# Program Review Handbook
# Victor Valley College

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List of Abbreviations:

ILO: Institutional Learning Outcomes

IPRC: Instructional Program Review Committee

NIPRC: Non-Instructional Program Review Committee

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

PLO: Program Learning Outcomes

PR: Program Review (process)

PRAR: Program Review Area Representative

PRE: Program Review Elements (data sets provided be the Institutional Research Office)

PRT: Program Review Team

SAO: Service Area Outcomes

SLO: Student Learning Outcomes

List of Definitions

Instructional Program

An instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education. (Senate approved)

Non-Instructional Program

Any department that supports instructional programs as defined by "an instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education." (Senate approved)

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## I.    Program Review Framework

### A.    Introduction

Program Review (PR) at Victor Valley College is a self assessment by its programs 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 Program Review Elements (PREs) to produce the Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE) report and the Annual Update(s). It is an instrument for identifying areas of change within its programs, and it is conducted to promote the effectiveness and relevance of instruction and the effective use of resources. These assessments are integral to the alignment of the programs' goals with the mission of the college for college-wide planning. This Handbook outlines the process to be used for both instructional and non-instructional programs at Victor Valley College.

Limitations of the program review process:  Program Review is not a system of evaluating the performance of instructors.  No part of the data collection process or analysis deals with instructional techniques or the quality of instruction in a particular class, nor may it be used as such. In addition, Program Review cannot be used in the Program Discontinuance process.

The mission of Victor Valley College is to

- cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

- create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.

- embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

- inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

- empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

### 1.    Purpose & Objectives

The purpose of the Program Review is to use measurable PREs, both quantitative and qualitative, to support the effectiveness of programs and improve the quality of education at Victor Valley College. Analysis of PREs allows for strategic planning and resource allocation with the goal of supporting student success.

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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 PREs 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 and annual update documents are live documents available for budget decisions at any time.

- 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.

## B.     Timelines and Flowchart

Program Review Timeline and Flowchart

The following steps should be used for moving through the Program Review process:

- Each December, the IPRC will assess and update the schedule of programs to be reviewed in the next year. The IPRC Chair will outline the twelve month process and provide the description of the process and writing guidelines to each PRT.

- Program Reviews will be completed on a three-year cycle for all instructional programs. Because of the more dynamic and frequent changes that impact administrative and student support services, non-instructional programs will complete program review on a yearly cycle. Programs which complete an external review for outside accreditation purposes will be permitted to submit their most recent external review as a portion of their PRAISE report and complete the remaining portions of PRAISE that are not addressed in their external review for their three-year cycle along with the Budget Development Worksheet. In addition, all programs will also complete an Annual Update and Budget Development Worksheet each year. The three-year cycle will be divided into three rotations: A, B, and C. The IPRC will designate which programs are on which rotation in the schedule.

- The PRT will collect the PREs necessary to complete the following reports:

Instructional

- The Five-Year Staffing Profile (since the previous program review).
- The previous two years of Program Level Student Learning Outcomes (PLOs).
- Assessment reports (TracDat; see the VVC Academic Senate website for process).

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– The previous three years of Program Review Elements (provided by the Office of Institutional Research).

Non-Instructional

- Non-Instructional areas will gather area-specific PREs as outlined in section III of the handbook. Other data the PRT determines necessary should also be collected, such as labor market analyses and documentation showing the availability of similar programs at other nearby colleges.

- Each PRT will evaluate its program through the process of writing the PRAISE report according to the guidelines spelled out in this handbook. The report will address the following issues:

Instructional

– Program mission and goals

– Specific characteristics of each program

– Program Level Student Learning Outcomes

– Curriculum Review

– Needs and Justifications

Non-Instructional

– Program mission and goals

– Specific characteristics of each program

– Student Areas Outcomes

– Needs and Justifications

- The PRT will submit a draft proposal of the PRAISE report in electronic format to their respective committee (IPRC or NIPRC) for review and recommendations. The respective committee - will review and make recommendations to the PRT.

- Once all changes have been made, the completed PRAISE report will be submitted to the college president and vice presidents, shared governance committees, deans and senate president, and the Office of Institutional Effectiveness.

- The report will be posted on the Program Review website.

- PRAISE reports will follow AP 1202 after distribution by the IPRC/NIPRC.

- All reports will be used in strategic planning and resource allocation decisions. A brief presentation of all PRs to the College Council will, therefore, be scheduled within two months of submission of the final report. The IPRC Chair will coordinate the scheduling of these presentations.

- PRAISE Distribution Flowchart

## PRAISE Distribution Flowchart

PRAISE Report

Technical Review
and
Recommendation
Cycle

Draft Cycle

Final

**Program Review Committee**

Posted to Program Review Website

**Distribution of Final**

Presentation Scheduled with College Council

President

Vice Presidents

Deans

Shared Governance Committees

Senate President

Office of Institutional Effectiveness
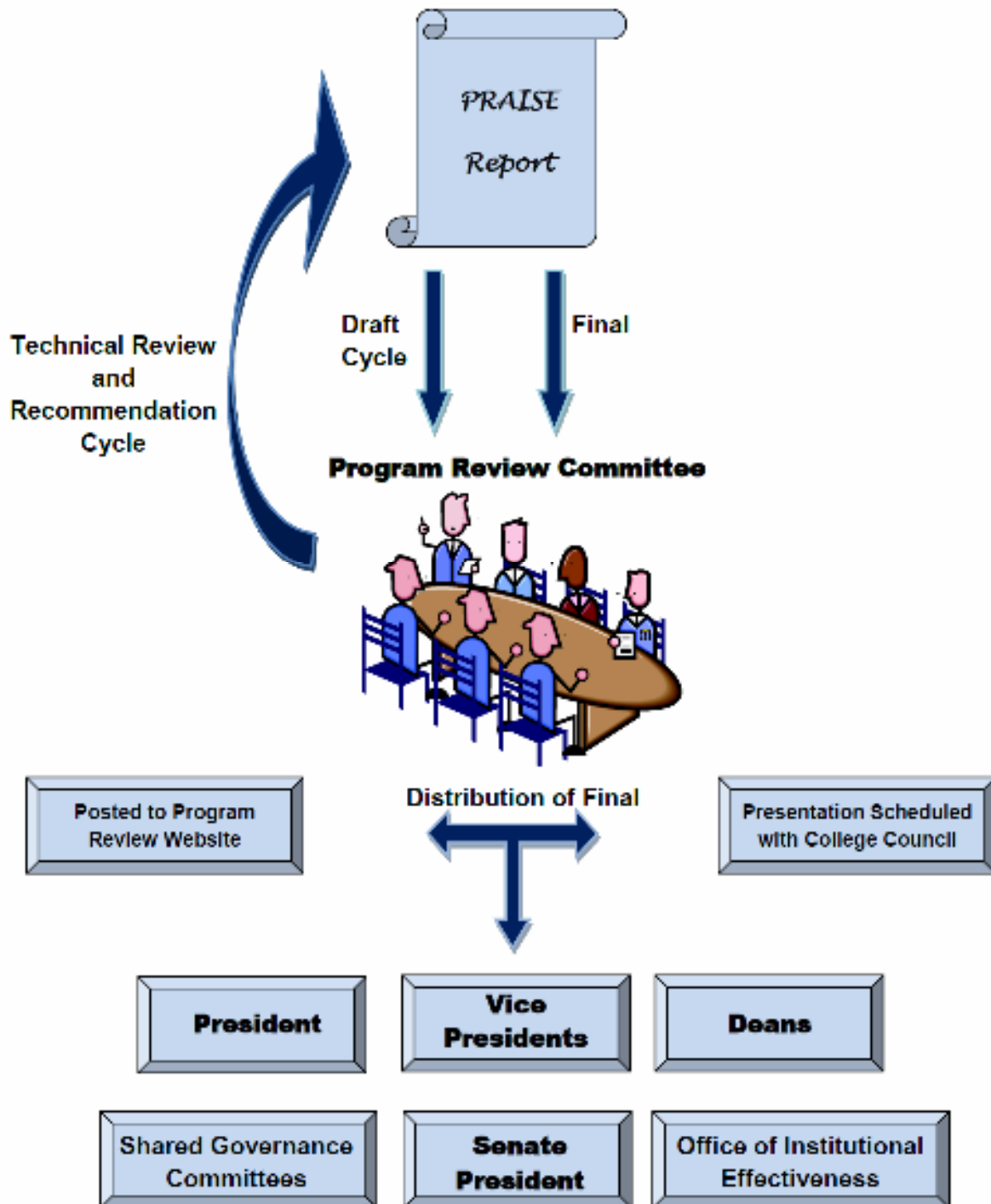
### C.      Program Review Organization

Definition of an Instructional Program

An instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education. (Senate approved)

Definition of a Non-Instructional Program

Any department that supports instructional programs as defined by "an instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education." (Senate approved)

Program Review Team (PRT)

Each program (Instructional and Non-Instructional) will assemble a Program Review Team to conduct the Program Review in accordance with the processes and timeline specified in this handbook.

