



Strategic Educational Master Plan Committee (SEMPC)

**SEMPC
Program Review
Handbook**

Academic & Service Area Program Review

Revised 09/2019

IVC Program Review Handbook
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Program Review Handbook

Introduction:

Background:

Program Review has been part of the Imperial Valley College culture for over two decades. The purpose of program review is to examine programs/units for institutional effectiveness, integrated planning, viability, and relevancy to the College Mission, Vision and Values, any current plans or initiatives (Vision for Success, Student Equity, etc) as well as to the IVC Strategic Educational Master Plan.

The Strategic Educational Master Planning Committee (SEMPC) has crafted an effective program review model based upon several years of reviewing and assessing a myriad of models. The current model contains recommendations from the Fiscal Crisis Management Assistance Team (FCMAT) report from 2012 and includes all recommendations that secured our Accreditation Status in 2015. Significant changes were made in the internal processes and structure for Program Review for both academic and non-academic programs based upon these recommendations that now support and sustain an integrated program review cycle.

It is imperative that institutional program review be fully integrated into all college planning and budgetary processes. To that end, the principles embodied in the original SEMPC document have been adopted as the basis for this official College District model for implementation of institutional program review throughout all units – Academic, Administrative and Student Services.

The Strategic Educational Master Planning Committee (SEMPC) has been established to serve as the overall monitor of the program review process. This committee ensures that the relevant information from the various program reviews were routed to the appropriate IVC standing committees for integration into our College's institutional plans (e.g., Strategic Educational Master Plan, Technology Plan, Staffing Plan, Marketing Plan, and Facilities Master Plan, etc.).

Purpose of Program Review:

The purpose of the IVC's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in the unit's future.

The intent of the program review process is to promote student-centered educational and service excellence by engaging all college units in self-examination and self-improvement.

The review process is to be broad-based, accessible, and integrated into other college-wide processes, such as accreditation, budget, and planning.

The information gathered and analyzed in program review is an integral part in planning, decision-making, personnel development, program improvement, and optimal utilization of the college's budgetary resources.

Each unit's final report should be designed to give insight into the past, present and future through the following three broad questions

- What has the program accomplished in the past year?
- Where is the program now?
- Where should it go from here?

Specifically, each unit's program review will:

- Ensure that all college programs and services are functioning in support of the college's student-centered mission.
- Ensure that all program goals, objectives, and resource requests are aligned with one or more institutional goals and objectives and as of 2020-21 the California Community College's Chancellors Office Vision for Success goals.
- Promote steady improvement in the quality and currency of all college programs and services through the use of SMART goals (see page 12)
- Provide a body of evidence of institutional effectiveness at all levels for accreditation.
- Support the integration of the College Mission in all programs and services
- Facilitate self-analysis of each unit's functions and its relationship to college goals and the internal and external conditions that impact its operation.
- Note areas of strength and acknowledge accomplishments.
- Note areas in need of improvement to alert the college to concerns/issues in time for proactive solutions.
- Provide a vehicle for information-based, timely, collegial consultation for budget consideration to support development and improvement of all college programs and services.

The SEMPC will periodically amend the list of departments, programs, and units that are responsible to conduct program review.

