Attachment 9.14
Program Review Procedures

Program Review Report Sample

SJVC

Program Review Report

MOMA Shared Courses

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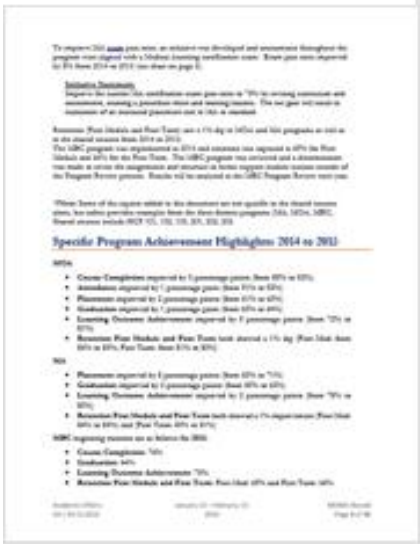
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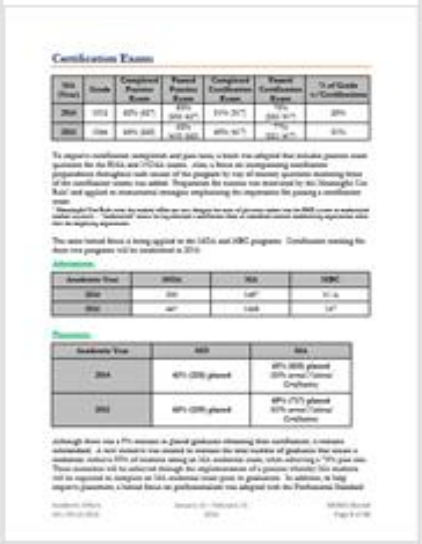
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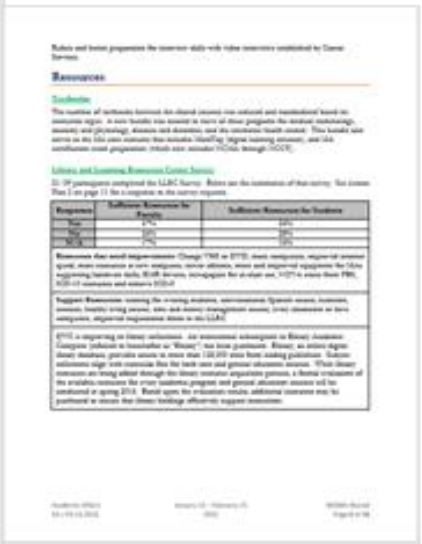
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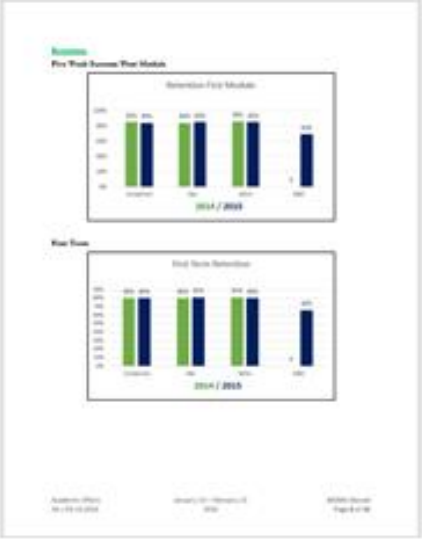