Instructional Programs:

The PRT will be comprised of the following members:

- Department chair, director, facilitator and/or discipline expert

- One or more area/subject experts

- Other faculty and staff as deemed necessary

All faculty and staff within a program are encouraged to participate in the Program Review process.

Non-Instructional Programs:

The PRT will be comprised of the following members:

- A department leader. For each campus support department, the department leader is the applicable Vice-President or other manager/administrator working with department leads. For those departments reporting directly to the President, the department leaders are the applicable director or lead.  For the Office of the President itself, the President is the department leader and is responsible for submitting the final draft of the department program review documents to the Program Review Committee.
- If the department leader for a given department is not available, then the responsibility becomes that of the department leader's supervisor. For example, if a directorship is va-

cant, then the department leader is the dean or Vice President to whom that director reports.

All faculty, staff and management members within a program are expected to participate in the Program Review process.

Program Review Committees:

The key responsibility of the Instructional Program Review Committee (IPRC), with assistance from the Non-Instructional Program Review Committee (NIPRC), will be to provide orientation, training, guidance, and direction to the PRTs. The assigned Program Review Area Representative (PRAR) will work with the PRT to finalize the PRAISE report. The PRAR assignments will be related to areas of expertise.  In addition, the Office of Institutional Research will assist the PRTs by preparing PRE templates and other research as necessary.

The Committees will be responsible for

- providing documentation of the process.
- preparing the schedule for Program Review in all programs at the college.
- assisting PRTs in the completion of their PRAISE reports.
- receiving and reviewing draft proposal PRAISE reports for format and completeness.
- distributing final PRAISE reports to the college president and vice presidents, shared governance committees, deans and senate president and the Office of Institutional Effectiveness.
- posting completed PRAISE reports on the Program Review web site.
- scheduling presentations for the College Council.
- making recommendations to the Academic Senate for revisions to the Program Review process and calendar.
- generating and submitting a Program Review Completion Report to College Council.

## II.     The Components of Instructional PRAISE report (See Appendix C for Template)

Each PRAISE report will be composed of the following sections:

Section 1: Program Overview

Section 2: Program Assessment

Section 3: Needs Assessment

Section 4: Program Review Appendices

## A.      Section 1: The Program Overview

The Program Overview should be brief (2-3 pages) and reflect the consensus of the members within the program. It is meant to provide a broad understanding of the program, current trends related to the program's mission, and how the program serves to meet the overall mission and/or vision of Victor Valley College.

The Program Overview should address the following:

- alignment of both the program's and college's mission and goals (Board Policy 1200 PDF version Appendix B)

- program integration with the Educational Master Plan

- utilization of Program Learning Outcomes

- alignment of  Program Learning Outcomes with  Institutional Learning Outcomes PDF version (Appendix H)

- historical background and unique characteristics of the program

- progress towards goal attainment since the last program review

- current strengths, challenges and trends

- discussion amongst program members of what has been learned about the program through the program review process (attach summary/documentation of the discussions)

## B.      Section 2: Program Assessment

The Program Assessment provides a concise assessment of the program and should include the following subsections:

- faculty and staff

- curriculum and instruction

- program effectiveness and student success

- facilities, technical infrastructure, and resources

- optional: service, community outreach, and economic development

Each of the subsections should include a narrative self-assessment based on the supporting PREs. PRTs should include a comparison of current and historical PREs (can be obtained from the Institutional Research Office Quick Facts or any other documented sources).

Below is a list of guiding questions for each subsection. Use these questions to create a narrative and refer to the PREs when necessary.

## Faculty and Staff

- What is the management, faculty, and classified staffing structure of the program?

- How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and goals?

- What is the full-time to part-time ratio of faculty within the program? (Determine the ratio of sections taught by full-time faculty to part-time faculty.)

- How does this ratio affect, positively or negatively, the program's ability to fulfill its mission and goals?

- What changes in management, faculty, and staff are needed to make this program more effective and student-centered?

## Curriculum and Instruction

- Which educational paths do your course offerings provide in terms of degree, certificate, transfer, certification, or employment?

- How do these offerings contribute to or affect the overall program's mission and Victor Valley College's mission and vision?

- Have course outlines of record been updated within the past three years? And what changes, if any, were made? If not, when is the next curriculum review scheduled for the program?

- What methods are used for evaluating the program's offerings?

- What are the program's strengths and weaknesses in the areas of curriculum and instruction?

- What changes in the areas of curriculum and instruction are needed to make this program more effective?

- What instructional strategic methods (such as in technology, distance education, etc) have been used to improve instruction within the program?

## Program Effectiveness and Student Success

- Describe any significant trends within the student demographics of the program (refer to the PREs).

- After reviewing the program's student demographics, student success indicators, and assessments, what changes were made in the program, if any?

- What are the program's strengths or weaknesses in the area of student success?

- What changes in the area of student success are needed to make the program more effective?

- What has the program done to establish and maintain links with support services (such as counseling, DSPS, EOPS, Early Alert, library support, and tutoring services) for students?

- How do the program's goals integrate with educational master planning? Based on this and previous discussions, identify resources necessary to fulfill this integration.

- How are Program Level Outcomes (PLOs) being assessed and used for program success? Describe the progress and outcome of PLO assessment for the program.

- Have courses been assessed and recorded in TracDat?

- How has the analysis of PLO data (TracDat) been used to plan and implement changes for the program?

- How are Student Learning Outcomes (SLOs) being assessed and used for program improvement on the program and/or course level? Describe the successes or difficulties the program has faced in relation to SLO assessment.

- What dialogue has taken place about how to improve student learning?

-  What plans have resulted from that dialogue?

- What curricular changes have resulted from assessments of student learning and subsequent analyses of the results?

Facilities, Technical Infrastructure, and Resources

- How do the size, type, and/or quality of the program's current physical space affect the program's ability to fulfill its mission and service its current offerings?

- How do the amount, type, and/or quality of information technology available to the program affect the program's ability to fulfill its mission and service its current offerings?

- How do the amount, type, and/or quality of other resources available to the program affect its ability to fulfill its mission and service its current offerings?

- Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

- What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

Optional: Service, Community Outreach, and Economic Development

Note: Include this section only if this area is a part of the program's mission or goals. Faculty and staff in the program may or may not be tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development.

- How is the program's academic and professional expertise extended to the public in the surrounding communities?

- How are faculty, student, or staff skills linked to challenges, issues, or concerns within the community the program serves?

- In what types of service, community outreach, or economic development activities does the program engage?

- How are vocational advisory committees' recommendations used by the program?

- What are the program's strengths or weaknesses in the area of service, community outreach, and economic development?

- What changes in service, community outreach, and economic development are needed to make the program more effective?

