



Outcome-Based Program Review Handbook



**Process and Procedure Guides
For Improvements within Academic Programs**

Revised April 2012

San Joaquin Valley College
Outcome-based Program Review Handbook



Table of Contents

| | |
|--|----|
| SJVC Mission and Core Values | 3 |
| Welcome letter | 4 |
| The cycle of Review | 5 |
| Improvement Overview Chart | 6 |
| Program Review | 7 |
| Overview | |
| Structure & Process | |
| Schedule | |
| Program Review Report Policy | |
| Program Review Report Sample (HRA Program) | |
| Curriculum Conferences | 18 |
| Policy | |
| Schedule | |
| Biennial Report Policy | |
| Biennial Report Sample (AMT Program) | |
| Proposals for Improvement | 23 |
| Overview | |
| What is Productive Evidence? | |
| Textbook Improvement Procedure | |
| Textbook Improvement Proposal Sample (VN program) | |
| Course Improvement Procedure | |
| Course Improvement Proposal Sample (AHCM program) | |
| Program Improvement Procedure | |
| Program Improvement Proposal Sample (ESSM program) | |
| Purchasing | 37 |
| Overview | |
| Process Chart | |
| Purchase Proposal Sample (DA program) | |
| Accreditation Reference Rubrics | 42 |
| WASC Student Learning Assessment in Program Review | |
| ACCJC Institutional Effectiveness: Program Review | |

San Joaquin Valley College

Outcome-based Program Review Handbook



SJVC Mission

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. *The College is committed to the success of every student.*

Our Core Values

Success – The College Community is committed to the personal, academic, and professional success of its students, employees, and graduates by providing high-quality education programs, instruction, professional development opportunities, support services, and guidance.

Integrity – The College Community expects personal and professional integrity in the fulfillment of its mission.

Excellence – The College Community sets excellence as a standard in all areas of operation.

Diversity – The College Community celebrates and embraces diversity; emphasizing inclusion and open dialogue.

Community Involvement – The College Community encourages and supports student and employee involvement in their respective communities to mutually enhance civic, personal, and intellectual development.

Lifelong Learning – The College Community fosters an environment where students and employees actively pursue lifelong learning.

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Outcome-based Program Review Handbook



Welcome to our Program Review Process!

Program Reviews have always had a bit of mystery. What decisions are made at these reviews? What happens next? Who participates?

At Program Reviews in the past, instructors have sometimes found themselves in frustrating conversations about textbooks and supplies, or making quick decisions based on one person's personal agenda. One recent experience with a bad student placement or student complaint could shift the entire focus of a Program Review.

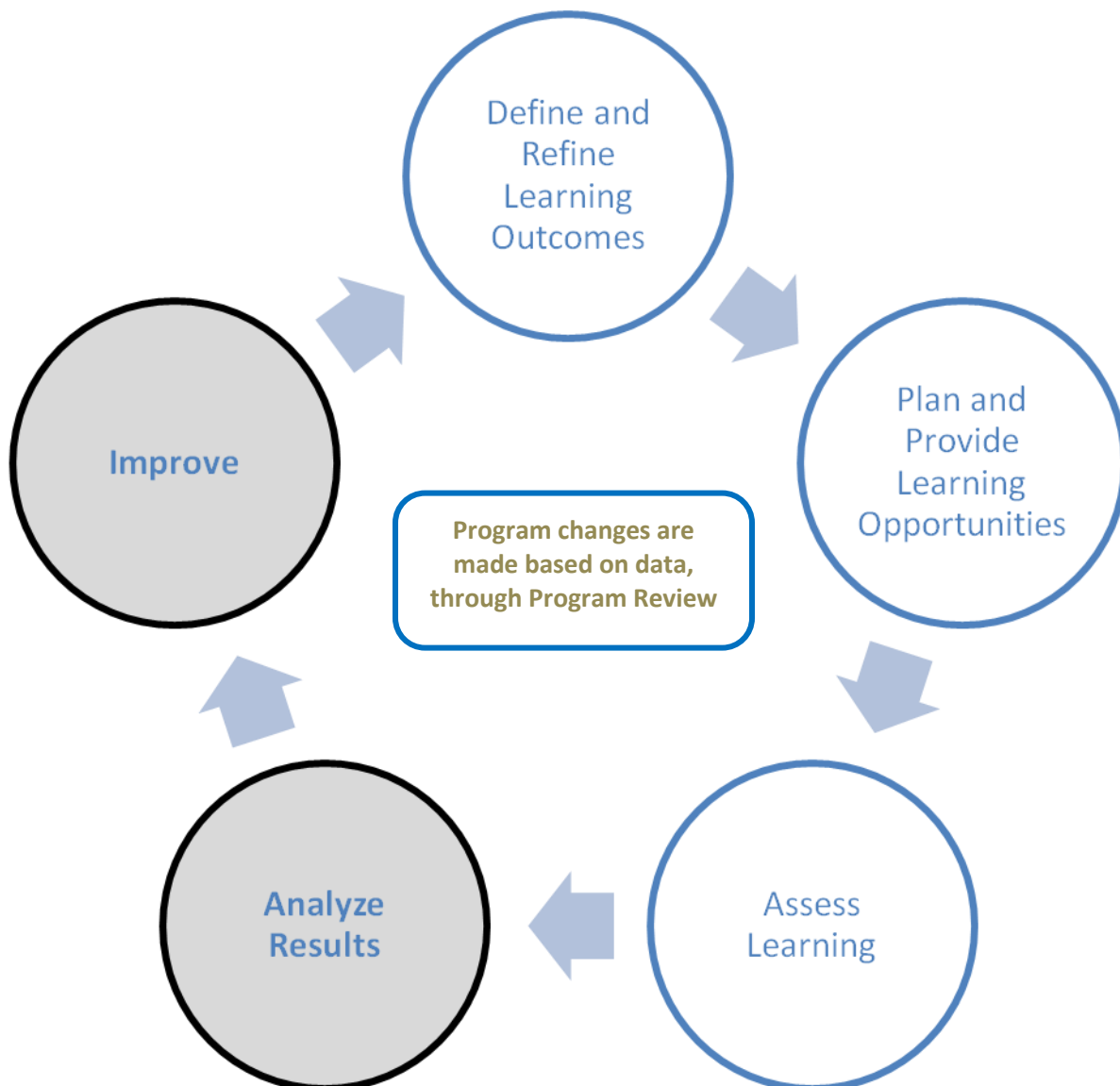
Due to these and other experiences, improvements have been outlined for our Program Review process. This includes procedures to help make transparent, equitable and analytical decisions based on evidence, and aligned with our mission.

How will *you* be a part of this process?

Read on and join in!





**The Cycle of Outcomes and Assessment
Tie Together through Program Review**



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When do improvements happen?

| Program Review | Curriculum Conference | Outside of Review |
|---|---|---|
|  |  | |
| <ul style="list-style-type: none"> ● Data Analysis <ul style="list-style-type: none"> ○ Review data portfolio ○ Review Biennial Report ○ Close the loop on action items from last PR | <ul style="list-style-type: none"> ● Best Practices Sharing <ul style="list-style-type: none"> ○ Rubrics ○ Classroom curriculum ○ Resources (videos, software, etc.) ● Review assessment plans, and alignment maps ● Professional development seminars | <ul style="list-style-type: none"> ● Textbook changes ● Purchase Proposals ● Course Improvement Proposals <ul style="list-style-type: none"> ○ SLO modifications ○ Grade components ○ Common assessments ● Program Improvement Proposals <ul style="list-style-type: none"> ○ Significant SLO modifications ○ New courses ○ Matrix changes ○ Programmatic compliance updates |
| <p>Action Items</p> <ul style="list-style-type: none"> ● Write Program Review Report which includes action items for improvement such as: <ul style="list-style-type: none"> ○ Course changes ○ SLO/PLO changes ○ Grade component changes ○ Programmatic compliance updates | <p>Action Items</p> <ul style="list-style-type: none"> ● Update common assessment tools ● Write Biennial Report | |

San Joaquin Valley College
Outcome-based Program Review Handbook



Program Review Overview

What is Program Review?

Program Review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program. The process brings together key program stakeholders to evaluate a wide range of data about the program in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to construct plans for program improvement and enhancement.

Purpose

1. Instill the inquiry-based study of student learning into practices, curriculum, planning, and decisions for the program.
2. Initiate dialogue about student learning and achievement among key program stakeholders including faculty, administrators, staff, students, student services, Advisory Board members, alumni, employers, and the community.
3. Impart an alignment among the College mission, core values, curriculum, teaching practices, and a commitment to student learning into the College culture.
4. Sustain compliance with accrediting body requirements.

Participants

Program Review is open to all key program stakeholders, including but not limited to, faculty, students, administration, student services, career services, admissions, staff, alumni, employers, Advisory Board members, and community members. A variety of participants is desired.