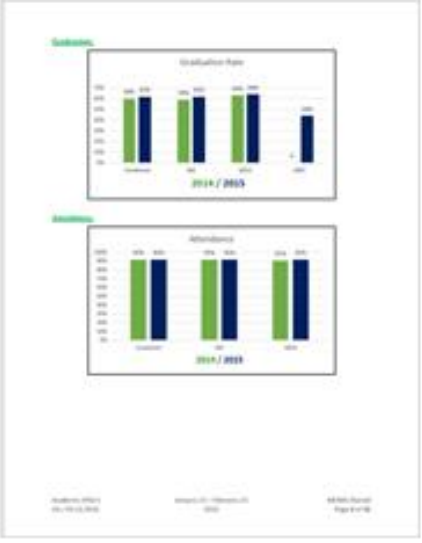

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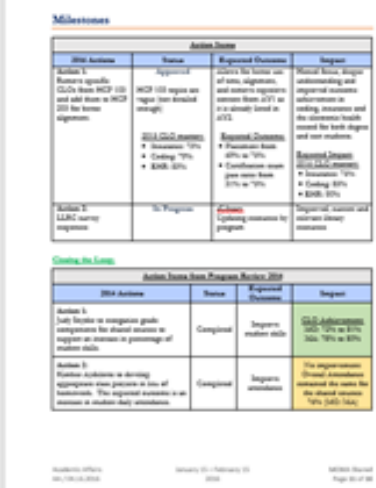
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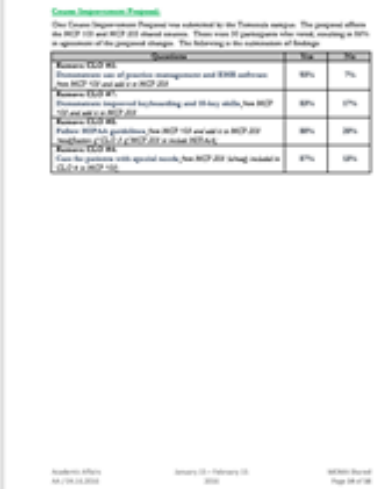
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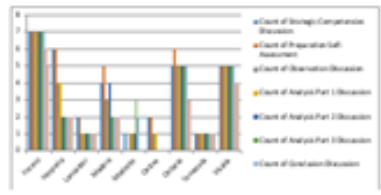

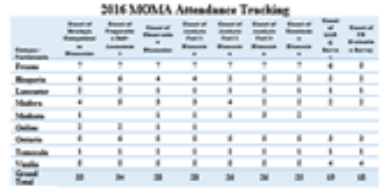
2016 MOMA Attendance Tracking

Proposals for Improvement

Program constituents can propose improvements that are not a direct result of the Program Review process at any time. Do keep in mind that program improvements can involve many departments and require review and processing before implementation is available.

Textbook Improvement Proposal (TIP)

To add, delete, or change a textbook, submit a Textbook Improvement Proposal (TIP) form (Sample) and additional support data to CurriculumImprovements@sjvc.edu 60- 90 days before the scheduled Program Review.

Course Improvement Proposal (CIP)

To suggest improvements to a course outline, assessment tools, CLOs, grade components, etc. submit the completed Course Improvement Proposal (CIP) form (Sample) and required support data 60-90 days before the scheduled Program Review to CurriculumImprovements@sjvc.edu.

Program Improvement (PIP)

To recommend more dramatic improvements to a program, such as new courses, unit changes, matrix changes, or accreditation updates impacting several courses you may submit a Program Improvement Proposal (PIP) form (Sample) and required support data to CurriculumImprovements@sjvc.edu.

Course Improvements	Program Improvements
• Changes to common assessment tools (rubrics, skill-offs, questions, projects, dropboxes, grade items, thresholds) • Changes to wording of CLOs that do not impact meaning of CLOs • Changes of less than 50% to Course Student Learning Outcomes (CLOs) in one course • Changes of less than 50% to wording of course descriptions	• Any change needing approval by an external accreditation body • Program name change • Matrix changes • Combining courses • Deleting courses • Adding courses • Course name changes

• Changes of less than 50% to the Unit Objectives of a course outline • Grade component changes	• Clock hour or unit value changes • Changes to Program Learning Outcomes (PLOs) • Changes to performance standards (typing tests etc.)

Measurement, Evidence and Support Documentation

All proposals require a measurement of improvement and evidence of improvement need as part of the submitted portfolio. Measurement includes at least one metric that will measure the impact of the improvement by meeting a target by a specified date. Evidence can include various support documentation and/or student achievement data.

Measurement. What metrics will be used to evaluate the effectiveness of the proposed changes (placement, licensure, certification, CLO/PLO achievement, course completion, etc.)? **What is the current status and what is the expected target?**

Metric	Current	Target	By when
Program Placement Rate	*69%*	*75%*	*14 months after improvements are implemented*

Productive Evidence	Unproductive Evidence
Productive Evidence includes but is not limited to: ☑ Documented Advisory Board minutes ☑ Statements from Advisory Board members, extern sites, clinical sites, employers, Career Services Managers ☑ Detailed recommendations from programmatic accrediting associations ☑ Details on new laws and /or legislation ☑ Course comparison with similar institutions ☑ CLO data ☑ PLO data ☑ Retention data ☑ Placement data ☑ Grades	Unproductive Evidence includes but is not limited to: ☒ Personal commentary and opinion not supported by productive evidence ☒ Generalized statements such as "All of our students say…" ☒ Marketing materials from publishers