### C.     Section 3: Needs Assessment

This assessment is a brief 2-3 page summary of the immediate and long-term needs of the program as outlined above. The Needs Assessment should include (1) current status, (2) needed augmentations, and (3) justifications for the following subsections:

- Human Resources

- Instructional/Service

- Research

- Technical, Equipment and Other Resource

- Facilities

- Marketing and Outreach

- Other

List all budget augmentations required for the Needs Assessment on the Budget Development Worksheet (see Appendix G). The Needs Assessment and Budget Development Worksheet will be updated each year and also submitted with the Annual Update to the PRC. These documents will be used for budget and resource allocation planning.

### D.     Section 4: Program Review Appendices

Each Program Review must include the following appendices:

- Five-Year Program Staffing Profile (Appendix G). Using the template in Appendix H show the staffing levels in each category (managers, full-time classified staff, part-time classified staff, full-time faculty, and part-time faculty) for the previous five years, and the change over that period of time.

- Program Review Elements (PREs): PREs are produced for all programs by the Office of Institutional Research and are available on the Office of Institutional Research website. The PREs will be arranged by discipline. The PRAISE document for a multiple-

discipline program will include a discussion of the PREs for all disciplines within that program. The PREs will include the following information:

Current PREs include:

- Number of Courses Offered for Each Discipline

- Number of Sections Offered for Each Discipline

- Retention Rate by Discipline

- Success Rate (C or better) by Discipline

- Headcount (Unduplicated) by Discipline

- Enrollment (Duplicated) by Discipline

- FTES


Possible PREs (Available on Request):

- Demographic Information (duplicated headcount)

  o Gender

  o Age

  o Ethnicity

- Concentrators by Discipline: e.g., Number of Students who have Successfully Completed 10 Units or More within the Discipline

- Number of Degrees/Certificates Awarded

- Grade Distribution by Course

- Summary of Retention and Success Rates for the Program

- Transfer rate by Program (if applicable)


**III.    Components of Non-Instructional PRAISE (See Appendix D for Template)**

Each PRAISE report will be composed of the following sections:

A.    **Section 1: Program Overview**

B.    **Section 2: Program Assessment**

C.    **Section 3: Needs Assessment**

D.    **Section 4: Program Review Appendices**

The following reflects the general guidelines followed by non-instructional programs in completing annual program reviews.

## IV.    Non-Instructional Services Program Overview

### A.    Program Overview

*What information should I include in this section?* This section should represent an overview of your program—*e.g.*, program background; program focus; target population; services provided and how they are delivered; number of students served or transactions conducted, as appropriate. This section should reflect the consensus of the staff within the program. It is meant to provide the reader with a broad understanding of the program, any trends impacting the program's core operations, and how the program serves the overall mission and goals of VVC (see Accreditation Standard IA4, Mission).

*What helpful tips should I keep in mind?* Keep it brief and succinct—a simple narrative to explain to the reader what it is the program does on a daily basis to contribute to the VVC mission.

### B.    Program Assessment

*What information should I include in this section?* This section is a detailed account of the quantitative and qualitative data and analysis used by the program to demonstrate a strong commitment to the mission, measurement of its progress, and communicating matters of quality assurance to the public (see Accreditation Standard IA, Institutional Mission and Effectiveness).

*What helpful tips should I keep in mind?* All area managers will continue to develop and utilize metrics to gather information. As much as possible, collaborate with other managers as you decide which measures will bring you the most benefit in improving your program. Note that the Institutional Research (IR) office is available to assist managers in refining existing metrics.

#### 1. Service Area Outcomes / Student Learning Outcomes

*What information should I include in this section?* List your Service Area Outcomes (SAOs), Service Level or Student Learning Outcomes (SLOs), the district goal each outcome relates to, and results from the most recent assessment. Briefly summarize the dialogue that took place around the assessment results, what the program learned, and what will be done to improve since the last program review. A more detailed preliminary action plan will be required later in this document. This section should provide a broad overview of the status of SAO/SLO assessments (see Accreditation Standard IIB, C).

*What helpful tips should I keep in mind?* Opt to use bullet lists for each outcome assessed, what was discussed, lessons learned, and how it will inform action.

#### 2. Progress on Program-Related Accreditation Recommendations *(if any)*

*What information should I include in this section?* If your program is directly involved in addressing any of the most recent recommendations by an ACCJC site visit team—or recommendations from any other accrediting body resulting from a formal visit or evaluation—this section should provide a brief summary that includes the following: recommendation addressed; what the program is doing; what the impact is so far on the recommendation and the program's operations. (see Accreditation Standard IVA4)

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*What helpful tips should I keep in mind?* Use bullet lists for each relevant recommendation; include what has been done, what the effect has been to date, and what more still needs to happen.

### 3.  Progress on Educational Master Plan-related initiatives *(if any)*

*What information should I include in this section?* If your program is directly involved in any initiatives resulting from the most recent educational master planning process, this section should include a brief summary of the following: what the program is doing in relation to its EMP-related initiative; what the impact is so far on the intended district goal and/or strategic priority; and the impact to date on the program's operations (see Accreditation Standard IB).

*What helpful tips should I keep in mind?* Create a matrix for each relevant EMP-related initiative or activity using these headings: what program is doing; what effects can be seen to date; what next steps will be taken.

### 4.  External Factors

*What information should I include in this section?* In this section, describe any and all factors existing outside of the program's control that are determined to have a significant impact on your program, including but not limited to –

- *Regulators/regulating agencies* (*e.g.*, federal, state or local law; US Department of Education; CCC Chancellor's Office; State Architect). Compliance with all legal mandates is a basic requirement for all programs. Please be sure to identify all related requirements at the federal, state, and/or local levels that affect program operations.

- *Accreditors* (ACCJC; BRN; JCAHO; etc.)

- *Industry standards, prevailing or best practice* (Governmental Accounting Standards Board; Association of Physical Plant  Administrators; Internal Standards Organization; National Institute of Standards and Technology)

- *Changes in practice by key suppliers or partners* (other CCCs; K-12 districts; CSU/UC/private 4-year colleges; business, labor, Community Based Organizations (CBOs), Faith-based Organizations (FBOs)

- *Changes across the region or areas served*.  For example, state budgetary constraints or new revenue generating opportunities; service area demographic changes; articulation requirements of four-year institutions; workforce requirements of prospective employers; job market trends; new or emerging developments in a related field.

Highlight key findings and summarize the analysis in terms of potential impacts to your program (see Accreditation Standard IB, IIB).

*What helpful tips should I keep in mind?* Start with a laundry list of all factors potentially impacting the program to enable thorough discovery and discussion, but hone down to 1 to 3 things with the most impact (that is, those requiring a change in practice if the program is to survive).

### 5.  Internal Factors

*What information should I include in this section?* This section will detail or specify the measures used to evaluate the program's core operations relative to the 2 key domains assessed throughout the college: Customer Service and Quality of Service.

*What helpful tips should I keep in mind?* Collaborate with other managers as you decide which measures will bring the most benefit in improving your program. Note that the Institutional Research (IR) office is available for technical assistance in collection and analysis of data.

### a. Customer Service Assessment

*What information should I include in this section?* Use this section to capture results, conclusions, and actions from assessing the program's level of service to core customers. Include surveys of customer satisfaction (if available), as well as reflections on responses to such questions as:

- Does the program schedule activities to meet the needs of its customers (students and/or staff)?

- Does the program communicate efficiently and effectively with customers (students and/or staff)?

- Does the program interact effectively with other programs across campus?

- Does the program collect customer satisfaction data and use it to improve services?

- Does the program interact with external agencies, organizations and other constituent groups (see Accreditation Standard IB5)?

- (*For programs serving students directly*) Does the program assure equitable access to all students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method (see Accreditation Standard IIB3a)?

*What helpful tips should I keep in mind?* Consult with the Institutional Research (IR) office for technical assistance in collection and analysis of data.

### b. Quality of Service Assessment

*What information should I include in this section?* Use this section to capture results, conclusions, and actions from assessing the program's quality of service to core customers in terms of the resources available and how they are managed and used. Include any quantitative measures (*e.g.*, average cycle times by work order type; staffing ratios; transactions per week or other productivity indicators). Also, include responses to the questions shown for each resource type.

