



PALO VERDE COLLEGE

Program Review Guide

Approved by the Palo Verde College Board of Trustees
[Pick the date]

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Background of the Program Review Process

Introduction

Program review is based on the principle that Palo Verde College, as an institution of higher learning, must evaluate itself continuously to ensure the highest quality of instruction, instructional support and managerial effectiveness. This principle is derived from various authorities, including past and ongoing professional practices of Palo Verde College, policies of the Palo Verde College Board of Trustees, and standards of accreditation established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

In the *Guide to Evaluating Institutions*, August 2012 edition, the key guide for institutions to prepare self-study reports as well for accreditation teams whose job is to evaluate them, the ACCJC states:

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 both quantitative and qualitative data. (# I.B.3)

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans. (II. A.2.e.)

At Palo Verde College, the program review process applies to both “instructional” and “non-instructional” programs, and includes all programs, departments, academic and career and technical education divisions, and operations of the College. The schedule for completion of program review reports was developed by the Program Review Committee and approved by the College Council and the Board of Trustees.

Overseeing the program review process at Palo Verde College is the Program Review Committee, a constituent-based committee whose job it is to examine program review reports in connection with accreditation and to recommend action to the College Council and to the Board of Trustees.

In its administrative procedure outlining the duties of Program Review Committee, the College points out clearly that the Committee’s review process shall “coordinate with the College accreditation process”:

Charge

The Program Review Committee will oversee the program review process for both instructional and non-instructional programs and make recommendations to the constituent groups and to the Accreditation and Institutional Planning Committee based on the findings from program review. It shall be the intent of the Program Review Committee to complete a review of all instructional, student services, and administrative services programs on a regular cycle that will coordinate with the College accreditation process. Recommendations from program review may be forwarded to the Board of Trustees.

Membership

The Vice President of Instruction shall serve as chair of the Program Review Committee. Each of the constituency organizations shall select one (1) member to serve on the Program Review Committee.

Reporting

All members are responsible for making regular reports to their respective organizations. The administrators responsible for Board Policy recommendations that come from the standing committees will forward recommendations to the College Council for review and the Superintendent/President will forward the final recommendation to the Board of Trustees. (*Administrative Procedure 2510, Collegial Governance: Participation in Local Decision Making, approved by College Council on 9/7/10 and reviewed by the Board of Trustees on 10/26/10.*)

Program review, like the accreditation self-study, is a candid, self-reflective process that is meant to be an ongoing performance appraisal, the goal of which is to decide upon and implement continuous improvement.

Program review reports, once approved, are housed in the College Library and posted to the College website as reference documents for accreditation, subsequent program reviews and other research studies for the College.

Purpose and Objectives

The purpose of Program Review is to use data to support the effectiveness of programs and improve the quality of education at Palo Verde College. Analysis of data allows for strategic planning and resource allocation with the goal of supporting student success.

The objectives of the Program Review are to provide evidence:

- that the program supports the mission of the college.
- of the identification, measurement and assessment of Student Learning Outcomes at the course, program and institutional levels.
- define and align course, program and institutional SLO's.
- of institutional dialogue with respect to program effectiveness.
- of recommendations and evaluations for resource and budgetary allocation and implementation.
- of compliance with federal and state law, including but not limited to California Education Code, Title 5, and ADA as well as standards for Perkins, Student Success and Support Program, ACCJC, and other legal and certification requirements.

Membership of the Program Review Committee

The Program Committee consists of the following members:

- Chair: VP of Instructional and Student Services
- Ex officio: Institutional Researcher Academic
- Ex officio: Data Analysis
- Academic Senate Representative
- Associated Student Body Representative
- Classified Employee Representative
- California Teachers Association Representative

- Management Representative
- Student Learning Outcomes Representative

Program Review Committee Responsibilities

1. At the beginning of each academic year, the Program Review Committee shall:
 - a. Notify appropriate departments and divisions as to the programs set for review.
 - b. Establish and publish a schedule of meeting dates for the Program Review Committee during which the Committee will consider program review reports.
 - c. Provide dates of the College Council/Strategic Steering Committee and the Board of Trustees.
2. The PRC shall guide the collection of data necessary to complete all program review reports.
3. The Program Review Committee shall evaluate each PR report and provide feedback to the divisions.
4. Once accepted the committee writes an evaluation summary and attaches it to the report.
5. The committee will forward the finalized report to the College Council.