To access any proposal forms in MS Word format go to:
InfoZone > Departments > Program Review

Textbook Improvement Procedure

1. Completed proposal form is submitted to CurriculumImprovements@sjvc.edu for review 60-90 DAYS before Program Review.

   FORM is located on InfoZone: Departments > Program Review > Document Center

2. Textbook cost increase of 5% or more must be submitted by the curriculum department to the Senior Management Budget Committee for approval.
3. Once approved, the proposal form is uploaded into eCourses for program members to review and discuss for a minimum of 25 DAYS.
4. Curriculum department:
   a) orders sample materials for all involved campuses
   b) informs all appropriate publishers of possible change
   c) notifies Corporate Director of Purchasing to begin review process
5. After the review period, faculty will be given the opportunity to vote on the text for a minimum of 5 DAYS.
6. Proposal is approved by a majority of faculty votes. Voting results are posted in forum. Final approval can be dependent upon the level of faculty participation.

Proposal Approved	Proposal Not Approved
Corporate Director of Purchasing and Campuses are notified of textbook change. Textbook change is added to the ATL by week 2 day 3 of the next module.	Proposal is returned to requesting party with feedback from curriculum department. Discussion on the text may continue. If a majority of faculty re-evaluate the decision, the proposal may be resubmitted.

Textbook Improvement Proposal Sample

STANDARD:	Proposed textbook revisions must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.
POLICY:	Textbook Improvement Proposals are to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu between *60 - 90 days prior* to the department's Program Review for peer review and institutional determination. Senior Management approval is required for any text expense greater than 5%.
PROCESS:	Complete and submit the Textbook Improvement Proposal to CurriculumImprovements@sjvc.edu. Attendees at Program Review will vote on adoption of the proposed text/software. A corporate curriculum team member will coordinate implementation of approved proposals.
TIMELINE:	Please allow 90 days for implementation of textbook changes.

Person Requesting:	*Erika Hultquist, VT Instructor*
Date:	*January 6, 2016*
Campus:	*Fresno*
Program:	*Veterinary Technology*
Course:	*VRT 101*
Current text(s):	*Clinical Anatomy and Physiology for Veterinary Technicians* *CLASS SET: Mammalian Anatomy, The Cat*
ISBN:	*9780323046855; 9780895826831*
SECTION 1: New Textbook Information	
Title:	*Clinical Anatomy and Physiology for Veterinary Technicians Laboratory Manual*
Author:	*Colville and Bassert*
Publisher:	*Elsevier*
ISBN:	*9780323048033*
Cost:	*Bundle Price $114.95 – SJVC Cost $74.71* *Textbook and Laboratory Manual*
Edition:	*2nd edition*

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SECTION 2: Cost Analysis

Cost increase of 5% or more must be submitted to Senior Management.

Review Date: January 15, 2014 / Carole Brown Approved ☒ Disapproved ☐

Comments:

The approval of this proposal would increase the total cost from $50.66 / student (+ $33.56 for a class set of "Mammalian Anatomy: The Cat") to $74.71 / student.

Current program data (01/10/2011 – 01/28/2013) shows VRT101 was taught 11 times with a total of 234 students.

SECTION 3: Measurement What metrics will be used to evaluate the effectiveness of the proposed text? (CLO improvement, licensure, certification, etc.) What is the current status and what is the expected target?

Metric	Current Status	Target	Date
Completion rate	*84%*	*90%*	*6/2016*
Attendance	*82%*	*90%*	
	49% (CLOs 1 & 4)	*85%*	
	53% (CLO 2)	*85%*	
	61% (CLO 3)	*85%*	
CLO achievement is exceptionally low	*75% (CLO 5)*	*85%*	

SECTION 4: Summary of Student Learning Outcomes

1. Provide a general explanation of the benefits of the new textbook.

This lab manual supplements the information contained in the textbook. There are many learning activities that will supplement the other teaching techniques used in VRT 101. The variety will help meet the varied learning styles of our adult students. Some examples are:
Matching questions to terms, labeling anatomy within illustrations and learning games such as crossword puzzles. Implementation will also reduce the need for copies/handouts in VRT 101.

