



Program Review Handbook

2021-22

Version 6-15-21

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CHAPTER One

WHY????!!!!

Purpose of Program Review:

The purpose of program review is to make sure that instructional, student services, and administrative programs have the opportunity to reflect on how they fulfill the [mission](#) of the college and work to achieve the goals and objectives of the [Educational Master Plan](#). It is a chance to take a comprehensive look at how well our work is meeting the needs of our students, discuss this with colleagues, and make plans to address any gaps or needs that we notice.

HOW???

Using the WEPR or eLumen templates, each program will:

1. Consider and discuss its relation to the college mission and its current and/or potential impact on the Student Experience Vision Statements as described in the Educational Master Plan. How are we “moving the needle” for our students?
2. Review and analyze program data in terms of:
 - a. Areas in which the program is currently meeting the goals of the Educational Master Plan including analysis of the impact of activities implemented in previous cycles;
 - b. Areas in which the program's impact should be strengthened based on the data;
3. Develop program-level activities to address areas for improvement. Strategies and activities should be clearly connected to data analysis and reflection on program purpose or mission;
4. Analyze current resources to determine whether they are sufficient to effectively implement program-level activities;
5. Develop resource requests and cost projections if it is demonstrated that current resources are not sufficient to implement the activities.

WHAT???

Program Review Process:

- All instructional, hybrid, and student services programs are required to complete a comprehensive program review on a four-year cycle. This is a minimum requirement.
- Any eligible program **may** participate in the resource allocation process any year by completing a program review.
 - For instructional program review, an instructional “program” is defined and evaluated by the faculty with input of staff, if appropriate.
 - For student services program review, the “program” is defined and evaluated by Student Services deans and managers, with input of staff, if appropriate.
- For administrative program review, every manager is considered to be a “program” and each manager is required to complete an administrative program review each year. Certain managers supervise more than one program. Those managers will complete their administrative program review as part of the review of one of the programs that they supervise.

The difference between Comprehensive and Annual Reviews:

- **COMPREHENSIVE PROGRAM REVIEW:** Programs in comprehensive review are **REQUIRED** to complete Section I and II and receive review, feedback, and approval through the Validation process. Signatures required.
- **ANNUAL PROGRAM REVIEW:** Programs in annual review are **NOT REQUIRED** to complete Section II, as the entirety of the program review will not be subject to validation. Nonetheless, it is expected that plans

outlined in Section I, and requests for resources, are based on a review, discussion, and analysis of the data and information contained in Section II. Annual reviews are to be reviewed at the division level prior to submission to ensure that plans and resource requests have the support of the division. Signatures required.

NOTE: Program review is not intended to address "maintenance of effort" activities. Such activities should be addressed through day-to-day operational procedures of the college (Help Desk tickets, Maintenance and Operations tickets, technology refreshment cycles, Facilities Review procedures, etc.). However, if there are "maintenance of effort" activities that are not being addressed through current operational procedures that impact student success or institutional effectiveness, programs should include the activities and associated resource requests in their program analysis and plan.

Program Review Process Descriptions

COMPREHENSIVE Program Review Development Process

Process	Administrative Program Review (APR)	Instructional Program Review (IPR)/ Hybrid PR	Student Services Program Review (SSPR)
Writing Team Membership	Includes classified input as appropriate	A minimum of two faculty and 1 classified if appropriate, and one student, if possible. The writing team rosters will be submitted to the Office of the VPI.	Determined by the program; Deans and managers access forms and data; request specialized data
Writing Chair		Chair determined by the Instructional Program	
Training Sessions offered	APR writing training (Management Council)	-IPR writing (FLEX, variable FLEX) -IPR validation training -Coordinated by PRC Co-chairs	-SSPR writing training -Process and validation training at Student Services manager's meetings
Validation team membership	Full-time administrators	A minimum of 2 full-time faculty members, the division dean and classified, if possible. The division validation team rosters will be submitted to the Office of the VPI.	Managers, faculty, and classified personnel. Validation team rosters submitted to the Office of the VPSS.
Validation chair	Chair determined by validation team	Chair determined by validation teams	Chair determined by validation teams
Validation	Validation team reads reviews as assigned.	PRs will be assigned to divisions for validation based on the number of FT faculty in the division. Division determines how the validations will be accomplished within the timelines of the process. Divisions may require division review of comprehensive IPR prior to final submission, and may establish a timeline for such review. Annual updates require divisional review prior to submission.	Validation team determines how the validations will be accomplished within the timelines of the process.
Program failure to meet deadline	Not included in resource allocation processes.	Not included in resource allocation processes. May be referred to the Program Revitalization Process.	Not included in resource allocation processes.

COMPREHENSIVE Program Review Validation Process*

The validation team will ensure that the self-study report is complete, that analysis and plans are data driven and aligned with the Educational Master Plan, and that resource requests support the plans.

The Validation Team has three options:

Validation Options	Administrative Program Review (APR)	Instructional Program Review (IPR)/Hybrid PR (HPR)	Student Services Program Review (SSPR))/Hybrid PR (HPR)
1. Accept	Rank and accept the APR and forward the completed and signed Validation Form to the Office of the President.	Rank and accept the IPR/HPR and forward the completed and signed Validation Form to the Vice President of Instruction.	Rank and accept the SSPR and forward the completed and signed Validation Form to the Vice President of Student Services.
2. Conditionally Accept	Conditionally accept pending revisions that <u>must be completed within established timelines</u> . The Validation Team reviews the amended APR and determines to accept or not accept the program review. The completed and signed Validation Form is submitted to the Office of the President.	Conditionally accept pending revisions that <u>must be completed within established timelines</u> . The Validation Team reviews the amended IPR/HPR and determines to accept or not accept the program review. The completed and signed Validation Form is submitted to the Vice President of Instruction.	Conditionally accept pending revisions that <u>must be completed with established timelines</u> . The Validation Team reviews the amended SSPR and determines to accept or not accept the program review. The completed and signed Validation Form is submitted to the Vice President of Student Services.
3. Not Accept	The APR contains inaccurate information and/or is largely incomplete. Substantial revision would be required for acceptance. The Validation Form is submitted to the Office of the President and the program is not eligible for the resource allocation process.	The IPR/HPR contains inaccurate information and/or is largely incomplete. Substantial revision would be required for acceptance. The Validation Form submitted to the Vice President of Instruction, and the program is not eligible for the resource allocation process.	The SSPR contains inaccurate information and/or is largely incomplete. Substantial revision would be required for acceptance. The Validation Form is submitted to the Vice President of Student Services and the program is not eligible for the resource allocation process.