Number

Each Program Review will be assigned a Program Review Number for budget tracking purposes. This number will be reflected on all documentation and actions referring to this review. Any follow-up reviews or tasks will refer to the original Program Review Number.



Program Review Structure

Program Review is conducted formally at least once every two years for each program and cross-discipline program (General Education). Each Program Review will follow an agenda that includes the three Program Review concepts described below along with input obtained from faculty, Advisory Boards, student surveys, employer surveys, and accrediting bodies.

The Program Review structure consists of three concepts:

- 1. Outcome-based assessment of student learning and achievement:** At least three weeks before the scheduled Program Review, a data portfolio will be put together for the program. It will contain the data needed to analyze the program as outlined in the program's assessment plan (originally created by the Assessment Coordinator), and will be available for public viewing through InfoZone. At the Program Review, this data portfolio, along with Advisory Board minutes, the program's Biennial Report, and previous Program Review Reports will be carefully analyzed in respect to student learning and achievement and the assessment process as a whole. The data will elicit dialogue and input within the community of key program stakeholders.
- 2. Evidence based decision making:** The results of data analysis and dialogue will drive decision making to improve student learning and program effectiveness. All proposed improvements to existing practices related to courses, program structure, equipment and supplies, SLOs, PLOs or assessment methods must be supported by evidence that clearly indicates a need for the change. Decisions will be made by key stakeholders to implement change based upon evidence analyzed.
- 3. Evidence based improvement and purchasing:** Plans for program change, improvement, and purchasing, are based on analyzed data. The plans for improvement will be documented in the Program Review Report written as the culminating task of the review.

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Outcome-based Program Review Handbook



Program improvements may include, but are not limited to (WASC, 2009):

- Refining course Student Learning Outcomes and/or Program Learning Outcomes
- Realignment among curriculum, course Student Learning Outcomes, College mission statement, College core values and Institutional Learning Outcomes
- Refining curriculum maps and alignment matrices
- Curriculum changes to improve student learning based on evidence
- Refining, reorganizing or refocusing curriculum to reflect changes in the accrediting agency, discipline or profession
- Professional development opportunities
- Refining course and program assessment processes
- Purchasing of new equipment or supplies based on evidence
- Refining of course grading components

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Outcome-based Program Review Handbook



Program Review Process

Before the Review

The data portfolio will be available through InfoZone at least three weeks before the scheduled Program Review date.

In preparation for the meeting, Program Review participants are expected to review the portfolio of program data and provide feedback and input through the discussion forum in InfoZone.

During the Review

During the meeting, we will spend our time looking at evidence, reviewing the data portfolio, and creating action items based on this analysis. Analysis and actions will be documented in the Program Review Report. See pages 13-15 for more information.

After the Review

A draft of the Program Review Report will be completed by the Curriculum Technician or designee and made available for evaluation. After the evaluation period, all documentation will be uploaded to InfoZone where it will be permanently housed.

Program Review documents will include but are not limited to:

- Program Assessment Plans
- Course Assessment Plans for each course in the program
- Data Portfolios
- Program Review Reports
- Biennial Reports
- Historical documents

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Outcome-based Program Review Handbook



Follow-up Reviews

Occasionally follow-up reviews are needed to complete or revisit items outlined by the original Program Review. Follow-up reviews are scheduled as needed to complete or “close the loop” on actions. Follow-up reviews are not the forum to begin new action on change or purchase.

Impromptu Reviews

Upon occasion, Program Reviews may need to be held to address pressing issues before the scheduled biennial date. These Program Reviews can be held if the criteria for impromptu reviews have been successfully met. Impromptu reviews will follow the same culture of evidence processes as a regularly scheduled Program Review.

Criteria for impromptu review include but are not limited to:

- Changes in accrediting body requirements
- Changes in industry standards
- Significant issues indicated in data between Program Reviews

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Outcome-based Program Review Handbook



Program Review Schedule

| ODD YEARS | EVEN YEARS |
|--|--|
| Construction Management | Aviation Maintenance Technology |
| Dental Assisting | Business Administration |
| Dental Hygiene | Computer Systems Administration |
| Diagnostic Medical Sonography | Criminal Justice: Corrections |
| General Education-6 (ENG, MTH, NSC, PHIL, PSY, SOC) | Emergency Services and Safety Management |
| General Education- AY2 (ECON, HEA10, MGT104, SPCH1A) | Human Resource Administration |
| General Education- Health Science (BIO, CHEM) | Licensed Vocational Nursing |
| Heating, Ventilation, Air Conditioning- Refrigeration | Medical Assisting (CAMA, CMA) |
| Industrial Technology | Physician Assistant |
| Medical Office (AHCM, HCA, HCIS, MOA) | Registered Nursing |
| Pharmacy Technology | Respiratory Therapy |
| Therapeutic Massage | Surgical Technology |
| | Veterinary Technology |

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Outcome-based Program Review Handbook



Program Review Report

AUTHORITY: Curriculum Technician

POLICY: A Program Review Report is to be completed and posted no later than 10 days after the scheduled Program Review.

STANDARDS:

- Program Review Report follows guidelines set by the WASC/ACCJC rubrics for Program Reviews
- Program Review Report follows the assigned template
- Program Review Report is created in collaboration with program stakeholders
- Program Review Report documents action item status and the impact on student achievement
- Program Review Report documents the analysis and findings of course and program student achievement data
- Program Review Report documents an action plan for course and/or program improvement based on the data analysis and findings
- Program Review Report documents all involved stakeholders and their relationship to the program
- Program Review Reports are stored on InfoZone in Departments > Program Review > (choose the desired) Program (on left) > Reports

PROCEDURE:

- Program Review Report is completed no later than 10 days after the scheduled Program Review by Curriculum Technician or designee
- Curriculum Technician or designee uploads completed Program Review Report to the Program Review area of InfoZone
- Stakeholders have 10 days to review after upload and offer edits on the Report to the Curriculum Technician
- Program Review Report will be presented at the Curriculum Conference and next Program Review to determine the status of action items

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Outcome-based Program Review Handbook



SAMPLE

Program Review Report

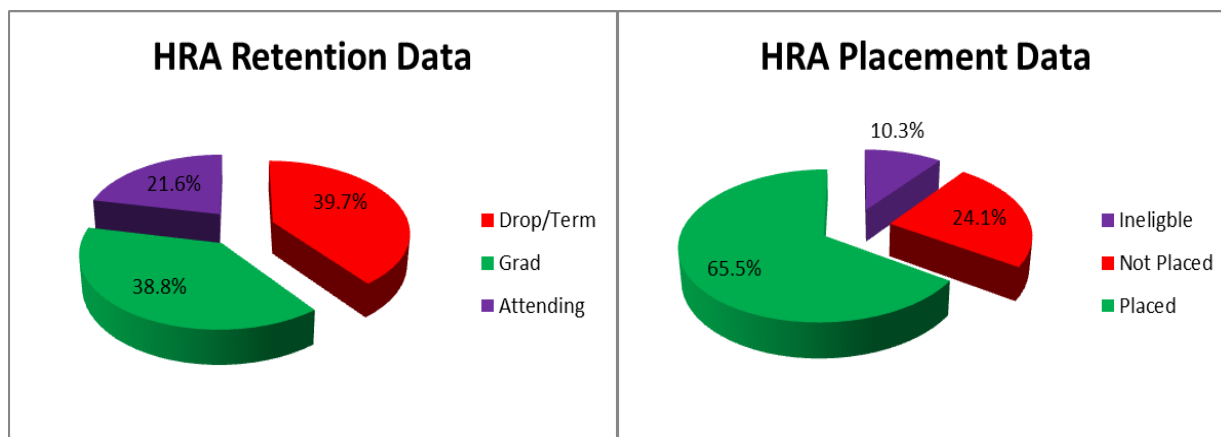
To be completed at each Program Review

| | | |
|---------------------------------|---|--------------------------------|
| Program Review ID#: M753 | Program: Human Resource Administration (HRA) | Date: February 23, 2012 |
|---------------------------------|---|--------------------------------|

1. Closing the Loop

Confirmation that goals set in past Program Review Reports have been completed. Statement of how the action taken affected the outcome data. Statement of the status of each action item.

| | Description | Owner(s) | Scheduled completion date | Status of action | Completion date | Impact of Action (how data was affected) | CLOs/PLOs affected |
|---------------|--|------------------------------|---------------------------|------------------|-----------------|--|--|
| Action Item 1 | Revision to PLO # 8 | Christine Morgan | 4.7.2011 | Completed | 4.7.2011 | Clarification of Outcome Wording | PLO # 8 Revised |
| Action Item 2 | Change Proposal to be submitted for HRA 23 | Wendell Paypa and Tonya Peak | 6.30.2011 | Incomplete | | | Online campus no longer wishes to make this change according to Devin Daugherty. |