PD Comments: This book will replace the Sebastiani text at this time. Currently the Sebastiani text is used as a class set. It is really not very supportive of the main Colville text and has led to a number of confusions between the uses of differing terminology than what is in the main text. Additionally, the lab manual is meant to accompany and reinforce the main text. At this point both Erika and I are making copies out of the

lab manual because it has vastly increased the student experience (just going off of commentary from the students themselves) and will greatly assist in cementing their knowledge of Anatomy.
2. *How does this textbook support the PLOs?*
Anatomy and physiology are a core foundation of knowledge in the Veterinary health care field. Without a strong basis here, students will struggle throughout their school career and into their professional career until they build a strong foundation.
3. *How does this textbook better support the CLOs than the current textbook? (Please address specific SLOs in your response)*
This will supplement the current textbook and provide additional learning resources for the students. This current laboratory manual was made to accompany the current text. It provides not only reinforcement activities like crossword puzzles and word searches, but it also provides the instructor with real world activity ideas to incorporate into the lab to reinforce concepts. *Additionally, this workbook uses the same language and terminology as is used in the Colville text. This is greatly reduce student confusion when using it as a dissection guide.*
4. *How does this new textbook support the action items listed on your current Program Review Plan? If it doesn't directly align with action items, provide additional explanation or justification for change.*
This has not been discussed in Program Review, however AVMA requires us to constantly review textbooks and library holdings for accuracy and applicability to the current curriculum.
5. *What additional instructor resources are provided with this textbook that are not provided with the current textbook? (PowerPoints, software, etc.)*
None
6. *Additional Information:*
All of the additional resources are linked to the textbook (which possess the answer keys to the workbook exercises as well as the image library). This workbook provides better activities to use as reinforcement of material.

Course Improvement Proposal (CIP) Procedure

1. **SUBMIT**: Faculty members from any campus can initiate a proposal. Completed Proposal forms are submitted to the CurriculumImprovements@sjvc.edu

   FORM is located on InfoZone: Department > Program Review > Document Center

Course proposals can be used for a variety of change requests; therefore, the procedure may differ depending on the request. The curriculum department will determine appropriate steps.

2. **VETTING**: at Program Review (30 days)
   - ✓ The proposal is uploaded into the Program Review eCourses for program members to review through the designated discussion forum
   - ✓ The curriculum department will facilitate the forum discussion. All faculty members in the program are encouraged to participate.
   - ✓ After discussion period, the curriculum department will initiate a vote

3. **APPROVALS**:
   - ✓ Depending on the nature of the Proposal, approval by the Senior Management Budget Committee may be required
   - ✓ Proposals may be approved by faculty through majority vote when required
   - ✓ Some proposals can be directly approved by the Curriculum Department

4. **BUILD**: from 2 to 60 days
   - ✓ Changes are communicated to all impacted campuses with an effective date
   - ✓ Curriculum department will coordinate the implementation of the changes

Course Improvement Proposal (CIP) Sample

STANDARD:	Proposed course improvements must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.
POLICY:	The Proposal form is to be completed in full and submitted with support documentation to the CurriculumImprovements@sjvc.edu *between 60- 90 days prior* to the department's Program Review for peer review and institutional implementation.
PROCESS:	Complete and submit the Course Improvement Proposal to CurriculumImprovements@sjvc.edu. Attendees at Program Review will vote on adoption of the proposal. A corporate curriculum team member will coordinate implementation of approved proposals.
TIMELINE:	Changes may take a minimum of 60 days to implement. Please plan accordingly

Course Improvements include but are not limited to:

- Wording of CLOs
- Changes to common assessment and teaching tools (rubrics, skill-offs, exams, projects, grade items, dropboxes, thresholds)
- Changes of less than 50% to course outline components (course description, CLOs, UOs)
- Grade components

Campus:	*Visalia, Bakersfield, Fresno, Ontario, Modesto, Hanford, Hesperia, Lancaster*
Program:	*RT*
Course:	RT41
Person Requesting:	*Kerry Green*
Date:	*8/25/14*

SECTION 1: Improvement Information- Describe the proposed improvement and how the change will improve the course?

