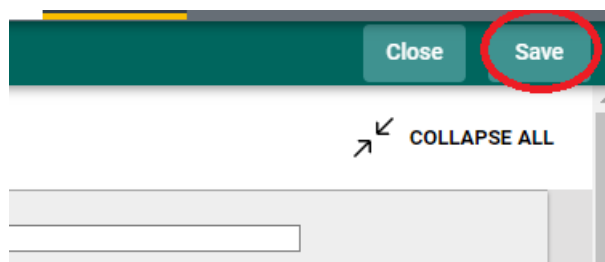


If you select 'yes,' it means you have updated the 6-year calendar to ensure assessment for SLOs is being done in an appropriate time-frame.

If you select 'no,' it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select 'not sure,' it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



Prompt two directions: Following the drop-down menu, there is a narrative prompt, which asks: "Explain how your area has used Student Learning Outcomes assessment to improve Student Services in your area."

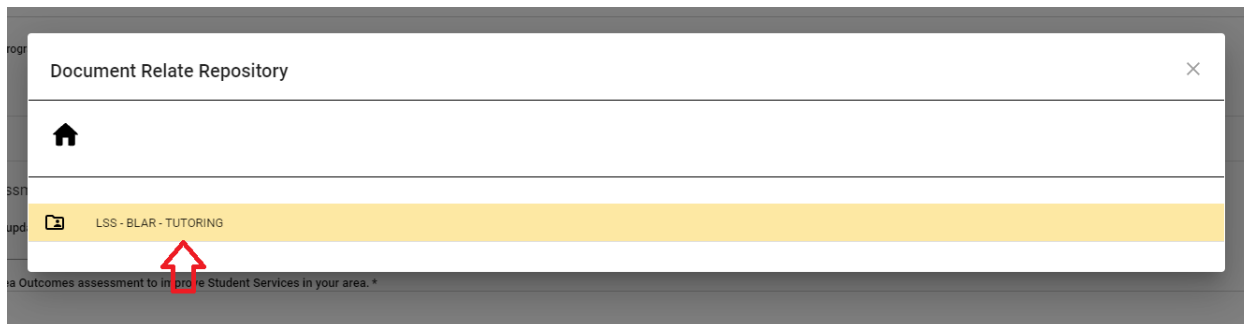
To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area's response to teaching and learning. Was pedagogy changed as a response to assessments? Was curriculum changed? In what ways did these assessments inform practices within your unit. Recall, conducting assessment is a critical procedure to improving student learning and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

Prompt three directions: There is also a document upload option if you would like to upload any evidence of assessment data being used to improve student learning and outcomes (pictured below). This is an optional prompt response field (i.e. it is not a requirement to attach a document).

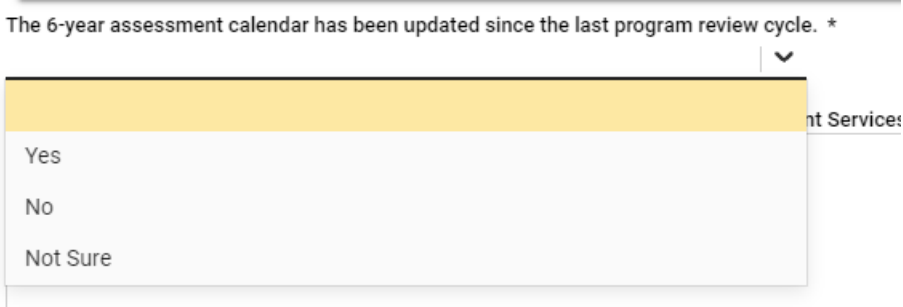


To upload a supporting document, click on the plus sign off to the right-hand portion of the screen.

Click on your area (pictured below). This will give you the option to attach a document from your unit.



Prompt four directions: This prompt is asking you if you have updated your 6-year calendar in relation to Service Area Outcomes (SAOs) This prompt provides drop-down menu options (pictured below)

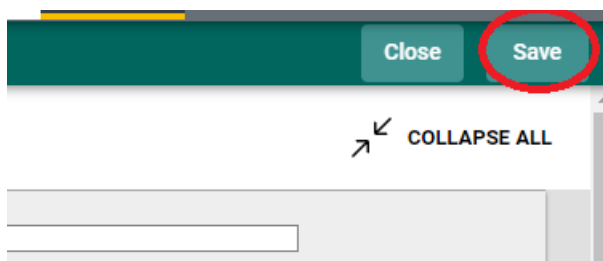


If you select 'yes,' it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select 'no,' it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select 'not sure,' it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



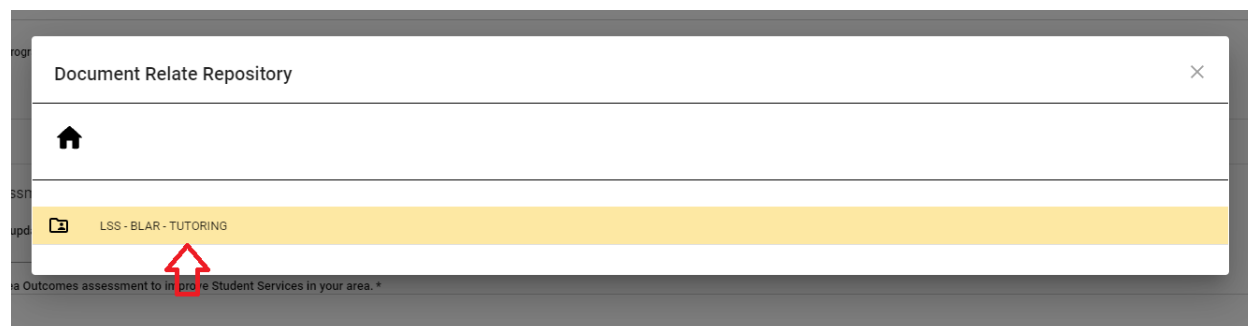
Prompt five directions: The next prompt asks: Explain how your area has used Service Area Outcomes to improve Student Services in your area."

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area’s response to student services. Was any of your area’s programming changed as a result of assessments? Did survey results review further student need in various areas? Recall, conducting assessment is a critical procedure to improving student services and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

**Prompt six directions:** There is also a document upload option if you would like to upload any evidence of assessment data being used to improve student learning and outcomes (pictured below). This is an optional prompt response field (i.e. it is not a requirement to attach a document).



To upload a supporting document, click on the plus sign off to the right-hand portion of the screen. Click on your area (pictured below). This will give you the option to attach a document from your unit.



The next portion of this section relates to Accessibility, and asks the following questions:

Address your unit’s accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*

Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*

**Prompt seven directions:** Answer this prompt: “Address your unit’s accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*”

This prompt is asking you to consider how accessible your program is for students. Recall, accessibility is an integral part of the campus’ vision. Take time to consider each of the areas listed, as well as any others that were not included (i.e. consider ethnicity, gender, age, students with disabilities, and so forth).

**Prompt eight directions:** Answer this prompt: “Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are



your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*”

This prompt is asking you to provide any examples or evidence for how your program is working to service students from underrepresented and/or underprepared students. Has your area hosted any special events or workshops? Has operating procedures changed to meet these students in needs?

Prompt nine directions: This is an optional document upload field. Here, you can upload evidence of events, workshops, or changes you’ve made in your unit to meet student needs.

Prompt ten directions: This begins the portion relating to compliance. The first prompt asks: “Provide an overview of how your program meets or exceeds ACCJC Standards.”

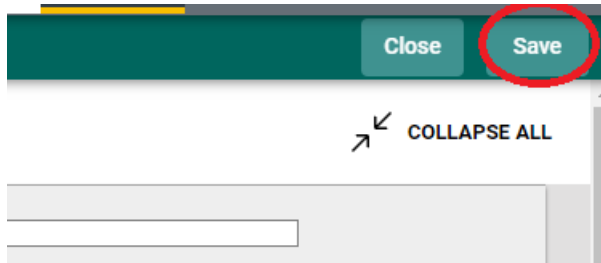
Unsure about the ACCJC Standards? Here is a direct link to the ACCJC Standards for your consideration: <https://accjc.org/wp-content/uploads/Accreditation-Standards -Adopted-June-2014.pdf>.

Though there are a number of areas within the Standards that relate to your area, the core area to consider and re-read is Standard II.B. 1 – 4: Library and Learning Support Services, which read as follows:

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

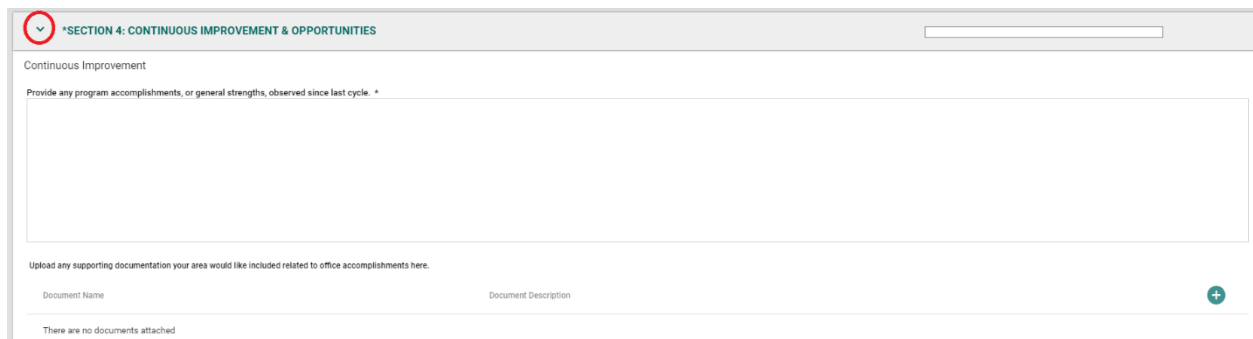
Prompt eleven directions: This is an optional document upload field. Here, you can upload evidence of how your area has met or exceeded accreditation standards.

- ❖ **Step ten:** Click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



 \*SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE

- ❖ **Step eleven:** Expand the carrot for Section 4: Continuous Improvement & Opportunities. (Pictured below).



- ❖ **Step twelve:** Begin answering the prompts.

Prompt one directions: The first prompt in this section asks: “Provide any program accomplishments, or general strengths, observed in this last cycle.”

This prompt is asking for the areas in which you have assessed your program to be strong. What are some of the notable accomplishments from the last year? In what was has your area been innovative or responsive to student needs?

Prompt two directions: This is an optional document upload field. Here, you can upload evidence of how your area has performed well during the last cycle.

Prompt three directions: “Provide any challenges, concerns or weaknesses that need addressing since the last cycle.”

This prompt is asking you to consider any difficulties your program has face during the last cycle. Higher education has not shortage of challenges at the present, but which challenges are affecting your program the most? Are the challenges in relation to the COVID-19 pandemic? To the economy? To conditions in California? Explain your perspective.

The next portion within this section does relate, in some respects, to program goals and resource requests. If you plan on requesting resources or faculty/staff in relation to a program goal, remember to highlight some of this evidence within the narrative prompts provided for this section.

Prompt four directions: This prompt asks: “Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*”

This prompt is asking you to consider how your program has faced the challenges you described in prompt three. Consider how your program has met these challenges. Has your program been able to effectively address these challenges? Interpreted in the context of the next question, this prompt is asking you to consider what your program has done, and can do, to meet the challenges at hand.

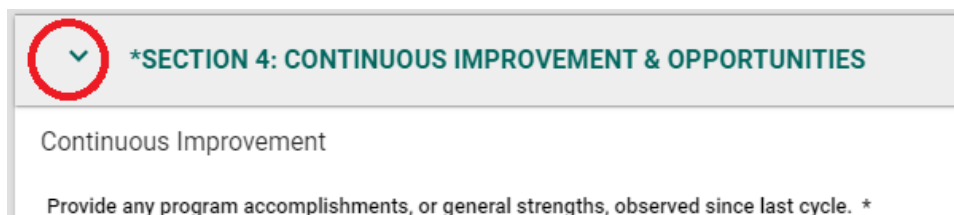
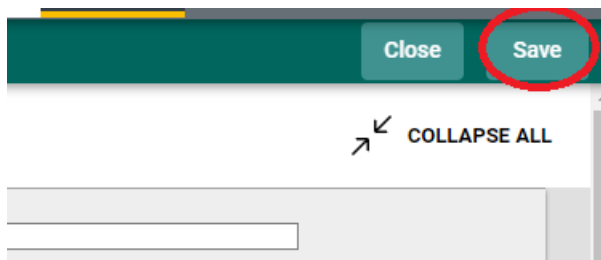
Prompt five directions: This prompt asks: “Based on the challenges documented in the previous section, in what ways can the campus and administration assist in overcoming these challenges, and what plans would assist your unit in ensuring continuous improvement? \*”

Considered alongside the previous two prompts, in what ways can the campus or administration support your program through the challenges you’ve described? Can the campus or administration support you in the challenges that are being face? If so, how? What are your recommendations?

Prompt six directions: This prompt asks: “Is your unit in need of any further professional development or staff or faculty training? If so, please explain these needs.”