Student Achievement Analysis Summary

Assess the success of the program by analyzing student achievement data that may include: grades, attendance, retention, placement, ILO achievement

- HRA students are receiving great job placement opportunities. One student is currently working as an HR manager for a company and managing 200 or more employees.
- Online job placement is higher than average at 80 percent success rate. Online campus has been doing a major push to ensure placement of current and former students.
- Retention not discussed

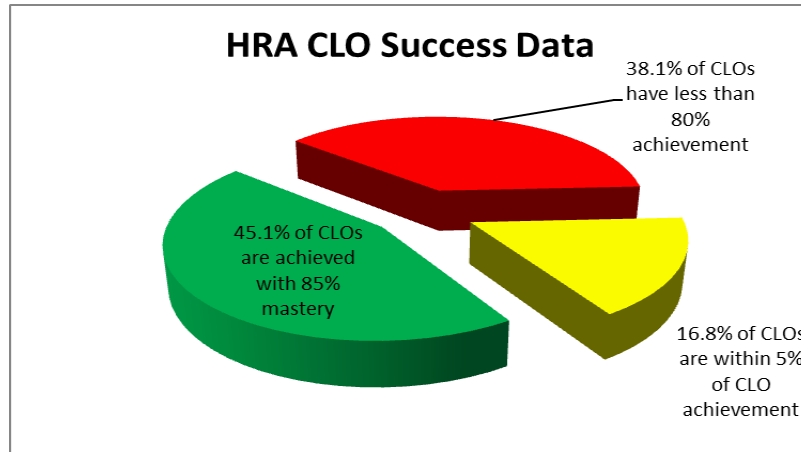
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3. CLO Analysis

Using the Program Assessment Plan and Data Portfolio, assess the success of student learning against the Course Student Learning Outcomes (CLOs).



3. CLO Analysis and Summary

Using the CLO data, assess the success of student learning and the program as a whole. Summary includes general findings, identification of areas of excellence, identification of areas to monitor, and/or identification of areas to improve within the program and/or assessment process.

- BCS 1 (Visalia) – Business program is moving away from teaching this class. Instructors feel CLO # 3 data statistics reflects the use of an old book in the course. They are confident CLO #3 will improve with the adoption of a new textbook. Keyboarding rubric has been created and will hopefully give more accurate data for CLO #5.
- BCS 100 (Visalia) – Insufficient data for analysis. Only two students were assessed on three of five CLOs.
- BCS 2 (Visalia) – Not discussed
- BA 101 (Visalia) – Will change to BA 210 in the future. Large range and number of assessments delivered. Will look at using the common assessments from BA 101 in the 210 class.
- CMP 101 (Online) – No CLO mastery achieved, however the majority of students passed the course. Online has been analyzing student success data and the course needs to be evaluated (See action item #2).
- COM 110 (Visalia) – Identified statistical issues when assessing SLO #2. Academic Affairs department will connect with the IT department and hopefully find the problem.
- HRA 21, 23, and 25 (Online) – Online has been regularly reviewing the data in these courses and are making changes to data collection and measurement techniques.

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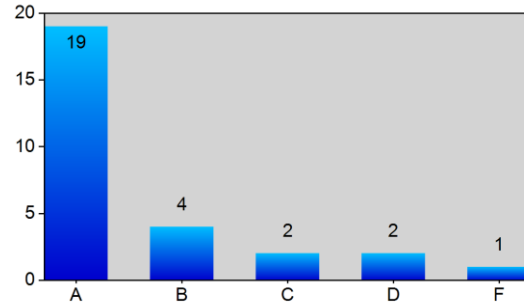
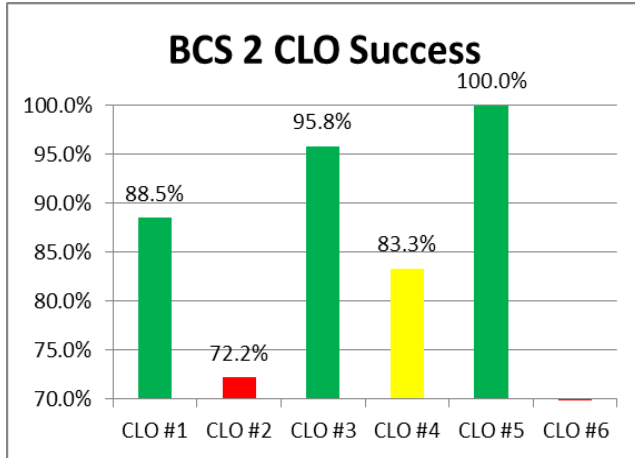
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BCS 2

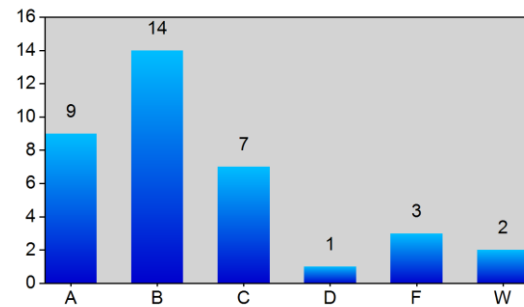
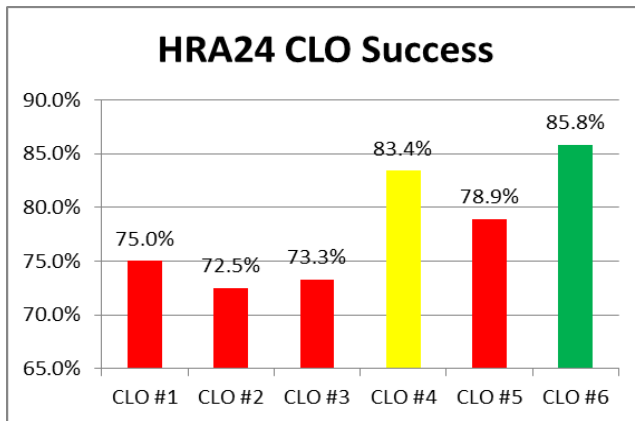
- 3 of 6 CLOS not mastered.
- High percentage of A's.
- Inconsistent numbers of assessments delivered.

Sample – full report contains all courses



HRA 24

- Large variation in # of assessments delivered
- One CLO achieved mastery
- Majority of students passed



San Joaquin Valley College

Outcome-based Program Review Handbook



| 4. Action Plan | | | | |
|---|---|------------------------|---|--|
| <i>Actions to be taken to improve the program or assessment process based on analysis of results. Action items can be in a variety of areas, including pedagogy, curriculum, student support, or faculty support.</i> | | | | |
| | Description | Completion Date | Owner(s) | Resources |
| Action Item 1 | Find common assessments for business writing course. BUS 101 and BA 210 | | Carol Wilhelm | Debi Nichols and Diana Glance |
| Action Item 2 | CMP 101 revamp online course to improve student success. | TBD | Anthony Doering | Devin Daugherty, Debi Nichols, and Diana Glance |
| Action Item 3 | Develop common assessments for all HRA courses | 08.2012 | Carol Wilhelm | Debi Nichols, Diana Glance, and Richard Jennings |
| Action Item 4 | Develop HRA program that blends with new BA standard design | 4.2012 | Richard Jennings, Christine Morgan, and Carol Wilhelm | |

| 5. Stakeholders | |
|---|---|
| <i>A comprehensive list of internal and external stakeholders involved in the assessment process (may include students, faculty, staff, administrators, advising boards, employers, etc.)</i> | |
| Stakeholder | Position |
| 1. Carol Wilhelm | HRA Instructor – Visalia Campus |
| 2. David Morra | HRA Instructor – Visalia Campus |
| 3. Donna DiMatteo-Gibson | HRA Instructor – Online Campus |
| 4. Devin Daugherty | Academic Dean – Online Campus |
| 5. Christine Morgan | Curriculum Specialist – Corporate Office |
| 6. Sue DeLong | Director of Assessment – Corporate Office |
| 7. Richard “T.J.” Jennings | Curriculum Technician - Corporate Office |
| | |

San Joaquin Valley College
Outcome-based Program Review Handbook



Curriculum Conference



AUTHORITY: Curriculum Technician

POLICY: A Curriculum Conference can be held for the program in the years no Program Review is held.