***NOTE: In 2020-21, as part of continuous process improvement, the following recommendation was approved by PRC, AS and CC:**

Recommendations for the Process

- Make validation a collaborative event for Instruction, Student Services, and Administration.
- Teams of validators would be from all areas.

The adoption of this recommendation requires a change to DVC Procedure 1016.01. The PRC will undertake the revision to the Procedure in 2021-22, with implementation to start in 2022-23.

ANNUAL UPDATE Program Review: IPR, HPR, SSPR

Process:

- Any program not scheduled for comprehensive program review may complete an annual update in order to revise program strategies, activities, and submit resource requests.
- The Annual Update to Program Review is the same template as Section I in the Comprehensive Program Review.

ANNUAL Update Validation Process

- Annual Updates to Program Review require review prior to final submission; programs must establish a process and timeline for such review within their units/divisions.
- Suggested timeline for review: Writers should complete their review with enough time for review and revision by division or program stakeholders.
- Annual reviews are due on the same timeline as comprehensive reviews. Signature pages must be submitted as required.

WHO and WHEN

Administrative Program Review

Every Administrative Manager will complete an administrative program review every year.

***NOTE:** 2020-2021 began the four-year cycle, 2020 – 2024

Comprehensive Program Review Schedules

Comprehensive program reviews are due on a four-year cycle, which is staggered across programs within student services and instructional areas as indicated in the following tables:

Student Services Program Review

DEPARTMENT	20-21*	21-22	22-23	23-24
Admissions and Records (General)		X		
Assessment (Direct)				X
CalWORKs (Cohort)		X		
Career Services (Direct)	X			
DSS/Workability III (Cohort)			X	
EOPS/CARE (Cohort)				X
Financial Aid (Direct)				X
ISAS (Cohort)	X			
PACE (Cohort)		X		
PUENTE (Cohort)		X		
Student Life (General)		X		
MESA (Cohort)		X		
Relations Schools/Welcoming Services (General)		X		
Transfer Services (Direct)	X			
TRIO - UB/ETS (Cohort)			X	
UMOJA (Cohort)		X		

Hybrid (Instructional/Student Services) Program Review

DEPARTMENT	20-21*	21-22	22-23	23-24
Counseling (Student Services)	X			
Counseling – SRC (Student Services)				X
Distance Education (Instructional)				X
Library Services (Instructional)	X			
Tutoring (Instructional)				X

Instructional Program Review

Dean	Division	Program/Program Name	Subject Codes Included	YR
Janette Funaro	A&C	Art and Art History	ART, ARTHS	23-24
		Art Digital Media and FTVE	ARTDM FTVE	20-21*
	A&C	Drama	DRAMA	21-22
	A&C	Foreign Language	ARABC/CHIN/FRNCH/ GRMAN/ITAL/JAPAN/ LATIN/PERSN/RUSS/SIG N/SPAN	22-23
	A&C	Humanities and Philosophy	HUMAN/PHILO	22-23
	A&C	Music	MUSIC MUSX	23-24
	A&C	Communications Studies	COMM	21-22
	A&C	Dance	DANCE/KNDAN	21-22
Kenyetta Tribble	SRC	Computer Information Systems and Business	ECON+	20-21
			BUS+	
			CIS	
			CNT	
	SRC	Applied Arts and Social Science	ARTS+	22-23
			POLSC	
			SOCIO/SOCSC	
			ART/ARTHS	
			CARER/COUNS/COOP/W	
			PSYCH	
	SRC	Language Arts	ENGL	21-22
			HUMAN/PHILO	
SIGN/JRNAL				
SRC	Mathematics	SPAN/ARABC	23-24	
		ECE/EDUC		
		MUSIC		
SRC	Sciences	MATH	20-21 – Life Physical Sciences	
		BIOSC+		
		NUTRI+		
		ASTRO+		
		PHYS		
SRC		ANTHR		
		CHEM		
Rick Robison	L	Library Technology	LT/LS	20-21*

James Noel	ENGL	English	ENGL	21-22
	ENGL	English as a Second Language	ESL	21-22
Obed Vazquez	SS	Journalism	JRNAL	22-23
	SS	Administration of Justice	ADJUS	23-24
	SS	Early Childhood Education	EDUC, ECE	20-21*
	SS	Economics	ECON	23-24
	SS	History	HIST	22-23
	SS	Political Science	POLSC	23-24
	SS	Psychology	PSYCH	20-21*
	SS	Social Sciences	SOCSC/SOCIO	22-23
	SS	Anthropology	ANTHR	22-23
Charlie Shi	BUS/COM SC/CULN	Culinary Arts	CULN	21-22
	BUS/COM SC/CULN	Business	BUS/BUSAC/BUSIM/BUS MG/BUSMK/RE	22-23
	BUS/COM SC/CULN	Computer Science	COMSC CNT	20-21*
Christine Worsley	KAHS	Kinesiology	KNACT/KNCMB/ KNICA/KINES	21-22
	KAHS	Health Science, Nutrition, and Addiction Studies	ADS HSCI NUTRI	23-24
Joe Gorga	S	Dental Assisting and Dental	DENTL/DENHY	23-24
	S	Biological Science and Oceanography	BIOSC/OCEAN	21-22
	S	Horticulture	HORT	22-23
	S	Chemistry	CHEM	22-23
	S	Astronomy	ASTRO	21-22
	S	Geography	GEOG	23-24
	S	Geology	GEOL	22-23
	S	Physics and Physical Science	PHYS PHYSC	20-21*
Despina Prapavessi	M&E	Mathematics	MATH	23-24
	M&E	Apprenticeship	HVACR/PLUMB/STMFT	23-24
	M&E	Architecture	ARCHI	20-21*
	M&E	Industrial Design	IDSGN	21-22
	M&E	Construction	CONST	23-24
	M&E	Engineering	ENGIN	20-21*
	M&E	Engineering Technology	ENGTC	20-21*
	M&E	Electricity/Electronics and Energy Systems	ELECT/ELTRN ENSY	21-22
Emily Stone	DSS	Special Education	SPEDU/EDUSP/WRKP	21-22
Beth Arman	WRKX	Work Experience	COOP/WRKX +295/296	21-22
TBD	IO	Interdisciplinary	INTD	21-22

