

Strategic Educational Master
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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 Strategic Educational Master Plan.

The Strategic Educational Master Planning Committee (SEMPQ) has crafted an effective program review model based upon several years of reviewing and assessing a myriad of models.

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 are met.

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

Service Areas (continued)	
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 Partnership	
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/2019>).

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 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 Finance Planning Board for review. The President's Office (2-2e) 61 (ap) 2 (g) 7 (g) 23 (0002 (e) 3532-22 (b) 5a)

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 goals; evaluation of the data and survey results; and its response to a number of specific criteria*. The self-study should include:

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 WORD document. The information from program review template will then be uploaded into the SPOL system. Programs 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.

Prioritization & Fu

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"> • Q \$t D

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 subject matter. Each committee is to submit a report to the Resource Standing Committee by the end of the academic year.

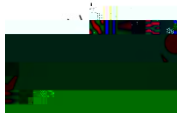


Table 1
Program Review Timeline and Process

Timeline	Planning Process Calendar for 2018-2019
July	<ul style="list-style-type: none"> • SEMPC prepares for all faculty SPOL training and data entry • Budget and Fiscal Planning prepares budget guidelines and instructions for 2019-2020 academic year • Program Review data collected and prepared
August	<ul style="list-style-type: none"> • SEMPC reviews Board goals/direction, EMP goals and objectives, and outlines the Program Review process for Fall 2018 • SEMPC plans orientation to Fall 2018 process and requests for 2019 budget • Institutional Research distributes data to programs • Program Review starts using APR and PS templates/SPOL
September	<ul style="list-style-type: none"> • Program Review trainings begin
December	<ul style="list-style-type: none"> • Program Review with Budget Enhancements for 2020 is due
January February	<ul style="list-style-type: none"> • 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 CBO via SPOL • Budget and Fiscal Planning Committee prioritizes all resource requests forwards to President's Cabinet
March- April	<ul style="list-style-type: none"> • President's Cabinet finalizes all resources requests • Preliminary budget is developed
June	<ul style="list-style-type: none"> • 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:

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.
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CATEGORY

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

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 framework that allows you to carry out those steps. Goals 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 reach 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 the goal is realistic. To do this, write the goal down.

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 BC2_0.7 (o)-

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 planned (annual) (JCI) (C) (E) (A) (T)