This prompt is asking if you require any professional development training for staff or faculty in your area. Are there any professional development opportunities that would benefit your area? Explain these options for campus consideration.

- ❖ **Step thirteen:** Click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



- ❖ **Step fourteen:** Expand the carrot for Section 5: Reflection & Extenuating Circumstances (Pictured below).



**\*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES**

Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*

Empty text input area for the first prompt.

Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration. \*

❖ **Step fifteen:** Begin answering the prompts within this section.

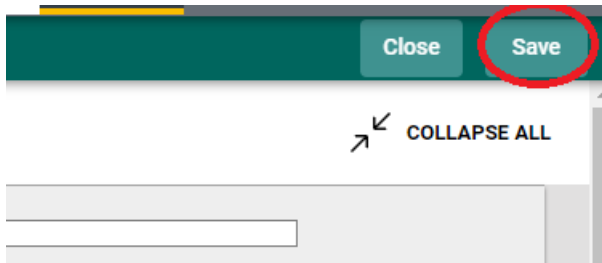
Prompt one directions: Prompt one asks: “Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*”

This is a required field that challenges you to think about any good or innovative things your program learned from the COVID-19 pandemic. While the pandemic was not ideal, in what ways did it affect or improve the way your program works? In what ways will it help your program going forward?

Prompt two directions: Prompt two asks: “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

❖ **Step sixteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



**\*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES**

❖ **Step seventeen:** Expand the carrot for Section 6: Participation and Completion (Pictured below).



## \*SECTION 6: PARTICIPATION & COMPLETION

Report Completion Status \*



Date of Status Update \*

Comments relating to Report Status or Completion

Prompt one directions: This prompt is called, Report Completion Status (pictured below).

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*



Report is completed and ready for division review

Report is ready for Peer Technical Review

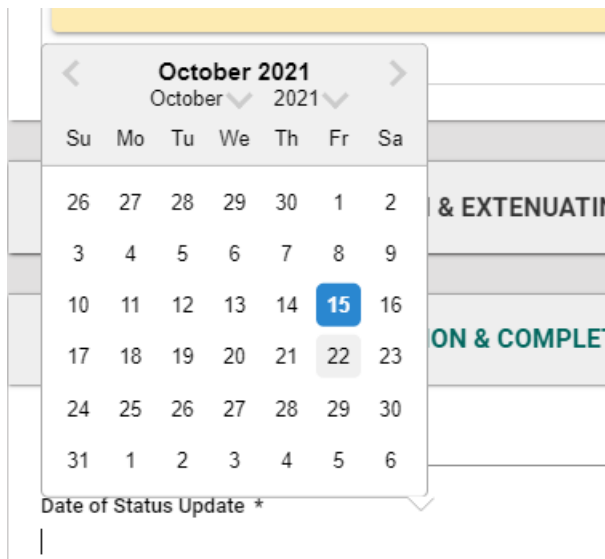
Report is in progress / currently being updated

**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

**If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."

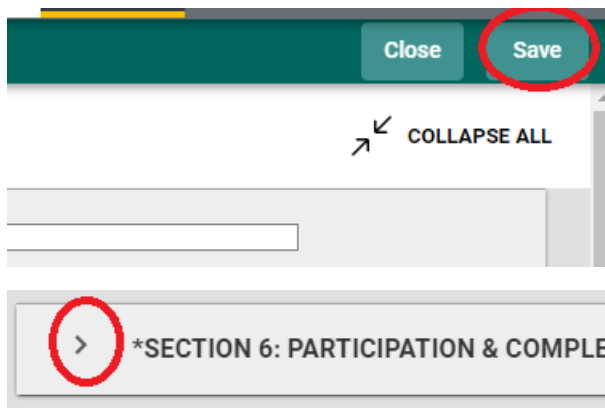
**If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):



Prompt three directions: This is an optional field: “Comments relating to Report Status or Completion.” If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

- ❖ **Step eighteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



- ❖ **Step nineteen:** If you have not already done so, you can proceed to the Program Annual Planning and Augmentation portion of the report. Once you are done with the Narrative and the Program Annual Planning and Augmentation portions of the report, be sure to come back to the narrative to note the date of completion and to indicate that your report is now ready for review by the upper tiers.

## C. Student Support Services (Narrative Instructions)

### Student Support Services (Standard II.C.1-8)

Unit Characterization: **Student Support Services** refers to units that assist students in adjusting to the college environment and helps them ultimately prepare for the transition from college into a career or an advanced degree.

Full listing of Sections and Prompts for Student Support Services (SSS) Template:

#### Section 1: Student Support Services Overview

- ✓ Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*
- ✓ Describe your unit's performance, from both the instructional and non-instructional perspectives, since the last program review. \*

#### Section 2: Projects and Initiatives Updates

- ✓ Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities. \*

#### Section 3: Assessment, Accessibility & Compliance

##### Service Area Outcomes (SAO) Assessment

- ✓ The 6-year assessment calendar has been updated since the last program review cycle. \*
- ✓ Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area. \*
- ✓ Upload any supporting documentation your program would like included related to SAO assessment here.

##### Accessibility

- ✓ Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*
- ✓ Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*

- ✓ Upload any supporting documentation your program would like included related to accessibility here.

#### Compliance

- ✓ Provide an overview of how your program meets or exceeds ACCJC Standards. \*
- ✓ If applicable, describe your program's compliance with any/all external bodies (e.g. legal, governmental, financial, etc.) to which the program must conform to.
- ✓ Upload any supporting documentation your program would like included related to compliance here.

### **Section 4: Continuous Improvement & Opportunities**

#### Continuous Improvement

- ✓ Provide any program accomplishments, or general strengths, observed since last cycle. \*
- ✓ Upload any supporting documentation your area would like included related to office accomplishments here.
- ✓ Provide any challenges, concerns or weaknesses that need addressing since last cycle. \*  
Opportunities and Resource Needs - Requests for augmentation are documented in the Planning and Augmentation module, but the following section enables units to describe their logistics needs alongside the context of their current situation. This section also helps initiates conversation over how to best meet the needs of your area.
- ✓ Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*
- ✓ Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*
- ✓ Is your unit in need of any further professional development or staff or faculty training? If so, please explain these needs.

### **Section 5: Reflection & Extenuating Circumstances**

- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*
- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward?



## Section 6: Participation & Completion

- ✓ Report Completion Status \*
- ✓ Date of Status Update \*
- ✓ Comments relating to Report Status or Completion

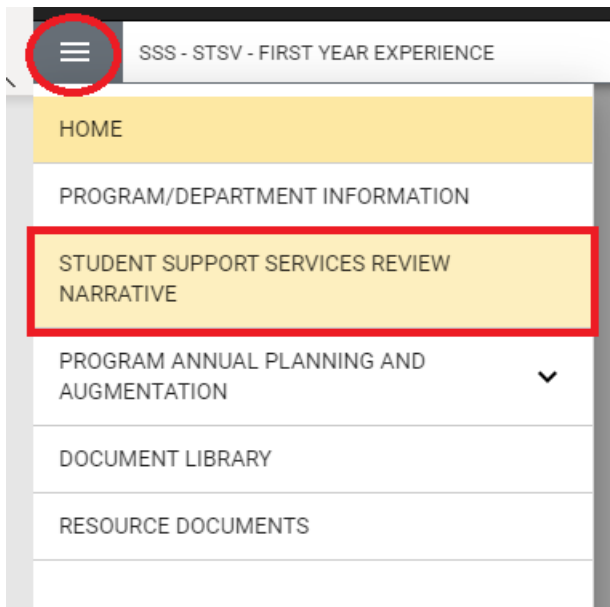
## Student Support Services Unit: How to Complete the Student Support Services Narrative

[Video](#) (Time 11 min, 56 sec)

Full video link: [https://vvc-edu.zoom.us/rec/play/5iNbNrfIRLP4I4NdTnBu2Qbr2YWjEik0-sJSRrSzyWaYywQOlV5Au2MaxYpcJrEzUX\\_5o9AF86O2UjwK.bPOikVfUAN6GY75s?autoplay=true&startTime=1634270268000](https://vvc-edu.zoom.us/rec/play/5iNbNrfIRLP4I4NdTnBu2Qbr2YWjEik0-sJSRrSzyWaYywQOlV5Au2MaxYpcJrEzUX_5o9AF86O2UjwK.bPOikVfUAN6GY75s?autoplay=true&startTime=1634270268000)

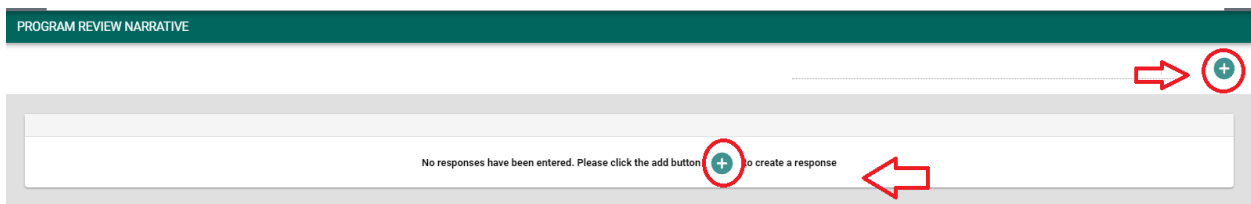
In the following instructions, each of the prompts within will be further explained and described.

- ❖ **Step One:** To navigate to the narrative, go to the left-hand bar, and select the three horizontal lines (the “hamburger”). This will expand your menu options. After clicking the hamburger, select the “Student Support Services Review Narrative” Option (pictured below)

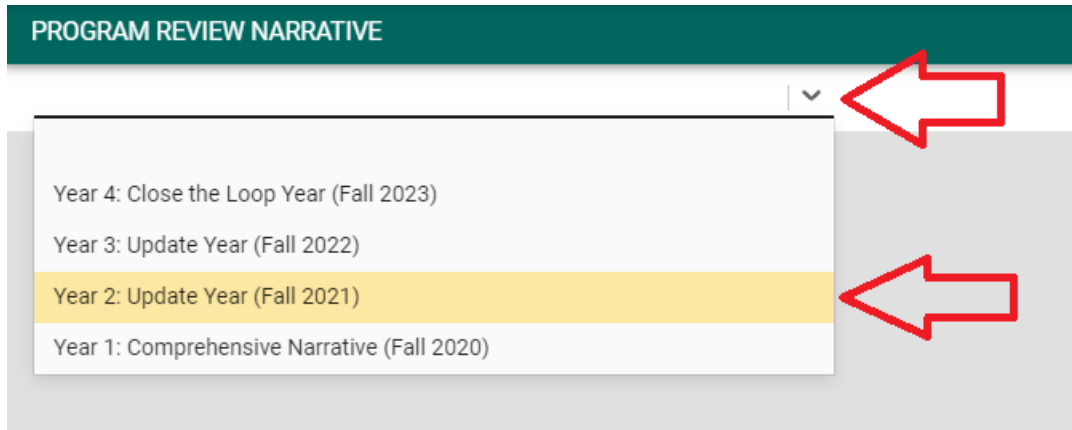


After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).



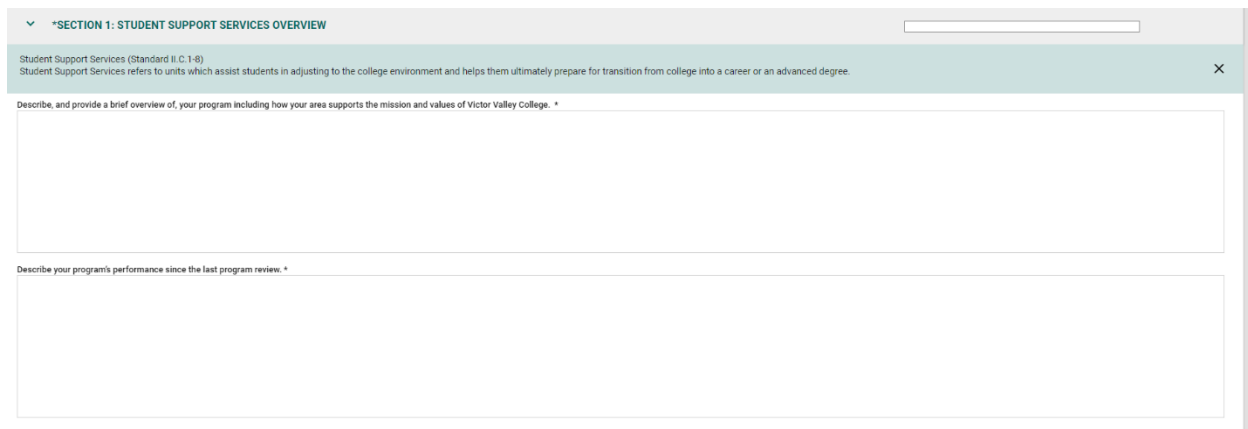
- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 2: Update Year (Fall 2021). In other years, make sure to select the appropriate year that matches the correct report.



The system will then take you to the report. Go section by section, filling in each required prompt.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)

- ❖ **Step four:** Begin filling out the prompts in Section 1: Student Support Services (Pictured below)



The first prompt is: “Describe and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College.”