STANDARDS:

- Curriculum Conferences are instructor-focused and center on teaching tools and the learning process
- Curriculum Conferences emphasize the sharing and collaboration of classroom ideas
- Curriculum Conferences can involve review and updating of assessment plans and curriculum maps
- Curriculum Conferences can incorporate professional development trainings
- Curriculum Conferences can be used to create and evaluate common curriculum for program assessment (e.g. rubrics, exams, projects)
- Curriculum Conferences can be used to write the program [Biennial Report](#)

PROCEDURE:

- An agenda and sign in sheet are required at each Curriculum Conference
- Proposals for agenda items can be made through the Curriculum Technician or by completing a Minor Program Change Proposal form
- Documents and outcomes of the Curriculum Conferences will be communicated to all interested stakeholders within 10 days of the Curriculum Conference

San Joaquin Valley College
Outcome-based Program Review Handbook



Curriculum Conference Schedule

| ODD YEARS | EVEN YEARS |
|--|--|
| Aviation Maintenance Technology | Construction Management |
| Business Administration | Dental Assisting |
| Computer Systems Administration | Dental Hygiene |
| Criminal Justice: Corrections | Diagnostic Medical Sonography |
| Emergency Services and Safety Management | General Education-6 (ENG, MTH, NSC, PHIL, PSY, SOC) |
| Human Resource Administration | General Education- AY2 (ECON, HEA10, MGT104, SPCH1A) |
| Licensed Vocational Nursing | General Education- Health Science (BIO, CHEM) |
| Medical Assisting (CAMA, CMA) | Heating, Ventilation, Air Conditioning- Refrigeration |
| Physician Assistant | Industrial Technology |
| Registered Nursing | Medical Office (AHCM, HCA, HCIS, MOA) |
| Respiratory Therapy | Pharmacy Technology |
| Surgical Technology | Therapeutic Massage |
| Veterinary Technology | |

San Joaquin Valley College
Outcome-based Program Review Handbook



Biennial Report

AUTHORITY: Curriculum Technician

POLICY: A Biennial Report is to be completed no later than 13 months after the last Program Review

STANDARDS:

- Biennial Report follows guidelines set by the WASC/ACCJC rubrics for Program Review
- Biennial Report follows the assigned template
- Biennial Report documents the status of the actions for course and /or program improvement outlined in the Program Review Report
- Biennial Report documents the status of student learning assessment data collection
- Biennial Report is created in collaboration with all involved stakeholders, and documents their involvement and relationship to the program
- Biennial Report can be completed as part of a Program [Curriculum Conference](#)
- Biennial Reports are stored on InfoZone in Departments > Program Review > (choose the desired) Program (in left column) > Curriculum Conferences

PROCEDURE:

- Biennial Report is completed no later than 13 months after the last scheduled Program Review by Curriculum Technician or designee
- Curriculum Technician or designee uploads completed Biennial Report to the Program Review area of InfoZone
- Stakeholders have 10 days after upload to review and offer edits on the Report to the Curriculum Technician
- Biennial Report will be included at the next Program Review

San Joaquin Valley College
Outcome-based Program Review Handbook



SAMPLE

Biennial Report

To be completed by each program in non-Program Review years

| | |
|---|------------------------------|
| Program: Aviation Maintenance Technology | Date: August 26, 2011 |
| Guidelines for a Successful Biennial Report: (from WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews; Highly Developed) | |
| A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Programs effectively use the feedback to improve student learning. Follow-up activities enjoy institutional support. | |

Acronyms:

CLO = Course Student Learning Outcomes

PLO = Program Learning Outcomes

| Program Learning Outcomes (PLOs) | |
|---|---|
| PLO 1 | Service, inspect, repair and troubleshoot airframe structures |
| PLO 2 | Service, inspect, repair and troubleshoot engines |
| PLO 3 | Service, inspect, repair and troubleshoot propellers |
| PLO 4 | Service, inspect, repair and troubleshoot auxiliary systems |
| PLO 5 | Service, inspect, repair and troubleshoot electrical and electronic systems |
| PLO 6 | Relate and apply concepts of communication, reasoning, critical analysis, ethical behavior and appropriate interpersonal interaction to situations in his or her career and personal life |
| PLO 7 | Demonstrate the social skills, professional appearance, attitudes and behavior that employers expect of all SJVC graduates |

| | |
|--|--|
| 1. Course and Program Assessment Process Summarize the progress of gathering CLO and PLO achievement results from evidence. Refer to supporting documentation (rubrics, surveys, assessments, dashboard reports, etc.) | |
| Status of CLO and PLO Assessment Data Collection to Date | <ol style="list-style-type: none"> 1. All CLOs of the aero classes have been linked to an objective assessment or an authentic assessment either through a multiple choice quiz or a rubric. 2. Approximately 25% of the above assessments have been linked to a PLO |
| Challenges to the Assessment Process | <ol style="list-style-type: none"> 1. The preparation hours to produce proper authentic assessments 2. Computer access for the students |

Page 1 of 2

San Joaquin Valley College

Outcome-based Program Review Handbook



2. Status of Program Review Action Items

Summarize the status of action items generated from the last Program Review. List what has been completed to date (close the loop) and what still needs to be completed before the next Program Review.

| | Description | Status |
|--|--|---|
| Action Item 1 | New Classroom for Aero 30 & Aero 31 | Done |
| Action Item 2 | Incorporate Buzz Boxes into Aero 31 curriculum | Done |
| Action Item 3 | Tools for students with perfect attendance in each Aero | Done |
| Action Item 4 | Changing Airframe & Powerplant textbooks from the AC65 series to the updated FAA-H-8083 series | Not Done Delay in the publishing of the new textbook. No date has been announce from publisher when they will be release |
| Action Item 5 | Changing the paper manuals to eBook format | Not Done Work in progress |
| Action Item 6 | Addition of one more instructor computer on the hanger floor | Done Instructors issued their own laptops for school use |
| Areas targeted for improvement to assessment process | Aero 50 increase from 2 weeks to 3 weeks | Done |
| Areas targeted for improvement to assessment process | Purchase 25-30 laptops for Aero 30 & Aero 31 use | Done |
| Areas targeted for improvement to assessment process | Adoption of new FAA written test software - Gliem | Not Done Current Prepware software updated to match Gliem |

3. Stakeholders

List stakeholders involved in the program assessment process and the writing of this Biennial Report (may include students, faculty, staff, administrators, advising boards, employers, etc.).

| Stakeholder | Position |
|--------------------|------------------------|
| Jack Macfarlane | Campus Director |
| Richard Simmons | Program Director |
| Jason Alves | Assessment Coordinator |
| Larry Kenitzer | Instructor |
| Don Dutra | Instructor |
| Lionel Smith | Instructor |
| Jim Smith | Instructor |
| | |

San Joaquin Valley College

Outcome-based Program Review Handbook



Proposals for Improvement Overview

Program stakeholders 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 Improvements

To add, delete, or change a textbook, submit a **Textbook Change Proposal** form ([Sample](#)) and additional support data to the Curriculum Technician at least 90 days before the preferred implementation date.

Course Improvements

To suggest improvements to a course outline, assessment tools, SLOs, etc. outside the Program Review data analysis timeframe, you may submit a **Course Improvement Proposal** that includes a Proposal form ([Sample](#)) and required support data to the Curriculum Technician.

Program Improvements

To recommend more dramatic improvements to a program, such as new courses, accreditation updates impacting several courses, or program overhaul, you may submit a **Program Improvement Proposal** form ([Sample](#)) and required support data to the Curriculum Specialist.

| Course Improvement Proposal | Program Improvement Proposal |
|---|---|
| <ul style="list-style-type: none"> • Changes to common assessment tools (rubrics, skill-offs, exams, projects) • Changes to wording of SLOs that do not impact meaning of SLOs • Changes of less than 50% to Course Student Learning Outcomes (CLOs) in one course • Changes of less than 50% to wording of course descriptions • Changes of less than 50% to the Unit Objectives of a course outline • Grade component changes | <ul style="list-style-type: none"> • Any change needing approval by an external accreditation body • Program name change • Matrix changes • Combining courses • Deleting courses • Adding courses • Course name changes • Clock hour or unit value changes • Changes to Program Learning Outcomes (PLOs) • Changes to performance standards (typing tests etc.) |

San Joaquin Valley College
Outcome-based Program Review Handbook



Evidence and Support Documentation

All proposals require evidence as part of the submitted portfolio for the proposed change. Evidence can include various support documentation and/or student achievement data.

| Productive Evidence | Unproductive Evidence |
|--|---|
| <p>Productive Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • 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 | <p>Unproductive Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • 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 > Documents

