

Los Medanos College Program Review Year 5 Update 2021-2022 Evaluation Report 2022

Submitted to Shared Governance Council
By The Planning Committee

April 13 or 27, 2022

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I. PURPOSE

The purpose of this report is to:

- a. Help the College to improve its program review processes; therefore, the Planning Committee can utilize the findings to refine the Comprehensive Program Review 2022-2023 process.
- b. Ensure appropriate dialog and clarify how all constituency groups currently participate in decision making.
- c. Demonstrate the systematic evaluation of the College’s mission and improvement of institutional effectiveness and academic quality

II. COLLEGE MISSION

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

III. PROGRAM REVIEWS CYCLE

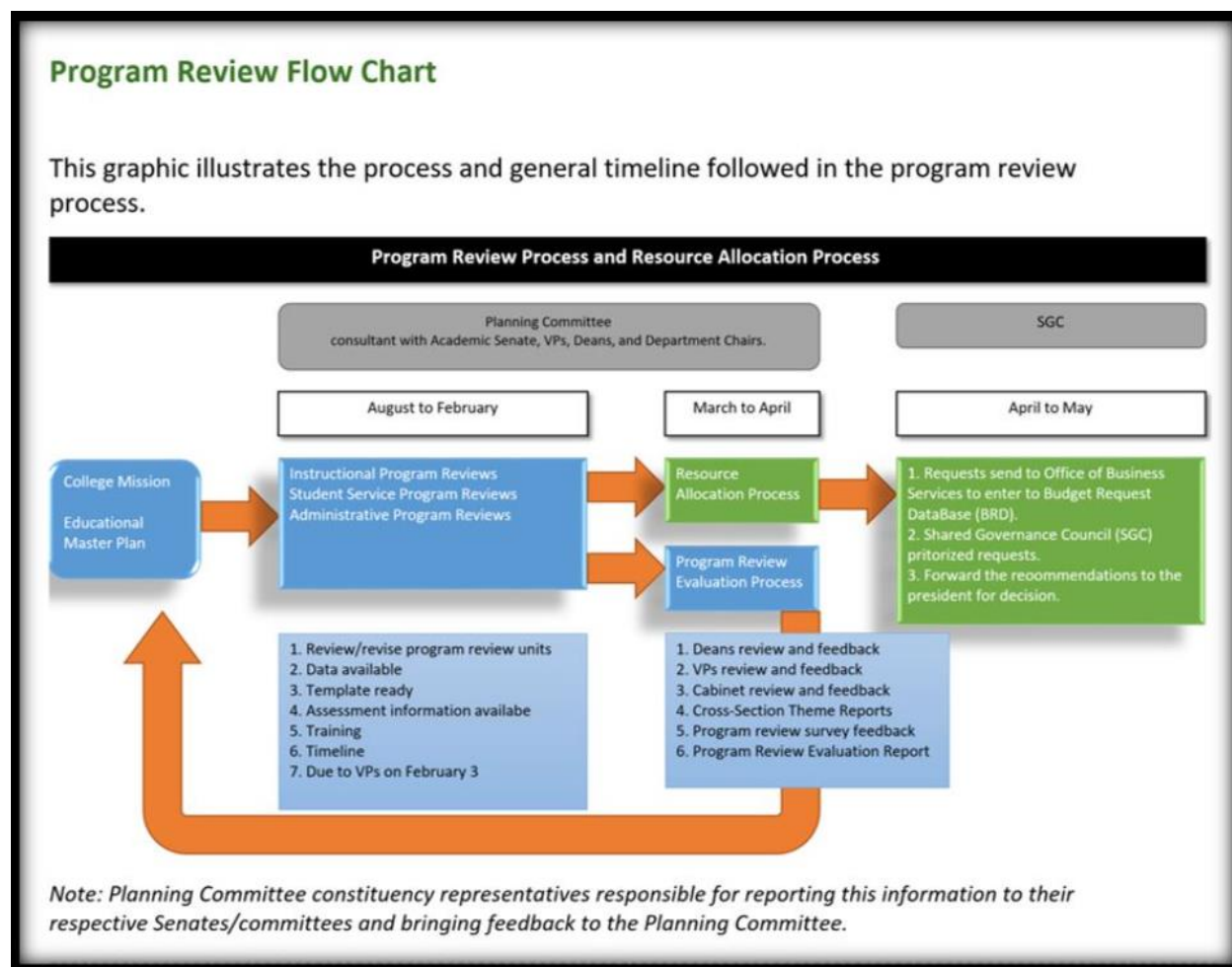
Los Medanos College (LMC) conducts a comprehensive program review of all its instructional, student services, and administrative programs/units every five years. A five-year program review cycle was established in the 2017-2018 academic year and is consistent with the Title 5 requirements related to periodic updates to assessment cycles and Course Outlines of Records (COORs). The first year of the program review cycle (Year One) is the year of comprehensive program review and program review updates are reported in the third and fifth year. It should be noted that course assessments continue are conducted annually. This evaluation report is for Program Review Year 5 Update. Table 1. Program Review and Assessment Cycle for more detail.