In reviewing the mission, vision and values for VVC (listed below for easy reference), ask yourself: How is our area support the mission and values? Dig deep to consider ways in which your program has been supportive of these ideas. Has your area hosted special events or workshops? Has your area developed any new programs or initiatives to work towards these goals?

Recall, the current **Mission** for VVC is:

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

The Current **Vision** is:

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

The Current **Values** are:

As a student-centered learning organization, VVC will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the college’s actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the college’s programs from other locations.
- Diversity – valuing inclusion and different points of view and contributions of all groups.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation – providing creative approaches to learning, problem solving, and growth.

**For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:**

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

The second prompt in section 1 is: “Describe your unit’s performance, from both the instructional and non-instructional perspectives, since the last program review.”

This prompt is asking you to consider your unit’s performance since the last program review submitted, considering both the instructional and non-instructional perspectives of your area. Were there any key-takeaways since the last year? How was this year different than the previous year? In what ways were outcomes better or worse? Feel free to consider this question in light of the most pressing concerns or challenges.

- ❖ **Step five:** Complete your text responses for Section 1. **Don’t forget to keep saving your report.** Collapse Section one by clicking on the carrot (Pictured below) Move on to Section 2.

Year 2: Update Year (Fall 2021) COLLAPSE ALL

▼ \*SECTION 1: STUDENT SUPPORT SERVICES OVERVIEW

Student Support Services (Standard II.C.1-8)  
Student Support Services refers to units which assist students in adjusting to the college environment and helps them ultimately prepare for transition from college into a career or an advanced degree. ×

Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*

Collapsed, it will look like so:

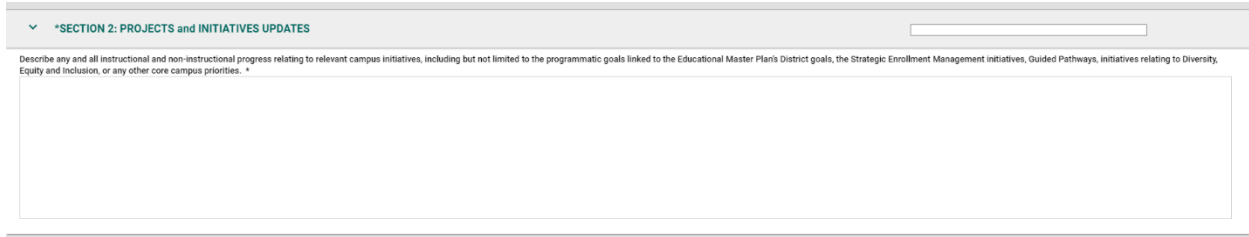
Year 2: Update Year (Fall 2021)

> *SECTION 1: STUDENT SUPPORT SERVICES OVERVIEW
> *SECTION 2: PROJECTS and INITIATIVES UPDATES
> *SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE
> *SECTION 4: CONTINUOUS IMPROVEMENT
> *SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES
> *SECTION 6: PARTICIPATION & COMPLETION

❖ **Step six:** Click on the carrot for Section 2: Projects and Initiatives Updates. (Pictured below) This will expand the section for you to answer the prompt within.

Year 2: Update Year (Fall 2021)

> *SECTION 1: LEARNING SUPPORT SERVICES
> *SECTION 2: PROJECTS and INITIATIVES UPDATES
> *SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE
> *SECTION 4: CONTINUOUS IMPROVEMENT & OPPORTUNITIES
> *SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES
> *SECTION 6: PARTICIPATION & COMPLETION

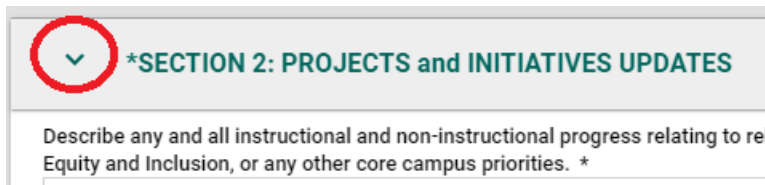
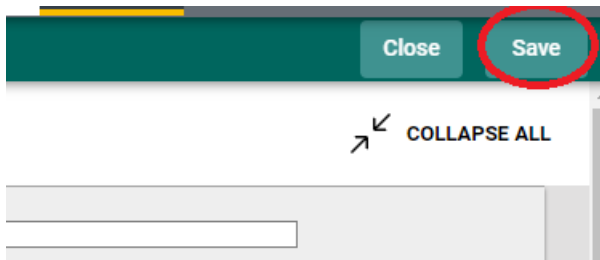


There is only one prompt for Section 2, which is: “Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.”

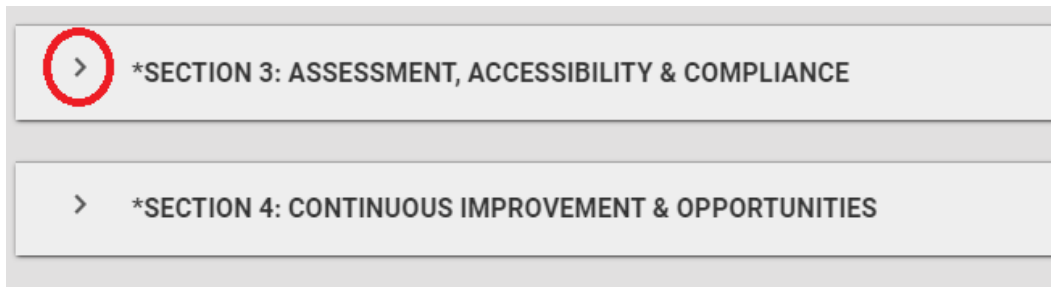
❖ **Step seven:** Type your response to the prompt within Section 2.

This prompt is asking you to consider your area’s ability to be responsive to campus priorities and initiatives. In what ways has your program adapted to meet campus projects and initiatives? Does your area have further plans to adapt and meet the goals of campus initiatives. Explain your ideas and reasoning.

When complete with answering this prompt, remember to press the save button (pictured below), and to minimize the carrot for Section 2 (also pictured below).

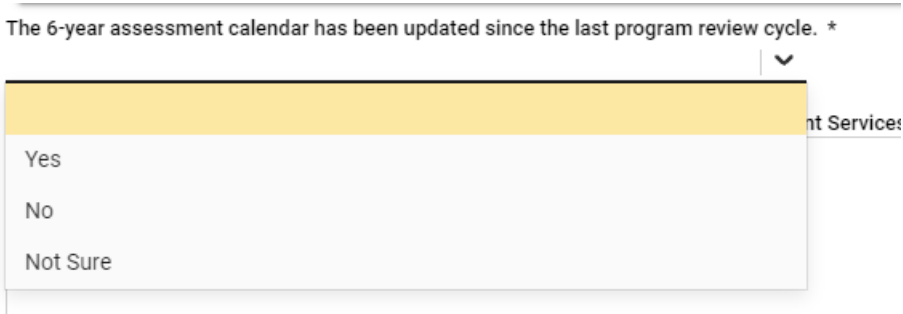


❖ **Step eight:** Open the carrot next to Section 3: Assessment, Accessibility & Compliance. (Pictured below) This will expand the prompt for you to begin answering questions.



❖ **Step nine:** Complete each prompt within this section. Remember to keep saving your report!

Prompt one directions: This prompt is asking you if you have updated your 6-year calendar in relation to Service Area Outcomes (SAOs) This prompt provides drop-down menu options (pictured below)



The 6-year assessment calendar has been updated since the last program review cycle. \*

Yes

No

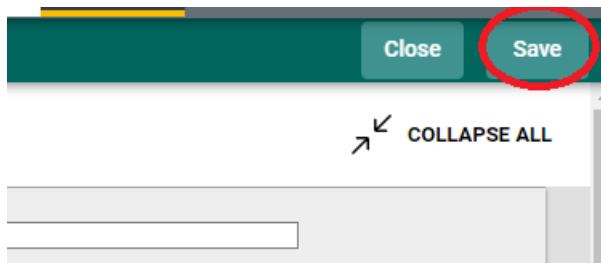
Not Sure

If you select 'yes,' it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select 'no,' it means you haven't updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select 'not sure,' it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



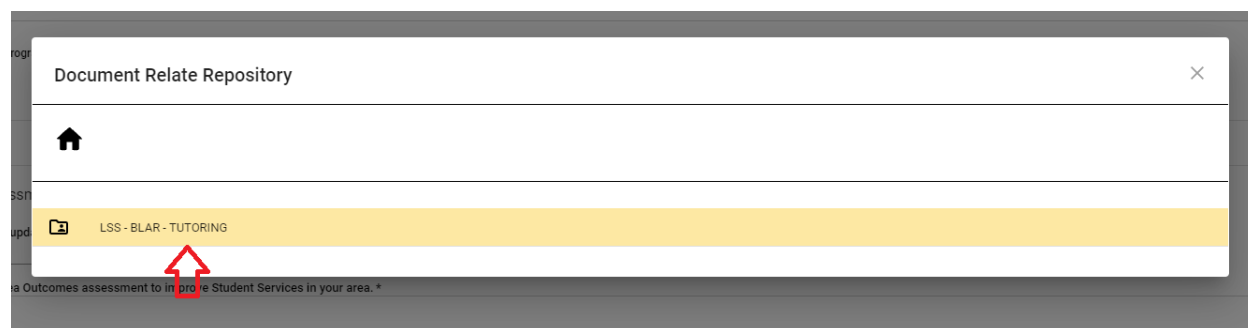
Prompt two directions: The next prompt asks: Explain how your area has used Service Area Outcomes to improve Student Services in your area.”

To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area's response to student services. Was any of your area's programming changed as a result of assessments? Did survey results review further student need in various areas? Recall, conducting assessment is a critical procedure to improving student services and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

**Prompt three directions:** There is also a document upload option if you would like to upload any evidence of assessment data being used to improve student learning and outcomes (pictured below). This is an optional prompt response field (i.e. it is not a requirement to attach a document).



To upload a supporting document, click on the plus sign off to the right-hand portion of the screen. Click on your area (pictured below). This will give you the option to attach a document from your unit.



The next portion of this section relates to Accessibility, and asks the following questions:

Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*

Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*

**Prompt four directions:** Answer this prompt: "Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*"

This prompt is asking you to consider how accessible your program is for students. Recall, accessibility is an integral part of the campus' vision. Take time to consider each of the areas listed, as well as any others that were not included (i.e. consider ethnicity, gender, age, students with disabilities, and so forth).

**Prompt five directions:** Answer this prompt: "Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*"

This prompt is asking you to provide any examples or evidence for how your program is working to service students from underrepresented and/or underprepared students. Has your area hosted any special events or workshops? Has operating procedures changed to meet these students in needs?

Prompt six directions: This is an optional document upload field. Here, you can upload evidence of events, workshops, or changes you've made in your unit to meet student needs.

Prompt seven directions: This begins the portion relating to compliance. The first prompt asks: "Provide an overview of how your program meets or exceeds ACCJC Standards."

Unsure about the ACCJC Standards? Here is a direct link to the ACCJC Standards for your consideration: [https://accjc.org/wp-content/uploads/Accreditation-Standards\\_-Adopted-June-2014.pdf](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf).

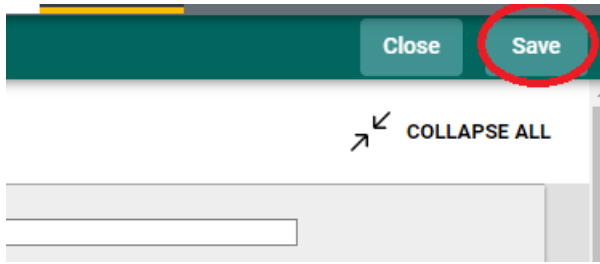
Though there are a number of areas within the Standards that relate to your area, the core area to consider and re-read is Standard II.C 1 – 8:

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Prompt eight directions: This is an optional document upload field. Here, you can upload evidence of how your area has met or exceeded accreditation standards.

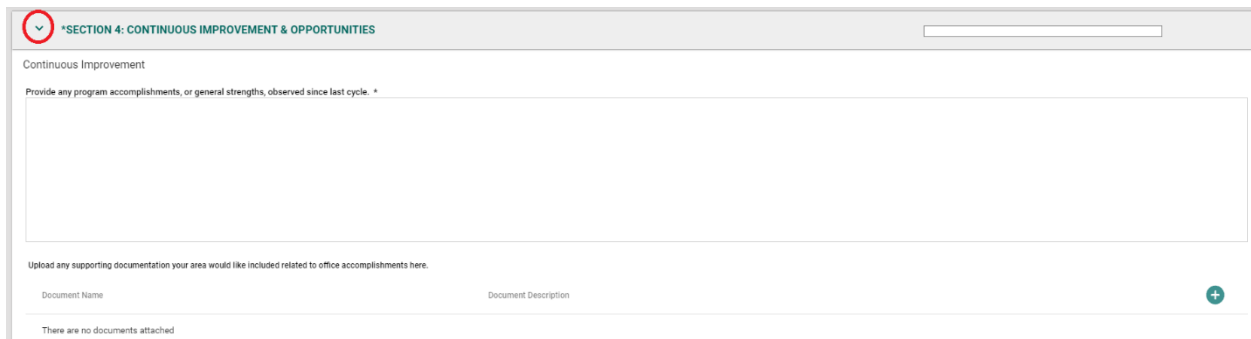


- ❖ **Step ten:** Click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



❖ **\*SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE**

- ❖ **Step eleven:** Expand the carrot for Section 4: Continuous Improvement & Opportunities. (Pictured below).