San Joaquin Valley College

Outcome-based Program Review Handbook

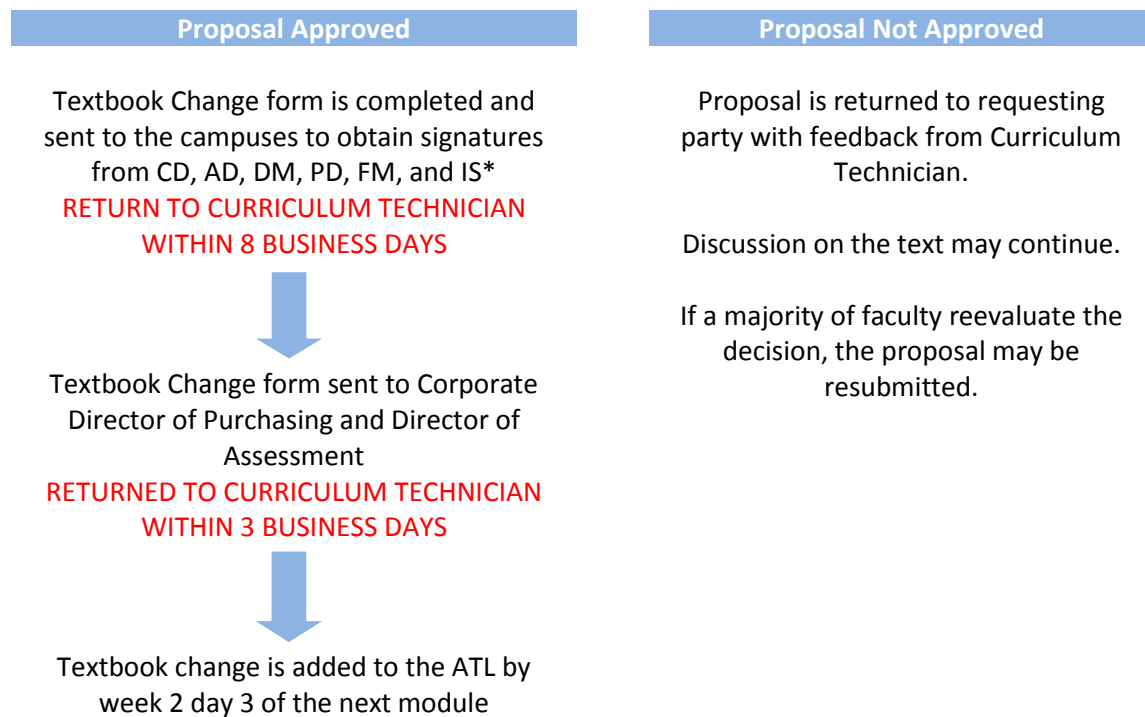


Textbook Improvement Procedure

1. Completed proposal form is submitted to Curriculum Technician for review at least **90 DAYS** before the preferred implementation date.

FORM is located on InfoZone: Program Review Department > Documents

2. Proposal form is uploaded into eCourses for program members to review and discuss for a minimum of **25 DAYS**.
3. Curriculum Technician:
 - 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
4. After the review period, faculty will be given the opportunity to vote on the text for a minimum of **5 DAYS**.
5. Proposal is approved by a majority of faculty votes. Voting results are posted in forum. Final approval can be dependent upon participation.



**CD- Campus Director, AD- Academic Dean, DM- Division Manager, PD- Program Director, FM- Facility Manager, and IS- Information Services (if software is included)*

San Joaquin Valley College
Outcome-based Program Review Handbook



SAMPLE

Textbook Improvement Proposal

| | |
|---|-------------------------------------|
| <p>STANDARD: Proposed textbook revisions must support the outcomes of the program and be in alignment with SJVC’s Mission Statement.</p> <p>POLICY: The Proposal form is to be completed and submitted to the Curriculum Technician at least 90 days before the preferred implementation date. Proposals may not be accepted for textbooks that have been in use for less than one year.</p> <p>PROCESS: The <i>Textbook Change Proposal</i> is to be completed in full and submitted with support documentation to the Curriculum Technician. Supported proposals for change will be given to faculty for review and vote. Upon approval, Curriculum Technician will coordinate implementation.</p> <p>TIMELINE: Textbook changes take a minimum of 90 days to implement.</p> | |
| Person Requesting: | Ann Zelaski, VN PD |
| Date: | 02.13.12 |
| Campus: | Visalia |
| Program: | Vocational Nursing |
| Course: | All VN Courses (Orientation) |
| Current text(s): | Springhouse Nurse’s Drug Guide 2011 |
| ISBN: | 9781608316144 |
| SECTION 1: New Textbook Information | |
| Title: | Davis’s Drug Guide for Nurses |
| Author: | Judith Deglin, et al |
| Publisher: | FA Davis |
| ISBN: | 9780803623088 |
| Cost: | 42.95 |
| Edition: | 12th |
| SECTION 2: Summary of Benefits | |
| 1. Provide a general explanation of the benefits of the new textbook. | |
| <i>The text emphasizes the information nurses need to know to administer medications competently and safely. Well-organized monographs for hundreds of generic and thousands of trade name drugs reflect the latest FDA approvals and changes.</i> | |
| 2. How does this textbook support the PLOs? | |
| <i>PLO #2 – Demonstrate competence in diagnostic and therapeutic nursing techniques</i> | |
| <i>PLO #3 – Use strong, developed self-concept in combination with creative/critical thinking, nursing judgment, knowledge and skills to provide nursing care in all health care settings</i> | |
| 3. How does this textbook better support the CLOs than the current textbook? (Please address specific SLOs in your response) | |
| <i>After this text was requested by the students, the VN faculty reviewed it and found that the format was much clearer and supportive of student comprehension and attainment of the following SLOs.</i> | |

San Joaquin Valley College

Outcome-based Program Review Handbook



VN11:

- SLO #1 – Identify dosage forms and routes of administration*
- SLO #2 – Correlate brand name medications with their generic name counterparts*
- SLO #3 – Determine classifications for various drug categories*
- SLO #4 – Identify prototypes, indications, actions, and pharmacological effects of drugs*
- SLO #5 – Define the terminology associated with drug therapy*
- SLO #6 – Describe the nurse’s role in regard to drug therapy and patient education*

VN51:

- SLO #1 – Explain the importance of accurately determining pharmaceutical dosage calculations*
- SLO #2 – Apply basic mathematical functions*
- SLO #3 – Describe basic systems of measurement and how to convert between them*
- SLO #4 – Describe the nurse’s role in regard to pharmaceutical dosages and calculations*

The following courses all have SLOs supported by unit objectives in pharmacology:

VN21, VN32, VN33, VN40, VN100, VN201, VN301, and VN401

(e.g. VN 21) SLO#3 – Use the nursing process to determine the nursing management of specific diseases and disorders

- *4.4 – Describe the principles of IV administration*
- *4.5 – Describe the process of administration of blood products*
- *4.9 – Discuss invasive, noninvasive, and pharmacological treatments of pain management*

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.

The proposed textbook will be utilized as a learning tool to teach and reinforce related PLO’s and SLO’s. This textbook provides a CD-ROM offering a complete Resource Kit with tools students need to administer medications safely and competently.

5. What additional instructor resources are provided with this textbook that are not provided with the current textbook? (PowerPoints, software, etc.)

N/A

6. Additional Information:

Would like to implement for the 04.16.12 start

SECTION 3: Academic Leadership Input

A statement from your Program Director or Division Managers

n/a - proposal initiated by PD

San Joaquin Valley College
Outcome-based Program Review Handbook



Course Improvement Proposal
Procedure

1. SUBMIT: Faculty members from any campus can initiate a proposal. Completed Proposal forms are submitted to the Curriculum Technician.

FORM is located on InfoZone: Program Review Department > Documents

*Course proposals can be used for a variety of change requests; therefore the procedure may differ depending on the request and the faculty participation
The Curriculum Technician will determine appropriate steps.*

2. VETTING: minimum of **15 days**
 - ✓ The proposal is uploaded into eCourses for program members to review through eCourses discussion forum
 - ✓ The Curriculum Technician will facilitate this forum discussion. All faculty members in the program are encouraged to participate
 - ✓ After discussion period, the Curriculum Technician will initiate a vote if necessary
3. APPROVALS:
 - ✓ Proposals can be approved by faculty through majority vote when required
 - ✓ Many proposals can be directly approved by the Curriculum Technician
4. BUILD: **from 2 to 60 days**
 - ✓ Changes are communicated to all impacted campuses with an effective date
 - ✓ Curriculum Technician will coordinate the changes

San Joaquin Valley College
Outcome-based Program Review Handbook



SAMPLE

Course Improvement Proposal

| | |
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| STANDARD: Proposed course improvements must support the outcomes of the program and be in alignment with SJVC's Mission Statement. | |
| POLICY: The Proposal form is to be completed and submitted to the Curriculum Technician. | |
| PROCESS: The <i>Course Improvement Proposal</i> is to be completed in full and submitted with support documentation to the Curriculum Technician. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the proposal during the vetting process. Fully vetted proposals will be made available for faculty review. | |
| TIMELINE: Changes may take a minimum of 60 days to implement. Please plan accordingly. | |
| Course Improvements include but are not limited to: | |
| <ul style="list-style-type: none"> • Changes to common assessment and teaching tools (rubrics, skill-offs, exams, projects) • Changes of less than 50% to course outline components (course description, SLOs, UOs) • Grade components | |
| Campus: | Hesperia |
| Program: | AHCM |
| Course: | BCS 101 |
| Person Requesting: | John Allen, DM |
| Date: | 07.09.11 |
| SECTION 1: Improvement Information | |
| <i>What exactly would you like to change?</i> | |
| Hesperia Campus would like to move Career Services Seminar (CSS100) from the AHCM Extern Seminar to BCS101, the AHCM computer class. | |
| SECTION 2: Summary of Benefits | |
| 1. How does this change align with the College Mission Statement? | |
| The Mission Statement asserts that the college is committed to the success of every student. Moving CSS100 to BCS101 will allow the components of CSS100 to be practiced more extensively, as the CSS100 assignments, i.e. resume, application, cover letter, etc., can be reinforced through additional assignments in BCS101 as necessary. The preparation of the graduate for the rigors of the market would begin at an earlier point in the student's educational career. | |
| 2. How does this change align with the Program Learning Outcomes (PLOs)? | |
| PLO #6 states that students will be able to demonstrate... professional appearance, attitudes and behaviors that employers expect. CSS100 works to satisfy all those areas and including it in BCS101 gives the AHCM students guidelines to model throughout his or her academic career | |