Divisions, Departments, and Programs Conducting Program Review

Academic Programs		
Addiction Disorder Studies	Computer Networking	Medical Assistant
Administration of Justice	Computer Science	Mentor Program (SA)
Air Conditioning & Refrig Tech	Correctional Science	Microsoft Office
Allied Health	Correctional Science: Corrections Officer	Music
Alternative Energy-Solar Tech	Digital Design and Production	Nursing Learning Center (SA)
American Sign Language	Distance Education	Pharmacy Technician
Anthropology	Early Childhood Ed	Philosophy/Religious Studies
Arabic	Electrical Tech: Electrical Spec.	Philosophy/Religious Studies
Art	Electrical Tech: Electronics Spec.	Physical Education
Athletics	Electrical Technology	Physics
Automotive Technology	Electrical/Electronic and HVAC	Political Science
Behavioral Science	Elementary Teacher Educ.	POST
Biology	EMS	Pre-Engineering
Brakes, Suspension, and Steering	Energy Efficiency Technology	Psychology
Building Construct: Carpentry Spec	Engine Performance & Drive.	Reading and Basic Skills
Building Construction	English	Registered Nursing
Business Accounting Tech	English Major	Retail Management
Business Administration	ESL	Social Science
Business Administrative Assist	Fire Fighter & Fire Technology	Sociology
Business Information Systems	Foster Care Program (SA)	Spanish
Business Management	French	Speech Communication Studies
Business Office Tech	General Science	Theatre Arts
Chemistry	Geography	Transmission and Power Train
Child Dev: Admin Spec	History	Vocational Nursing
Child Dev: Infant/Toddler Spec	Humanities#	Water Treatment Sys Tech: Spec
Child Dev: School-Age Spec	Independent Living & Kinship (SA)	Water Treatment Systems Tech
Child Dev: Special Needs Spec	Low Voltage Technician Systems	Welding Tech
Child Development	Math Lab	Work Experience
Computer Information Technology	Mathematics	

Service Areas	
Academic Services	Business Services
Foster and Kinship Education	Business Services
Learning Services	Campus Safety
Library	Maintenance
	Parking Control
	Purchasing
Student Services	Technology
Admissions and Records	Application Services
CalWORK's Assessment	Enterprise Systems
CalWORK's Counseling	On-Line Services
District Counseling	
DSP&S	President's Office
EOPS	Superintendent/President
Educational Talent Search	Human Resources
Financial Aid	Public Relations
Student Success and Support	Institutional Researcher
Student Affairs	
Student Health Center	
Student Support Services	
Transfer Articulation & University Partnerships	
Upward Bound	

Program Review Procedures and Cycles:

There are two Program Review areas, which are outlined below. Please refer to the Accreditation website for all forms, an electronic version of this handbook and all other related program review documents: <https://www.imperial.edu/files/2019-2020/> .

Program Review Cycle:

Each unit is required to complete the program review process on an annual basis. Units will complete either a comprehensive or an update program review annually. Three cycles ensure that all units complete a comprehensive program review every third year, with program review updates completed on off years.

Program Review cycle begins each fall. Academic programs use the Academic Program Review (APR) template developed for academic programs. All other programs use the Service Area Program Review (SAPR) template. Once the program review is completed it is submitted to the area Dean or Director and then to the area Vice President. Requests for new resources that are documented in the program review are then sent to the appropriate resource committee for prioritization and subsequently to the Budget and Fiscal

Planning and the President's Cabinet for consideration for funding in the next year's budget. For all program review areas, only extraordinary circumstances, events, or significant changes in the discipline, program, unit or service will be considered for adjustments in the timeline by the SEMPC. State and/or federal assessments may be required more frequently for some programs and services. Programs that are completing State and/or Federal program reviews may use that program review to satisfy the IVC program review provided all required elements in the IVC program review are included in the State or Federal program review and upon approval of the SEMPC. Additionally, significant changes in a discipline, program, unit or service may necessitate an earlier review than previously scheduled.

Program Review Components:

The components that comprise a unit's program review generally include the following:

- Statistical data that describe the program/unit in terms of student contact, learning outcomes and staff assigned to the unit.
- SLO/SAO & PLO summary – Explain how your assessment of student learning outcomes (SLO) or Service Area Outcomes (SAOs) led your planning efforts. Also, provide any information of how this assessment drives the Program Learning Outcomes (PLOs) for the college.
- Alignment with Vision for Success Goals
- Survey results that indicate the customers' degree of satisfaction with the program or service, learning outcomes and suggestions for improvement.
- The comprehensive program review includes a self-study of the program/unit that addresses its long-term goals, functions and services with evidence supporting one or more institutional goal; and an evaluation of academic/student data and/or survey results. The self-study should also include recommendations for improvement as well as a work plan that outlines resources required for implementation based upon analysis of data and identifies one or more institutional goals the resource supports. Service areas complete a SWOT analysis as part of the self-study; academic areas complete a thorough analysis of enrollment, student outcomes, and linkage to existing college plans.