*What helpful tips should I keep in mind?* Consult with the Institutional Research (IR) office for technical assistance in collection and analysis of data.

#### i. Use of Human Resources (ACCJC Standard IIIA)

- Are evaluations of program personnel current? (If not, please specify which evaluations are yet to be completed, and when they will be completed).

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- Do program personnel continue to be qualified by appropriate training and professional development experiences? (If not, please specify the additional training and skills needed).

- Is the current staffing adequate to maintain quality service levels in the coming year? (If not, please specify the staffing required to maintain quality service levels and the standard used to define "quality").

ii. **Use of Physical Resources** (ACCJC Standard IIIB)

- Are the physical resources, which include facilities, equipment, land, and other assets, adequate to support student learning programs and services? (If not, please specify the physical resources— facilities, equipment, land, etc.—needed to maintain an environment conducive to learning).

- Is physical resource planning integrated with institutional planning and includes projections for total cost of ownership? (If not, please specify how the facilities plan can better align with institutional planning and provide measures to aid in the review of total cost of ownership projections for all projects campus-wide).

iii. **Use of Technology Resources (ACCJC Standard IIIC)**

- Are current technology resources adequate to maintain quality service in the coming year? (If not, please specify the technology resources—hardware, software, subscriptions and training—needed to maintain quality service levels and the standard used to define "quality").

iv. **Use of Financial Resources (ACCJC Standard IIID)**

- Is fiscal planning integrated with institutional planning, and does it reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements? (If not, please specify how fiscal planning can better align with institutional planning and provide measures to aid in the review of resource availability, development of financial resources, partnerships, and expenditure requirements).

- Does the financial management system have control mechanisms to aid in the review of resources to support student learning, audit findings, financial emergencies, and effective oversight of program finances? (If not, please specify how these mechanisms can be improved to help assure that finances are

allocated and systematically reviewed using integrity and transparency).

### c. Program-Specific and Cross-Program Impact Assessments

*What information should I include in this section?* Use this section to report findings, conclusions, and actions that are (1) unique to the program based on related industry practices and/or standards; and (2) likely to inform practices in other programs across the campus per the questions shown.

*What helpful tips should I keep in mind?* Consult with the Institutional Research (IR) office for technical assistance in collection and analysis of data.

i. **Are there advisory committee findings and/or recommendations you are including in this review? (If so, please specify)**

ii. **Are there any findings in your program assessment that will impact other programs across campus? (If so, please specify)**

iii. **Are there any findings that impact the** College catalog**? (If so, please specify). (see *Accreditation Standard IIB2)***

iv. **Are there any findings that impact the** Library**? (If so, please specify). (see *Accreditation Standard IIC)***

v. **Are there any findings that impact other programs in the** Student Services Division**? (If so, please specify).**

vi. **Are there any findings that impact other programs in the** Instructional Programs Divisions**? (If so, please specify).**

vii. **Are there any findings that impact other programs in the** Administrative Services Division**? (If so, please specify).**

viii. **Are there any findings that impact programs in the** Technology Resources **department (IT/MIS/IMS)? (If so, please specify).**

ix. **Are there any findings that impact** Campus Police**? (If so, please specify).**

x. **Are there any findings that impact** other programs **not listed above? (If so, please specify).**

### C.    C. Needs Assessment and Planning Agenda

*What information should I include in this section?*  This section represents program-wide dialogue about the analysis of all assessment results and conclusions drawn about what the most pressing needs are of the program. (See *Accreditation Standard IVA1, A2b)*

*What helpful tips should I keep in mind?* Be cohesive and succinct as this section should justify any and all resource allocation requests shown on the budget development worksheets for the

targeted planning year. Avoid going beyond the evidence provided in the program assessment section.


### V.    Instructional Annual Update (see Appendix I for Template)

Each year the programs will submit an Annual Update report that reflects on changes within the Program. The Annual Update should include analysis of Program Review Elements (PREs) for future planning and resource allocation. It will also include a Needs Assessment (as outlined in Section 3 of the PRAISE report) and a Budget Development Worksheet. The Annual Update, Needs Assessment and Budget Development Worksheet will be used for budget and resource allocation planning.

## VI.     Appendices

### A.     Appendix A: 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 1B. Improving Institutional Effectiveness The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance.

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.


The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

### B. Appendix B: (Board Policy 1200)

VISION

Victor Valley Community College District uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

VALUES

As a student-centered learning organization, we 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 different points of view and contributions of all

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

MISSION

The mission of Victor Valley Community College is to:

Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.

Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

GOALS

The goals of Victor Valley Community College are to:

Create sustainability and environmental stewardship for our colleagues, our students, and our community.

Become an agile learning organization consistent with the needs of students and the communities that the college serves.

Offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers.

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**C.**     **Appendix C: Instructional Program Review Template**

(Strongly recommend that you download the actual Template from the PR website or SharePoint Portal.) Click here to download the template. (Add link here when adopted.)

Save the template the following way:

PRAISE title (see column A on Program List)_PRAISE_submission year.

**For example: BIOL_PRAISE_2012**

Please submit your file as a Word file

# Victor Valley College
## Instructional PRAISE Report

Program: Type in your program name

Program Review Team Members:

Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

Submission Year: Click here to enter text.

Budget Development Year: Click here to enter text.

The mission of Victor Valley College is to

- cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

- create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.

- embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

- inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

- empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

Program Mission:

This is your program mission statement

Program Learning Outcomes:
- Insert your PLOs

II. The Components of the Instructional Program Review PRAISE report

A. Section 1: The Program Overview

The Program Overview should be brief (2-3 pages) and reflect the consensus of the members within the program. It is meant to provide a broad understanding of the program, current trends related to the program's mission, and how the program serves to meet the overall mission and/or vision of Victor Valley College.

B. Section 2: Program Assessment

The Program Assessment provides a concise assessment of the program and should include the following subsections:

Faculty and Staff

- What is the management, faculty, and classified staffing structure of the program?

  Click here to enter text.

- How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and goals?

  Click here to enter text.

- What is the full-time to part-time ratio of faculty within the program? (Determine the ratio of sections taught by full-time faculty to part-time faculty.).

  Click here to enter text.

- How does this ratio affect, positively or negatively, the program's ability to fulfill its mission and goals?

  Click here to enter text.

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- What changes in management, faculty, and staff are needed to make this program more effective and student-centered?

  Click here to enter text.

## Curriculum and Instruction

- Which educational paths do your course offerings provide in terms of degree, certificate, transfer, certification, or employment?

  Click here to enter text.

- How do these offerings contribute to or affect the overall program's mission and Victor Valley College's mission and vision?

  Click here to enter text.

- Have course outlines of record been updated within the past three years? And what changes, if any, were made? If not, when is the next curriculum review scheduled for the program?

  Click here to enter text.

- What methods are used for evaluating the program's offerings?

  Click here to enter text.

- What are the program's strengths and weaknesses in the areas of curriculum and instruction?

  Click here to enter text.

- What changes in the areas of curriculum and instruction are needed to make this program more effective?

  Click here to enter text.
- What instructional strategic methods (such as in technology, distance education, etc) have been used to improve instruction within the program?
  Click here to enter text.

## Program Effectiveness and Student Success

- Describe any significant trends within the student demographics of the program (refer to the PREs).

  Click here to enter text.

- After reviewing the program's student demographics, student success indicators, and assessments, what changes were made in the program, if any?

  Click here to enter text.

- What are the program's strengths or weaknesses in the area of student success?

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Click here to enter text.

- What changes in the area of student success are needed to make the program more effective?

Click here to enter text.

- What has the program done to establish and maintain links with support services (such as counseling, DSPS, EOPS, Early Alert, library support, and tutoring services) for students?

Click here to enter text.

