



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 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

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

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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. 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 t

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 in the order

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

Weekly Student
Contact Hours
(WSCH)

WSCH is an acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution.

$WSCH = \text{enrollment} \times \text{class hours per week}$

Instructional
Efficiency

WSCH is a proxy for revenue generated by the class. FTE is a proxy for instructional cost. The ratio, WSCH per FTE, could be interpreted in terms of cost-efficiency or instructional quality.

District has established a target of 10 WSCH per FTE. A ratio of 10 or greater indicates that the district is performing well. A ratio of 9 or less indicates that the district is performing poorly. A ratio of 10.009 or less indicates that the district is performing poorly.

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 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, purposes or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would be, "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 and experience the exhilaration of achievement that spurs you on to continued effort to reach your goal.

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

How much? How many?

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)

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.

Accrediting Commission for Community and Junior

<p>Sustainable Continuous Quality Improvement</p>	<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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