Table 1. Program Review and Assessment Cycle

Program Review and Assessment Cycle						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Dept. Chairs/ Deans	Checking on Courses to be assessed and updated (COORS revised and sent to Curriculum Committee for Approval) each year					
Program Review	Comprehensive		Year 3 Update		Year 5 Update	Comprehensive
Assessment	CSLO	CSLO	CSLO	CSLO	PSLO	CSLO
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1
	COOR Updates for Course Assessed in Previous Year					
	5 Year Cycle					

IV. PROGRAM REVIEWS PROCESS INCLUDING RESOURCE ALLOCATION

The following flow chart demonstrates LMC’s Program Review Processes and Timeline.



V. PROGRAM REVIEW YEAR 5 (2021-2022) UPDATE

During 2021-2022, the Planning Committee recommended not to change the Program Review Year 5 Update templates based on the recommendations from [the Program Review Year 3 Update Process Evaluation Report 2020](#). The draft templates were shared with constituency groups including deans, department chairs, senates, and the Vice Presidents of Instruction and Student Services. The templates used for Year 3 were continued to be utilized on Year 5 with it had been practical, meaningful, and serve as a data-driven tool that clearly represents the status of programs, outcomes, action steps, milestones, timelines, and responsible parties to keep our programs current and thriving. Additionally, the templates were aligned with the goals and objectives in the *Vision for Success* indicators

which also supports the Accrediting Commission for Community and Junior Colleges (ACCJC) Institution-Set-Standards.

Following are the [79 Program Review Updates](#) that were conducted in 2021-22 (Year Five):

- 13 administrative units
- 43 instructional units
- 23 student services/learning community units

VI. PROGRAM REVIEW YEAR 5 UPDATE EVALUATION REPORT TIMELINE AND COMPONENTS

Timeline:

Program Review Year 5 2021-2022 Evaluation Report to Planning Committee on **April 7, 2022** meeting.

Components:

- Evaluation of the PR Process including PR timeline, reviewers, reports, theme reports, etc.
- Evaluation Survey
 - a. Target Population: LMC All Employees
 - b. Draft survey to review and seek for feedback
 - c. Timeline: send survey via email **Feb 14 through Feb 25, 2022**
 - d. Share Survey Result on **March 3, 2022** meeting
- Program Reviewers' (VPs and Deans) feedback

VII. PROGRAM REVIEW PLATFORMS—eLUMEN AND TABLEAU

The College use the eLumen strategic initiative module as its Program Review platform to capture program review reports. Various training materials and videos had been created to guide and support program review leads to complete the Program Review Year 5 Update.

The College continues using Tableau tool for its program review for the purposes of making programmatic recommendations. Various data handbook for Program Review had been created to guide and support program review leads to complete the Program Review Year 5 Update.

Training materials and videos can be found:

<https://www.losmedanos.edu/planning/programreview-process-2022.aspx>

VIII. PROGRAM REVIEW TRAINING

The College based on the Program Review Year 3 Evaluation Report recommendations expanded its program review training.

The training had been scheduled for every Fridays led by PIE office and collaboration with instructional deans and student services deans in September, October, November, and December. One-on-one trainings had also been available to program review leads. There was specific focus (section in program review) on the training for each month; therefore, program review leads could complete each section of the program review every month during the training.

Data coaches had deployed to support the program review leads to complete the Vision for Success section in program review.