- How do the program's goals integrate with educational master planning? Based on this and previous discussions, identify resources necessary to fulfill this integration.

Click here to enter text.

- How are Program Level Outcomes (PLOs) being assessed and used for program success? Describe the progress and outcome of PLO assessment for the program.

Click here to enter text.

- Have courses been assessed and recorded in TracDat?

Click here to enter text.

- How has the analysis of PLO data (TracDat) been used to plan and implement changes for the program?

Click here to enter text.

- How are Student Learning Outcomes (SLOs) being assessed and used for program improvement on the program and/or course level? Describe the successes or difficulties the program has faced in relation to SLO assessment.

Click here to enter text.

- What dialogue has taken place about how to improve student learning?

Click here to enter text.

- What plans have resulted from that dialogue?

Click here to enter text.

- What curricular changes have resulted from assessments of student learning and subsequent analyses of the results?

Click here to enter text.

Facilities, Technical Infrastructure, and Resources

- How do the size, type, and/or quality of the program's current physical space affect the program's ability to fulfill its mission and service its current offerings?

Click here to enter text.

- How do the amount, type, and/or quality of information technology available to the program affect the program's ability to fulfill its mission and service its current offerings?

  Click here to enter text.

- How do the amount, type, and/or quality of other resources available to the program affect its ability to fulfill its mission and service its current offerings?

  Click here to enter text.

- Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

  Click here to enter text.

- What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

  Click here to enter text.


Optional: Service, Community Outreach, and Economic Development

Note: Include this section only if this area is a part of the program's mission or goals. Faculty and staff in the program may or may not be tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development.

- How is the program's academic and professional expertise extended to the public in the surrounding communities?

  Click here to enter text.

- How are faculty, student, or staff skills linked to challenges, issues, or concerns within the community the program serves?

  Click here to enter text.

- In what types of service, community outreach, or economic development activities does the program engage?

  Click here to enter text.

- How are vocational advisory committees' recommendations used by the program?

  Click here to enter text.

- What are the program's strengths or weaknesses in the area of service, community outreach, and economic development?

  Click here to enter text.

- What changes in service, community outreach, and economic development are needed to make the program more effective?

  Click here to enter text.

C.  Section 3: Needs Assessment

This assessment is a brief 2-3 page summary of the needs of the program as outlined above. The Needs Assessment should include (1) current status, (2) needed augmentations, and (3) justifications for the following subsections:

- Human Resources

- Instructional/Service

- Research

- Technical, Equipment and Other Resource

- Facilities

- Marketing and Outreach

- Other
  Click here to enter text.

Checklist for Attachments:

❑ Budget Development Worksheet

❑ Five-Year Staffing Profile (Appendix G of Handbook)

❑ Program Review Elements sets (see Handbook)

Name your file the following way:

PRAISE title (see column A on Program List)_PRAISE_submission year.

**For example: BIOL_PRAISE_2012**

Please submit your file as a Word file

### D. Appendix D: Non-Instructional Program Review Template

(Strongly recommend that you download the actual Template from the PR website or SharePoint Portal.)

# Victor Valley College
# Non-Instructional Program Review
# Annual Update

Report Date:                Program: (select drop down menu)

Program Contact Person:      Campus Phone Extension:

E-mail Address:             Division: (select drop down menu)

## A. PROGRAM OVERVIEW (see Accreditation Standard IA4, Mission)

|  |
|--|
|  |

## B. PROGRAM ASSESSMENT(see Accreditation Standard IA)

**1. Service Area or Level Outcomes - Current Assessments (see Accreditation Standard IIB,C)**
Ⓜ Check here if the program did not assess any service area/level outcomes.

**PLEASE RESPOND TO QUESTIONS BELOW FOR EACH ASSESSMENT YOU ARE RE-PORTING.**
What was assessed?

|  |
|--|
|  |

What was learned?

|  |
|--|
|  |

What actions will be taken to apply what was learned to program improvements?

|  |
|--|
|  |

**2. Progress on Program-Related Accreditation Recommendations (see Accreditation Standard IVA4)**
Ⓜ Check here if the program did directly address any accreditation recommendations.

Which accreditation recommendations were addressed?

|  |
|--|
|  |

What did the program do to address the recommendation(s)?

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What has the impact of those actions been to date?

What next steps will be taken?

**3. Progress on Educational Master Plan Initiatives (see Accreditation Standard IB)**
M Check here if the program did not have any Educational Master Plan (EMP) initiatives.

What EMP strategic priority is impacted by the program's EMP initiative?

What did the program do to implement its EMP initiative?

What has the impact of those actions been to date?

What next steps will be taken?

**4. External Factors (see Accreditation Standard IB, IIB)**
M Check here if the program did not assess any external factors.

What was assessed?

What was learned?

Based on what was learned, what actions will be taken make program improvements?

**5. Internal Factors (see Accreditation Standard IB5, IIB3a)**

**a. Customer Service Assessment**

31

M Check here if the program did not assess customer service.

Does the program collect customer satisfaction data and use it to improve services? MYes MNo

Use the space below to explain findings and actions resulting from any customer satisfaction surveys conducted.

_____

Does the program schedule activities to meet the needs of its customers (students and/or staff)? MYes MNo

If 'Yes,' please describe the supporting evidence.

_____

Does the program communicate efficiently and effectively with customers (students and/or staff)? MYes MNo

If 'Yes,' please describe the supporting evidence.

_____

Does the program interact effectively with other programs across campus? MYes MNo

If 'Yes,' please describe the supporting evidence.

_____

Does the program interact with external agencies, organizations and other constituent groups to communicate matters of quality (see Accreditation Standard IB5)? MYes MNo
If 'Yes,' please describe the supporting evidence.

_____

For programs serving students directly: Does the program assure equitable access to all students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method (see Accreditation Standard IIB3a)? MYes MNo

If 'Yes,' please describe the supporting evidence.

_____

**b. Quality of Service Assessment**

**i. Use of Human Resources (see Accreditation Standard IIIA)**
Are evaluations of program personnel current? MYes MNo
If 'No,' please specify which evaluations are yet to be completed, and when they will be completed.

_____

Do program personnel continue to be qualified by appropriate training and professional development experiences? ☐Yes ☐No
If 'No,' please specify which evaluations are yet to be completed, and when they will be completed.

```
[                                                                          ]
```

Is the current staffing adequate to maintain quality service levels in the coming year? ☐Yes ☐No
If 'No,' please specify the staffing required to maintain quality service levels and the standard used to define "quality."

```
[                                                                          ]
```

### ii. Use of Physical Resources (see Accreditation Standard IIIB)
Are the physical resources, which include facilities, equipment, land, and other assets, adequate to support student learning programs and
services? ☐Yes ☐No
If 'No,' please specify the physical resources— facilities, equipment, land, etc.—needed to maintain an environment conducive to learning.

```
[                                                                          ]
```

Is physical resource planning integrated with institutional planning and includes projections for total cost of ownership? ☐Yes ☐ No
If 'No,' please specify how the facilities plan can better align with institutional planning and provide measures to aid in the review of total cost of ownership projections for all projects campus-wide.

```
[                                                                          ]
```

### iii. Use of Technology Resources (see Accreditation Standard IIIC)
Are current technology resources adequate to maintain quality service in the coming year? ☐Yes ☐No
If 'No,' please specify the technology resources—hardware, software, subscriptions and training needed to maintain quality service levels and the standard used to define "quality".

```
[                                                                          ]
```

### iv. Use of Financial Resources (see Accreditation Standard IIID)
Is fiscal planning integrated with institutional planning, and does it reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements? ☐Yes ☐No
If 'No,' please specify how fiscal planning can better align with institutional planning and provide measures to aid in the review of resource availability, development of financial resources, partnerships, and expenditure requirements.

```
[                                                                          ]
```

Does the financial management system have control mechanisms to aid in the review of resources to support student learning, audit findings, financial emergencies, and effective oversight of program finances? ☐Yes ☐No
If 'No,' please specify which evaluations are yet to be completed, and when they will be completed.