Program Review 21-22 Timeline – APR (Administrative)

Date	Activity
July 1	APR template available

July/August	APR writing training and assistance
September 1	APR due to manager for review
September 22	Validation completed – Management Council meeting
October 1	Program reviews due to the Office of the President
December 13	PRs posted to the Portal and U:drive

Program Review 21-22 Timeline – IPR/Hybrid (Instructional)

Date	Activity
August 18	Department Chair grants access to IPR writing team/s
September 7	Writing team and validation team rosters submitted to Office of the VPI
Oct 1-29	Training in IPR and Validation templates
November 19	Comprehensive IPRs due to VP Instruction
November 22	Comprehensive IPRs available to validation teams
December 3	Validation teams meet with PR leads; all-college variable FLEX
December 6-10	Programs make revisions/corrections
December 10	Validated comprehensive program reviews due to the Office of the Vice President of Instruction (1 hardcopy signature page)
December 10	Reviewed annual update program reviews due to the Office of the Vice President of Instruction (1 hardcopy signature page)
December 13	PRs (Comprehensive and annual) posted to the U:drive and Portal

Program Review 21-22 Timeline – SSPR/Hybrid (Student Services)

Date	Activity
August 18	Access granted to writing team
September 7	Validation roster finalized and submitted to VPI/VPSS
Oct 1-29	Training in IPR and Validation templates
November 19	SSPR/Hybrid PRs due to VPI/VPSS
November 22	Annual and comprehensive SSPRs available for validation teams
Nov 23- Dec 10	Follow-up final review and revision with validation team
December 10	Validated comprehensive program reviews due to the Office of the Vice President of Student Services or Vice President of Instruction (1 hardcopy signature page)
December 13	PRs (Comprehensive and annual) posted to the U:drive and Portal

Program Review Subsequent Steps:

Program Review Committee Workflow Timeline:

Month	Activity
January	Determine program eligibility based on Title 5, SLO and program review compliance
January	PRC co-chairs lead review to: 1. Ensure resource request items are assigned to the correct categories; 2. Review potential funding sources and direct requests to appropriate managers
Jan-March	PRC sub groups read PRs Section I and rank resource requests
Jan-March	PRC sub group analyzes PR reflections and suggestions reviews and develops proposed changes to process and template (<i>NOTE: changes to process or IPR template changes require consultation with the Academic Senate</i>)
April	PRC develops report and recommendations. Rankings to Budget Committee.

April	PRC Final Report due to College Council
April	PRC members report back to constituencies about rankings
May/June	Changes implemented to process and template
May	College Council Recommendations to College President
June	President Approval

Program Review Submission Process

How to Submit Your **INSTRUCTIONAL/HYBRID Comprehensive Program Review:**

- Review pre-final PR with division and/or program stakeholders (electronic signatures)
- Make suggested revisions
- Review pre-final PR with Advisory Chair (if CTE) (electronic signature)
- Make suggested revisions
- Make final proofread and edits

=> Confirm all needed signatures (electronic is fine)

=> Complete by the deadline – Friday, November 19th, 2021

You do not need to turn in a paper copy of the entire program review. Submission is automatic through WEPR.

=> Make sure all stakeholders have completed **Program Review Signature Page** by 5pm on Friday, November 19th.

The validation date is on Friday, Dec 3, 2021.

Validation must be completed by Friday, December 10, by 5PM. Again, submission will be automatic through WEPR, all stakeholders must complete the **Validation and Recommendation Signature Page** by 5pm on Friday, December 10th.

How to Submit Your **INSTRUCTIONAL/HYBRID Annual Program Review:**

- Review pre-final PR with division and/or program stakeholders (electronic signatures)
- Make suggested revisions
- Make final proof read and edits

=> Confirm all needed signatures (electronic are fine)

=> Complete by the deadline – Friday, December 10th, 2021

=> Make sure all stakeholders have completed **Program Review Signature Page** by 5pm on Friday, December 10th.

How to Submit Your **STUDENT SERVICES Comprehensive Program Review:**

- Review pre-final PR with relevant stakeholders (electronic signatures)
- Make suggested revisions
- Make final proof read and edits

=> Confirm all needed signatures

=> Complete by the deadline – Friday, November 19, 2021

You do not need to turn in a paper copy of the entire program review. Submission is automatic through WEPR.

=> Make sure all stakeholders have completed **Program Review Signature Page** by 5pm on Friday, November 19th.

Validation must be completed and signed off by Friday, December 10, 2021 by 5PM. Again, submission will be automatic through WEPR, all stakeholders must complete the **Validation and Recommendation Signature Page** by 5PM Friday, December 10th, 2021.

How to Submit Your *STUDENT SERVICES Annual Program Review*:

- Review pre-final PR with relevant stakeholders (electronic signatures)
- Make suggested revisions
- Make final proof read and edits

=> Confirm all needed signatures (electronic is fine)

=> Complete by the deadline – Friday, December 10, 2021

=> Make sure all stakeholders have completed *Program Review Signature Page* by 5pm on Friday, December 10th.

How to Submit Your *ADMINISTRATIVE Annual Program Review*:

- Submit PR to manager by September 1, 2021
- Complete validation process
- Make suggested revisions
- Make final proof read and edits
- Adjust as needed during Fall term based on ongoing impacts from programs/units

=> Confirm all needed signatures

=> Make sure all stakeholders have completed *Program Review Signature Page* by 5pm on Friday, October 1st.

CHAPTER Two

How to fill in the Web-Enabled Program Review (WEPR) Template

General Notes

Browser: WEPR works best using FireFox, Chrome, or Safari. **Do not use Internet Explorer.**

Reporting issues: Report issues with WEPR or data questions immediately to the Instruction Office so that support or troubleshooting can be provided: Santino Aguilar saguilar@dvc.edu x22007.