Detailed training schedule can be found:

https://www.losmedanos.edu/planning/ProgramReviewYear5_TrainingCalendar_8.24.2021.pdf

IX. THE RESOURCE ALLOCATION PROCESS (RAP)

RAP is a resource request and budget augmentation process that incorporates shared governance into the core of its decision-making model. This process creates an opportunity for College constituents to explicitly document their budgetary needs in a uniform format across the College. It provides a structured, consistent criterion for the evaluation and approval of resource requests while utilizing a predictable and consistent schedule for budget development.

The [centralized database](#) can be viewed and accessed for all faculty and staff. Shared Governance Council (SGC) approved the resource request review and allocation cycle to twice a year (in October and April).

These reports are required to be submitted at the end of each academic year and provided to SGC. SGC reviewed and recommended the requested items to the president for approval.

The process was implemented to ensure that all allocated funds are used as outlined in the program/unit resource request. The Business Services Office requires funded programs/units to file a report detailing how the budget augmentation was used and the impact of the funding in meeting the specified goals.

X. PROGRAM REVIEW PROCESS EVALUATION

LMC has integrated program/unit review and resource allocation into a comprehensive process that led to the accomplishment of its mission, and improvement of institutional effectiveness and academic quality. In an effort to assess the effectiveness of this integration, an evaluation of the process was conducted following completion of the Program Review Year 5 Update period (February and March 2022). This evaluation assists LMC in determining if the activities (including timeline, milestones, tasks, responsible parties, reports, etc.) were implemented as intended and resulted in projected outputs. The results strengthen LMC's ability to report on activities and provide information to inform the improvement of the next program review process. The process evaluation consists of program review validation and the program review process survey.

XA. PROGRAM REVIEW VALIDATION (SPRING 2022)

LMC has implemented four levels of program review validation with specific Cross-Section Theme reports prepared by the Office of Planning and Institutional Effectiveness for program/unit review and decision-making:

Program Review Validation Levels

1. The Deans review each section of the program review document then discuss the report with the department chair(s) or program/unit lead(s) each month. Following that, the Deans then certify the completion of the report and note the effectiveness of the program/unit.
2. The Deans update their respective Vice President on the strengths and challenges of their respective programs.
3. The Vice Presidents update the President's Cabinet on the strengths and challenges of their respective programs.
4. The Program Review Cross-Section Theme Reports are prepared and disseminated to appropriate committees/offices for review and feedback. **The purpose** of the theme reports is to improve our program review process—including timeline, template questions, professional development, communication, and gauging progress in attainment of goals as well as informing college leaders of possible emerging “big ideas”. A sample template was designed for the committees/offices to utilize in the summarization of their reviews of the theme reports.

Cross-Section Theme Report: Program Update, Enrollment, and Labor Market prepared for:

- a. Office of Instruction – Deans and Vice President of Instruction

- b. Office of Student Services – Deans and Vice President of Student Services
- c. Strategic Enrollment Management Committee

Cross-Section Theme Report: Vision for Success Goals prepared for:

- a. Planning Committee
- b. Academic Senate
- c. Strategic Enrollment Management Committee

Cross-Section Theme Report: Assessment prepared for:

- a. Teaching and Learning Committee
- b. Student Services Student Learning Outcomes Committee
- c. Academic Senate
- d. Strategic Enrollment Management Committee

Cross-Section Theme Report: Curriculum prepared for:

- a. Curriculum Committee
- b. Academic Senate
- c. Strategic Enrollment Management Committee

XB. PROGRAM REVIEW SURVEY RESULTS (SPRING 2022)

The Planning Committee developed and sent via e-mail the [Program Review Year 5 Update 2021-2022 Survey](#) to all faculty, classified professionals, and managers. The survey was designed to obtain input on all facets of the program review process (template, data, timeline, training, etc.)

There were 87 respondents: 37 full-time faculty, 16 classified professionals, 18 managers, and 16 adjunct faculty.