---

### c. Program Specific and Cross-Program Impacts Assessment

### i. Program-Specific Assessments
Were there any assessments conducted that are unique to the program and/or related industry standards?
☐Yes ☐No
If so, please describe results and conclusions.

---

Are their advisory committee findings and/or recommendations you are including in this program review?
☐Yes ☐No
If so, please specify.

---

### ii. Cross-Program Impact Assessments
Are there any findings in your program assessment that will impact other programs across campus? ☐Yes ☐No
If 'Yes,' please specify below. If 'No,' please go to "Needs Assessment and Planning Agenda."

Impacts to **College Catalog (see Accreditation Standard IIB2)**

---

Impacts to **Library (see Accreditation Standard IIC)**

---

Impacts to **Technology Resources (IT/MIS/IMS)**

---

Impacts to **Campus Police**

---

Impacts to **Student Services Division**

---

Impacts to **Instructional Division**

---

Impacts to **Administrative Services Division**

---

Impacts to **Other Programs** not specified above

34

| |
|---|

### C. NEEDS ASSESSMENT:  PROGRAM NEEDS & OPPORTUNITIES

### 1. Summary of Needs/Opportunities for Improvement (OFI) (see Accreditation Standard IVA1, A2b)

Summarize your analysis of the various program assessments described in the previous section. Given that analysis, what are the most pressing needs or opportunities for improvement (OFIs) that provide the justification for the program's resource allocations requests?

| |
|---|

### 2. Preliminary Action Plan

By addressing the program's most pressing need described above, which district goal(s) will be impacted by the preliminary plan of action?

M Fiscal Stability M Student Success     MAccreditation Recommendations  Image

What is the measureable objective to be reached as a result of implementing this plan?

| |
|---|

What new or additional resources are required to implement this plan? **THIS NARRATIVE SHOULD MATCH LINE ITEM REQUESTS FROM THE BUDGET DEVELOPMENT WORKSHEET.**

| |
|---|

What activities (strategies, techniques, interventions, services, etc.) will be designed and/or delivered in connection with implementing this plan?

| |
|---|

What products or deliverables will result from implementing this plan?

| |
|---|

What anticipated outcomes will result from implementing this plan?

Description/Definition
(include data source)                    Timeline                    Measurement for Success

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What anticipated impact on the district goals identified above will result from implementing this plan?

| |
|---|
| |

**Certification**

Please list program personnel who participated in the discussion and development of this program review. **ONE PERSON PER CELL. ADD ROWS AS NEEDED.**

| |
|---|
| |

M Click here to certify that the content of this program review was discussed and developed with broad participation among the program personnel listed above.

## E. Appendix E: List of Instructional and Non-Instructional Programs

(Spreadsheet version will format and display better)

| Program Code*** | AREA GENERATING INDIVIDUAL PRAISE REPORT | DIVISION | VP/Dean/Director ** | Responsibility | DEPT. NAME | DISCIPLINES/AREAS INCLUDED IN PRAISE REPORT | TRACK A, B, C |
|---|---|---|---|---|---|---|---|
| | PROGRAM LISTING | | | | | | |
| | Track A -Three Year Cycle; Year 1 | | | | | | |
| DHASS | Dean-Arts & Letters | HASS | Dean Humanities and Arts | | | | A |
| ENJO | English/Journalism | HASS | Dean Humanities and Arts | Program Review Team | English | English (including Writing Center)/Journalism | A |
| FRNL | Foreign Language | HASS | Dean Humanities and Arts | Program Review Team | Foreign Languages | Foreign Languages/American Sign Language | A |
| HIST | History | HASS | Dean Humanities and Arts | Program Review Team | Humanities | History | A |
| ANTH | Anthropology | HASS | Dean Humanities and Arts | Program Review Team | Humanities | Anthropology | A |
| PHRL | Philosophy/Religious Studies | HASS | Dean Humanities and Arts | Program Review Team | Humanities | Philosophy/Religious Studies | A |
| ARPT | Art/Photography | HASS | Dean Humanities and Arts | Program Review Team | Fine & Applied Arts | Art/Photo/Commercial Art | A |
| CMST | Communication Studies | HASS | Dean Humanities and Arts | Program Review Team | Fine & Applied Arts | Communication Studies, Communication Center | A |
| TA | Theatre Arts | HASS | Dean Humanities and Arts | Program Review Team | Fine & Applied Arts | Theatre Arts | A |
| MUSC | Music | HASS | Dean Humanities and Arts | Program Review Team | Fine & Applied Arts | Music | A |
| BADM | Business Administration | HASS | Dean Humanities and Arts | Program Review Team | Business Management | Business Administration | A |
| BRE | Business Real Estate and Escrow | HASS | Dean Humanities and Arts | Program Review Team | Business Management | Business Real Estate | A |

| BET | Business Education Technologies | HASS | Dean Humanities and Arts | Program Review Team | Business Management | Business Ed Technology | A |
|---|---|---|---|---|---|---|---|
| RMGT | Restaurant Management | HASS | Dean Humanities and Arts | Program Review Team | Business Management | Restaurant Management | A |
| ECON | Economics | HASS | Dean Humanities and Arts | Program Review Team | Business Management | Economics | A |
| ESL | ESL (Credit) | HASS | Dean Humanities and Arts | Program Review Team | Student Development | ESL (Credit) | A |
| BSKL | Basic Skills (Credit) | HASS | Dean Humanities and Arts | Program Review Team | Student Development | Basic Skills | A |
| EDUC | Education and Educational Technology | HASS | Dean Humanities and Arts | Program Review Team | Student Development | Education and Educational Technology | A |
| SOC | Sociology | HASS | Dean Humanities and Arts | Program Review Team | Social Sciences | Sociology | A |
| POLS | Political Sciences | HASS | Dean Humanities and Arts | Program Review Team | Social Sciences | Political Sciences, Paralegal | A |
| PSYC | Psychology | HASS | Dean Humanities and Arts | Program Review Team | Social Sciences | Psychology | A |
| LIBR | Library | HASS | Dean Humanities and Arts | Program Review Team | Library | Library | A |
| ADNC | Adult Non-Credit: | HASS | Dean Humanities and Arts | Dean Humanities and Arts | Adult Non-Credit | Basic Skills (ACOM), ESL (AENG), Home Economics (AHOM), Adult Physical Education (ADPE), Vocational (AVOC) Parenting (APAR) | A |
| | Track B - Three Year Cycle; Year 2 | | | | | | |
| DSTEM | Dean-STEM | STEM | Dean STEM | | | | B |
| MATH | Mathematics (credit) | STEM | Dean STEM | Program Review Team | Math | Math, Math Lab | B |
| BIOL | Biology | STEM | Dean STEM | Program Review Team | Biology | Biology, Anatomy, Physiology | B |