San Joaquin Valley College

Outcome-based Program Review Handbook



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| 3. Provide a general explanation of the benefits of the change. |
| <p>Moving CSS100 to BCS101 will allow the instructors in the externship seminar keep the focus of the seminar on refreshing the skills learned throughout the student's career, including the information learned in CSS100. The seminar will no longer be broken up by a Career Services Advisor presenting CSS100; this will give the Extern Seminar a better flow.</p> |
| 4. How does this change better support the course or program outcomes? Please address specific SLOs (by number is ok) in your response |
| <p>This change will better promote the Institution's desire to create professional graduates. The student will be exposed to the practical aspects of professionalism at an earlier stage of their development. This can then be reinforced throughout his or her educational experience.</p> |
| 5. How does the change meet 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. |
| <p>The object of this change is to align the goals of Career Services with the goals of the Academic Affairs team. The valuable information presented by the CSA will no longer be spread over two or three weeks, rather that information will be disseminated over a two day period. The same holds true for Externship Seminar, no longer will the data passed along by the Extern Instructor be interrupted by CSS100. This change will lend itself to the cohesion of both courses and make both a greater benefit to the students.</p> |
| 6. Additional information: |
| -- |

| |
|--|
| SECTION 3: Academic Leadership Input |
| <i>A statement from your Program Director or Division Managers</i> |
| <i>Submitted by DM</i> |

San Joaquin Valley College
Outcome-based Program Review Handbook



Program Improvement Proposal
Procedure

1. SUBMIT: Faculty members from any campus can initiate a proposal. Completed Proposal forms are submitted to the Curriculum Specialist for review.

FORM is located on InfoZone: Program Review Department > Documents

2. VETTING: requires **between 15 and 120 days**
 - ✓ Curriculum Specialist 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 Specialist.
3. APPROVALS: requires **no more than 45 days**
 - ✓ Proposal is submitted to Director of Assessment 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 Curriculum and Program Planning, and will be reviewed in no more than (the same) 15 DAYS
 - ✓ The proposal may require submission to Senior Management for review and approval, with the goal of review within no more than 30 DAYS
4. BUILD: requires a **minimum of 60 days** before implementation:
 - ✓ Approvals and timelines are communicated to all impacted campuses
 - ✓ Faculty and Curriculum Specialist build course outlines
 - ✓ Academic Application Administrator and Registrar(s) build program IDs and schedules
 - ✓ eCourse Administrator builds master courses, grade-books, repository
 - ✓ Ancillaries and textbooks are chosen
 - ✓ Assessment tools are developed
 - ✓ Assessment plans are updated
 - ✓ Catalog, and marketing materials are updated
 - ✓ Any faculty hiring and/or training will occur

San Joaquin Valley College

Outcome-based Program Review Handbook



SAMPLE

Program Improvement Proposal

STANDARD: Proposed course and program revisions must support the outcomes of the program and be in alignment with SJVC’s Mission Statement.

POLICY: The Proposal form is to be completed and submitted to the Curriculum Specialist.

PROCESS: The *Program Improvement Proposal* is to be completed in full and submitted with support documentation to the Curriculum Specialist. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the proposal during the vetting process.

TIMELINE: Program changes take a *minimum* of 120 days to implement. Please plan accordingly.

| | |
|------------------------------------|--|
| Campus: | Bakersfield |
| Program: | Emergency Services and Safety Management |
| Program Director/Division Manager: | Melissa Cahill |
| Contact Person: Melissa Cahill | Melissa Cahill |
| Date: | 08.16.11 |

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.

This proposal will create a “Teach Out” situation: **YES**

Plan for addressing teach-out situation:

As we need to incorporate the math and English changes at this time, it is ideal to also make the desired program course changes now. The teach out will require no extra classrooms and one extra part-time teacher for a period of 14 months. We will accommodate this by utilizing small rooms normally used for labs or CPR, which are available in the afternoon shift. Teach-out classes will generally be of small size so rooms seating 6 to 12 students will work well for the teach-out.

SECTION 1: SUMMARY OF BENEFITS

Provide a detailed narrative that clearly explains the benefits of the proposed changes to the course, program and institution

Summary of Changes:

- Incorporating the new math/English 121 & 122 courses
- Adding a 10-week EMT academy
- Combining ESSM44 and ESSM 45 into one 5 unit course: ESSM 46
- Changing CJ 62A&B into CJ 61A&B – they have always been the same PC832 courses as CJC, so fixing the numbering
- The removal of 6 existing courses: CJ 14, CJ 15, ESSM 3, ESSM 30, ESSM 31, ESSM 500, MTH 90, ENG 1

History:

This proposal was initiated in August 2010. Just before submitting for approval in December 2010, the math/English implementation and new proposal process caused this proposal to be waylaid. The

San Joaquin Valley College

Outcome-based Program Review Handbook



campus put together a plan for implementation of math/English and wished to resubmit in January. Since that time, we have been gathering data (in fits and starts) related to potential placement opportunities and the instruction of the recommended academy.

Summary of Benefits:

There is a need in the community of Bakersfield for an EMT course. Bakersfield College has a 10-week EMT course that is offered twice a year (APPENDIX E). This course is offered in two ways. One way is through their Fire Academy; all Fire Academy students must complete the EMT course. Currently there is a 50-person waiting list for this program; it will be a year before those on the waiting list can be enrolled. The second way appears to be more arbitrary. Any student may enroll in the EMT course, but there is currently an 80-person waiting list for non-Fire Academy students. It will also be a year before those on this waiting list can enroll in the course.

Changing the current emphasis of the program from general safety and security to first (emergency) responders by adding one 10 unit, 10-week course on the role of the emergency medical technician (EMT), will improve our static program enrollment. This Academy will help generate both interest and credibility for our program.

The EMT Academy is a program developed and monitored by the State of California. They have a standardized curriculum and requirements for faculty, clinical hours, and certification to teach the program (APPENDIX F). At this time, we would like to contract out this service to *Environmental Safety Solutions*, a regular contract provider for our ESSM program (APPENDIX G).

The combination of ESSM 44 and ESSM 45 into one course will allow students to have ample time to complete the BSIS firearms training. Currently we have been experiencing a very difficult scheduling issue – scheduling time at the shooting range during the 1 period of ESSM 44. If these courses are combined, it allows more flexibility in getting out to the range on particular days. In addition, we will be able to incorporate more curriculum in this timeframe, and prepare students to earn the California Guard Card.

Course elimination justifications:

CJ 14: *Juvenile Law and Procedures* is not in keeping with the new focus and historically has not been significant in helping graduates obtain employment

CJ 15: The content from the course *First Aid, CPR, and Fitness* will be taught within the proposed EMT Academy

ESSM 3: *Environmental Management* is not in keeping with the new focus and historically has not been significant in helping graduates obtain employment

ESSM 30: *Safety in Construction* is not in keeping with the new focus and historically has not been significant in helping graduates obtain employment

ESSM 31: *Safety in Agricultural Occupations* is not in keeping with the new focus and historically has not been significant in helping graduates obtain employment

ESSM 500: Removal of this *Professional Seminar* course will allow space for the new math and English courses. Portions of ESSM 500 will be incorporated into the security academy and the PC832 courses.

Increase enrollment:

We have an average of 40 enrollments in the ESSM program per year (APPENDIX B). By providing an

San Joaquin Valley College

Outcome-based Program Review Handbook



EMT academy in the Bakersfield area, we will be able to increase our enrollment as there are currently lists of 50-80 people waiting to get into the Bakersfield College EMT training. "The BAK admissions team supports the program change and believes it would stimulate renewed interest for the program."
(Wendi Oliveira, 07.21.11)

Increase in placement options:

Currently, our ESSM students primarily get placement in security guard positions. With this improvement to our program, students can get placements as EMTs, enroll in the Fire Academy, and get additional placements in the oil fields and on oil rigs (APPENDIX C).

Increase student engagement:

Currently we have an average of a 37% drop rate in this program. Engaging the students in more meaningful curriculum will assist in keeping students enrolled. Students have expressed a desire for an EMT academy, as well as more experience and hands-on skills to be provided in this program (APPENDIX D & APPENDIX H).