*Note: Please refer to the specific guidelines on each comprehensive Program Review for additional details regarding the specific components of Academic and non-academic units.

Strategic Planning On Line (SPOL):

During the 2014-2015 planning year, the college began the implementation of the planning tool known as Strategic Planning On Line (SPOL). SPOL is a comprehensive, integrated system that supports institutional effectiveness, specifically strategic planning, outcome assessments, program review, and accreditation compliance and reporting. Programs have the option to complete the program review using the appropriate template on a WORD document. The information from program review template will then be uploaded into the SPOL system. Program also have the option to enter the data directly onto SPOL. Data will be provided to programs by the Director of Institutional Research. Detailed instructions and training on completing the various components in the program review form will be given to all involved in the program review process. By the next planning cycle the SPOL system will be fully implemented and program review will be completely done in SPOL.

Step by step guides on how to input program review on SPOL are revised annually and uploaded to the program review website.

Prioritization & Funding:

Program reviews will serve as a basis for annual prioritization, funding and budget planning. Each program/unit will submit the completed program reviews to the appropriate entity as identified in Table 1 to be incorporated into the college's annual budget process.

The office of Institutional Research shall maintain copies of all program review reports as a permanent archive and will provide data as needed for all program review reports.

The Prioritization Process:

Each discipline/unit completes a program review for the academic year as assigned. For each resource request (budget enhancement) in the program review, a particular resource plan is identified in six categories:

- Marketing/PR
- Staffing*
- Facilities
- Professional Development
- Technology
- Operational

Each program review resource request is separated out by type of need (e.g., Technology, staffing, facilities, marketing, professional development. Once compiled for the committees, the lists will be provided to the five IVC standing committees that prioritize these needs.

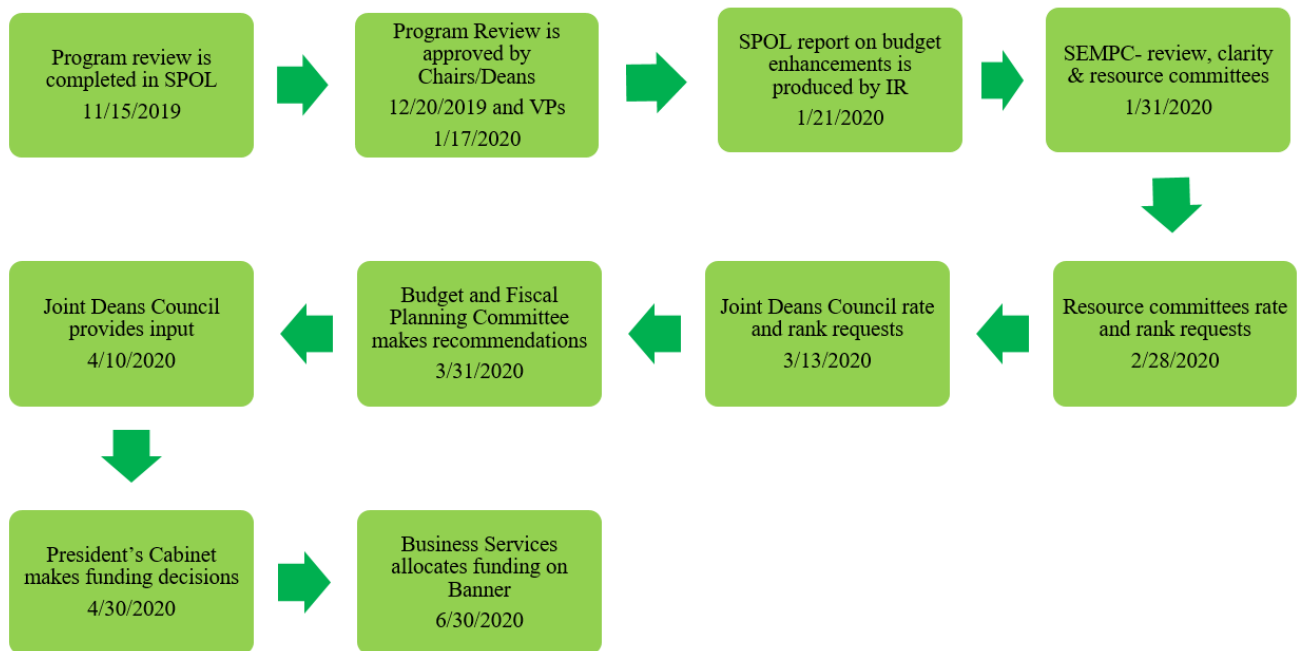
Institutional Level:

The following SCC Standing Committees are charged with prioritization of the following Program Review requests:

IVC Standing Committee/Body:	Program Review Prioritization Items:
Marketing/PR Committee	<ul style="list-style-type: none"> • Marketing/Public Relations Requests
Staffing Committee	<ul style="list-style-type: none"> • New Classified Positions • New Administrator Positions • New Faculty Positions*
Facilities Committee	<ul style="list-style-type: none"> • Facilities and Equipment Needs
Technology Committee	<ul style="list-style-type: none"> • Technology Needs
Campus Hour/Professional Development Committee	<ul style="list-style-type: none"> • Professional Development Needs
Budget & Fiscal	<ul style="list-style-type: none"> • Operational Needs

*Note: All Faculty requests are prioritized separately by the Curriculum Committee and are submitted to the Staffing Committee for inclusion in the institutional prioritization process.

2019-20 Budget Enhancement Process



Each of these committees is charged with the responsibility of developing prioritized lists of budget enhancement requests based on the needs of the program reviews submitted in that academic year.

The SEMPC is to establish guidelines, criteria and/or rubrics for their committee's prioritization process. Each standing committee will follow the recommended process established by the SEMPC and discuss the prioritization process. At the end of the manual, you will find the budget enhancement evaluation tool with instructions on the process to evaluate budget enhancement requests.

Standing committees are required to complete the prioritization process no later than the specified date by the SEMPC.

The prioritized lists from each committee are then forwarded to the Budget and Fiscal Planning Committee and to the joint deans council, which reviews each of the committee's prioritized lists and compiles a Master List of requests which is forwarded to the President's Cabinet. The President's Cabinet determines which requests will be included in the tentative budget based on budget projections for the next fiscal year.

Every summer, an official announcement of the funded requests will be shared with the constituents and the notation will be made on SPOL with the determination for funding. The announcement of the funded requests marks the end of the program review cycle.

Evaluation of Program Review Process:

At the end of the program review process, the Office of Institutional Research will conduct an evaluation of the program review process. The evaluation might consist of a survey, informal interviews, and/or SPOL reports and will be used to make changes to the annual process.

Academic Data for the Program Review Process:

At the end of the Summer Semester, and before the start of the Fall Semester, the Office of Institutional Research will provide a data packet for each academic program to standardize the use of data in the program review process.

Data

Data provided to units will include but not limited to:

- Course enrollment trends
- Section count trends
- Student demographic trends
- Student success trends
- Student award and outcome data
- Point-of-service surveys
- Labor market information