- ❖ **Step twelve:** Begin answering the prompts.

Prompt one directions: The first prompt in this section asks: “Provide any program accomplishments, or general strengths, observed in this last cycle.”

This prompt is asking for the areas in which you have assessed your program to be strong. What are some of the notable accomplishments from the last year? In what was has your area been innovative or responsive to student needs?

Prompt two directions: This is an optional document upload field. Here, you can upload evidence of how your area has performed well during the last cycle.

Prompt three directions: “Provide any challenges, concerns or weaknesses that need addressing since the last cycle.”

This prompt is asking you to consider any difficulties your program has face during the last cycle. Higher education has not shortage of challenges at the present, but which challenges are affecting your program the most? Are the challenges in relation to the COVID-19 pandemic? To the economy? To conditions in California? Explain your perspective.

The next portion within this section does relate, in some respects, to program goals and resource requests. If you plan on requesting resources or faculty/staff in relation to a program goal, remember to highlight some of this evidence within the narrative prompts provided for this section.

Prompt four directions: This prompt asks: “Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*”

This prompt is asking you to consider how your program has faced the challenges you described in prompt three. Consider how your program has met these challenges. Has your program been able to effectively address these challenges? Interpreted in the context of the next question, this prompt is asking you to consider what your program has done, and can do, to meet the challenges at hand.

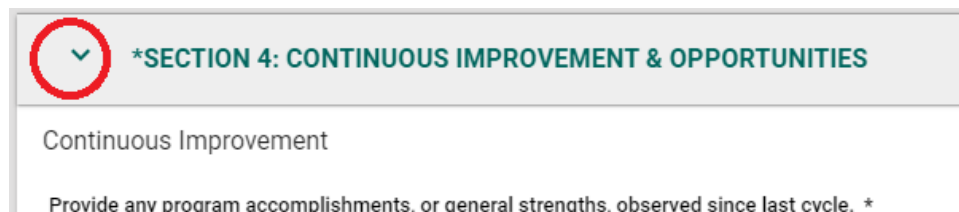
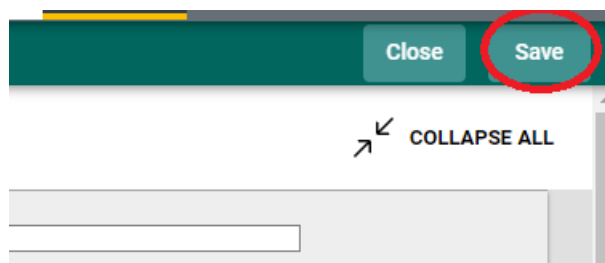
Prompt five directions: This prompt asks: “Based on the challenges documented in the previous section, in what ways can the campus and administration assist in overcoming these challenges, and what plans would assist your unit in ensuring continuous improvement? \*”

Considered alongside the previous two prompts, in what ways can the campus or administration support your program through the challenges you’ve described? Can the campus or administration support you in the challenges that are being face? If so, how? What are your recommendations?

Prompt six directions: This prompt asks: “Is your unit in need of any further professional development or staff or faculty training? If so, please explain these needs.”

This prompt is asking if you require any professional development training for staff or faculty in your area. Are there any professional development opportunities that would benefit your area? Explain these options for campus consideration.

- ❖ **Step thirteen:** Click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



- ❖ **Step fourteen:** Expand the carrot for Section 5: Reflection & Extenuating Circumstances (Pictured below).



**\*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES**

Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*

Please describe any extenuating circumstances or program needs not addressed above that require the institution's consideration. \*

❖ **Step fifteen:** Begin answering the prompts within this section.

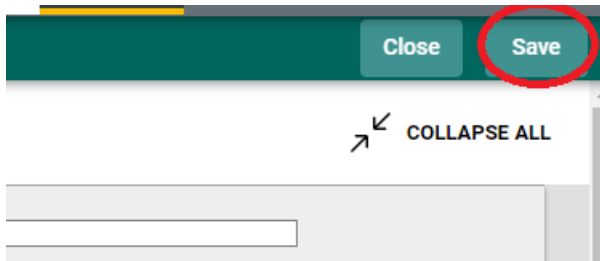
Prompt one directions: Prompt one asks: “Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*”

This is a required field that challenges you to think about any good or innovative things your program learned from the COVID-19 pandemic. While the pandemic was not ideal, in what ways did it affect or improve the way your program works? In what ways will it help your program going forward?

Prompt two directions: Prompt two asks: “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

❖ **Step sixteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



**\*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES**

❖ **Step seventeen:** Expand the carrot for Section 6: Participation and Completion (Pictured below).



## \*SECTION 6: PARTICIPATION & COMPLETION

Report Completion Status \*



Date of Status Update \*

Comments relating to Report Status or Completion

Prompt one directions: This prompt is called, Report Completion Status (pictured below).

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*



Report is completed and ready for division review

Report is ready for Peer Technical Review

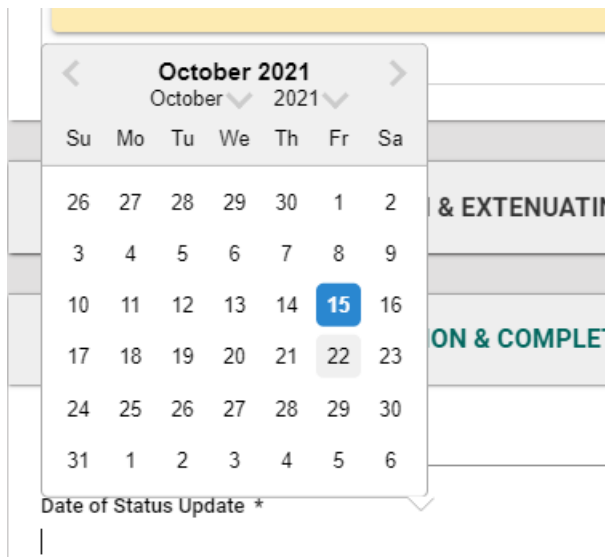
Report is in progress / currently being updated

**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

**If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."

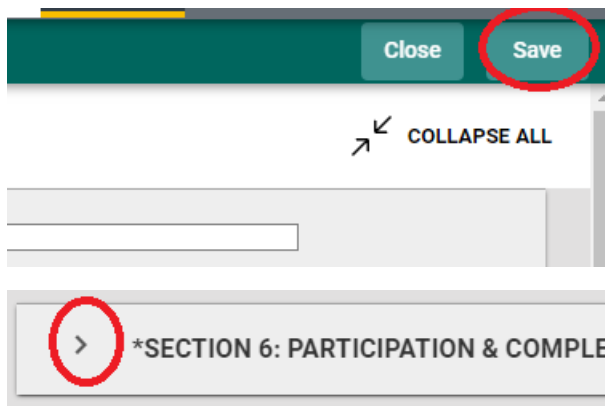
**If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):



Prompt three directions: This is an optional field: “Comments relating to Report Status or Completion.” If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

- ❖ **Step eighteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



- ❖ **Step nineteen:** If you have not already done so, you can proceed to the Program Annual Planning and Augmentation portion of the report. Once you are done with the Narrative and the Program Annual Planning and Augmentation portions of the report, be sure to come back to the narrative to note the date of completion and to indicate that your report is now ready for review by the upper tiers.

## **D. Administrative Units (Narrative Instructions)**

### **Administration (Standard IV.B.3)**

Unit Characterization: **Administration** refers to units that support all campus services, and work to set and uphold the mission and values of the college.

Full listing of Sections and Prompts for Administration's Template:

#### **Section 1: Administration Overview**

- ✓ Describe, and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College. \*
- ✓ Describe your unit's performance, from both the instructional and non-instructional perspectives, since the last program review. \*

#### **Section 2: Projects and Initiatives Updates**

- ✓ Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan's District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities. \*

#### **Section 3: Assessment, Accessibility & Compliance**

##### Service Area Outcomes (SAO) Assessment

- ✓ The 6-year assessment calendar has been updated since the last program review cycle. \*
- ✓ Explain how your area has used Service Area Outcomes assessment to improve Student Services in your area. \*
- ✓ Upload any supporting documentation your program would like included related to SAO assessment here.

##### Accessibility

- ✓ Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*
- ✓ Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*
- ✓ Upload any supporting documentation your program would like included related to accessibility here.

### Compliance

- ✓ Provide an overview of how your program meets or exceeds ACCJC Standards. \*
- ✓ If applicable, describe your program's compliance with any/all external bodies (e.g. legal, governmental, financial, etc.) to which the program must conform to.
  
- ✓ Upload any supporting documentation your program would like included related to compliance here.

## **Section 4: Continuous Improvement & Opportunities**

### Continuous Improvement

- ✓ Provide any program accomplishments, or general strengths, observed since last cycle. \*
- ✓ Upload any supporting documentation your area would like included related to office accomplishments here.
  
- ✓ Provide any challenges, concerns or weaknesses that need addressing since last cycle. \*  

Opportunities and Resource Needs - Requests for augmentation are documented in the Planning and Augmentation module, but the following section enables units to describe their logistics needs alongside the context of their current situation. This section also helps initiate conversation over how to best meet the needs of your area.
- ✓ Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*
- ✓ Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*
  
- ✓ Is your unit in need of any further professional development or staff or faculty training? If so, please explain these needs.

## **Section 5: Reflection & Extenuating Circumstances**

- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*
  
- ✓ Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward?

## **Section 6: Participation & Completion**

- ✓ Report Completion Status \*
- ✓ Date of Status Update \*
- ✓ Comments relating to Report Status or Completion

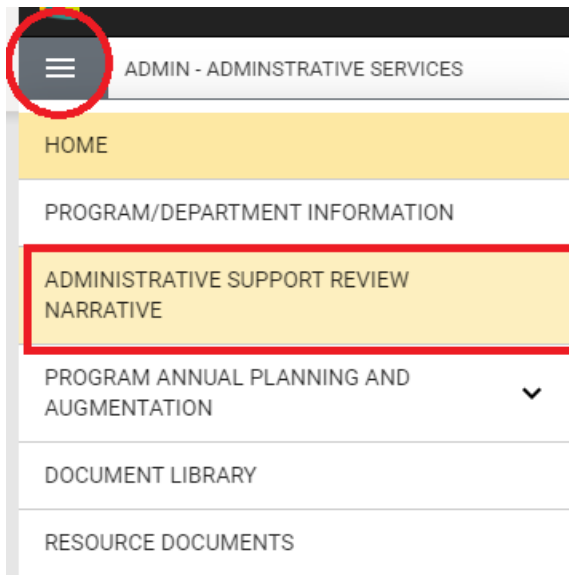
## Administrative Unit: How to Complete the Admin Narrative

[Video](#) (Time 13 min, 47 sec)

Full video link: <https://vvc-edu.zoom.us/rec/play/9zN1qm9-5zBIPzaMBdVOaQy0e6hC7RFO4jYkoY0YdJdRvqMkzumWPBp84T8XO1yldBKKlp9odiDCK5Qo.4zp6TbKgzRNFinmq?autoplay=true&startTime=1634268960000>

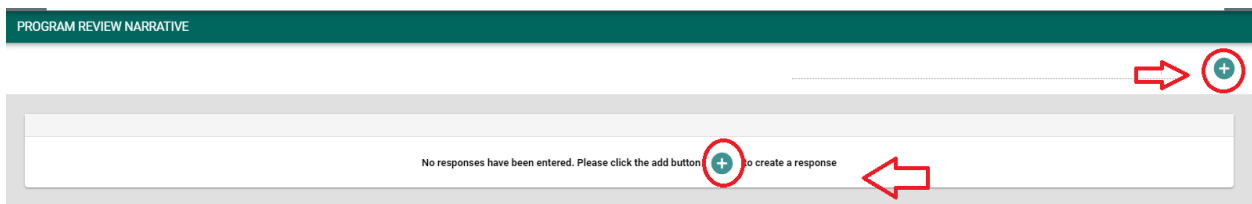
In the following instructions, each of the prompts within will be further explained and described.