SECTION 2: SUPPORT DATA

2.1 Documentation: Attach at least two forms of documentation from outside sources that support the need for the change. Support documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career services department, extern sites or employers, detailed recommendations from programmatic accreditation associations or new laws and/or legislation, research on current industry trends

2.2 Student Success Data: Attach at least five forms of student support data listed below from the past 24 months. Student Success Data includes but is not limited to: CLO data, PLO data, Placement data, Enrollment data, Retention data, Attendance data, Course surveys

Appendix A: Proposed Matrix

Appendix B: Enrollment data

Appendix C: Placement data / Career Service Advisor statement / Firefighter job description / provider statement / Research on placement by Division Manager

Appendix D: Retention data

Appendix E: Course comparison - Bakersfield College EMT program

Appendix F: EMT academy requirements

Appendix G: Contract provider information and cost of academy

Appendix H: Student emails

SECTION 3: IMPROVEMENT OF STUDENT ACHIEVEMENT

Provide a detailed narrative that clearly explains how the proposed changes will increase student achievement in the course and program.

The EMT academy will assist in preparing the students to become first responders. The current ESSM program includes environment, farm and agriculture and construction training. These courses do not focus on the students overall goal which is to gain employment in the first responder career field. By

San Joaquin Valley College

Outcome-based Program Review Handbook



making the above listed changes the students will be focused on becoming a first responder and all of the courses will complement each other creating student success.

SECTION 4: ALIGNMENT WITH OUTCOMES

Provide a detailed narrative that clearly explains how the proposed changes align with and support the Student Learning Outcomes: CLOs, PLOs, and/or ILOs.

The Program Outcomes for the ESSM program are:

Upon completion of this program, the graduate will be able to:

1. Demonstrate the social skills, professional appearance, attitudes and behavior that employers expect of all SJVC grads
2. Relate and apply concepts of communication, reasoning, critical analysis, ethical behavior and appropriate interpersonal interaction to situations in his or her career and personal life
3. Monitor and enforce at an entry level, facility and personnel safety
4. Reference and use statutory codes and laws in a variety of safety and security duties
5. Prevent, suppress, and react to, as well as lead in, emergency situations in the workplace
6. Obtain the following certifications:
 - PC832 Firearms
 - PC 832 Arrest and Control
 - BSIS California Guard Card
 - BSIS Exposed Firearm Permit
 - IAHS Basic Training Certification
 - Campus Security Officer Certification
 - Basic Forklift Safety Training Certificate
 - Confined Space Entry Training Certificate
 - Basic OSHA Safety Training Certificate
 - First Aid Certification
 - CPR Certification

By improving the program, we can add more courses that will support every one of these outcomes. We may even be able to add a higher level outcome to the PLOs by expanding and deepening their certifications and emergency situation skills.

SECTION 5: IMPACT ON STUDENTS

Provide a detailed narrative that clearly explains how the proposed changes will impact students both positively and negatively.

Students have been clamoring for a better ESSM program for some time. This change will give them an improved and upgraded program, and allow them to get better placements. When the program originally started it included the EMT training, however over the years the training was removed due to lack of instructors. Many students have dropped the program after realizing they are not provided with EMT training. Other prospective students have not enrolled in school because we did not provide this type of training.

Current students may want a change of contract. This proposal has been in the works for some time, and current students may want the opportunity of an EMT academy.

SECTION 6: IMPACT ON FACULTY

Provide a detailed narrative that clearly explains how the proposed changes will impact any faculty scheduling or qualifications.

Contracting out the academy, so we do not need to personally meet those requirements. However, if

San Joaquin Valley College

Outcome-based Program Review Handbook



we were to need to try to teach the academy in-house, we would need to hire new faculty that meet the certification requirements and monitor the students' clinical hours. The other changes can be addressed by our current faculty requirements and staffing.

SECTION 7: IMPACT ON RESOURCES

Provide a detailed narrative that clearly explains how the proposed changes will impact any facility usage or need new/additional equipment.

Contracting out the academy, we do not need to personally meet the clinical site requirements. However, if we were to need to try to teach the academy in-house, we would need: a hospital or first responder agency to allow the students to complete their clinical hours.

The actual contract with outside provider will be engendered upon approval of this proposal, and brought forward to Senior Management.

The incorporation of the California State EMT Academy creates a 10-week course block in AY2. This creates 3 dark starts in a matrix, but generally 2 dark starts annually (8 instead of 10). As we currently average only 4 students per start, this will require that we enroll 8 additional students throughout the year, across the remaining starts in order to make up for the lost start dates. With the improvement to the program, we believe this will be easily accomplished.

SECTION 8: IMPACT ON ACCREDITATION

Is this change impact more than 50% of the program? If so, WASC may need to be notified.

Do you have an external accrediting body? What are their requirements for this sort of change?

Even though we are moving and deleting many courses, we only have 6 of 19 new courses (including Math and English). Therefore, we have not reached a 50% change.

There is an accreditation body for the EMT academy, and we will be contracting out that service.

SECTION 9: INPUT FROM ACADEMIC LEADERSHIP

Input from Campus Director: Kelly Walters

"I see tremendous value to our students with the proposed changes to the ESSM program. These changes will support a more focused program that fills the needs of students and the community. The program changes allow the program to become more professional independent and less similar to the CJ program with a defined focus on first responder. From many conversations I have had with students, this is something they want to see. I feel with a more defined focus we will see an increase in our census through increased enrollments and stronger retention."

Input from Academic Dean: Michael McCloskey

"This major Course Change for the ESSM Program brings a much needed focus on safety and safety management to our students. The curriculum as it has existed is a patchwork of subjects added through the years casting a broad net of disparate topics. These changes bring a tighter focus and will greatly benefit our students in their future careers."

Input from Division Manager/Program Director: Melissa Cahill

"Many students come to SJVC in hopes they are able to become first responders. This type of education includes the Emergency Medical Technician Program. This program is only offered at one location and the class is difficult to enroll in due to the high demand. Opening the market for students to become EMT's will increase our number of students and be an asset to the community as a whole. I support this program and believe it would be a great addition to the ESSM program."

San Joaquin Valley College
Outcome-based Program Review Handbook



Curriculum and Instructional Purchasing
Overview

Program stakeholders can propose new supply and/or equipment purchases for the program or campus that are not a direct result of the Program Review process by submitting the required documentation to the Curriculum Technician or Curriculum Specialist III. New purchases fall under two categories: *Curriculum Purchase* and *Instructional Purchase*.

Curriculum Purchase

A Curriculum Purchase is defined as NEW (not replacement) items requested by faculty specific to the student achievement of course and program outcomes and job placement. To request NEW items, submit the completed *Purchase Proposal form* to the Curriculum Technician with the required supporting documentation.

Instructional Purchase

An instructional purchase is defined as NEW (not replacement) items requested by faculty to support classroom instructional techniques. Instructional purchases are not specific to any one program.

Broken Supplies/Equipment

If equipment breaks, please inform your facilities staff through the Service Desk System [(yourcampus)facilities@sjvc.edu], and it will be repaired or replaced. This item has already been justified, and no further rationalization for purchase is necessary.

Ongoing Replacement of Supplies / Consumables

Replacement of ongoing consumable supplies will be processed through the Purchase Request System (PRS) on InfoZone. These items also have already been justified, and no further rationalization for purchase is necessary.