Working with the template and formatting:

It can be helpful to develop your text in a WORD document and then paste it into the WEPR text boxes when ready to submit. A WORD version of the program review template is available for you to download in the program review folder in SharePoint. This allows you to track changes, share the word document for editing between the writing team, and ensure reliability in saving.

NOTE: You must disable “smart quotes” in WORD before copying and pasting into WEPR.

To disable smart quotes,

1. On the File tab, click Options.
2. Click Proofing, and then click AutoCorrect Options.
3. In the AutoCorrect dialog box, do the following: Click the AutoFormat As You Type tab, and under Replace as you type, select or clear the "Straight quotes" with "smart quotes" check box. ...
4. Click OK.

Inserting Charts, Graphs, and Other Documents

Hyperlinks can be used to include graphs, charts, or other documents not supported by plain text. Upload documents to Google Drive – Google Drive links work with WEPR and provide the shareable link in WEPR.

Google Drive Instructions:

<https://support.google.com/drive/answer/2424384/how-to-use-google-drive>

You get 15 GB of space in your Drive for free.

Step 1: Go to drive.google.com

- On your computer, go to drive.google.com. You'll see "My Drive," which has:
 - Files and folders you upload or sync
 - Google Docs, Sheets, Slides, and Forms you create

Step 2: Upload or create files

- You can upload files from your computer or create files in Google Drive.
 - [Upload files and folders to Google Drive](#)
 - [Work with Office files](#)
 - [Create, edit, and format Google Docs, Sheets, and Slides](#)

Step 3: Share and organize files

- You can share files or folders, so other people can view, edit, or comment on them.
 - [Share files from Google Drive](#)
 - [Share folders from Google Drive](#)
 - [Make someone else the owner of a file](#)

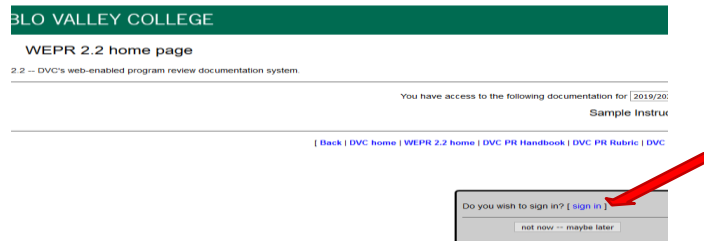
How do I find WEPR 2.2 and my pdfs?

1. Getting there

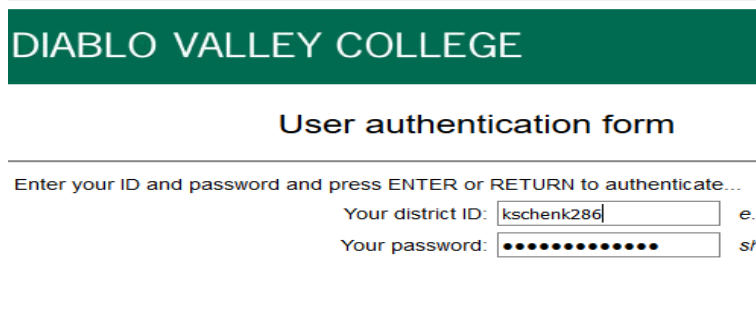
Web-enabled program review forms are found at the following URL: <http://web.dvc.edu/wepr/>

2. Signing in:

Click the “sign in” link:



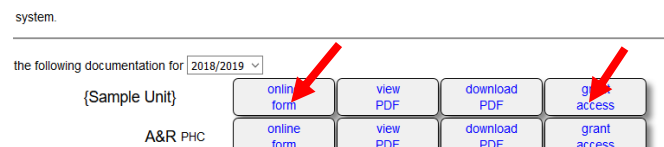
Use your 4CD log-in and password, just like you use for InSite, Outlook Web Access, etc. Then hit **ENTER**.




3. Accessing forms

You will be working in the “online form”. The pdfs update automatically throughout the day. Department chairs and program leads are granted “form update” in WEPR. This means that they are able to enter text/information in any fillable field. Individuals with access to any section can grant access to others up to that level of access. They can also lower access for anyone with the same or lower access than they have, except when that access has been granted at an administrative level. Individuals cannot change their own access level.

To work in the form: select Online Form
To grant access: select Grant Access.



To add a user: Locate the employee ID in the directory (linked in the access management page in WEPR). If you encounter difficulties, contact Santino Aguilar saguilar@dvc.edu x22007. 

[WEPR 2.2 access management page](#)

Users with access to this online D4001 program review, including you. You can grant equal or lesser access to others as you wish, using the form below. Note that access can only be granted to those with 4cd.edu network login IDs. Click [HERE](#) to lookup IDs by name. Access level for those listed, except those granted access at an administrative level (grayed out).

To set access level:

Select “add a new user.” You need the employee ID for this step. (See instructions above)
Writers are granted “form update” access.

User's 4CD ID	admin Section I - Program Plan	a Pr
guest	form update	[

Validators are granted “read only” access to Sections I-II. They are granted “form update” for the Validation Form.

User's 4CD ID	admin Section I - Program Plan	F
guest	read-only	

4. Sections of the Program Review

Instructional, student services, and instructional/student service (hybrid) program review consists of 3 major sections:

- Section I – Overview/Program Plan
- Section II- Data and Program Analysis
- Validation and Recommendation Form

For all programs, Sections I is identical.

Section II is different for:

- Instructional
- Instructional/Student Services (Hybrid) Program Review
- Student Services

Administrative Program Review consists of Section I only.

5. Complete Comprehensive Program Review in this suggested order:

The Program Plan (Section I) will be developed based on analysis of data (Section II) and progress made since the last program review. It is recommended that you complete the sections in this order:

FIRST: Section II

SECOND: Section I

You will use the analysis of data and reflection on how the program is addressing college mission, values, and Educational Master Plan to formulate program improvement strategies and activities for Section I.

The Program Review Committee will ONLY REVIEW Section I. Validation Teams and Division review are responsible to ensure that plans and resource requests presented in Section I are well-substantiated by evidence and reflection documented in Sections II.

Instructional program reviews may have multiple Section IIs in order to present data and analysis on individual disciplines or programs within a multi-faceted program.