| PSCI | Physical Science | STEM | Dean STEM | Program Review Team | Physical Science | Chemistry, Astronomy, Oceanography, Geology, Physics, Geography, Physical Science | B |
|---|---|---|---|---|---|---|---|
| CIDG | Computer Integrated Design and Graphics | STEM | Dean STEM | Program Review Team | CIDG/MERT | CIDG/Media Arts | B |
| CIS | Computer Information Systems | STEM | Dean STEM | Program Review Team | CIS | Computer Information Systems | B |
| ELCT | Electronics and Computer Technology | STEM | Dean STEM | Program Review Team | Electronics | Electronics and Computer Technology | B |
| CHDV | Child Development | STEM | Program Director | Program Review Team | CDP | Child Development | B |
| DIST | Distance Education | INST./STU. SVCS | Dean STEM | Dean STEM | Instruction Office | Distance Education | B |
| **Track C - Three Year Cycle; Year 3** | | | | | | | |
| DHSPS | Dean-HSPS | HSPS | Dean of Health Sciences and Public Safety | | | | C |
| ALDH | Allied Health | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Health Sciences | Allied Health, Phlebotomy | C |
| NURS | Nursing | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Health Sciences | Nursing | C |
| RSPT | Repiratory Therapy | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Health Sciences | Respiratory Therapy | C |
| KIPE | Kinesiology/Physical Education | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Kinesiology | Kinesiology, Dance, Adapted PE, Health, PE | C |
| FIRE | Fire Technology | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Public Safety | Fire Technology | C |
| AJ | Administration of Justice | HSPS | Dean of Health Sciences and | Program Review | Public Safety | Administration of Justice | C |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Public Safety | Team | | |
| PEMT | Paramedic/Emergency Medical Technician | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Public Safety | Paramedic, EMT, EMS | C |
| AGNR | Agriculture | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Industrial Technology | Agriculture (AG/NR) | C |
| AUTO | Automotive Technology | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Industrial Technology | Automotive Technology | C |
| CT | Construction and Manufacturing Technology | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Industrial Technology | Construction and Manufacturing Technology, HVAC | C |
| WELD | Welding | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Industrial Technology | Welding | C |
| AVA | Aviation | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Industrial Technology | Aviation | C |
| COED | Cooperative Education | HSPS | Dean of Health Sciences and Public Safety | Program Review Team | Industrial Technology | Cooperative Education | C |
| RPSTC | Public Safety Training Center | HSPS | Dean of Health Sciences and Public Safety | Dean of Health Sciences and Public Safety | Eastside Center | Fire Technology, AJ, EMS, Paramedics | C |
| Non- Instructional- Annual Program Review | | | | | | | |
| VPAS | V.P. Admin Services | ADMIN SERVICES | VP Admin Services | | ADMIN SERVICES | | annual |
| RISK | Risk Management | ADMIN SERVICES | VP Admin Services | Budget Analyst/Risk Management | FIS/SERV | Risk Management | annual |
| PAY | Payroll | ADMIN SERVICES | VP Admin Services | Payroll Manager | FIS/SERV | Payroll | annual |
| FISC | Fiscal Services/Bursar | ADMIN SERVICE | VP Admin | Senior Accountin | FIS/SER | Fiscal | annual |

40

| | | S | Services | g Tech. | V | Services/Bursar | |
|---|---|---|---|---|---|---|---|
| PURCH | Purchasing | ADMIN SERVICES | VP Admin Services | Senior Accounting Tech. | FIS/SERV | Purchasing | annual |
| AUXS | Auxillary Services | ADMIN SERVICES | VP Admin Services | Director Aux. Services | Auxiliary | ASB, Bookstore, PAC, AUX, Printing | annual |
| FAC | Facilities | ADMIN SERVICES | VP Admin Services | Dir. Of Facilities, Construction and Contracts | Facilities | Facilities | annual |
| MO | Maintenance and Operations | ADMIN SERVICES | VP Admin Services | M & O Director | Maintenance & Operations | Custodial, Grounds keeping, HVAC, Locksmith, Transportation, Warehouse, Maintenance and Switchboard | annual |
| DSS | Dean-Student Services | | Dean Student Services | Dean Student Services | | | annual |
| ASSESS | Assessment Center | INST./STU. SVCS | Dean Student Services | Dean Student Services | Student Services | Assessment Center | annual |
| DSPS | DSPS | INST./STU. SVCS | Dean Student Services | DSPS Coord. | Student Services | DSPS | annual |
| EOPS | EOPS/CARE | INST./STU. SVCS | Dean Student Services | Director EOPS/CARE | Student Services | EOPS/CARE | annual |
| UB | Upward Bound | INST./STU. SVCS | Dean Student Services | Director UB/UBMS | Student Services | Upward Bound | annual |
| UBMS | Upward Bound Math/Science | INST./STU. SVCS | Dean Student Services | Director UB/UBMS | Student Services | Upward Bound Math/Science | annual |
| CALW | Calworks | INST./STU. SVCS | Dean Student Services | Calworks Coord. | Student Services | Calworks | annual |
| GEAR | Gear-up | INST./STU. SVCS | Dean Student Services | Director Sp. Grant Pgms. | Student Services | Gear-up | annual |
| COUN | Counseling | INST./STU. SVCS | Dean Student Services | Counselor (Chair) | Student Services | Counseling, Guidance | annual |
| TRANS | Transfer/Career Center | INST./STU. SVCS | Dean Student | Transfer/ESL | Student Services | Transfer/Career Center | annual |

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| | | | Services | Counselor | | | |
|---|---|---|---|---|---|---|---|
| FA | Financial Aid | INST./STU. SVCS | Dean Student Services | Director Fin Aid | Student Services | Financial Aid | annual |
| ATHL | Athletics Department | INST./STU. SVCS | Dean Student Services | Director | Student Services | All Sports, Training Room | annual |
| AR | Admissions and Records | INST./STU. SVCS | Dean Student Services | Director | Student Services | Admissions and Records | annual |
| K16B | K-16 Bridge | INST./STU. SVCS | Dean Student Services | Director Sp. Grant Pgms. | Student Services | K-16 Bridge | annual |
| SSLAB | Student Services Lab | INST./STU. SVCS | Dean Student Services | Dean Student Services | Student Services | Student Services Lab | annual |
| TUTOR | Tutorial Program | INST./STU. SVCS | Dean Humanities and Arts | | Student Services | Tutorial Program | annual |
| | | | | | | | |
| DTECH | Dean, Tech/Info Resources | T.I./RESOU | Exec. Dean of Technology and Information Resources | | | | annual |
| TECH | Technical Services | T.I./RESOU | Exec. Dean of Technology and Information Resources | | Technical Services | Technical Services, Telecommunications | annual |
| IMS | Instructional Media | T.I./RESOU | Exec. Dean of Technology and Information Resources | IMS Coord. | Instructional Media | Instructional Media | annual |
| MIS | Management Info Systems | T.I./RESOU | Exec. Dean of Technology and Informati | Director MIS | Management Information Systems | Management Info Systems | annual |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | on Resources | | | |
| | | | | | | |
| VPISS | V.P. Instr. & Student Serv. | INST./STU. SVCS | Executive Vice-President | | VP Inst./Student Svcs | annual |
| MUN | Model United Nations | INSTR | Executive Vice-President | Director of MUN | Instruction | Model United Nations | annual |
| STABR | Study Abroad | INSTR | Executive Vice-President | Director | Instruction | Study Abroad | annual |
| HON | Honors | INSTR | Executive Vice-President | Honors Coordinator | Instruction | Honors | annual |
| | | | | | | |
| DI | Dean-Instruction | INSTR | Dean Academic Programs | | Instruction | Curriculum | annual |
| OFFST | Off Campus Sites | INSTR | Dean Academic Programs | Director Childhood Dev./Dir. Sp. Grant Pgms. | Off Campus Sites | Various/Hesperia, Apple Valley, Downtown, Victorville | annual |
| | | | | | | |
| IE | Dean-Inst. Effectiveness | INST/EFFEC | Exec. Dean Inst. Effectiveness | | Inst. Research & Effec | | annual |
| IR | Institutional Research | INST/EFFEC | Exec. Dean Inst. Effectiveness | | Inst. Research & Effec | Institutional Research | annual |
| | | | | | | |
| PIO | Public Information Office | President's Office | Director | | | | |
| VPHR | V.P. Human Resources | Human Resources | Vice Pres. Human Resources | | Human Resources | Staff Development, Benefits | annual |
| PD | Police Department | Human Resources | Vice Pres. Human | Chief, Campus | Police Departm | | annual |

| | | | Resources | Police | ent | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| SUP | Superintendent/President | President's Office | | | | | annual |
| | | | | | | | |
| | **Person listed is not necessarily the writer of the PRAISE/Program Review Document. "The department chair or program director/coordinator shall provide leadership and facilitate the preparation of departmental and program review and master planning documents in consultation with department and program faculty and staff." (VVCFA Contract/Article 21-G-5a) | | | | | | |
| | ***Program Codes are only for PRAISE and Annual Update file naming and do not imply any change to official course codes. These file names are for consistency in lodging purposes. | | | | | | |