Data Definitions

Headcount	Student headcount is an unduplicated count of students who are active in a credit class on census day. It is the number of individual students taking classes. Students may enroll in one more courses in a term, but each student is counted only once for the term.
Enrollment	Student enrollment is a duplicated count of students. Students may be enrolled in more than one course. Each enrollment for The day on which active enrollment is counted for computing FTES, the basis for State funding. Census for term- length classes is Monday of the 3rd week of classes.
Census Enrollment	Enrollment on census day.
Full-Time Equivalent Student (FTES)	<p>FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTES is expressed by the equation below:</p> $\text{FTES} = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 525 \text{ where TLM} = 16.5$ <p>Example: FTES for a 3 unit class with 30 students enrolled at census $\text{FTES} = (30 \times 3.38 \text{ hours/week} \times 16.5 \text{ weeks/semester}) / 525 = 3.19$</p>
Full-Time Equivalent Faculty (FTEF)	<p>In a FTEF, a faculty member's actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an institution. The formula to calculate FTEF is expressed by the equation below:</p> $\text{FTEF} = \text{WFCH} / \text{Contract teaching load of the discipline where WFCH} = \text{standard course hours Example: } 3/15 = 0.20$ <p>Regular FTEF - FTEF in sections taught by regular, full-time faculty Adjunct FTEF - FTEF in sections taught by adjunct faculty Hourly FTEF - FTEF in sections taught as an overload by regular faculty</p>

Weekly Student Contact Hours (WSCH)	<p>WSCH is acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution.</p> <p>$WSCH = \text{census enrollment} \times \text{class hours per week}$</p>
Instructional Efficiency	<p>WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of cost-efficiency or instructional quality. District has established 510 as the target WSCH/FTEF standard.</p>
Average Class Size	ACS is a measure of the enrollment per section.
Mode of Instructional Delivery	<p>Classroom - Traditional classes offered 'on ground' in a classroom</p> <p>Hybrid - Classes that are offered both online and in the classroom.</p> <p>Online - Web-based classes</p>
Section Count	The number of sections offered, including combined classes counted separately.
Success Rate	<p>The percentage of students who received a passing grade of A, B, C, P at the end of the semester.</p> <p>$\text{Success rate} = (A,B,C,P)/(A,B,C,D,F,P,N,W,I)$</p>
Retention Rate	The percentage of students retained in a class at the end of the semester
	$\text{Retention rate} = (A,B,C,D,F,N,P,I)/(A,B,C,D,F,P,N,I,W)$
Persistence Rate	$(\text{number of students with at least one course in next term}) / (\text{number of students with at least one course in The first term})$
Degrees	Associate of Arts and Associate of Science
Certificate	Awards requiring 18 or more units
Skill Certificate	Awards requiring fewer than 18 units
Division	Academic division that includes one or more disciplines/subjects
Program	The program in which an award is earned by a student

Fiscal Year	July 1 - June 30
AY (Academic Year)	Summer - Fall - Winter - Spring
Restricted and Categorical Funds	Funds restricted to a particular categorical program or grant
Unrestricted Funds	Funds comprising the general fund of the college
Actual Expenditures	Expenses according to the year-end closing as reported in the Final Budget
Budget	Final Budget adopted by the Board

S.M.A.R.T. Goals

Creating S.M.A.R.T. Goals

Specific

Measurable

Attainable

Realistic

Time Bound

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Time Bound – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Source: Top Achievement Self Improvement and Personal Development Community
<http://topachievement.com/smart.html>

Budget Enhancement Evaluation Tool

INSTRUCTIONS

Purpose: This tool is used to evaluate Resource Allocation Request. Administrator and Committee members will complete one evaluation sheet for each submitted request.

Instructions: Thoroughly review each request. Rate how the report clearly and completely describes, explains and justifies the need for the enhancement. Consider how it connects to the strategic direction, institutional goals, program effectiveness, and students’ success. Please provide comments and recommendations based on your analyses. Lastly, rank how you would best describe this request – a high need, medium want, or like to have.

After reviewing, scoring and ranking each request, place your score and rating on the spreadsheet. The committee will consolidate the scores, and provide a final rating and ranking of each request.

Scoring: Score each topic from ZERO POINTS (“0”) up to the MAX POINTS allowed for each topic below. Programs may earn a maximum of 30 points.

Scoring Guide:

- Zero points = no discussion of topic; no analysis; does not tie to institutional goals or program objectives
- Mid-range points = limited or incomplete discussion of topic; limited or incomplete analysis; limited connectedness to the question or stated outcomes.
- High-range points = appropriate, full discussion of topic; meaningful analysis; addresses the questions fully.