Single subject/program:

Document name -- click to view

[2020 Section I - Program Plan, Annual & Comprehensive Program Review D4505 ADJUS](#)

[2020 Section II - Comprehensive Program Review Data D4505 ADJUS](#)

[2020 Validation & Recommendation Form D4505 Team](#)

Multiple subjects/programs:

Document name -- click to view

[2020 Section I - Program Plan, Annual & Comprehensive Program Review S4710 Business](#)

[2020 Section II - Comprehensive Program Review Data S4710 BUS+](#)

[2020 Section II - Comprehensive Program Review Data S4710 CIS](#)

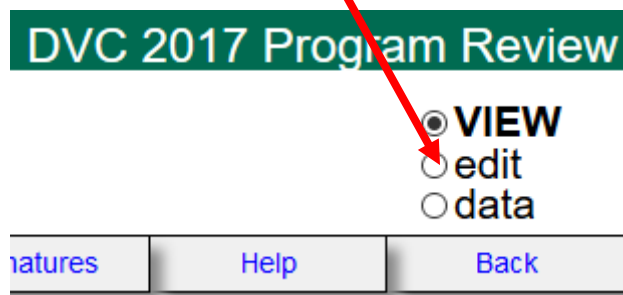
[2020 Section II - Comprehensive Program Review Data S4710 COMSC/CNT](#)

[2020 Section II - Comprehensive Program Review Data S4710 ECON+](#)

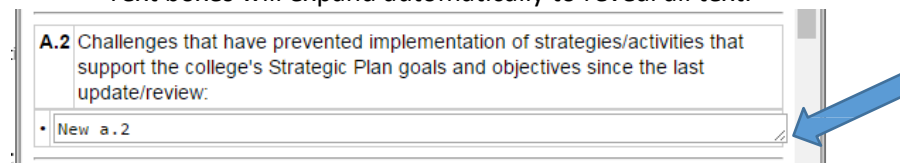
[2020 Validation & Recommendation Form S4710 Team](#)

Instructions/tips for all sections

- Text is added by selecting the Edit radio button in the upper right menu.



- Using the TAB key to move to the next editable text box facilitates saving.
- Text boxes will expand automatically to reveal all text.

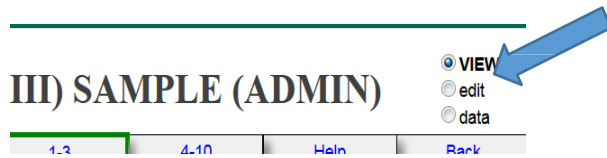


- Text boxes can be automatically populated with written responses from previous year, which allows writers to edit responses for current year. **Double-click the box to bring text back.**
- Entry fields that are expandable lists with selectable numbers of rows (like the B.1's) do not show "prefill" as an option when double-clicked in edit mode. The programming does not discriminate among the various rows, so the system doesn't know which to use for prefilling.

Editing mode:

Depending on individual permission levels, you are able to view, edit, or enter data. Most users will use "edit" or "view". Edit access permits entry of analysis and commentary in most text boxes.

Select the “edit” option and the text boxes, radio buttons, and/or drop-down menus that require input/commentary will turn pink on that page.



As soon as a change to a box is made and you leave that box (TAB works great), the information that you have entered is saved and the box will turn green.

A.2	Major accomplishments, improvements or modifications and trends
•	<input type="text" value="vevxc"/>
A.3	Challenges that have prevented implementation of strategies/:
•	<input type="text"/>

Section II - Instructions

Section II – Data Analysis – Instructional Program Review

The District Research Office has established that a percentage point difference of 3% or greater is considered significant for research purposes. Programs that note trends in the data indicating a difference up-or-down of 3% or more will want to review carefully and provide analysis and commentary.

Data from previous Program Reviews is carried over and is not revised if the configuration of the IU changed for the current Program Review cycle. In some cases, the value N/A (Not Available) is entered, since the change in configuration means that the historical data is not available.

The value NV = Null Value. This data element appears when the data query yields no result and the database has a “blank”. NV is not equivalent to “0” – zero. Since the data query can return a value of “0” for student achievement, another value is needed to identify “null” results.

Depending on the specific program review (IPR, SSPR, Hybrid), Section II contains several-to-many sub-sections. Each sub-section requires input/commentary. DO NOT leave any text box empty. Enter “Not Applicable” or “No Response at this Time” to indicate that you have reviewed but have no comment.

Section I - Instructions

Remember: the PRC will ONLY read Section I. You have done the hard work of analyzing student achievement, reflecting on past changes that were designed to improve those outcomes, discussing challenges and successes with colleagues and formulating new plans to continue program improvement efforts. Please provide information as necessary to explain and justify requests in the context of student success. The PRC subcommittees read selected portions of Section I. It is important to make sure that they have access to enough information to make ranking decisions.

Summarize those discussions in the text boxes provided in Section I A and B.

Section I.B.1:

The cells in Section 1. B.1,2 and 3 auto-populate to Section 1. D. and E. This makes the activities from Section 1 B. eligible for selection for Section 1. D. and E. Fill out Section 1. B. **first**, or activities will NOT carry over.

This section is your forward-looking planning and requires clear explanation of how program strategies/activities relate to DVC’s Educational Master Plan. The drop-down menu will prompt you to select the relevant Stage of the Student Experience that relates to your strategy/activity.

B.1.a (Instructional and Student Services Program Reviews) Describe strategies or activities with measureable outcomes that increase equity. Multiple strategies/activities may be added if needed. Complete B.1.a before Section I.D and I.E.

Strategy/Activity	New or Continuing?	Choose most related stage of the student experience	What are the proposed improvement strategies?
1			
If continuing, explain progress:			
If concluded, explain outcomes:			
Based on the PR data and analysis or other reports specific to the program, will the proposed strategy/activity decrease the equity gap for...			
How will this strategy/activity increase achievement (for example: course completion, degree, certificate, or Transfer ready) in the course...			

Stages of the Student Experience*

*Language is truncated for the template. See the EMP for full text.