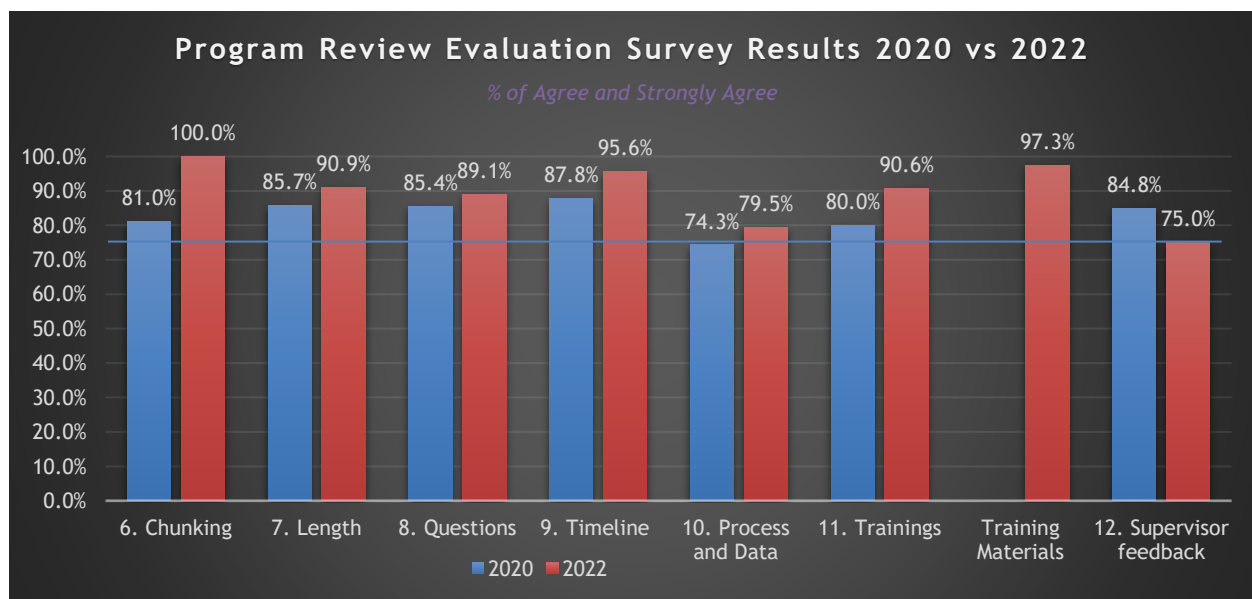
XB1. THE SURVEY RESULTS:

There were 8 questions and all received a rating of 75% agree or strongly agree. Of these 8 questions, 5 questions received a rating of 90% agree or strongly agree.

- 100% respondents like chunking: To what degree do you like the "chunking"--each program review section has its own deadline. (i.e. Course Outline of Record and Assessment was due in September, Program Update was due in October, etc.)
- 91% respondents agree or strongly agree the length of the Program Review Template is reasonable.

- 96% respondents agree and strongly agree the program review timeline was reasonable and allowed programs/units enough time to collaborate and complete the task.
- 80% respondents agree or strongly agree the program review process was reasonable and provided departments with easy access to course offering, COORS, assessment status, Tableau Reports (Enrollment, Course Success, and Degree/Certificate).
- 91% respondents agree or strongly agree the Program Review trainings were helpful, expectations and information provided was clear and easy to understand.
- 97% respondents agree or strongly agree the Program Review training materials (i.e., videos, instruction) were helpful, expectations and information provided was clear and easy to understand.
- 75% respondents agree or strongly agree the feedback from their supervisor, dean, and/or vice presidents on your Program Review was helpful.

The table below summarizes the results based by percentage of agree or strongly agree on survey questions. The results also compared with Program Review Year 3 Update 2020 and Program Review Year 5 Update 2022. Program Review Year 5 Update results also demonstrated higher rating than Program Review Year 3 Update.



Question	% of Agree and Strongly Agree	
	2020	2022
6. To what degree do you like the "chunking"--each program review section has its own deadline. (i.e. Course Outline of Record and Assessment was due in September, Program Update was due in October, etc.)	81.00%	100.00%
7. The length of the Program Review Template is reasonable.	85.70%	90.90%
8. The questions included in the Program Review Template are reasonable, important and relevant.	85.40%	89.10%
9. The Program Review timeline was reasonable and allowed programs/units enough time to collaborate and complete the task.	87.80%	95.60%
10. The Program Review process was reasonable and provided departments with easy access to course offering, COORS, assessment status, Tableau Reports (Enrollment, Course Success, and Degree/Certificate).	74.30%	79.50%
11. The Program Review trainings were helpful, expectations and information provided was clear and easy to understand.	80.00%	90.60%
Program Review training materials (i.e., videos, instruction) were helpful, expectations and information provided was clear and easy to understand.		97.30%
12. The feedback from your supervisor, dean, and/or vice presidents on your Program Review was helpful.	84.80%	75.00%