Institutional Goals

Goals	Strategies
A. Student success	A1. Focusing on Educational Goal Achievement. A2. Coordinated Strategy to Address Full-Time Younger Students A3. Closing the Achievement Gap A4. Comprehensive Student Support Services A5. Student Assessment A6. Capacity to Address Changing Community Demographics A7. Campus and Community Engagement
B. Teaching and Learning Effectiveness	B1. Distance Education B2. Enhanced Program Coordination and Development B3. Basic Skills Program
C. Access & Growth	C1. Enrollment Management Plans C2. Student-Centered Enrollment Process
D. Community, Economic & Workforce Development	D1. Responsive Economic Development and Workforce Preparation Programs D2. Community Philanthropy & Resource Development
E. Organizational Effectiveness	E.1 Institutional Capacity for Diversity E.2 Staffing E.3 Business and Human Resource Process Streamlining E.4 Participatory Decision Making E.5 Promoting Health, Wellness and Safety E.6 Professional Development E.7 Internal Communications E.8 External communications E.9 Organizational Culture and Values E.10 Sustainable Development Practices and Programs E.11 Prudent Financial Management

BUDGET ENHANCEMENT EVALUATION TOOL

Division/Department: _____

Division Administrator: _____

Oversight Committee (Please Circle): (Facilities) (Marketing) (Operations) (Professional Development) (Staffing) (Faculty/Academic Senate) (Technology)

Other: _____

Objective Title: _____

Amount Requested: _____

Program Resource Request Allocation	Max Points	Score	Comments
Objective Description: ❖ Does it fully explain the purpose of the request? ❖ Does it discuss any mandates? ❖ Does it consider the consequences of being implemented compared to not being implemented?	10		
Tasks: ❖ Does it outline the tactics, strategies and implementation plans proposed to meet program goals/action plans? ❖ Does it discuss the timeline for implementation?	5		
Student Impact: ❖ Does it discuss the potential impact on students' success or learning outcomes.	5		
Legal Mandate: ❖ Is this item legally mandated or programmatically required? ❖ Has it been verified? ❖ Are there alternatives to meet this requirement?	5		
Alignment with the College's <i>Strategic Direction, Institutional goals, or program's objectives</i>	5		
MAX POINTS = 30	30		

In comparison to other requests, how would you describe this request? Please circle the most appropriate response: (High) (Medium) (Low)

- ❖ **(H) High Need:** A resource that is legally mandated, programmatically required, or highly likely to have negative consequences if not granted.
- ❖ **(M) Medium Want:** A resource that would enhance student outcomes or departmental effectiveness, but would not have a severe drawback if not implemented this year. However, it may present challenges in the future.
- ❖ **(L) Like to have:** A resource that could be an appreciated addition, but nothing presented suggest that it will have a significant or mild impact on student outcomes, program effectiveness or have significant negative consequences in the future.

Please explain why you came to this conclusion:

Program Review Process Summary

Step 1: Enhancement request submitted by Program, Department or Division Chair

1. All requests that are contingent on another enhancement should be noted on all items., i.e. need a projector and a screen.
2. Do not include anything that cost less than \$500. Please consider other means of funding, work with your director, dean or VP.
3. Staffing positions should be requested separately. For example, do not list 2 office assistants.
4. Mandated items must be referenced by Ed. Code, Accreditation, policy, etc. If item is not noted, the item will be downgraded to not legally mandated.
5. Note the items that were rated high the previous year, but not funded.
6. Ensure to select the right resource committee. Defined below:
 - a. **Staffing:** All new hires or staffing changes
 - b. **Operations:** Supplies, small equipment, maintenance agreements, contracts, licenses, overtime or increased hours, travel
 - c. **Marketing:** Anything the pertains to promoting the college to the community at large
 - d. **Technology:** All technological items – software, computers, audio/video equipment, etc
 - e. **Facilities:** Capital projects, buildouts, new labs, renovations, maintenance, equipment for facilities
 - f. **Professional Development:** travel for PD, Conferences, workshops, seminars, PD subscriptions
7. Department should review and rate (H, M, & L) and rank all items.