Four Stages of the Student Experience Vision Statements

1. CONNECTION: We connect and partner with our diverse communities. We welcome all to join in opportunities for growth, exploration, learning, and empowerment.
2. ENTRY: We engage all students and cultivate in them a sense of belonging. Our college community provides a network of resources and guidance to students as they explore interests, build skills for college success, identify academic, career, and personal goals, and enter a DVC pathway with confidence.
3. THROUGH: We provide an inclusive learning environment that fosters student success for all. Our college community collaborates to support students through clear pathways and guides them to achieve their academic and career goals.
4. OUT: We ensure that students leave the college empowered and transformed, prepared for their careers and further educational goals, and equipped to be engaged community members.

Section I.D and I.E record the programmatic needs that support your ability to achieve the activities and strategies in Section I.B. You indicate that relationship by selecting the related program strategy/activity here:

EQUIPMENT (NOT TECHNOLOGY - see Guidelines) : List/summarize needs below. One

Strategic Need	Innovation, Replacement or Maintenance of Effort	Equipment Needed	Related Unit/Program Strategies/Activities (see B.1)	Cost per Item	Number

Make sure to complete Section I.B. BEFORE Section I.D and Section I.E. This makes the activities from I.B eligible for selection for I.D and I.E (Column 4).

EXAMPLE:

B.1 Describe strategies or activities that will address needs identified in Section I.A. Rows may be added if needed.

Strategy/Activity	New or Continuing?	Ch Str Gc
Increase the number of discipline-specific WRKX courses	continuing	1. st cc

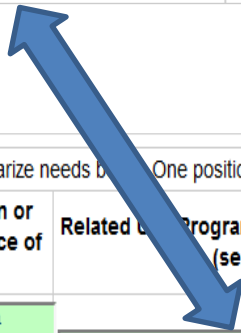
Progress:

The drop down in D and E will allow you to select your activity from B.

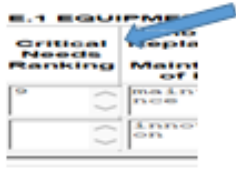
D.1 PERMANENT STAFF NEEDS: List/summarize needs by position. One position per line. Add lines as required.

Critical Needs Ranking	Position Needed	Innovation or Maintenance of Effort	Related to Program Strategies/Activities (see B.1)	Ac
1 Hi	Work based Learning Coordinator	innovation	Increase the number of discipline-specific WRKX courses	20

Critical Needs Ranking(s) Justification (expandable down)

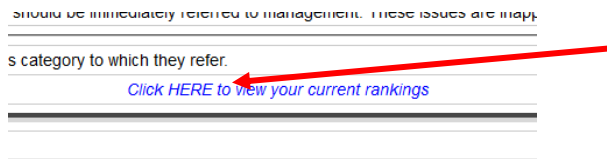


WEPR will allow you to indicate up to ten “needs” in both Section I.D and Section I.E.



Top 10 Needs

Many previous program review writers have chafed at the restriction to 10 needs. The PRC acknowledges that many programs have many compelling needs. Regardless, writers are encouraged to carefully consider their priorities and realize that annually the PRC considers approximately \$8M in requests for an approximate allocation of \$1M. There is a feature where writers can easily view their lists of requests.



Parameters for “Bundling”

The PRC requests that writers be thoughtful about “bundling” Need requests. It is acceptable to request groups of items that MUST be acquired together to support the program improvement strategy. (Example: a class set of microscopes). However, a Need that combines microscopes, lockers, and classroom projectors would be inappropriate. Such requests will not be considered.

The Justification Box

Each need request must be accompanied by a clear justification that helps readers understand the connection between the request and student success, institutional effectiveness, etc. Writers should review the [Program Review Committee rubric](#) and college Educational Master Plan. Be sure to describe the item and its purpose, being mindful that the reader may be completely unfamiliar with it. The Justification will address this prompt:

D (Staff Needs) and E (Non-staff Needs). Program Resources cannot be funded from your existing program budget. NOTE: Issu

D.1 PERMANENT STAFF NEEDS: List/summarize needs below. C

Position Needed	Innovation or Maintenance of Effort

Request Justification. Describe the request(s), why they are need



“Describe the request(s), why they are needed, and how they relate to relevant categories in the Program Review rubric – including the strategic directive, student impact or program impact.”

NOTE!

Users are advised that it is possible to create duplicate needs rankings. When Needs are open at the same time in separate browser windows, either by different people working at the same time, or one person, it is possible to assign the same need number. Users are advised to check the numbering in the PDF after they're done working to assure that it is correct.

should be immediately referred to management. These issues are map
s category to which they refer.
[Click HERE to view your current rankings](#)

Indicate whether the request is “Innovation” or “Maintenance of Effort”.

NT STAFF NEEDS: List/summarize needs below. On	
Position Needed	Innovation or Maintenance of Effort

“Innovation” means that the request is something new that you believe will positively impact the program in some way. “Maintenance of effort” means that the request is not accommodated on a regular replacement cycle and is necessary to maintain program quality.

Possible Funding Sources

It is possible (not required) for writers to identify which funding source MAY be applicable to a certain request. Refer to the categorical funds descriptors document linked in each page of WEPR.

[| DVC Ed Master Plan | Funds Matrix \]](#)

Use the drop-down menu to indicate which fund may be appropriate.

id lines as required.	Approx Compensation (Salary + Benefits)	Potential Funding Source	Is this r
		AEP	
		3SP	
		Equity	
		AEP	
		SWP/Perkins	
		Basic Skills	

If you indicate a potential funding source, complete Tab F “Funding” to ensure that the managers of the funds have a clear idea of the scope of the project and its direct application to the use of funds.

CHAPTER Three

Checklist for Writing your Program Review

Getting Started

- Do I have Firefox, Safari, or Chrome installed on my computer?
- Do I have access to log onto WEPR as a program review writer/validator?
- Have I attended a Flex workshop Program Review training?
- Have I familiarized myself with the PRC Ranking Rubric for Program Review to describe and justify my requests?
- Do I know the difference between Technology, Supply/Operating Budget, and Equipment requests?
- Do I know how to access the U-drive and One Drive (on-campus and off) to find important information, documents and the PDF's?
- Do I know when my completed Comprehensive Program Review is due?
- Does my Comprehensive Program Review require division/stakeholder review? Do I know what the timeline is for that?
- Do I know when my completed Annual Program Update is due?
- Annual Program Updates require division or stakeholder review. Do I know what the timeline is for that?