- ❖ **Step One:** To navigate to the narrative, go to the left-hand bar, and select the three horizontal lines (the “hamburger”). This will expand your menu options. After clicking the hamburger, select the “Administrative Support Review Narrative” Option (pictured below)



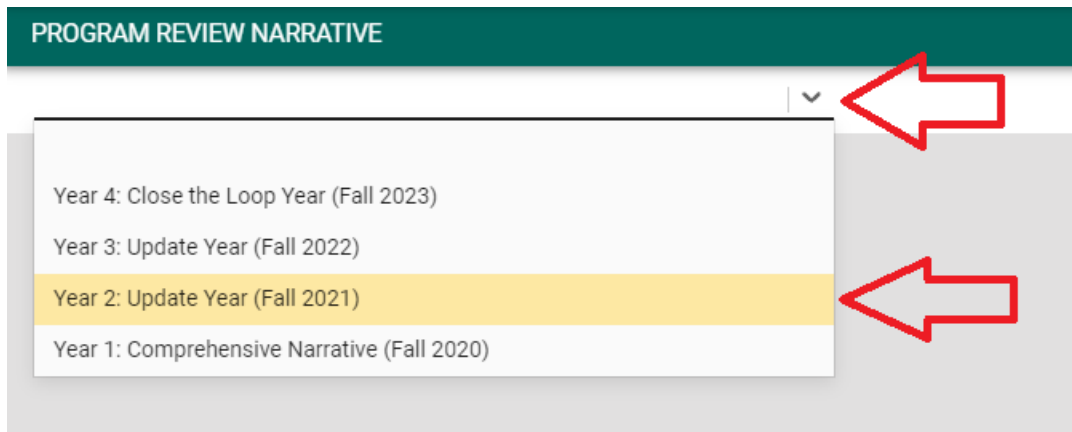
After selecting the narrative option, the system will take you to this screen:

- ❖ **Step two:** Click on either of the plus buttons (pictured below).



- ❖ **Step three:** Go to the Drop-Down Menu located on the left-hand side of the screen. Select Year 2: Update Year (Fall 2021). In other years, make sure to select the appropriate year that matches the correct report.

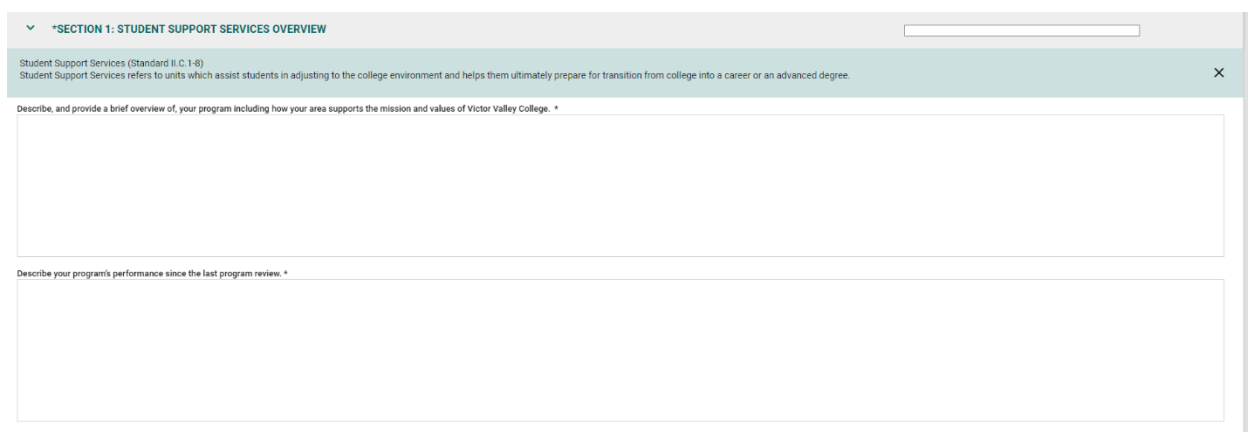




The system will then take you to the report. Go section by section, filling in each required prompt.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)

❖ **Step four:** Begin filling out the prompts in Section 1: Student Support Services (Pictured below)



The first prompt is: “Describe and provide a brief overview of, your program including how your area supports the mission and values of Victor Valley College.”

In reviewing the mission, vision and values for VVC (listed below for easy reference), ask yourself: How is our area support the mission and values? Dig deep to consider ways in which your program has been supportive of these ideas. Has your area hosted special events or workshops? Has your area developed any new programs or initiatives to work towards these goals?

Recall, the current **Mission** for VVC is:

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

The Current **Vision** is:

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

The Current **Values** are:

As a student-centered learning organization, VVC will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the college’s actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the college’s programs from other locations.
- Diversity – valuing inclusion and different points of view and contributions of all groups.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation – providing creative approaches to learning, problem solving, and growth.

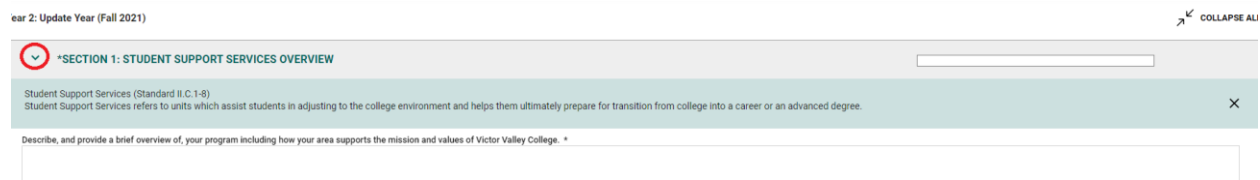
**For reference purposes, here is a direct link to the Campus’ most recent Educational Master Plan:**

[https://www.vvc.edu/sites/default/files/files/VVC%20EMP\\_FINAL\\_100920.pdf](https://www.vvc.edu/sites/default/files/files/VVC%20EMP_FINAL_100920.pdf)

The second prompt in section 1 is: “Describe your unit’s performance, from both the instructional and non-instructional perspectives, since the last program review.”

This prompt is asking you to consider your unit’s performance since the last program review submitted, considering both the instructional and non-instructional perspectives of your area. Were there any key-takeaways since the last year? How was this year different than the previous year? In what ways were outcomes better or worse? Feel free to consider this question in light of the most pressing concerns or challenges.

- ❖ **Step five:** Complete your text responses for Section 1. **Don’t forget to keep saving your report.** Collapse Section one by clicking on the carrot (Pictured below) Move on to Section 2.



Collapsed, it will look like so:

---

Year 2: Update Year (Fall 2021)

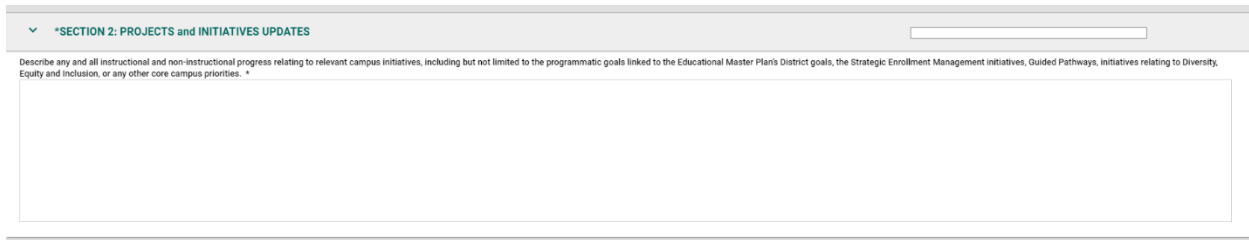
- > \*SECTION 1: STUDENT SUPPORT SERVICES OVERVIEW
- > \*SECTION 2: PROJECTS and INITIATIVES UPDATES
- > \*SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE
- > \*SECTION 4: CONTINUOUS IMPROVEMENT
- > \*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES
- > \*SECTION 6: PARTICIPATION & COMPLETION

❖ **Step six:** Click on the carrot for Section 2: Projects and Initiatives Updates. (Pictured below) This will expand the section for you to answer the prompt within.

---

Year 2: Update Year (Fall 2021)

- > \*SECTION 1: LEARNING SUPPORT SERVICES
- > \*SECTION 2: PROJECTS and INITIATIVES UPDATES
- > \*SECTION 3: ASSESSMENT, ACCESSIBILITY & COMPLIANCE
- > \*SECTION 4: CONTINUOUS IMPROVEMENT & OPPORTUNITIES
- > \*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES
- > \*SECTION 6: PARTICIPATION & COMPLETION

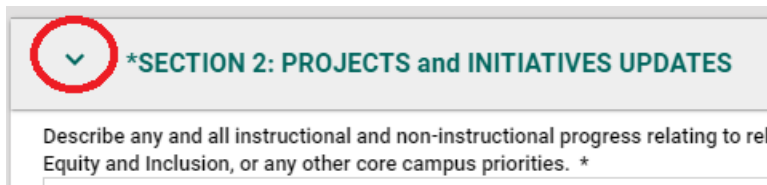
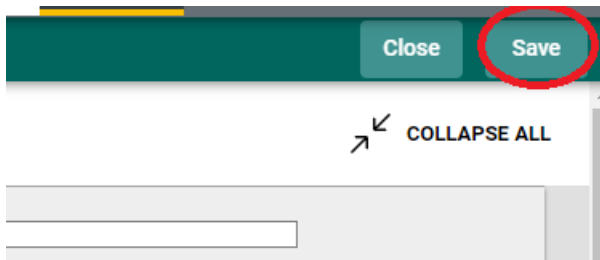


There is only one prompt for Section 2, which is: “Describe any and all instructional and non-instructional progress relating to relevant campus initiatives, including but not limited to the programmatic goals linked to the Educational Master Plan’s District goals, the Strategic Enrollment Management initiatives, Guided Pathways, initiatives relating to Diversity, Equity and Inclusion, or any other core campus priorities.”

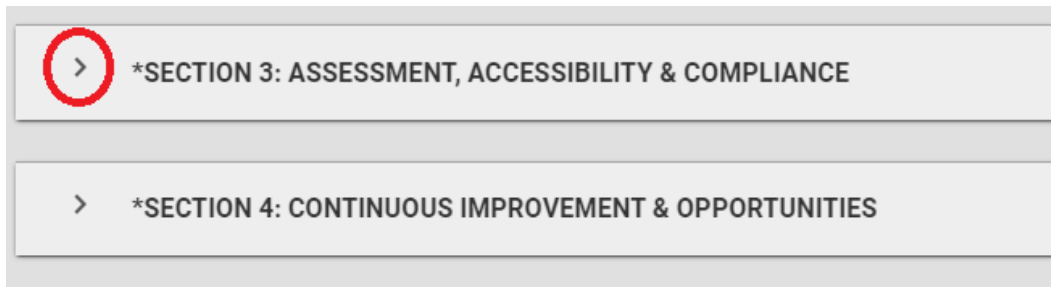
❖ **Step seven:** Type your response to the prompt within Section 2.

This prompt is asking you to consider your area’s ability to be responsive to campus priorities and initiatives. In what ways has your program adapted to meet campus projects and initiatives? Does your area have further plans to adapt and meet the goals of campus initiatives. Explain your ideas and reasoning.

When complete with answering this prompt, remember to press the save button (pictured below), and to minimize the carrot for Section 2 (also pictured below).

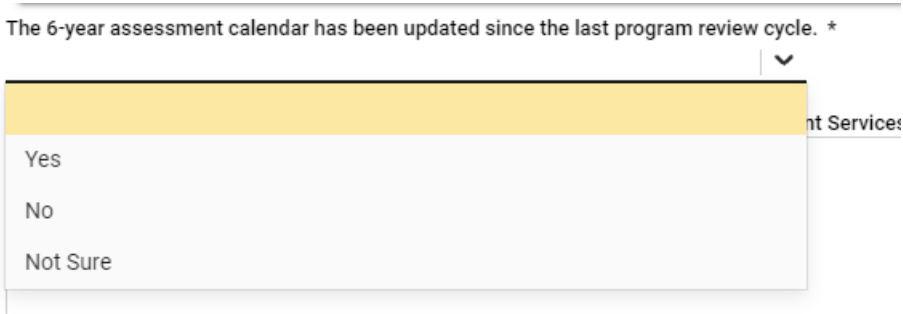


❖ **Step eight:** Open the carrot next to Section 3: Assessment, Accessibility & Compliance. (Pictured below) This will expand the prompt for you to begin answering questions.



❖ **Step nine:** Complete each prompt within this section. Remember to keep saving your report!

Prompt one directions: This prompt is asking you if you have updated your 6-year calendar in relation to Service Area Outcomes (SAOs) This prompt provides drop-down menu options (pictured below)



The 6-year assessment calendar has been updated since the last program review cycle. \*

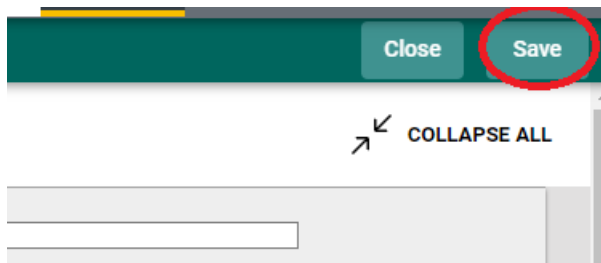
Yes  
No  
Not Sure

If you select ‘yes,’ it means you have updated the 6-year calendar to ensure assessment for SAOs is being done in an appropriate time-frame.

If you select ‘no,’ it means you haven’t updated the 6-year calendar since the last cycle. Best practice is to check your calendar every year to ensure it is updated. It is highly recommended that if you have not updated it, you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar.