Steps in Completing Program Review

Note: The program review process should begin in the Fall Semester and be ready for final presentation at the Board of Trustees early in the following Spring Semester.

Division Chairs, Directors, and Managers responsible for program review shall follow these steps:

1. Review previous Program Review Report.
2. Become familiar with the template appropriate to your division or program— Instructional or Non-Instructional.
3. Schedule periodic meetings with members of your division or program and begin the process of completing the program review report consistent with the appropriate template.
4. When the program review report is completed, arrange to meet and present findings to the Program Review Committee.
5. Once the Program Review Committee accepts the report, plan to present it to the College Council/Strategic Planning Steering Committee, and subsequently, to the Board of Trustees.

Resources for Program Review

- Guidance and Program History
 - Administrators
 - Division Chairs
 - Program Directors and Managers
- Program Review Data
 - Financial
 - Office of Administrative Services (5-year trend data)
 - Galaxy
 - Labor Market
 - Institutional Researcher
 - Enrollment, Student Success Rates, and Award Completions

- Institutional Researcher
 - Student Learning Outcomes (SLO)
 - Course Outline of Record
 - Website
- Program Review Reports from Previous Years
 - College Library
 - Website

Frequency of Program Review

Programs are required to conduct a full program review every three years as stated on the approved matrix.

Career and technical education programs, in addition to the program review every four (4) years, are required by California Education Code to conduct a program review update every two (2) years.

Program Review Update for Career and Technical Education Programs

The following excerpt from the *California Education Code* requiring a program review update every two (2) years for career and technical education programs provides a template for the preparation of the update:

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.

California Education Code, Section 78016

**PROGRAM REVIEW SCHEDULING MATRIX 2007-2008 TO 2029-2030
DEGREES AND CERTIFICATES - INSTRUCTIONAL PROGRAMS**

DIVISIONS/PROGRAM OF STUDY	DEGREE	CERT	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
BUSINESS																				
Business Management (CTE)	AS	2	FR		2		FR		2		FR		2		FR		2		FR	
Computer Information Science (CTE)	AS	5	FR		2		FR		2		FR		2		FR		2		FR	
Business & Technology (CTE)	AA		FR		2		FR		2		FR		2		FR		2		FR	
PROFESSIONAL TECHNOLOGIES																				
Automotive Technology - (CTE)	AS	2	2		FR		2		FR		2		FR		2		FR		2	
Building Construction Technology - (CTE)	AS	1	2		FR		2		FR		2		FR		2		FR		2	
Welding Technology - (CTE)	AS	2	2		FR		2		FR		2		FR		2		FR		2	
ALLIED HEALTH																				
Criminal Justice (CTE)	AS	1	2	FR		2		FR		2		FR		2		FR		2		FR
Hazardous Materials Specialist (CTE)	AS	5	2	FR		2		FR		2		FR		2		FR		2		FR
Nursing (CTE)		4	2	FR		2		FR		2		FR		2		FR		2		FR
HISTORY, SOCIAL & BEHAVIORAL SCIENCES																				
ADS - (CTE)		3	2		FR		2		FR		2		FR		2		FR		2	
CHD - (CTE)	AS	3	2		FR		2		FR		2		FR		2		FR		2	
Psychology	AA-T				FR			FR			FR			FR			FR			FR
Sociology	AA-T				FR			FR			FR			FR			FR			FR
LANGUAGE ARTS & COMMUNICATIONS																				
	AA				FR			FR			FR			FR			FR			FR
MATH & SCIENCE																				
	AA				FR			FR			FR			FR			FR			FR
KEY:																				
										Approved by IPRC: 02/12/2013										
FR= FULL REVIEW 2 = TWO YEAR UPDATE										Approved by College Council: 05/07/2013										