Section I: Program/Program Plan or Update

- Have I updated the program description to account for any changes, accomplishments, and/or new challenges since the last program review cycle? Have I accounted specifically for my program's accomplishment of the goals set forth in the last program review cycle? Would someone who is unfamiliar with my program have a good idea of who we are and what we do after reading this section? For example, the Validation Team?
- Reflecting on the Educational Master Plan values, what are the program's strengths?
- Reflecting on the Educational Master Plan values, what areas or functions in your program need improvement?
- How effectively does the information flow from this program to other programs on campus? Identify any areas where communication could be improved or where services could be integrated with other parts of the college such as PHC/SRC; student services and instruction; etc. in order to address the Educational Master Plan.
- In relation to the Accreditation Standards, if planning agendas or recommendations from the previous accreditation visit are applicable to your program, please identify the steps taken to address them.
- Describe and analyze significant trends or changes in technology/regulations/processes/curriculum/co-curriculum/direct student services that are impacting (or may impact) your program.
- Does the program review include a description of strategies and activities to improve student equity?
- Are my resource requests aligned with specific student success activities/strategies identified in the program plan?
- Are my resource requests CLEARLY justified/explained in Section I?
- Does the ranking in the needs section of the Section I appropriately reflect the most urgent needs of your program based on the Program Plan?

- Do the strategies identified in the program plan align with the directive, core values, and goals of the Educational Master Plan? Are the projected outcomes clearly defined, and will the evaluation method effectively measure the outcomes? Is the timeline reasonable?
- Do the impact statements in section I.B adequately connect the strategies/activities to student learning outcomes and achievement examined in Section II.C.1 and 2?

EXAMPLE: Cite a student learning outcome that students are struggling to master. In the plan, is there a strategy that requires a supply or piece of equipment?

Example: The Communication Studies department evaluated the SLO: “Students completing the course will be able to support an idea using presentation aids correctly and confidently.” Instructors evaluated the students using a rubric during a presentation and students were also surveyed regarding their confidence level in their presentation aids. The results showed that students who used presentation aids not reliant on technology were both more confident and more successful in achieving the learning outcome. However, students who used technology-based presentation aids (power point, video clips, etc.) were severely hampered by the faulty media equipment in the classrooms, most notably in the three Performing Arts classrooms in which most classes are held. Students reported that they began to avoid using technology aids due to the slow connections and faulty equipment, and faculty reported that the effectiveness of the aids were greatly diminished by the technological troubles associated with the faulty and aged equipment. The faculty determined that the equipment was negatively impacting learning in their classes and used this SLO evidence to request improved equipment, IT support, and maintenance in these three classrooms.

- Does my program include both CE (Career Education) and GE (General Education) programming? Have I provided clear plans that address each program? Have I indicated any resource requests that are solely on behalf of my CE program?
- Does the analysis of student learning inform my program self-reflection? (SLO and PLO assessment and plans)
- Have I avoided bundling “unlike” items?

YES: First priority: 1 set of microscopes \$ 60,000.00
Second Priority: 1 projector \$ 500.00

NO: First priority: 32 microscopes, 1 projector \$60,500.00
Second priority: new van, 60 football helmets \$100,000.00

- Do I know how to find the price or estimated price of an item requested?

Section II: Data Analysis

- NOTE: Program review data is not provided at the course, section, day/night levels. For more specific information on sections and variables, consult Tableau
- Have I reviewed comments and requests from the last program review cycle in order to assess current and projected needs for the next 4-year cycle?
- Have I addressed and resolved any doubts or questions I have about the data by contacting the Instruction Office?
- Have I provided commentary and analysis of data in Sections II.A-C that follows logically from the data itself and respond thoughtfully to it, in consideration of the college’s strategic

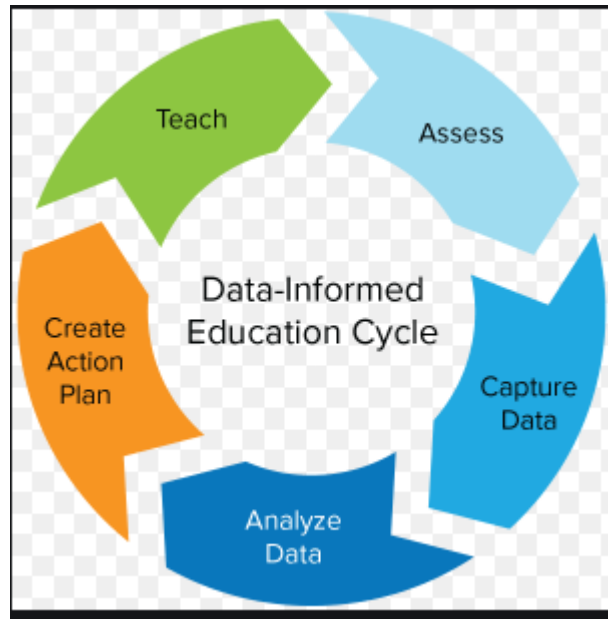
directive, values and goals?

- If my program includes both CE and GE programming, have I provided explanation and commentary?

Reviewing and Finishing Up

- Have I considered that program review is on a 4-year cycle and have I addressed the needs of my program accordingly, including short-term and long-term goals?
- Have I left any blank spaces? If I have no comment have I said so, so that the Validation Team knows that I have addressed the section? For example: "No response at this time."
- Do I have all the required signatures? If not, do I have a plan for how I will get them all in time to turn in my completed program review?
- Do I know when my completed program review is due?

Curriculum/SLO-PLO/Program Review Cycle



Checklist for Validating the Program Review

Getting Started

- Do I have Firefox or Chrome installed on my computer?
- Do I have access to view my assigned PR in WEPR as a validator?
- Do I know how to access my assigned Program Review?
- Have I familiarized myself with the PRC Ranking Rubric for Program Review to evaluate the description and justification of requests?
- Do I know the difference between Technology, Operating Budget/Supply and Equipment requests?
- Do I know when "Validation Day" is?
- Have I discussed a strategy for Validation with my Validation Team?
- Do I know when my completed Validation is due?