If you select ‘not sure,’ it is highly recommended that you reach out to our Assessment and Accreditation Coordinator, Jan Espinoza, to update this calendar. Best practice is to check your calendar every year to ensure it is updated.

**IMPORTANT:** As you go through the report, do NOT forget to keep saving your draft. The Save button is located in the upper left-hand portion of the screen. (Pictured below)



Prompt two directions: The next prompt asks: Explain how your area has used Service Area Outcomes to improve Student Services in your area.”

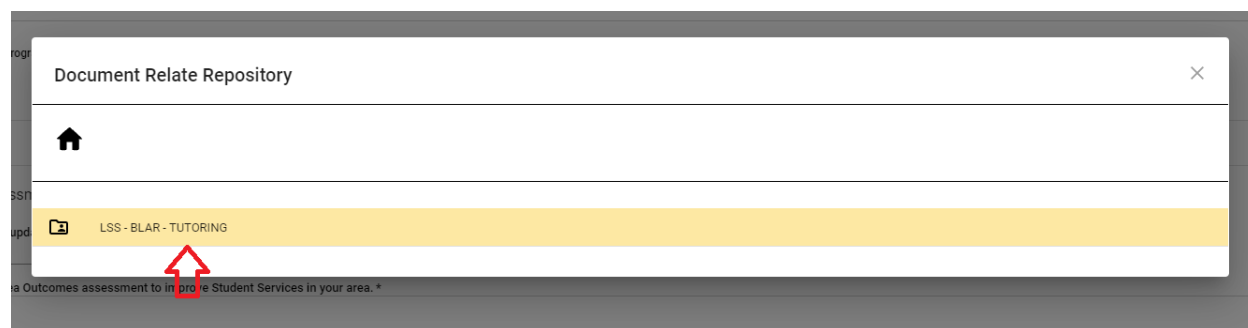
To respond to this question, it is recommended you pull any assessments since the past cycle to consider how assessment outcomes have informed your area’s response to student services. Was any of your area’s programming changed as a result of assessments? Did survey results review further student need in various areas? Recall, conducting assessment is a critical procedure to improving student services and outcomes. The use of assessment data needs to be considered so the campus is continuously making improvements and responding to the needs of students.

**Prompt three directions:** There is also a document upload option if you would like to upload any evidence of assessment data being used to improve student learning and outcomes (pictured below). This is an optional prompt response field (i.e. it is not a requirement to attach a document).



To upload a supporting document, click on the plus sign off to the right-hand portion of the screen.

Click on your area (pictured below). This will give you the option to attach a document from your unit.



The next portion of this section relates to Accessibility, and asks the following questions:

Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*

Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*

**Prompt four directions:** Answer this prompt: "Address your unit's accessibility to students. (i.e. is your program accessible to all students in relation to ethnicity, gender, age, students with disabilities and/or underrepresented or underprepared students?) \*"

This prompt is asking you to consider how accessible your program is for students. Recall, accessibility is an integral part of the campus' vision. Take time to consider each of the areas listed, as well as any others that were not included (i.e. consider ethnicity, gender, age, students with disabilities, and so forth).

**Prompt five directions:** Answer this prompt: "Provide observations and/or evidence on how your program has enabled student success for underrepresented and/or underprepared students. What are your program goals for supporting student success for these student populations? If you do not currently have goals, craft at least one program goal in this area to consider for following program review cycles. \*"

This prompt is asking you to provide any examples or evidence for how your program is working to service students from underrepresented and/or underprepared students. Has your area hosted any special events or workshops? Has operating procedures changed to meet these students in needs?

Prompt six directions: This is an optional document upload field. Here, you can upload evidence of events, workshops, or changes you’ve made in your unit to meet student needs.

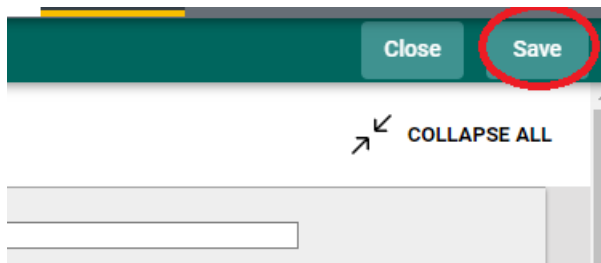
Prompt seven directions: This begins the portion relating to compliance. The first prompt asks: “Provide an overview of how your program meets or exceeds ACCJC Standards.”

Unsure about the ACCJC Standards? Here is a direct link to the ACCJC Standards for your consideration: [https://accjc.org/wp-content/uploads/Accreditation-Standards\\_-Adopted-June-2014.pdf](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf).

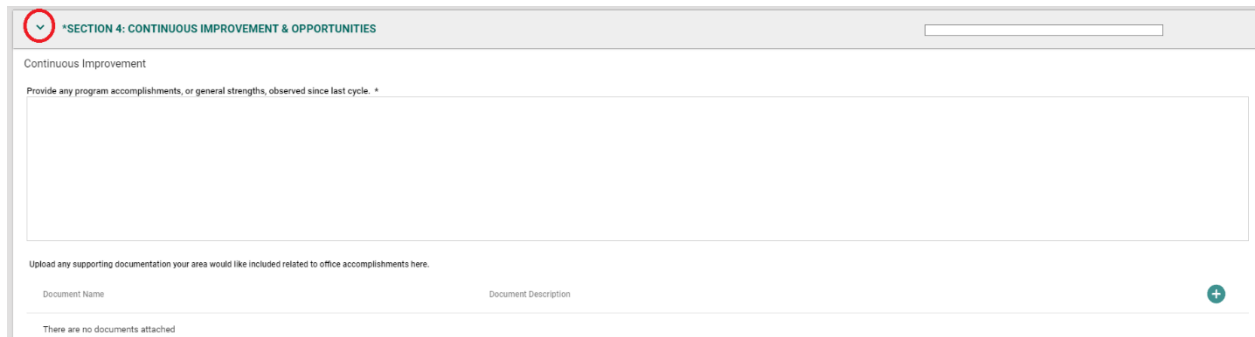
Though there are a number of areas within the Standards that relate to your area, the core ones to consider/re-read are: Standard I, Standard III, and Standard IV.

Prompt eight directions: This is an optional document upload field. Here, you can upload evidence of how your area has met or exceeded accreditation standards.

- ❖ **Step ten:** Click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).



- ❖ **Step eleven:** Expand the carrot for Section 4: Continuous Improvement & Opportunities. (Pictured below).



- ❖ **Step twelve:** Begin answering the prompts.

Prompt one directions: The first prompt in this section asks: “Provide any program accomplishments, or general strengths, observed in this last cycle.”

This prompt is asking for the areas in which you have assessed your program to be strong. What are some of the notable accomplishments from the last year? In what ways has your area been innovative or responsive to student needs?

Prompt two directions: This is an optional document upload field. Here, you can upload evidence of how your area has performed well during the last cycle.

Prompt three directions: “Provide any challenges, concerns or weaknesses that need addressing since the last cycle.”

This prompt is asking you to consider any difficulties your program has faced during the last cycle. Higher education has not shortage of challenges at the present, but which challenges are affecting your program the most? Are the challenges in relation to the COVID-19 pandemic? To the economy? To conditions in California? Explain your perspective.

The next portion within this section does relate, in some respects, to program goals and resource requests. If you plan on requesting resources or faculty/staff in relation to a program goal, remember to highlight some of this evidence within the narrative prompts provided for this section.

Prompt four directions: This prompt asks: “Based on the challenges documented in the previous section, in what ways is your program able to overcome these challenges, and what plans are in place to ensure continuous improvement? \*”

This prompt is asking you to consider how your program has faced the challenges you described in prompt three. Consider how your program has met these challenges. Has your program been able to effectively address these challenges? Interpreted in the context of the next question, this prompt is asking you to consider what your program has done, and can do, to meet the challenges at hand.

Prompt five directions: This prompt asks: “Based on the challenges documented in the previous section, in what ways can the campus and administration assist in overcoming these challenges, and what plans would assist your unit in ensuring continuous improvement? \*”

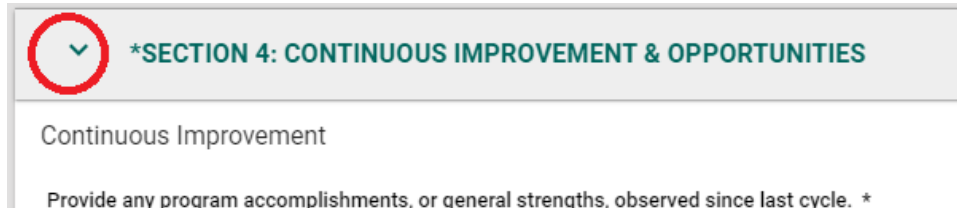
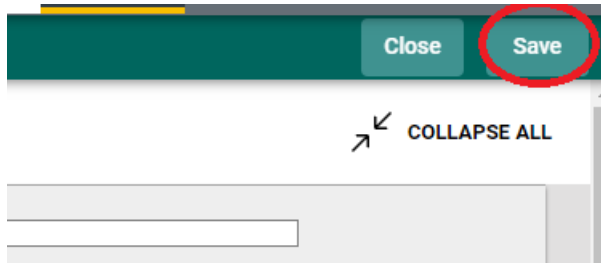
Considered alongside the previous two prompts, in what ways can the campus or administration support your program through the challenges you’ve described? Can the campus or administration support you in the challenges that are being faced? If so, how? What are your recommendations?

Prompt six directions: This prompt asks: “Is your unit in need of any further professional development or staff or faculty training? If so, please explain these needs.”

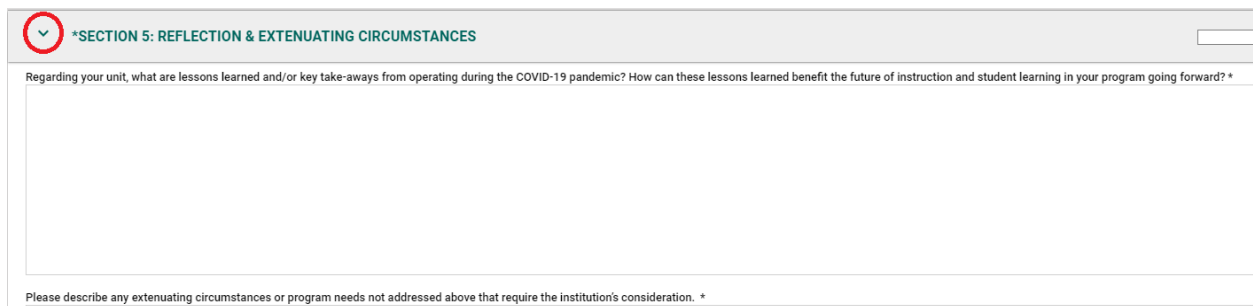
This prompt is asking if you require any professional development training for staff or faculty in your area. Are there any professional development opportunities that would benefit your area? Explain these options for campus consideration.

- ❖ **Step thirteen:** Click the “save” button (pictured below), and close the carrot for this section when you are complete in submitting your response (also pictured below).





- ❖ **Step fourteen:** Expand the carrot for Section 5: Reflection & Extenuating Circumstances (Pictured below).



- ❖ **Step fifteen:** Begin answering the prompts within this section.

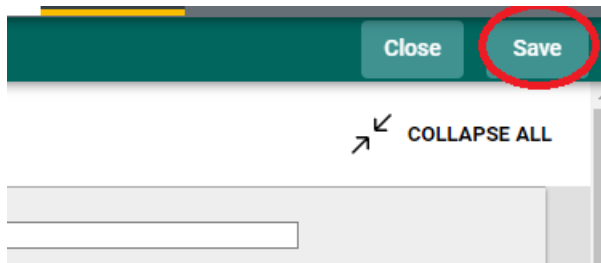
Prompt one directions: Prompt one asks: “Regarding your unit, what are lessons learned and/or key take-aways from operating during the COVID-19 pandemic? How can these lessons learned benefit the future of instruction and student learning in your program going forward? \*”

This is a required field that challenges you to think about any good or innovative things your program learned from the COVID-19 pandemic. While the pandemic was not ideal, in what ways did it affect or improve the way your program works? In what ways will it help your program going forward?

Prompt two directions: Prompt two asks: “Please describe any extenuating circumstances or program needs not addressed above that require the institution’s consideration.”

This is an optional prompt which allows you to introduce any other issues your factors which may not have been addressed or asked previously in this report. If there are other important factors or extenuating circumstances you would like to consider at this time, please do so now.

- ❖ **Step sixteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



▼ \*SECTION 5: REFLECTION & EXTENUATING CIRCUMSTANCES

❖ **Step seventeen:** Expand the carrot for Section 6: Participation and Completion (Pictured below).

▼ \*SECTION 6: PARTICIPATION & COMPLETION

Report Completion Status \*

Date of Status Update \*

Comments relating to Report Status or Completion

Prompt one directions: This prompt is called, Report Completion Status (pictured below).