Change	**Justification** - Explain how each change will improve the course
Edit the wording to CLO 11 and add a CLO 12. To assess these two outcomes, they proposed updates to the existing rubric. *RT41 CLO 11: Pass the Comprehensive Therapist Multiple-Choice secure self-assessment examination (SAE) for advanced level practitioner (RRT)* *RT 41 CLO 12: Pass the Comprehensive Clinical Simulation self-assessment examination (SAE) for advanced level practitioner (RRT)*	*To be in alignment with RRT requirement*

Section 2: Additional information- Include any additional information that may be helpful with implementing the change

SECTION 3: Academic Leadership Input *A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).*
All RT Program Directors agree via email by 9/11/14 *Ontario supports this change.* Visalia agrees with Jeff. *Temecula is in favor of this change.* I approve of this change.- Jeff Rutherford

Program Improvement Proposal (PIP) Procedure

1. **SUBMIT**: Faculty members from any campus can initiate a proposal. Completed Proposal forms are submitted to the curriculum department at CurriculumImprovements@sjvc.edu

   FORM is located on InfoZone > Departments > Program Review > Document Center

2. **VETTING**: at Program Review (30 days)
   - ✓ Curriculum department gathers input from internal departments such as Academic Affairs, Academic Applications Administrator, Financial Aid, Admissions, Information Systems, Facilities, Associate VP, and any other affected campuses or departments.
   - ✓ External support documentation is gathered by faculty in collaboration with the curriculum department.

3. **APPROVALS**: may require up to 90 days
   - ✓ Proposal is submitted to the curriculum department for review in no more than 15 DAYS
   - ✓ If the program has an external accreditation body, the proposal will also need approval of the Director of Program Compliance, and will be reviewed in no more than (the same) 15 DAYS
   - ✓ Proposal require submission to the Vice President of Academic Affairs for review and approval
   - ✓ Proposals may also require submission to Senior Management Budget Committee for review and approval

4. **BUILD**: requires a *minimum* of 60 days before implementation:
   - ✓ Approvals and timelines are communicated to all impacted campuses
   - ✓ Faculty and curriculum department or designee build course outlines
   - ✓ Faculty and curriculum department revise/build common mastery assessments
   - ✓ Academic Application Administrator and Registrar(s) build program IDs and schedules
   - ✓ Curriculum department builds Curriculum Repository
   - ✓ Faculty choose ancillaries and textbooks
   - ✓ Curriculum department update all corresponding assessment plans
   - ✓ Curriculum department updates Catalog and marketing materials
   - ✓ Any faculty hiring and/or training will occur as directed by each campus Academic Dean with support from the Director of Instruction

Program Improvement Proposal (PIP) Sample

STANDARD:	Proposed program improvements must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.
POLICY:	The Proposal form is to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu *between 60- 90 days prior* to the department's Program Review for peer review and institutional determination.
PROCESS:	Complete and submit the Program Improvement Proposal to CurriculumImprovements@sjvc.edu. Attendees at the Program Review will vote on adoption of the proposal. If approved, the proposal is forwarded to Senior Management for their review.
TIMELINE:	Program changes take a *minimum* of 120 days to implement. Please plan accordingly.

Program Improvements include but are not limited to:

- Any change needing approval by an accreditation body
- Program name or course names
- Matrix changes
- Combining, deleting or adding courses
- Clock hour or unit value changes
- Changes to Program Learning Outcomes (PLOs)
- Changes to performance standards (typing tests etc.)

Campus:	*Fresno*
Program:	*Veterinary Technology*
Contact Person:	*Michele Lopez, RVT*
Person Requesting:	*Michele Lopez, RVT*
Date:	*April 24, 2014*

Improvement Information:

Describe each proposed change and the reason each will improve the program.

Change	Justification
VRT206 Companion Animal Nursing • *Move to Term 1 Mod 1 and pair with VRT101* • *Increase from 5 weeks to 10 weeks* • *Increase the units from 3 units to 5 units*	• *VRT206 needs additional time to meet the CLOs* • *0 of 5 CLOs achieve target of 80% (CLO1- 48%, CLO2- 60%. CLO3-77%,*