## F.    Appendix F: Budget Development Worksheet

**Victor Valley College
Senate PRAISE Budget Worksheet
Planning Year 2011-2012 (Budget year
2012-2013)**

## PRAISE Budget Worksheet

| Priority Ranking | Item Requested | Object Code | New Item | Quantity | Cost | Total Amount | Ongoing Expense (O A/B/T) | Mandated by Law (M) | One Time Money (1X) | Justified in PRAISE | Requested by Perkins (Y/N) |
|---|---|---|---|---|---|---|---|---|---|---|---|
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| | Totals | | | | | | | | | | |

## G.    Appendix G: Five-Year Program Staffing Profile

For each staff type that is applicable to your Program,  indicate the number of staff in the Program for each of the 5 years since the last Program Review P.R.A.I.S.E. report (Year 1 is the year after the previous P.R.A.I.S.E. report; Year 5 is the year previous to the current P.R.A.I.S.E. report due). To calculate percent change in staff type divide Year 5 by Year 1.

| Staff Type | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Percent Change |
|---|---|---|---|---|---|---|
| Managers | | | | | | |
| F/T Classified | | | | | | |
| P/T Classified | | | | | | |
| F/T Faculty | | | | | | |
| P/T Faculty | | | | | | |

AS APPROVED AT 1st Reading 09_06_2012

## H. Appendix H: Institutional Learning Outcomes

Academic Senate – Dec. 1, 2011

## Institutional Learning Outcomes – 1st Reading – APPROVED

*Victor Valley College*
INSTITUTIONAL LEARNING OUTCOMES
*Victor Valley College has adopted the following institutional outcomes to define the learning that all students are intended to achieve as a result of their experience with the college's instructional, student support, and campus support programs.*

**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.

**I.**     **Appendix I: Instructional Annual Update**
(Strongly recommend that you download the actual Template from the PR website or SharePoint Portal.)

Name your file the following way:

Program title (see column A on Program List)_Annual_Update_submission year.

**For example: BIOL_Annual_Update_2012**

Please submit your file as a Word file

# Victor Valley College
# Annual Update
# Instructional

Each year the programs will submit an Annual Update report that reflects on changes within the Program. The Annual Update should include analysis of Program Review Elements (PREs) for future planning and resource allocation. It will also include a Needs Assessment (as outlined in Section 3 of the P.R.A.I.S.E. report) and a Budget Development Worksheet. The Annual Update, Needs Assessment and Budget Development Worksheet will be used for budget and resource allocation planning.

Program:  Your program name will go here

Program Review Team Members:

   1st member

   2nd member

   3rd member

   4th member

   5th member

Submission Year: 20xx

Budget Development Year: 20xx – 20xx

Using the most recent P.R.A.I.S.E. report(s) and current Program Review Elements (obtained from the Office of Institutional Research), answer the following questions. Each numbered section corresponds to the same section in the Program Review Handbook.

I.  Program Review Framework (see section I. of the PR Handbook)

II. The Components of Instructional Program Review (see section II. of PR Handbook)

### Section 1: The Program Overview

Has the program's mission changed since the last Program Review cycle?
☐ Yes ☐ No

If yes, explain.


Briefly describe any changes in the program's goals, characteristics and outcomes.


### Section 2: P.R.A.I.S.E. Report

**Faculty and Staff**

Has the staffing structure changed in the past year?
☐ Yes ☐ No

If yes, describe the changes and impact it has made on the program.


Does the Program anticipate a change in staffing for the next year?
☐ Yes ☐ No

If yes, describe the changes and impact it will make on the program.


**Curriculum and Instruction**

Have any changes been made to curriculum or course offerings in the past year?
☐ Yes ☐ No

If yes, explain.


Does the Program anticipate a change in curriculum and instruction for the next year?
☐ Yes ☐ No

If yes, describe the changes and impact it will make on the program.

**Student Success- Program Effectiveness**

Has course assessment data been regularly submitted for upload into TracDat over the past year?
☐ Yes ☐ No

Explain the progress that has been made in regards to assessment data.

Have there been any significant demographic changes in the past year within the program over the past year?
☐ Yes ☐ No

If yes, explain.

Briefly describe any significant changes, accomplishments or obstacles in assessment of PLOs/SLOs over the past year.

**Facilities, Technical Infrastructure, and Resources**

Have there been any significant changes in facilities, technology and resources in the program over the past year?
☐ Yes ☐ No

If yes, explain.

Does the Program anticipate a change in facilities, technology and resources for the next year?
☐ Yes ☐ No

If yes, describe the changes and impact it will make on the program.

**Service, Community Outreach, and Economic Development (optional)**

Have there been any significant changes in service, community outreach and economic development in the program over the past year?
☐ Yes ☐ No

If yes, explain.

Does the Program anticipate a change in service, community outreach and economic development for the next year?
☐ Yes ☐ No

If yes, describe the changes and impact it will make on the program.

### Section 3: Needs Assessment

List any needs of the program that have been identified in the past year.

The Needs Assessment should include the following subsections with the (1) current status, (2) needed augmentations and (3) justifications for each:

- Human Resources
- Instructional/Service
- Research
- Technical, Equipment and Other Resource
- Facilities
- Marketing and Outreach
- Other

Checklist for Attachments:

❑ Budget Development Worksheet

❑ Program Review Elements

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### J.    Appendix K: Linkages and Integration

Administrative Procedures

AP 1201, Implementing Institutional Effectiveness: Program review is one means through which institutional progress is systematically and regularly assessed, and provides opportunities to determine whether modification of planning and operations is necessary to achieve and maintain institutional effectiveness.

AP 4000, Sustaining Standards of Educational Excellence: Program review provides a means through which standards of educational excellence can be systematically monitored and improved through the documentation of learning assessment. Pursuant to this AP, any assessment data referred to in Program review "may not be used for decisions regarding faculty compensation, tenure, advancement, assignment, discipline, or termination."

Accreditation:  The Program Review process addresses requirements included in the ACCJC standards for the systematic evaluation by the institution of the effectiveness of courses, programs, services, leadership, and use of resources.  The integration of the accreditation recommendations and accreditation planning agendas are included as goals and objectives in Part V, Planning Agenda.

Core Planning Documents:  Planning documents that are prepared by each program through the program review process are integral to monitoring progress on the Educational Master Plan, and related strategic resource plans—e.g., technology, human resources, and facilities.

Resource Allocation:  Resource needs identified through the program review process are the basis for individual program budget, facilities, and staffing proposals and guide the allocation of financial resources to these programs.

### K.	Appendix J: Downloadable Templates and Documents and Links

Downloadable Templates and Documents
>	Instructional PRAISE Report Template
>	Non-Instructional PRAISE Report Template
>	List of Instructional and Non-Instructional Programs
>	Budget Development Worksheet
>	Five-Year Staffing Profile
>	Instructional Annual Update Template
>	Non-Instructional Annual Update Template

Links

>	Program Review Website
>>	http://www.vvc.edu/offices/planningresourcedevelopment/program-review-committee/index.htm
>	Institutional Research Office
>>	http://www.vvc.edu/offices/oie/research_home.shtml
>	Institutional Learning Outcomes
>>	http://www.vvc.edu/offices/faculty-services/faculty-senate/Institutional 0Learning Outcomes APPROVED 1st reading 12_1_2011.pdf
>	General Education Learning Outcomes
>>	http://www.vvc.edu/offices/faculty-services/faculty-senate/General Education SLOS Revised to include Global Citzenship 6_3_10.pdf
>	Board Policy 1200
>>	http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP 1200.pdf
>	Administrative Procedure 1201
>>	http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP 1201.pdf
>	Administrative Procedure 4000
>>	http://www.vvc.edu/offices/president/docs/board/policies/BP 4000.pdf
>	Educational Master Plan
>>	http://www.vvc.edu/offices/oie/edmasterplan/emp.shtml