IMPERIAL VALLEY COLLEGE

Strategic Educational Master Planning Committee

SEMPC Program Review Handbook

Academic Program Review

Service Area Program Review

Updated for 2017-18

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 as well as to the IVC Educational Master Plan.

The 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 SSEMPC 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 (SSEMPC) has been established to serve as the overall monitor of this important process, and to ensure 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

- Where has the program or service been?
- Where is it 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 and objectives and resource requests are aligned with one or more institutional goals and objectives.
- Promote steady improvement in the quality and currency of all college programs and services.
- 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.

Divisions, Departments, and Programs Conducting Program Review

Academic Programs	
Administration of Justice	Exercise Science Wellness Sports
Agricultural Business	Fire Technology
Agricultural Science	Firefighter I – Fire Academy
Air Conditioning and Refrigeration	General Science
Apprenticeship	HUM – Art
Automotive Technology	HUM – Humanities
BS-Alcohol and Drug Studies	HUM – Journalism
BS-Behavioral Science	HUM – Music
BS-Psychology	Humanities
BS-Sociology	Legal Assistant
Behavioral Science Department	Library
Building Construction Technology	Life Science
Business Accounting Technology	Math
Business Administration	Medical Assistant
Business Administrative Assistant	Multimedia and Web Development
Business Financial Services	Nursing – RN
Business Management	Nursing – VN
Business Marketing	Pharmacy Technician
Business Office Technician	Physical Science
CISCO CCNA Discovery	Pre-Engineering
Child Development	SS – Anthropology
Computer Information Systems	SS – History
Computer Science	SS – Social Science Department
Court Services Specialist	SS – Social Science
Distance Education	WLSC – American Sign Language
ESL	WLSC – Arabic
EWD – SB70 V Supplemental Grant	WLSC – Communication Arts
Electrical Technology	WLSC – French
Electrical Trades	WLSC - Spanish for Native Speaker
Emergency Medical Services	WLSC – Spanish for Non-Native Speaker
Energy Efficiency Technology	Water Treatment System
English	World Languages and Speech Communication

Service Areas	
Academic Services	**Business Services**
Foster and Kinship Education	Business Services
Learning Services	Campus Safety
Library	Maintenance
	Parking Control
	Purchasing

Student Services, Technology, and Research	
Student Services	**Technology**
Admissions and Records	Application Services
CalWORK's Assessment	Enterprise Systems
CalWORK's Counseling	On-Line Services
District Counseling	
DSP&S	**Research**
EOPS	Institutional Researcher
Educational Talent Search	
Financial Aid	
Student Success and Support	**President's Office**
Student Affairs	Superintendent/President
Student Health Center	Board of Trustees
Student Support Services	Human Resources
Transfer Articulation & University Partnerships	Public Relations
Upward Bound	

Program Review Procedures and Annual 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 (http://accreditation.imperial.edu/docs/2018).

Program Review Cycle:

Program Review is completed on an annual cycle. The cycle begins in the fall when the programs receive relevant data from the Institutional Researcher. 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 summary

- Survey results that indicate the customers' degree of satisfaction with the program or service, learning outcomes and suggestions for improvement.

- A comprehensive self-study of the program/unit that addresses its long-term goals, functions and services with evidence supporting one or more institutional goal; an evaluation of the data and survey results; and its response to a number of specific criteria*. 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.

- A review form, signed by the appropriate reporting entity, indicating that all criteria have been adequately addressed.

*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 are to complete the program review using the appropriate template as a WORD document. The information from program review will then be uploaded into the SPOL system. 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.

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 the Vice President for Student Services, Technology, and 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 five 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	• Marketing/Public Relations Requests
Staffing Committee	• New Classified Positions • New Administrator Positions • New Faculty Positions*
Facilities Committee	• Facilities and Equipment Needs
Technology Committee	• Technology Needs
Campus Hour/Professional Development Committee	• Professional Development Needs
President's Cabinet	• 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.

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

The resource standing committees are to establish guidelines, criteria and/or rubrics for their committee's prioritization process. Each standing committee shall discuss the process and develop the method/rubric for their prioritization process.