	CLO4-56%, CLO5-66%)(see CLO data)
VRT101 Anatomy and Physiology of Domestic Animals • *Change from 5 weeks for 5 hours/day to 10 weeks for 2.5 hours/day*	• *Pairing VRT101 (A&P of Domestic Animals) with VRT206 (Companion Animal Nursing) will provide stronger foundational knowledge* • *More time spent on anatomy will increase state board scores in this area* *Anatomy is one of the areas our recent grads have had trouble with on their state boards*
VRT102 Fundamentals of Animal Nursing • *Reduce from 10 weeks to 5 weeks* *Reduce the units from 5 units to 3 units*	• *This class does not have enough content to support 10 weeks* • *Time is better spent on increasing anatomy and physiology*
VRT205 Laboratory Procedures *Move to Term 2 Module 1*	• *The students need the disease information to be able to meet the CLOs* • *The Lab portion focuses on diagnostics for some diseases. The way the course is set up now, students aren't taught about any of the diseases or symptoms until after the class. Consequently, they are unable to retain the information and differentiate between the various diseases. (For example we teach them how to perform a urinalysis, which can be used to diagnose or monitor kidney functions and kidney disease but currently we don't teach them or introduce them to kidney disease and its symptoms, why it's important, etc. until after this class in companion animal nursing).* • *The new matrix would have them learn the diseases first then learn the diagnostics.*
VRT208 Introduction to Pharmacology *Move to Mod 2 Term 2*	• *VRT208 needs to be offered after both VRT205 Lab Procedures and VRT102 Small Animal Nursing so that the students can apply pharmacology with knowledge from these courses* • *VRT208 needs to be offered closer to the surgery class taught in Term 3 so pharmacological knowledge can be applied to surgery*
VRT390 Veterinary Clinical Rotation *Extend from 5 weeks to 10 weeks in Term 3*	• *This will help in relieving the amount of hours for the student in the second 5 week*

VRT 308 Advanced Pharmacology *Move to Term 2 Mod 3*	• *There is too much content in VRT208 Beginning Pharmacology* • *There is not enough content in VRT308 Advanced Pharmacology*
MTH 121 and MTH 122 *Move to pair with the Pharmacology classes (VRT208 and VRT308)*	• *The math classes should be given with the pharmacology classes to ensure better understanding of the math required for pharmacology* • *MTH122 class is currently offered at the end of the program which is too late to assist with pharmacology content*
VRT 301 Beginning Surgical Assisting A ***VRT 306 Beginning Surgical Assisting B*** • *Combine beginning surgery lecture and beginning surgery lab to one class* ***VRT 310 Advanced Surgical Procedures A*** ***VRT 320 Advanced Surgical Procedures B*** *Combine the advanced surgery lecture class with the advanced surgery lab class to one class*	• *Currently if a student fails the lab but has passed the lecture they only repeat the lab portion. This is a problem because they often have to take a leave for 15 or more weeks before the class is offered again.* • *The gap between lecture and skills class makes for more student failures upon repeating the class.*
VRT 490 Externship A ***VRT 491 Externship B*** *Combine Externships A and B to one 15 week course*	• *Some students complete all extern hours prior to the start of VRT491 adding confusion and unclear attendance postings* • *Having a single course for all extern hours to be completed would simplify and clarify student records* • *As expressed in past VT Program Reviews, Career Services personnel support this change in expectancy of higher placement rates*
ENG 121 and ENG 122 *Place in the matrix where appropriate to accommodate core course improvements*	

SECTION 1: Measurement What metrics will be used to evaluate the effectiveness of the proposed changes? (Placement, licensure, certification, CLO/PLO achievement, course completion, etc.)
What is the current status and what is the expected target?

Metric	Current	Target	By When
VTNE (the licensing exam)	*25%*	*90%*	*18 months after*

			implementation
State board scores	*25%*	*90%*	*18 months after implementation*
CLO achievement in ten courses	*30 of 78 (38%) of VT CLOs were assessed and achieve 80% mastery*	*All 78 CLOs to achieve 80% mastery*	*18 months after implementation*
Graduation Rate (11/21/11 – 12/17/12)	*52%*	*70%*	*18 months after implementation*
Placement (11/21/11 – 12/17/12)	*86% for 2012 per June 2014 Fact Sheet (see below)*	*Continue exceeding 75% institutional target*	*18 months after implementation*

SECTION 2: SUPPORT DATA (Include as an attachment documentation from outside sources and of student success that support the need for the changes)

2.1 Documentation: Support documentation includes but is not limited to: Advisory Board minutes or statements from members; statements from career service department, extern sites or employers; documentation of programmatic regulations from accreditation associations or new laws and/or legislation; research on current industry trends; course comparison with other institutions

2.2 Student Success Data: Student Success Data includes but is not limited to: CLO data, PLO data, Placement data, Licensure/ Certification data, Retention data, Enrollment data, Attendance data, Course surveys