Section I: PLAN - EVALUATION

- Do the strategies identified in the program plan align with the strategic directive, core values, and Educational Master Plan? Do they align with identified areas for improvement? Are the projected outcomes clearly defined, and will the evaluation method effectively measure the outcomes? Is the timeline reasonable?
- Does the overview clearly describe to someone unfamiliar with the program what the area does? Did they leave anything out that you can think of?
- Does the program self-reflection identify strengths and areas for improvement with respect to its role in achieving the goals of the Educational Master Plan that are substantiated by data from Section II, or other data included as an addendum to the program review?
- Do the outcomes impact statements in Section I adequately connect the strategies/activities to student learning outcomes and achievement?
- Are the resources requested aligned with specific activities/strategies identified in the program plan?
- Does the ranking in the needs section of Section I align with the most urgent needs of the program, based on the Program Plan?
- Does the program self-reflection include a description of strategies/activities to improve student equity?

Section II: DATA ANALYSIS - EVALUATION

- Does the commentary and analysis of data in Sections II follow logically from the data itself and respond thoughtfully to the data, in consideration of the college's strategic directive, values and goals?

Finishing up

- Has the program left any blank spaces? Are all dollar amounts for requests detailed, itemized, and not bundled together? If there is no comment have they said so? For example: "No response at this time."
- Has the program avoided bundling "unlike" items?

YES: First priority: 1 set of microscopes \$ 60,000.00
Second Priority: 1 projector \$ 500.00

NO: First priority: 32 microscopes, 1 projector \$60,500.00

Second priority: new van, 60 football helmets \$100,000.00

- Has the Validation Team agreed upon a rating for the program review and entered it in Part A of the validation form?
- Has the Validation Team agreed upon a Validation Team Recommendation and entered it in Part D of the validation form?
- Does the validation form have all of the required signatures? If not, do I have a plan for how I will get them all in time to turn in the completed validation form?
- Do I know when to submit the completed validation form?

APPENDIX

Program Review Definitions and Clarifications Fall 2021

HUMAN RESOURCES (Section 1, D.1 and D.2) confirmed by Arzu 6-8-21

Benefits rates for 20-21:

Part-time/adjunct employees – 15%

Full-time employees – 50%

NOTE: Hourly and student workers requests should not be included in Staff Requests (Section I. D.1 and D.2) Such requests need to be in Operating Budget (E.8 or E.9).

EQUIPMENT (Section I, E.1)

Business Procedure 11.03

Equipment items are those items with an individual value of \$3,000 or greater. Tax, shipping and handling must be included in the cost of the item. Equipment is defined as tangible property that can be used for a year or more without material change in form or appreciable deterioration of physical condition. Many programs at DVC use equipment that is specific to courses such as photovoltaic systems, electronic keyboards, microscopes, and spectrometers, etc. For the purposes of Program Review, any instructional equipment or non-information technology item with a value of over \$3,000 should be requested in this category.

The cost of disposal for a piece of equipment should be indicated at 10% of the purchase price.

Equipment quotes

All requests for equipment should be based on research and legitimate quotes. This information does not have to be submitted with the Program Review, but will be required if the request is approved and a purchase requisition developed. Quotes should include tax, shipping and any other costs. If equipment requires installation by a specialist, a quote for that work should also be obtained and the price included in the request. In the program review, indicate the lowest price obtained. Quotes may be from a vendor, print outs from a website, or cut sheets from a business.

Orders (including tax and shipping) valued \$3,000-\$9,999 (total purchase) only require one quote.

Orders (including tax and shipping) over \$10,000 require three comparable quotes.

TECHNOLOGY (Section I, E.2 and E.3)

Note: only include expansion (“new-new”) of current assets in your program review. The following current assets: personal work computers, computer labs and projectors are on a “refreshment schedule” and are replaced in order of priority as established by age/usage, etc., overseen by the Technology Committee. For 2021-22, any system that was allocated prior to 2015 is due for replacement (6-year cycle). Effective the 2021-22 replacement cycle, all desktops due for replacement will be replaced with a laptop. Staff and administrators will be provided with a Windows/Dell laptop; faculty will have the option of Apple/Mac laptop. There may be situations in which a desktop is deemed necessary for an employee, in this case, the manager should work with DVC-IT and the member will be provided a desktop instead of a laptop.

DO NOT request items such as web cameras, cables, or document cameras as a program review request. DVC-IT has these items on hand. When in doubt, contact IT.

From the Technology Plan:

Technology is a broad subject that applies to many aspects of teaching, learning, research, communication, and operations at DVC. Such technologies are typically categorized as instructional technology or information technology. Instructional technology is associated with resources for teaching and learning (academic) and information technology is associated with resources for communication and operations (administrative). Both instructional and information technologies typically include computers, servers, software, databases, printers, networks, network applications, storage devices, video projectors, video conferencing, and the like. Many such technologies are used for both academic and administrative purposes (e.g., computers, networks, email, etc.).

For the purposes of Program Review, requested items under the category of TECHNOLOGY should fall within the description above (instructional and information technologies). For the standard technology items listed below, it is not necessary to obtain a quote.

The cost of disposal for a piece of technology should be indicated at 10% of the purchase price.

STANDARD PRICES FOR TECHNOLOGY ITEMS

PC	
PC Laptop	Latitude - \$1300
Apple Laptop	MacBook Pro 13-inch - \$2200
Printers	\$875 - \$2000+ (based on model; toner and 3 year warranty)
Scanners	\$450+ (based on model and requirement)
LCD Projectors	\$3000 - \$4200 (does not included installation)
Software	Pricing based on requirement and quantity. ALL software orders are to be processed through the Information Technology and Services Department

SUPPLIES (Section I, E.8 and E.9)

Business Procedure 11.03

Supply items are those with a value less than \$3,000 inclusive of tax, shipping and handling (total purchase price cannot exceed \$3,000). Supply items, small equipment, services for repair and/or maintenance are the most common type of purchases the District makes. Such purchases range from individualized items purchased on an as- needed basis to large consolidated one-time purchases. These items should be indicated in the Supplies/Operating Budget section (E.8) of the program review, with the note that the current Operating Budget is insufficient to support the purchase.

One-time vs. Ongoing expenses (Section I, E.8 and E.9)

The Resource Allocation Process has thus far been used for the disbursement of one-time funds. Requests for supplies, software licenses, etc. that are on-going should be included in a request for augmentation to the Operating Budget, not as stand-alone, one-time items under equipment or technology.