Please select one of the below options to indicate the current status of your Program Review report. X

Report Completion Status \*

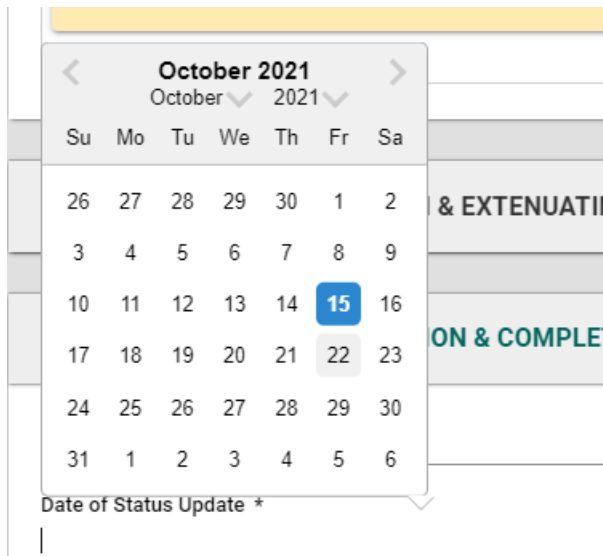
- Report is completed and ready for division review
- Report is ready for Peer Technical Review
- Report is in progress / currently being updated

**If you are ready to have your report reviewed by upper tiers** (i.e. you've completed your Narrative AND your Program Planning and Annual Augmentation), you can select the option "Report is completed and ready for division review."

**If you would like your report submitted for Peer Technical Review** (i.e. feedback and recommendations prior to submitting to upper tiers), you can select the option "Report is ready for Peer Technical Review."

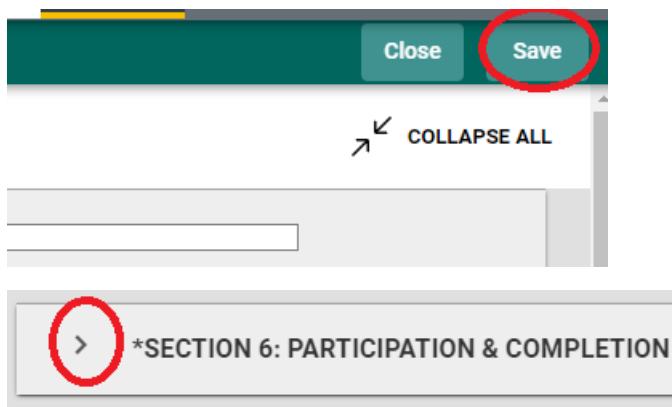
**If your report is still in progress**, and you have not yet completed the Program Annual Planning and Augmentation portion, you can select the option "Report is in progress / currently being updated."

Prompt two directions: This prompt asks for the date. This could be the date you'll reference as the last time you updated the report and it is incomplete, or it is eventually noted as the date of report completion. You'll be able to select the data from a calendar feature which will pop up (pictured below):



Prompt three directions: This is an optional field: “Comments relating to Report Status or Completion.” If you have any comments about the report, or would like to note those in your unit who helped complete the report, you can do so here.

- ❖ **Step eighteen:** Click the “save” button (pictured below) and close the carrot for this section when you are complete in submitting your response (also pictured below).



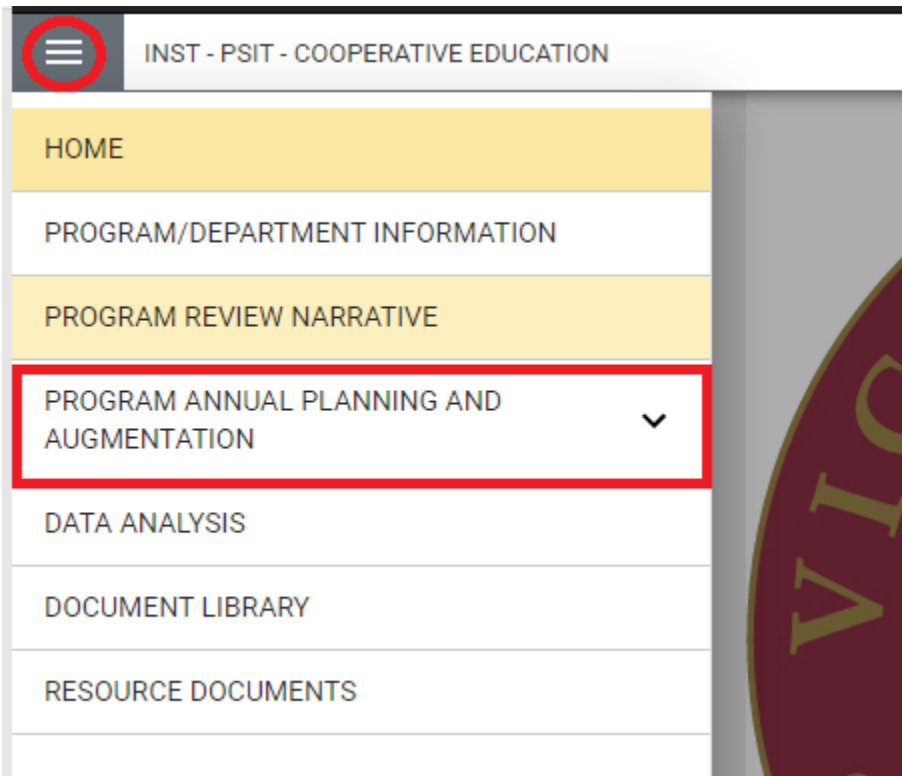
- ❖ **Step nineteen:** If you have not already done so, you can proceed to the Program Annual Planning and Augmentation portion of the report. Once you are done with the Narrative and the Program Annual Planning and Augmentation portions of the report, be sure to come back to the narrative to note the date of completion and to indicate that your report is now ready for review by the upper tiers.

## IX. Planning and Augmentation

Program Review is the means by which VVC enables programs to track their progress on goals and initiatives, in addition to ensuring an ongoing process of self-assessment to ensure institutional effectiveness and best practices. To this end, Program Review is also the engine for our campus' budget cycle. Within the Planning and Augmentation components of this report, programs are able to produce and track goals for their units, as well as request resources (and in the case of instructional units, faculty member hires). Each of the sections below leads you through how to create a program goal, a resource request and when/if/as applicable, how to process a Faculty Hiring Request.

### A. Creating a Program Goal

To begin creating a program goal, click on the hamburger (i.e. the three horizontal lines located in the left-hand portion of the screen), then click in the list below on "Program Annual Planning and Augmentation." (Pictured below)



Next, click on Planning and Augmentation (Pictured below):

HOME
PROGRAM/DEPARTMENT INFORMATION
PROGRAM REVIEW NARRATIVE
PROGRAM ANNUAL PLANNING AND AUGMENTATION ^
Planning and Augmentation
Resource Request
Faculty Hiring Request
DATA ANALYSIS
DOCUMENT LIBRARY
RESOURCE DOCUMENTS

You will see the screen below:

PROGRAM ANNUAL PLANNING AND AUGMENTATION > Planning and Augmentation

Program Annual Planning and Augmentation +

Status of Goal View All | v
Term in which program goal initially proposed View All | v
Showing 0 of 0

Enter the Goals for your program below. Use the green + to add new goals. x

No Program Goal Explanation has/have been entered. Please click the add button + to create a/n Program Goal Explanation

Once on this screen, click either of the indicated plus signs (pictured below):

PROGRAM ANNUAL PLANNING AND AUGMENTATION > Planning and Augmentation

Program Annual Planning and Augmentation +

Status of Goal View All | v
Term in which program goal initially proposed View All | v
Showing 0 of 0

Enter the Goals for your program below. Use the green + to add new goals. x

No Program Goal Explanation has/have been entered. Please click the add button + to create a/n Program Goal Explanation

Once you've clicked one of the plus signs, it will take you to this screen:

PROGRAM GOAL EXPLANATION	CLOSE THE LOOP YEAR – UPDATE ON GOAL	
<b>Program Goal Name *</b> _____		
<b>Program Goal Explanation *</b> _____		
<b>Resource Request Need *</b> _____   v		
<b>Term in which program goal initially proposed *</b> _____   v		
<b>Status of Goal</b> _____   v		
<b>If you selected 'Other' above, use this text box to explain the current Status of the Goal.</b> _____		
<b>Goal Prioritization *</b> _____   v		
<b>Select the following that apply to this goal.</b> _____   v		

In this screen, you can begin answering each prompt.

Prompt one: Program Goal Name \*

When filling out this prompt, please number and name your program goal in a condensed way, this allows goals to be easily categorized and recognized for content. Follow this naming mechanism: Naming mechanism example: 2021 Update Curriculum to Industry Standards. Also recall: Program goals are general statements which stipulate the program's intentions for student success / enrollment / efficiency / retention. The Program Goal answers the "How" question of serving students, that is, "How can we better serve students? How can we improve student learning? How can we improve the quality of our program?" etc. \* Example: Goal: To increase our department capacity to offer additional and necessary coursework for our growing student population. A Resource Request is a request for resources/supplies needed to fulfill a goal or intention. The Resource Request answers the "What" question, that is, "What is needed in order to serve students?"

Prompt two: Program Goal Explanation \*

This prompts wants you to describe in detail the meaning and intent of your program goal. Incorporate any action plans for how you will achieve this goal.

Prompt three: Resource Request Need \*

This prompt is asking if you will be attaching a request for a resource to this request. If you will be requesting a resource in relation to this goal, select the option: “This program goal requires a resource request.” If you do not have a resource request to tether to this program goal, select the option, “This program goal does not require a resource request.”

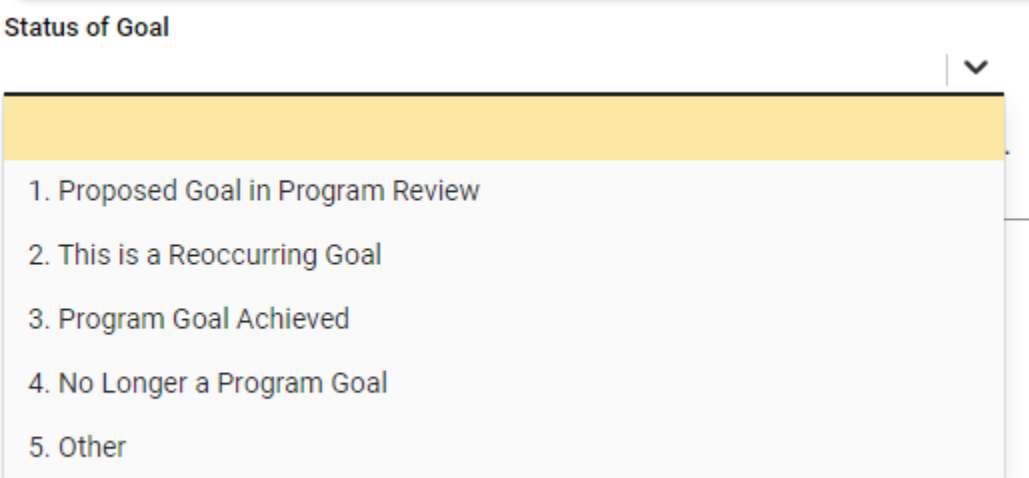
Prompt four: Term in which program goal initially proposed \*

Indicate the term in which you are first pitching this program goal. Example: If this is Fall 2021, select Fall 2021.

Prompt five: Status of the Goal.

Select the status of the goal which correlates best with its current situation. If this is a new goal, select “Proposed Goal in Program Review.” Other options include:

Status of Goal



1. Proposed Goal in Program Review

2. This is a Reoccurring Goal

3. Program Goal Achieved

4. No Longer a Program Goal

5. Other

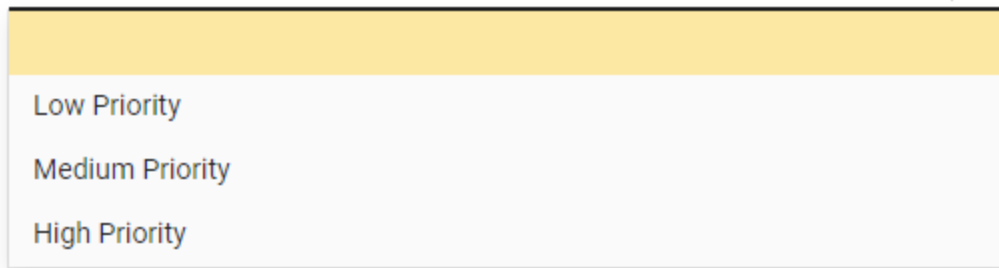
Prompt six: “If you selected ‘Other’ above, use this text box to explain the current Status of the Goal.”

If you did select “Other” for prompt five, you have an opportunity to explain what you think the current status of this goal is.

Prompt seven: Goal Prioritization \*

Do you prioritize this as a low, medium or high priority? Select the option which fits your program goal best.