List of support data:

Statements from former students

CLO data (See Appendix 2)

Explain how the data listed above support the proposed changes

Previous student statements illustrate the need for a program improvement such as:

- *The classes are taught in such a way that students have trouble retaining knowledge because the class order is not designed to build on previous knowledge*
- *Information is given after the concepts it explains. (The pharmacology is given before the diseases – they learn the treatment of diseases before they learn about the diseases)*
- *The anatomy is given 25 weeks before the diseases are introduced*
- *The diagnostic procedures are outline before the diseases are introduced or explained*

CLO Data

- *There are 78 total CLOs from all courses. Of the 78, 30 achieved target, 25 were below target and 23 were not assessed (from January 2013 to present)*
- *25 of 55 (45%) of common mastery assessment questions assessed did not meet the 80% target*
- *The data illustrate the lapses in knowledge retention. Common Mastery Assessment questions in later classes require re-teaching of information due time gaps between introductory and advanced classes.*

  Instructors spend several class hours in surgery class reviewing pharmacology and the students still have a difficult time grasping the concepts and remembering the drugs because pharmacology was taught too long ago when students get to the advanced classes.

SECTION 3: ALIGNMENT WITH OUTCOMES

Provide a narrative that explains how the proposed changes align with and support the Student Learning Outcomes identified within the program. (Academic Affairs to complete)

New matrix will support achievement of current PLOs and ILOs. CLO and PLOs will not change. Courses will be shuffled and adjusted to the appropriate length for outcomes to be achieved.

SECTION 4: TEACH-OUT

A "teach-out" is when current students will need to finish their original class schedule while new students will be given the changes – this can create the need for additional classrooms, teachers, or changes to student contracts. (Used for assessing the financial impact of the changes)

This proposal will create a "Teach Out" situation: Yes ☒ No ☐

Describe the plan for addressing a teach-out situation:

The current program is linear, and each term is a prerequisite to the previous term. The content shift will mean that students returning from an LOA may have to take independent study to catch up.

SECTION 5: IMPACT ON STUDENTS

*Provide a detailed narrative that clearly explains how the proposed changes will impact current student **schedules** and/or **campus experience** both positively and negatively.*

The current students should not be impacted by the change. There is adequate lab and lecture space for the new matrix to begin without any impact on the current students.

The negative impact during the teach-out period would be that any failures of classes or any students on LOA or returning from LOA would need to take independent study courses to complete the program.

SECTION 6: IMPACT ON FACULTY

*Provide a detailed narrative that clearly explains how the proposed changes will impact any **faculty scheduling** or **qualifications**. Will additional faculty be needed? Will current faculty need additional training? (Used for assessing the financial impact of the changes)*

The surgery classes will require a commitment of 10 weeks per class instead of 5 weeks. This should not impact scheduling; the same teacher often teaches the lab and lecture portions of the class.

The faculty members who teach the lecture are fully qualified to teach the lab. Frequently the same teacher teaches the lab and the lecture.

The expectations in the class for the students will be clear and consistent because the same instructor will be teaching both lecture and lab.

SECTION 7: IMPACT ON RESOURCES

*Provide a detailed narrative that clearly explains how the proposed changes will require modifications to current **classroom space/ facility usage** or require new/additional **equipment**. (Used for assessing the financial impact of the changes)*

The only resource requested is the textbook Veterinary Dentistry for the Nurse and Technician for ten of the VRT courses (See Appendix 3).

There is adequate lab and classroom space available. There is no additional equipment needed to implement these changes. There is no anticipated impact on other programs or departments.

SECTION 8: IMPACT ON PROGRAMATIC ACCREDITATION

Does your program have an external accrediting body? What are their requirements for this sort of change?

AVMA requires a letter notifying them of the changed matrix. Greg Osborn will assist with this requirement upon PIP approval.

SECTION 9: ACADEMIC LEADERSHIP INPUT

A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).

The proposed changes to the VT program will benefit students' academic, clinical, and professional journey. The requested changes reflect a better aligned curriculum ensuring students have necessary prerequisite knowledge and skills throughout the program. Careful consideration was taken after having taught the program to our recent students. Input from all VT faculty and administration has been received and reviewed resulting in a comprehensive program revision. I am confident that these changes will assist our students in achieving our ILOs.

Sumer Avila, CD