** Note: Faculty Positions (Teaching and non-teaching) are not to be included in this process.

Step 2: VPs/Deans review and approve

1. Verify the information is accurate and complete.
2. Verify if the request is within the scope of the department and/or division
3. Verify if the request is assigned to the right resource committee
4. Verify all requests within a department/division is ranked by the requestor
5. Verify all legally mandated items are properly referenced.
6. Return or modify requests that do not address the above criteria.

Step 3: SEMPC

1. Review all requests for clarity and completeness.
2. Ensure all items have been assigned to the proper resource committee

Step 4: Resources Committee review, rank and rate each item.

1. Validate all legally mandated items. Make sure all legally mandated items have the appropriate references and justification. Items that should be re-categorize should be noted and justified.
2. Rate all items high need, medium need, low need
 - a. **(H) High Need:** A resource that is legally mandated, programmatically required, or highly likely to have negative consequences if not granted. Items that are bound by the CBA, for example, to avoid a potential layoff. Mission critical items.
 - b. **(M) Medium Want:** A resource that would enhance student outcomes or departmental effectiveness, but would not have a severe drawback if not implemented this year. However, it may present challenges in the future.
 - c. **(L) Like to have:** A resource that could be an appreciated addition, but nothing presented suggest that it will have a significant or mild impact on student outcomes, program effectiveness or have significant negative consequences in the future.

3. Within each category, rank (1,2,3,4, et.) each item within it particularly rating (H, M, L). See below:
 - a. Highs
 - i. First priority items
 - ii. Second priority item
 - iii. Third, etc..
 - b. Mediums
 - i. First priority
 - ii. Second,
 - iii. Third
 - c. Low
 - i. First,
 - ii. Second
 - iii. Third, etc.
4. Committees should note the rationale for all items that were highly recommended.
5. Key individuals should attend the resource committee meeting.

Step 4: SEMPC and Deans rank and review high and select Mediums

1. Review the “Highs” from each resource committee
2. Briefly review all of the lows and mediums to see if there is something that was missing from the Highs
 - a. If so, add it to the high list.
3. Rate all of the High, including those added to the high with (H, M, and L)
4. Within each category rank, 1, 2, 3, 4, et., each items within its particular rating (H, M, L category)
5. Add rating and ranking to the list.
6. Both the committee’s ranking and the SEMPC ranking should be listed on the spreadsheet.

Step 5: Budget and fiscal planning committee review

1. Determine the enhanced budget for the upcoming year
2. Based on the budget, identify and recommend items that should be funded.

Step 6: VPs/Deans final review

1. Review all high rated items and rank them. .
2. **Key considerations for approval and final rankings**
 - ✚ Risk management
 - Safety
 - Maintain current accreditation
 - Maintain compliance
 - ✚ Maintain current staffing
 - ✚ Legally mandated
 - ✚ Holistically meeting the needs of the district
 - ✚ Affordability of selected items and within the scope of budget

Step 7: President’s Cabinet Final review and determination High ranked items that were not approved the previous year(s) should be giving additional consideration over other recommended items.

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.

ACCJC STANDARDS

The Latest ACCJC Accreditation Standards can be found here:

https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf

Our program review efforts support Standard 1B sections 1-9 “Assuring Academic Quality and Institutional Effectiveness,” which focuses on Academic Quality and Institutional Effectiveness.

ACCJC Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges

Levels of Implementation	<p align="center">Characteristics of Institutional Effectiveness in Planning <i>(Sample Institutional Behaviors)</i></p>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness-Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample Institutional Behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money". • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well-documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals <i>over</i> time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.

Sustainable Continuous Quality Improvement	<ul style="list-style-type: none">• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.• There is ongoing review and adaptation of evaluation and planning processes.• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.
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