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

The prioritized lists from each committee are then forwarded to the Budget and Fiscal Planning Committee, 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 spring, the following year's deadlines are announced before April and the program review process begins again.

For 2014-2015, in order to comply with the ACCJC's recommendation that the college show a complete planning cycle from program review to resource allocation and budget development in it's report to the Commission by March 15, 2015, the Planning Process calendar has been compressed for 2014-2015 to have the complete process done by January 15, 2015. The Planning Calendar is shown as follows:

Table 1
Program Review Timeline and Process

Timeline	Planning Process Calendar for 2017-2018
July	• SEMPC prepares for all faculty SPOL training and data entry • Budget and Fiscal Planning prepares budget guidelines and instructions for 2017-2018 academic year • Program Review data collected and prepared
August	• SEMPC reviews Board goals/direction, EMP goals and objectives, and outlines the Program Review process for Fall 2017 • SEMPC plans orientation to Fall 2017 process and requests for 2018-2019 budget • Institutional Researcher distributes data to programs. • Program Review starts using APR and SAPR templates/SPOL
September	• Program Review trainings begin
December	• Program Review with Budget Enhancements for 2018-2018 is due
January-February	• Program Review reports forwarded to Deans for approval • Program Review reports forwarded to VPs for approval • Resource requests forwarded to all Resource Planning committees via SPOL • Resource Planning committees prioritize all requests and forward to Budget and Fiscal Planning and CBO via SPOL • Budget and Fiscal Planning Committee prioritizes all resource requests and forwards to President's Cabinet
March-April	• President's Cabinet finalizes all resources requests • Preliminary budget is developed
June	• Board of Trustees approves budget • Business Services allocated funding on Banner

Data

Units base their program review on a variety of types of data and sources of data, including, but not limited to:

- Student tracking trends
- Course enrollment trends
- Section count trends
- Student demographic trends
- Student success trends
- Student survey
- Point-of-service surveys
- Labor market information
- Environmental scan information

Data Definitions

CATEGORY	TERM	DESCRIPTION
Enrollment	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 which there is a transcript notation is counted for the term.
	Census	The day on which active enrollment is counted for the purpose of 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)	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:
		FTES = (Census enrollment X Weekly student contact hours X Term Length Multiplier) / 525 where TLM = 16.5
		Example: FTES for a 3 unit class with 30 students enrolled at census FTES = (30 x 3.38 hours/week x 16.5 weeks/semester) / 525 = 3.19
	Full-Time Equivalent Faculty (FTEF)	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:
		FTEF = WFCH / Contract teaching load of the discipline where WFCH = standard course hours Example: 3/15 = 0.20
		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

CATEGORY	TERM	DESCRIPTION
	Weekly Student Contact Hours (WSCH)	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.
		WSCH = census enrollment x class hours per week
	Instructional Efficiency	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.
	Average Class Size	ACS is a measure of the enrollment per section.
	Mode of Instructional Delivery	Classroom - Traditional classes offered 'on ground' in a classroom
		Hybrid - Classes that are offered both online and in the classroom.
		Online - Web-based classes
	Section Count	The number of sections offered, including combined classes counted separately.
	Success Rate	The percentage of students who received a passing grade of A, B, C, P at the end of the semester.
		Success rate = (A,B,C,P)/(A,B,C,D,F,P,N,W,I)
	Retention Rate	The percentage of students retained in a class at the end of the semester.
Student Achievement Outcomes		
	Retention rate = (A,B,C,D,F,N,P,I)/(A,B,C,D,F,P,N,I,W)	
	Persistence Rate	(number of students with at least one course in next term) / (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

CATEGORY	TERM	DESCRIPTION
Expenditure and Budget	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

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

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

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.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. 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.
3. 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 re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. 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.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. 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.

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	Characteristics of Institutional Effectiveness in Planning *(Sample Institutional Behaviors)*
Awareness	• 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	• 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	• 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	• 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 *(Sample Institutional Behaviors)*
Awareness	• 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	• 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	• 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 *over* 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	• 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.