XB2. THE SURVEY COMMENT SUMMARY

- There were 28 respondents who did not participate/were not involved in/ did not contribute to program review. The summary of their comments are below:
 - Don't know about it
 - Was not been asked to participate/Was not informed
 - Supervisor did it all

Note to the Planning Committee:

- Year 3 and Year 5 have the similar results. It has the consistent result.
- Recommend that the Planning Committee sets the expectation that program leads encourage broad communication and participation within the department. Each VPs will communicate with their Deans, the Deans communicate to their program leads, and program leads communicate with their faculty and classified professionals.
- Evaluation: use this item to evaluate the process. #3 answer yes to increase.

- Feedback from Supervisor
 - Did not receive feedback
 - Not aware of supervisor's feedback in eLumen

Note to the Planning Committee:

- This may be due to the malfunction of reviewer in the eLumen system during the feedback time.

➤ Most valuable aspect of program review

- Goals and planning collaboration with colleagues
- Outcomes and enrollment trends
- It provides an opportunity to reflect and plan
- Knowing if we are meeting students' needs

Sample Comments:

- *Getting to see where our program is and where it is going.*
- *The Program Review is a good way to check how each department is doing and if we are meeting the students' needs.*
- *The comprehensive look at the program with my team. By the time we complete program review, we've discussed the recommendations and assessment results. We were planning to have some peer review within student services. I got good feedback there from my colleagues.*
- *I like that PR offers me the opportunity to look over the many factors that have an effect on our discipline/courses/degree and make adjustments as needed.*
- *Faculty have the space and time to really review the aspects of their programs, so that they align with what students need when they transfer. It is important to consider the relevancy of our programs and to streamline the process of what students need to take to transfer to a four-year institution. I would include more focus on how we advertise our programs, whether through our websites or flyers that we distribute at student events to increase enrollment opportunities.*
- *Setting the vision for success goals—this is a very important aspect of the program review.*
- *It is an important part of looking back over the goals and objectives of the department to make sure we are on track and learning from our past experiences*
- *Analyzing the data and understanding student success and retention.*
- *Access to data, organized templates, structure, timelines. I think we need some consistency in the process. Each cycle seems to have new things in it! It will be nice if we can go through a cycle at least twice with fewer changes. (Of course, who knew Covid would happen). Help departments take control of their assessments in eLumen--meaning, expiration dates, etc. Use a College Assembly more often to talk about assessment cycle.*

➤ Drawbacks to program review or Recommendations

- Time consuming
- Conflict with other major tasks
- Wasting time

Sample Comments:

- *The only drawback would be if a program does not need a lot of review or changes. Some of the programs are extremely relevant based on their transdisciplinary nature. Plus, some programs are accessed more as GE or required classes for transfer rather than for a student who is majoring in a certain program. Perhaps those program reviews could be done in a "light" framework, so that faculty do not waste time when an overhaul or major changes are not needed. I also think more mentorship is needed for those programs that*

are still relatively new. That way, the faculty in these areas can work with management and staff to increase enrollment in their programs.

- *As stated above, CTE faculty seemed to have issues writing program review, across multiple disciplines. This largely has to do with the fact that they come from different industries than higher ed and our "academic" jargon doesn't make sense. Perhaps a training session that is geared specifically CTE faculty would be good, or, reframing of the questions to use more common language.*
- *Never enough time for anything, especially during a pandemic. No recommendations, unless you can add more time to a day :)*
- *PR timeline tends to overlap with other major due dates so workload can feel strained at times.*
- *It seems like the program review is trying to do two conflicting things. 1. be an honest account of the program and 2. promote the program so the college looks good. It is hard to be honest and promoting.*
- *It is much too clinical in nature. Analyzing data and connecting to college and district policies and initiatives is important, but this year's PR was just that. Previous iterations of PR updates — I am thinking specifically of the program review submission tool — asked programs to identify professional development activities undertaken by faculty and staff and explain how they impacted the program. It also asked programs to highlight successes. Things like that led to a more well-rounded look at programs, and served as a way of harvesting important information for the accreditation cycle.*