PROGRAM REVIEW SCHEDULING MATRIX 2007-2020

NON-INSTRUCTIONAL PROGRAMS/OPERATIONS

PROGRAMS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
BUSINESS SERVICES																	
Business Services	FR			FR			FR			FR			FR			FR	
Maintenance & Operation	FR			FR			FR			FR			FR			FR	
INSTRUCTIONAL SERVICES																	FR
Child Development Center	FR			FR			FR			FR			FR			FR	
Distance Learning	FR			FR			FR			FR			FR			FR	
Library	FR			FR			FR			FR			FR			FR	
Needles Center	FR			FR			FR			FR			FR			FR	
Office of Instruction	FR			FR			FR			FR			FR			FR	
PRESIDENT																	
Information Technology	FR			FR			FR			FR			FR			FR	
Superintendent/President	FR			FR			FR			FR			FR			FR	
STUDENT SERVICES																	
Admissions and Records	FR			FR			FR			FR			FR			FR	
CalWORKs	FR			FR			FR			FR			FR			FR	
DSPS/DSSS	FR			FR			FR			FR			FR			FR	
EOPS/CARE	FR			FR			FR			FR			FR			FR	
Financial Aid	FR			FR			FR			FR			FR			FR	
Counseling	FR			FR			FR			FR			FR			FR	

Approved by IPRC: 03/19/2013

Approved by College Council: 05/07/2013

PROGRAM REVIEW TEMPLATE FOR INSTRUCTIONAL PROGRAMS
Revised Spring 2015

Please answer fully each of the following items.

1. Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.

- A. State the purpose of program.
- B. Describe the unique institutional goal(s) the program supports.
- C. How does the program support the College Mission?

2. Population(s) Served

- A. Describe the populations served by the program, identifying special populations, if any.
- B. Describe other populations that should be served by the program and identify plans for serving them in the future.

3. Accomplishments in Achieving Goals Outlined in the Previous Program Review Report

- A. Describe progress in achieving each goal outlined in the previous program review, providing evidence documenting such achievements.
- B. Explain modifications, if any, of goals outlined in the previous program review, providing evidence documenting such modifications.

4. Strengths, Weaknesses and New Goals

- A. List and comment on the major strengths of the program.
- B. List and comment on the major weaknesses of the program.
- C. List new goals. Describe activities to achieve the new goals, timelines to complete the new goals, and measures for evaluating success in achieving them.
- D. Describe the alignment between program goals and institutional goals and objectives.

5. Curriculum History

- A. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding six (6) semesters.
- B. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

6. Course Scheduling and Availability

A. Describe how the scheduling of classes in the program optimizes class availability for day, evening and distance learning students.

B. Describe how the scheduling of classes optimizes student learning.

7. Student Learning Outcomes (SLOs)

SLO QUANTITATIVE DATA

From the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last program review, enter the % of Successful Students for the CLOs that map to PLO #1.

Average Percentage Program Learning Outcome #1 for PROGRAM NAME			
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
Course ID #1			
Course ID #2			
Course ID #3			
Average % of Successful Students by Year			

Average Percentage Program Learning Outcome #2 for PROGRAM NAME			
Course IDs within the Program that map to PLO#2	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
Course ID #1			
Course ID #2			
Course ID #3			
Average % of Successful Students by Year			

Average Percentage Program Learning Outcome #3 for PROGRAM NAME			
Course IDs within the Program that map to PLO#3	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
Course ID #1			
Course ID #2			
Course ID #3			
Average % of Successful Students by Year			

From the each of the tables above enter the “AVERAGE % of Successful Students by Year” in the appropriate box below.

Average Percentage for all Program Learning Outcomes for PROGRAM NAME			
PROGRAM LEARNING OUTCOME	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
PLO #1			
PLO #2			
PLO #3			
Average % of Successful Students by Year			

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed

A. Provide the Course IDs within the Program that do NOT have CLOs that have been assessed and provide an explanation.

B. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

C. Provide specific examples of course improvements resulting from the assessment of course SLOs.

D. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

8. Course Currency

A. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

B. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

9. Program and Course Coverage

A. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Example:

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ENG 101			x
ENG 080	x		

B. Explain how effectively the program is served with the current coverage.

C. Describe plans to correct deficiencies, if any, in course and program coverage.

10. Professional Development

A. Describe specific professional development activities in which faculty members in the program have participated over the past five (5) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

B. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

11. Student Successful Completion and Retention Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report.

Completion is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP

Retention is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

A. Assess semester-by-semester course completion performance in the each course in the program over the preceding eight (8) semesters.

B. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

C. List each program certificate and degree, and indicate the number of annual awards of each over the preceding four (4) years.

Example:

Name of Award	20xx-xx	20xx-xx	20xx-xx	20xx-xx
AA Business and Technology	4	2	6	4
Certificate in Computer Technology	6	3	8	6

12. Enrollment Trends *Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.*

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment.

13. Financial Trends *Note: Refer to Galaxy Instructions*

Comment on annual planned-vs.-actual program expenditures as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

14. Facilities and Equipment

A. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

B. Describe plans for future changes in facilities or equipment that would better support the program.

PROGRAM REVIEW TEMPLATE FOR NON-INSTRUCTIONAL PROGRAMS AND OPERATIONS
Revised Spring 2015

Please answer fully each of the following items.

1. Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.

A. State the purpose of program.

B. Describe the unique institutional goal(s) the program supports.

C. How does the program support the College Mission?

2. Population(s) Served

A. Describe the populations served by the program, identifying special populations, if any.

B. Describe other populations that should be served by the program and identify plans for serving them in the future.

3. Accomplishments in Achieving Goals Outlined in the Previous Program Review Report

A. List previous program review goals, and describe progress in achieving each goal, providing evidence documenting such achievements.

B. Explain modifications, if any, of goals outlined in the previous program review, providing evidence documenting such modifications.

4. Strengths, Weaknesses and New Goals

- A. List and comment on the major strengths of the program.
- B. List and comment on the major weaknesses of the program.
- C. List new goals. Describe activities to achieve the new goals, timelines to complete the new goals, and measures for evaluating success in achieving them.
- D. Describe the alignment between program goals and institutional goals and objectives.

5. Student Learning Outcomes

SLO QUANTITATIVE DATA

Aggregate data annually for all SLOs. Define the SLOs and provide the success rate for each term since your last Program Review in the table below.

Success Rate for Student Learning Outcomes for PROGRAM NAME			
Student Learning Outcome Definitions	% Successful Students ACADEMIC YR 1	% Successful Students ACADEMIC YR 2	% Successful Students ACADEMIC YR 3
SLO #1 (define)			
SLO #2 (define)			
SLO #3 (define)			
Average % of Successful Students by Year			

Methodology – Year One PROGRAM NAME				
Student Learning Outcome	Method of Assessment (list all methods used)	Baseline for Success (Measurement system and the specific number that qualifies success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1				
SLO #2				
SLO #3				

Methodology – Year TWO PROGRAM NAME				
Student Learning Outcome	Method of Assessment (list all methods used)	Baseline for Success (Measurement system and the specific number that qualifies success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1				

SLO #2				
SLO #3				

Methodology – Year THREE				
PROGRAM NAME				
Student Learning Outcome	Method of Assessment (list all methods used)	Baseline for Success (Measurement system and the specific number that qualifies success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1				
SLO #2				
SLO #3				

SLO ACTION PLANS

In the table below, describe the action plans based on the results of the SLOs that your department has made since your last program review.

Program Name	Associated SLO #	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed

SLO QUALITATIVE DATA

A. Were any SLOs revised/deleted in the past year based on assessment evaluations? If so, indicate what the change was and provide a detailed explanation of the changes.

B. Provide specific examples of program improvements resulting from the assessment of SLOs.

6. Personnel Summary

A. Provide an organization chart of the program, showing personnel coverage of key functions and responsibilities.

B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

C. Describe organizational changes that would improve program performance. Provide timelines for the achievement of such changes, and describe measures that assess the effectiveness of such changes.

7. Staff Development

A. Describe specific professional development activities in which program members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address these needs.

8. Facilities and Equipment

A. Are current facilities, such as offices and equipment, adequate to support the program? Explain.

B. Describe plans for future changes to support facilities or equipment.

9. Financial Resources *Note: Refer to Galaxy Instructions*

A. Provide a financial report showing, for each of the preceding five (5) years, budgeted vs. actual expenditures for each line item, at a minimum: personnel salaries, personnel benefits, supplies, contract services and capital expenditures. Explain deviations from budget exceeding 10% of any line item.

B. Describe whether the current budget is adequate to carry out the responsibilities of the program or operation.

C. Describe plans for future budget changes, if any.