**Goal Prioritization \***

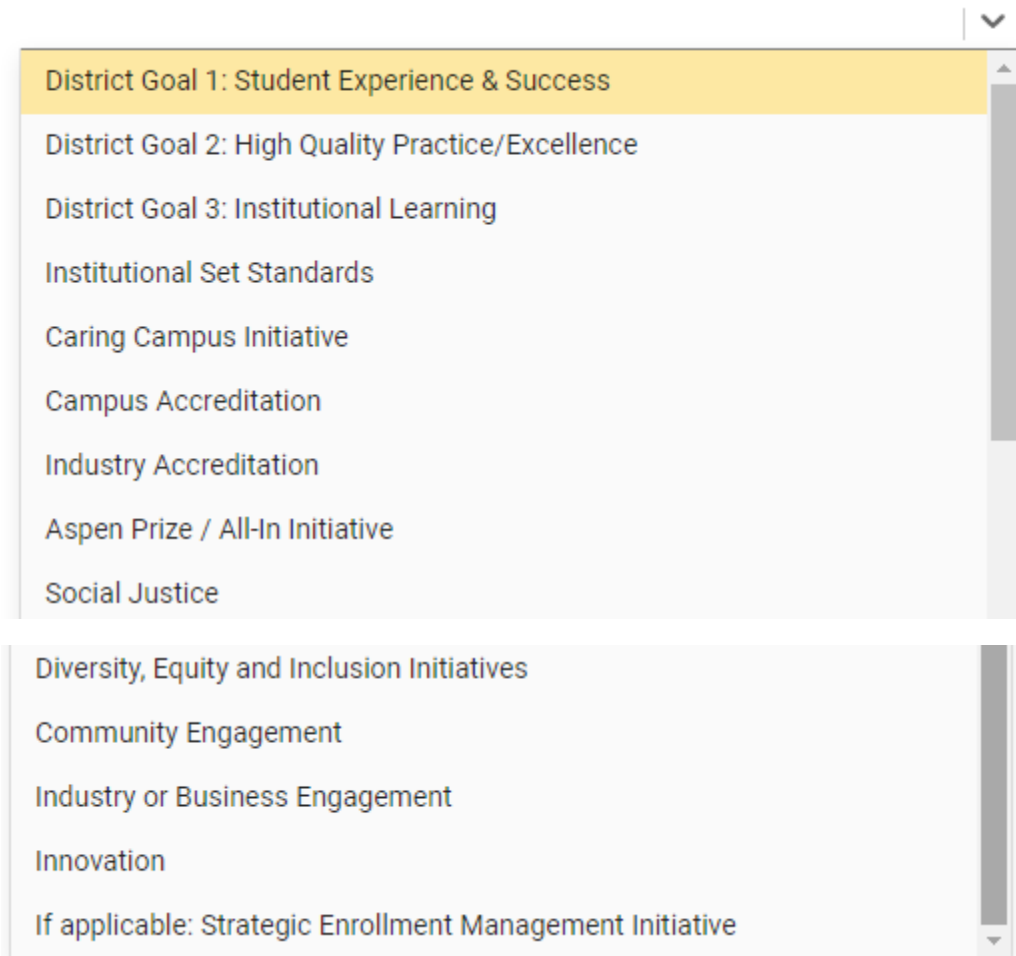


A dropdown menu with a yellow header bar. Below the header, three options are listed: "Low Priority", "Medium Priority", and "High Priority". A small downward arrow is visible in the top right corner of the menu.

**Prompt eight:** Select the following that apply to this goal.

This prompt is asking you to select all the areas of campus initiatives and projects where your program goal is applicable. You are able to select as many as you designate fit.

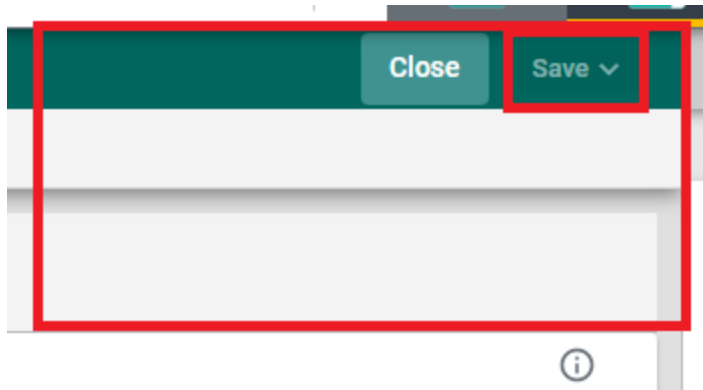
**Select the following that apply to this goal.**



A large dropdown menu with a yellow header bar. The header text is "District Goal 1: Student Experience & Success". Below the header, a list of options is shown, including "District Goal 2: High Quality Practice/Excellence", "District Goal 3: Institutional Learning", "Institutional Set Standards", "Caring Campus Initiative", "Campus Accreditation", "Industry Accreditation", "Aspen Prize / All-In Initiative", "Social Justice", "Diversity, Equity and Inclusion Initiatives", "Community Engagement", "Industry or Business Engagement", "Innovation", and "If applicable: Strategic Enrollment Management Initiative". A vertical scrollbar is visible on the right side of the menu.

When you are done selecting the options for this last prompt, remember to save your work in the upper right hand of the screen (pictured below):





If you have more goals, you can go back and add more using the same process. If you are done adding goals, you can move on to creating resource requests or Faculty Hiring requests, as applicable.

### **B. Creating a Resource Request**

**\*Written Instructions forthcoming\*\***

### **Resource Requests and the Budget Rubric**

[Video](#) (23 min, 52 sec)

Full video link: <https://vvc-edu.zoom.us/rec/play/LvrG30T1tkE6WXaBc0zs6lpbdC5WcqOWtF0xTO0QxWD05-KCTsMbvEC1uKLGfc1c-rF16GovpkMhKKP.ZHQ10posQ8a3CZ3S?autoplay=true&startTime=1634254364000>

### **C. Faculty Hiring Request**

**\*Written Instructions forthcoming\*\***

### **Faculty Hiring Request**

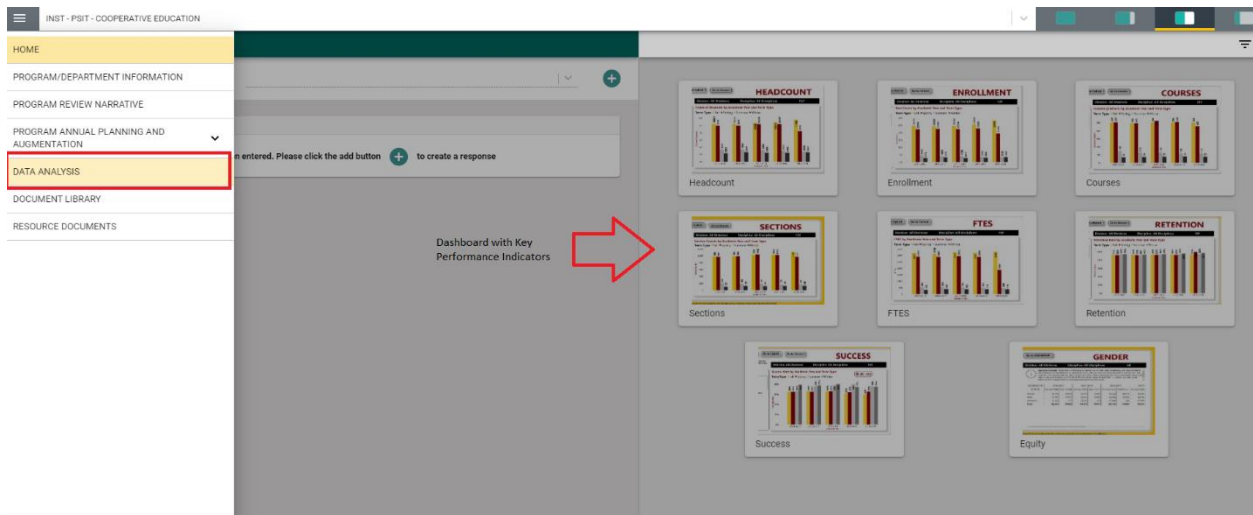
[Video](#) | (15 min, 25 sec)

Full video link: [https://vvc-edu.zoom.us/rec/play/hBqvoC03QPFdYI9\\_SYnXLxHAuIPnLH4vAPQJLJpyQL-gTLuxe6-NWVeFRuWm1i-ppUPVRr9bEUxMCot.wDMh-Zhsastlur2r?autoplay=true&startTime=1634273429000](https://vvc-edu.zoom.us/rec/play/hBqvoC03QPFdYI9_SYnXLxHAuIPnLH4vAPQJLJpyQL-gTLuxe6-NWVeFRuWm1i-ppUPVRr9bEUxMCot.wDMh-Zhsastlur2r?autoplay=true&startTime=1634273429000)

## X. Data Analysis

Recalling from earlier in this manual, the purpose of the data analysis section is to show key performance indicators for programs/units to assess their ongoing progress and performance. For instructional programs, data such as headcount, enrollment, courses, sections, FTES, student success, student retention and equity data will appear. In time, data as relevant to non-instructional units will be developed for ongoing analysis. Analysis of data is only required in Comprehensive years (Year 1) and Close the Loop years (Year 4).

Although data analysis is not a requirement in the second year of the program review cycle, instructional units can click on the Data Analysis section to view the campus' Business Intelligence dashboards, like pictured below.



In subsequent years, programs will be asked to make comments on the data in relation to their planning and assessment activities.

## Appendix

### A. List of Abbreviations

ASEB: Academic Senate Executive Board

CFIE: Center for Institutional Excellence

FBPC: Finance, Budget and Planning Committee

ILO: Institutional Learning Outcomes

IPRC: Instructional Program Review Committee

NIPRC: Non-Instructional Program Review Committee

OIER: Office of Institutional Effectiveness and Research

PRAISE: Program Review, Allocation, and Institutional Strategies for Excellence (document)

PLO: Program Learning Outcomes

PR: Program Review (process)

PRAR: Program Review Area Representative

PRT: Program Review Team

SAO: Service Area Outcomes

SLO: Student Learning Outcomes

### B. Campus Links

[Academic Senate Program Review Website](#)

[Center for Institutional Excellence \(Program Review\)](#)

[Institutional Research Office](#)

[Institutional Learning Outcomes](#)

[Board Policy 1200](#)

[Administrative Procedure 1201](#)

[Administrative Procedure 4000](#)

[Educational Master Plan](#)

## **C. The Legal and Professional Basis for Program Review**

TITLE 5, Section 51022(a)

The governing board of each community college district shall, no later than July 1, 1984, develop, file with the Chancellor, and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

EDUCATION CODE, Section 78016

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following: (1) Meets a documented labor market demand. (2) Does not represent unnecessary duplication of other manpower training programs in the area. (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students. (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year. (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

### **ACCJC STANDARDS**

Standard I.B. (in effect for Victor Valley College until June 2015)

Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services

#### **D. Object codes are as follows:**

##### 1000's

- 1000 Certificated Personnel
- 1100 Teacher Salaries, Regular
- 1103 Teacher Salaries, Summer
- 1280 Counselors
- 1283 Counselors, Summer
- 1300 Teacher Salaries, Hourly
- 1350 Personal Services
- 1440 Facilitators: P/T Assignment 1470 Coordinators: P/T Assignment
- 1480 Academic - NI/NR - Counselors 1483 Hourly Counseling - Summer

##### 2000's

- 2000 Classified Personnel
- 2150 Classified-NI/Reg/Admin
- 2180 Classified-NI/Reg

2200 Class Sals/Instructional  
2380 Class-NI/NR - Students (Office Worker)  
2391 Class - Reg/FT - Overtime  
2455 Classified-I/NR - Fee Base Instructor  
2480 Classified-I/NR - Students (Inst Tutors)

3000's

3000 Classified Benefits  
Contract Benefits: 22.32%  
Student Workers Benefits: 2.149%  
Other hourly Benefits: 8.85%  
Classified/Mgr 17,802 Health benefits x number of EE's

4000's

4000 Supplies  
4300 Instructional Supplies  
4305 Instructional Software (printers/monitors under \$500)  
4310 Instructional Software  
4430 Subscriptions 4500 Other Supplies  
4505 Other Supplies (printers/monitors under \$500)  
4510 Non-Instructional Software  
4570 Network Supplies

5000's

5000 Travel,Repair,Other Services  
5200 Travel,Conference,Instructional  
5201 Travel,Conference,Non-Instr  
5202 Travel,Conference,Admin  
5210 Mileage/Instructional  
5212 Mileage/Administration  
5300 Dues & Memberships  
5350 Postage Expense

5422 Professional Liability

5630 Contracts - Rents & Leases

5640 Contracts - Repairs

5650 Contracts - Maintenance Agreements

5690 Indirect Costs

5740 Assessment Fee

5805 License Fees

5810 Advertising - Public Relations

5815 Plaques/Awards w/Engraving

5840 Contracted Services 5900 Other Expense 6000 Equipment 6310 Library Books

6000's

6400 New Equipment

6405 Computers

6410 Furniture (not in Fixed Assets)

6419 Equipment-Lease/Purchase

7000's

7000 Contingency

7500 Grants

7610 Student Book Service

7620 Other Services - Students

7900 Reserve for Contingencies