➤ **Lesson Learned or Takeaway**

- Review is valuable
- Programs are making progress toward their goals
- Finding more time to collaborate
- Learning a lot through the process
- Understand the importance of PR
- This process works best when all major departmental leads work together

Sample Comments:

- *Keep good departmental records of each program review cycle to ease the next cycle, especially for a new person completing the forms.*
- *The review sessions were very helpful.*
- *The resources embedded in the template are SO great!*
- *Find more meeting times to discuss program review with our department, start early.*
- *I learned a lot about our department and strategies for success.*
- *I understand the importance of PR. That said, it feels like once we identify areas for improvement, show supporting data, identify ways to support students success, etc.....the reality of it happening (with all the hoops we have to jump through to make change) is discouraging.*
- *This process works best when all major departmental leads work together.*
- *Being from a large department, we have a specific set of issues related to this process that will not apply to departments that have only a few faculty members. I feel as though our department needs to do a better job of integrating this process into our flow, including educating all members on the importance of this process.*
- *Our program is making marked strides towards equal success rates for historically under-represented group.*
- *Backwards design is a great way to approach our COR and program updates. I am grateful for the team that is incorporating these aspects into the program review.*
- *Program reviews need to be done by people that are professional data analysts. If you want a program review that is well done and relevant, you need to have people that are trained in this field. It is ridiculous to think that a faculty member that has no professional training*

in data analysis is capable of successfully completing a program review. 1. Have someone that knows what they are doing to complete this program reviews.2. Properly educate faculty in how to do these program reviews. Properly, professionally, not via YouTube tutorials.

➤ Other:

- Appreciation
- Equitable learning

Sample Comments

- *We should continue to focus on equitable learning and culturally relevant teaching in all programs, no exceptions. This is imperative, so that students feel represented and considered in all fields of study. We had a mandatory cultural curriculum audit, that was voted on and approved by the academic senate. I would like to see this requirement re-established, so faculty are getting training to make their learning equitable.*
- *Thank you all for your hard work in trying to help us make this a positive experience!... It must be like herding cats.*
- *always a challenge to access and too many different things to "hunt" for...would be nice if I could go to my own department folder and all the links would be posted there in order of the PR template.*
- *Accessing the Tableau Reports is still a bit confusing for me.*
- *Having program specific data already completed in the templates would have been nice, BUT having to go find the data myself forced me to learn more about Tableau which is helping the program make data informed decisions.*

XI. STRENGTHS AND RECOMMENDED IMPROVEMENTS

The feedback received through the levels of validation and the program review survey results indicated areas of strength and areas for improvement to the process for the next program review period.

The areas of strength are (continue doing):

- Continue the “chunking” process for the Instructional Units.
- Continue the similar templates, data (enrollment, outcomes, goal setting and alignment), and update program.
- Continue the trainings provided clear and concise information and guidance to complete program review.
- The collaboration with colleagues in development of goals and program/unit planning.

The areas for recommended improvement are:

- The offer the trainings throughout the academic year.
- Create space for collaboration time among units/departments.
- Improve the organization of the data (COOR, Assessment, Tableau) in one location for easier user review and utilization in reporting.
- Expand upon the Tableau trainings to provide more customized support and detailed guidance.

XII. TIMELINE, TASKS, RESPONSIBLE PARTY, CROSS SECTION REPORTS

Process: a series of actions or steps taken in order to achieve a particular end

Program Review Year 5 Update (2021-2022)			
Tasks			Timeline/Month
Review/Revise Program Review (PR) Unit List			Aug 2021
PR Data available			Sept 2021
Review/Revise Program Review (PR) Year 5 Template			Sept 2021
Draft PR Year 5 Template to Academic Senate, Dept. Chairs, and Program Managers for feedback			Sept 2021
PR Year 3 Template approval by the Planning Committee			Oct 3, 2021
Instructional Units	Student Services Units	Administrative Units	Oct —Feb
Instructional Deans provide training to support completion PR--Section 3 (Assessment) and 4 (Curriculum)			Sept 2021
Due to Instructional Dean			End of Sept 2021
Instructional Deans provide training to support completion PR--Section 1 (Program Update)			Oct 2021
Due to Instructional Dean			End of Oct 2021
Instructional Deans and PIE Dean Provide training to support completion PR--Section 2 (Vision for Success Goal Setting)--Data Analysis			Nov 2021
Due to Instructional Dean			End of Nov 2021
	Student Services PR 1 st draft		Nov 15, 2021
	Student Services PR 2 nd draft due to direct supervisors		Dec 15, 2021

Program Review Year 5 Update (2021-2022)			
Tasks			Timeline/Month
Instructional Units	Student Services Units	Administrative Units	Oct —Feb
	Student Services PR <u>final draft</u> due to direct supervisor		Jan 15, 2022
Office of Business Services provide training to support completion PR--Section 4 Resource Request on cost estimation if needed			Feb 2022
Instructional PR final draft due to Instructional Dean	Student Services PR due to VPSS	Administrative PR due to the President	Feb 3, 2022
Program Review (PR) Year 3 Update Report Due to PIE			Feb 15, 2022
All PR Reports and Cross Section Theme Reports posted on the PR Website			March 15, 2022
Resource requests (if they have not incorporated in the PR) due to the database			March 27, 2022
Resource Allocation Reviewed and Recommended by SGC			April 2022
Validation Process			Sept 2021—Fall 2022
1. Deans review each section and discuss with dept. chairs/program leads each month, certify the completion, and note the effectiveness of the program			Sept 2021—Feb 2022
2. Deans update their VPs on the strengths and challenges on their respective programs			March 2022
3. VPs update the President's Cabinet on the strengths and challenges on their respective programs.			April 2022
4. The PR Cross Section Theme Reports are <u>disseminated</u> to the appropriate Committees.			March 2022

Program Review Year 5 Update (2021-2022)	
Tasks	Timeline/Month
5. Committees/Groups review the PR Cross Section Theme Report. a. Section 1--Program Update, Enrollment, and Labor Market to be reviewed by i. Office of Instruction (Deans and VPI) ii. Office of Student Services (Deans and VPSS) iii. SEM (Recommendations from i and ii go to SEM, SEM reports to SGC in fall 2020)	April/May 2022 Fall 2022
b. Section 2--Vision for Success Goals to be reviewed by i. Planning Committee ii. Academic Senate iii. SEM (Recommendations from i and ii go to SEM, SEM reports to SGC in fall 2020)	April/May 2022 Fall 2022
c. Section 3--Assessment to be reviewed by i. TLC ii. Student Services Student Learning Outcomes Committee iii. Academic Senate iv. SEM (Recommendations from i and ii go to SEM, SEM reports to SGC in fall 2020)	April/May 2022 Fall 2022
d. Section 4--Curriculum to be reviewed by i. Curriculum Committee ii. Academic Senate iii. SEM (Recommendations from i and ii go to SEM, SEM reports to SGC in fall 2020)	April/May 2022 Fall 2022

XIII. EVIDENTIARY DOCUMENTS

[Program Review Year 5 Update--Process](#), including

- eLumen
- Units
- Timeline
- Templates
- Training Calendar
- Vision for Success data, including Data Coach
- Program review guides (training materials)
- Program review eLumen training videos

[Program Review Year 5 Update—Reports](#), including

- Program Review 2021-2022 Year 5 Update Evaluation Report
- Survey Results
- Individual Program Reports
- Theme Reports

XIV. ACCJC STANDARDS (TO WHICH THIS PROCESS CONTRIBUTES)

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

IB2. The institution defines and assess student learning outcomes for all instructional programs and student and learning support services. (ER 11)

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission

and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

- II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
- II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
- II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
- II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution

systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

- II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
- II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
- II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
- II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
- II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

XV. ACCJC GUIDE FOR INSTITUTIONAL-SELF EVALUATION

5.4 Requirements for Evidentiary Information

iii. Evidence of Quality Program Review

- Program review cycle/timelines
- Policies on curricular review
- Evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning
- Action taken (improvements) on the basis of program review
- Connection to the budgeting and resource allocation processes
- Impact on institutional effectiveness, educational quality, and student success