CBR

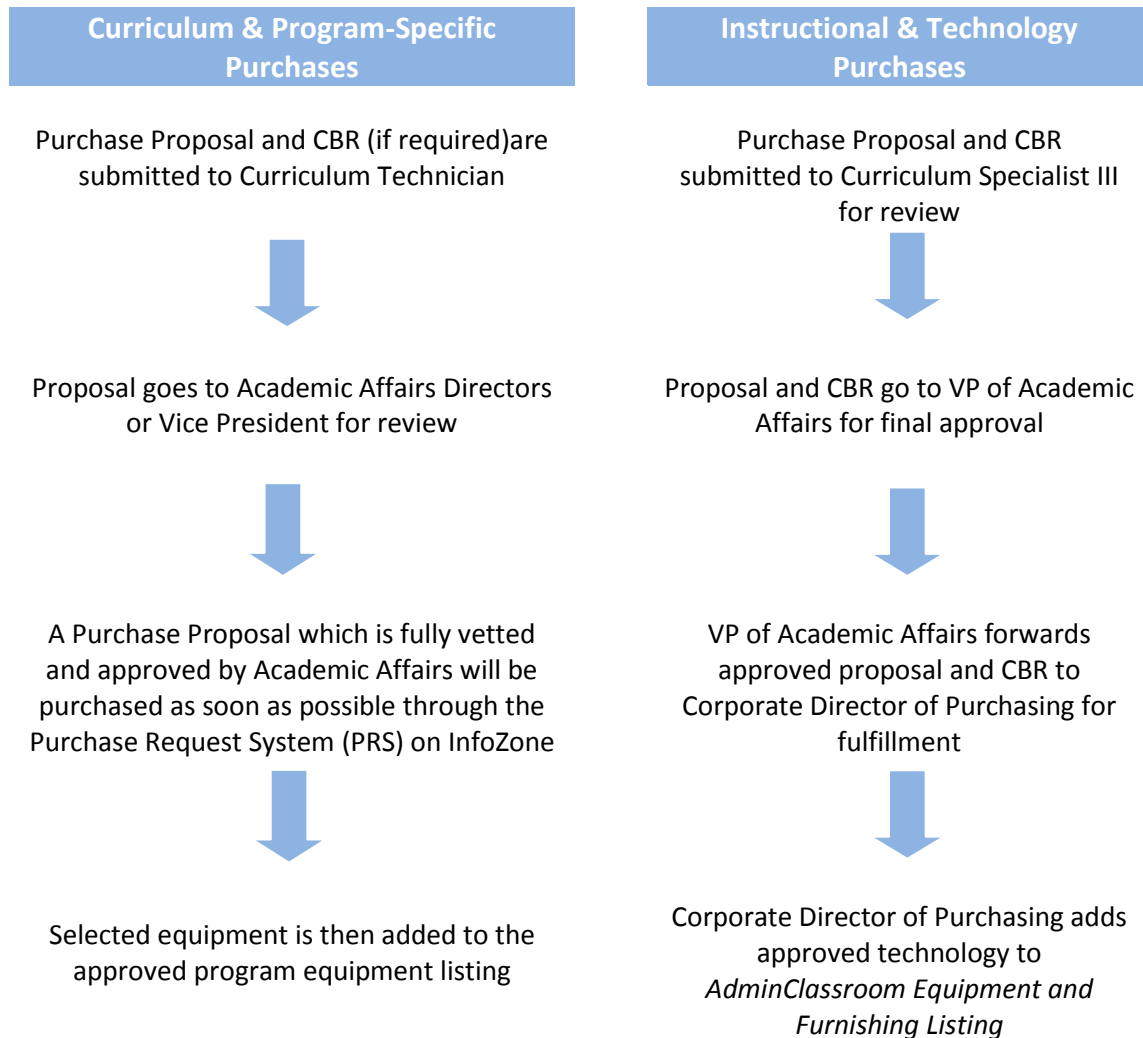
A purchase of any single item or project purchase costing more than \$1,000 and/or having an estimated life span of three or more years, requires a Capital Budget Request, and must also follow the CBR policies.

For additional questions about purchasing, please refer to the *Purchasing and Facilities Policies and Procedures Booklet* found on InfoZone.

San Joaquin Valley College
Outcome-based Program Review Handbook



Purchasing Process



San Joaquin Valley College

Outcome-based Program Review Handbook



SAMPLE

Purchase Proposal NEW Curriculum and Instruction Purchases

| | |
|---|--|
| Standard: New supply and/or equipment purchases must support the outcomes of the program or instructional department, be in alignment with SJVC's Mission Statement and Institutional Learning Outcomes (ILOs), and show a positive correlation to career placement. | |
| <p style="text-align: center;">Curriculum Purchases</p> <p>Policy: Curriculum purchases are defined as NEW items requested by faculty specific to student achievement of course and program outcomes and job placement.</p> <p>Process: The <i>Purchase Proposal</i> is to be completed in full and submitted with supporting documentation to the Curriculum Technician. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the Proposal prior to final approval.</p> <p>Examples: Patient simulators, virtual labs, durable medical equipment, HVAC training equipment</p> | <p style="text-align: center;">Instructional Purchases</p> <p>Policy: Instructional purchases are defined as NEW items requested by faculty to support classroom instructional techniques. Instructional purchases are not specific to any one program.</p> <p>Process: The <i>Purchase Proposal</i> is to be completed in full and submitted with supporting documentation to the Classroom Technology Specialist.</p> <p>Examples: Laptops and laptop carts, Interactive whiteboards, Clicker response systems</p> |
| Timeline: Allow at least 90 DAYS for purchase and installation after approval. | |
| Item: Handpiece Air Station / \$356.99 | |
| Total Cost: (for all campuses included): <ul style="list-style-type: none"> • Fresno: \$356.99 (2) = \$713.98 • Bakersfield: \$356.99 (1) = \$356.99 • Visalia: \$356.99 (1) = \$356.99 • All campus cost: \$1,427.96 | |
| Person Requesting: Tamara McNealy | |
| Supervisor: Jeff House | |
| Campus: Fresno | Program: Dental Assisting |
| Date: June 28, 2011 | Course(s): All |

San Joaquin Valley College

Outcome-based Program Review Handbook



Section 1: Summary of Benefits

Explain the benefits of the proposed supply/equipment to the course and program or instructional techniques.

Equipment ensures lubrication of high speed hand pieces will be conducted prior to sterilization; this will minimize hand piece break down and repairs. In addition, it improves infection control procedures by having students complete all instrument processing procedures in the sterilization area; eliminating cross contamination from students having to go back and forth from operatories to sterilization area in the middle of processing.

Section 2: Supporting Documentation

Attach at least two forms of documentation from outside sources that support the need for the purchase. Supporting documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career service department, extern sites or employers, detailed recommendations from programmatic accreditation associations or new laws and/or legislation, research on current industry trends.

From Policy to Practice: OSAP's Guide to the Guidelines page 85

"Step by Step: Handpiece Processing General Recommendations"

The guidelines identify the process to use the air-station to flush and sterilize the handpiece (See attachment)

Section 3: Improvement of Student Achievement

3a. Explain how the proposed supply/equipment will increase student achievement.

Improves infection control procedures by having students complete all instrument processing procedures in the sterilization area; eliminating cross contamination from students having to go back and forth from operatories to sterilization area in the middle of processing procedures.

3b. Summarize how this purchase will assist student placement. Have any students been denied placement because of the College's lack of this supply/equipment?

No

Section 4: Alignment with Outcomes

Curriculum Purchase

*4a. Explain **HOW** the proposed supply/equipment aligns with and support the CLOs and/or PLOs. Please identify and list the specific SLOs.*

CLOs listed below are found in all DA courses:

1. Identify and apply infection control regulations and procedures in accordance with the Dental Board of California and Cal-DOSH in a pre-clinical pediatric or orthodontic environment (1070.2 (d)(D)) (Title 16, Division 10, Chapter 1, Article, 1 section 1005)
2. Implement principles, protocols, armamentaria, and procedures for each duty that dental assistants and registered dental assistants are allowed to perform at the DHCP at a minimum (B&P 1070.2 (d)(N))

4b. How are the CLOs and/or PLOs being currently taught and assessed without this purchase?

- Currently, students have to go back and forth from operatories to sterilization area in the middle of instrument processing procedures to run lubrication in hand pieces; in many cases, a sterilization step is overlooked and not completed which leads to hand piece breakdown and replacement.

San Joaquin Valley College

Outcome-based Program Review Handbook



- On the Fresno campus, three operatory suites do not have direct access to sinks causing students have to go back and forth from operatories to sterilization area in the middle of instrument processing procedures to run lubrication in hand pieces.
- In many cases, the step is overlooked and not completed which leads to hand piece breakdown and replacement.
- Lubrication shields which attach to the hand piece have been purchased to minimize spray created during chair side lubrication process
- Skill competencies have been adjusted to accommodate setting; however, the routine is time consuming and ineffective.
- The hand piece air-station will create an effective infection control process and ensure proper maintenance of hand pieces.

| |
|---|
| Section 5: Implementation |
| <i>5a. What maintenance or upkeep is required for this supply/equipment (Batteries, Belts, etc.)?</i> |
| None |
| <i>5b. Will this supply/equipment become outdated and need to be replaced? If so, approximately how long until it is outdated?</i> |
| No |
| <i>5c. Will faculty need to be trained on how to use this supply/equipment? If so, describe the training plan and skills assessment plan.</i> |
| No |

| | | | | |
|---|-----------------------------|------------------|-----------------|-------------|
| Section 6: Ordering Information | | | | |
| <i>Attach all of the following documentation:</i> | | | | |
| <ul style="list-style-type: none"> • Detailed equipment/supply specifications • List of possible vendors • Additional ordering information | | | | |
| Henry Schein | Item: Handpiece Air Station | Item #: 772-7481 | Price: \$356.99 | Quantity: 2 |

| |
|--|
| Section 7: Internal Research (completed by AA staff) |
| <i>How many students are enrolled in this program on all campuses?</i> |
| <i>Is this item in use on another campus? If so, which campus(s)?</i> |
| <i>How will we measure return on investment?</i> |
| <ul style="list-style-type: none"> • Student enrollment in the DA program on all campuses is 201. • This item is not in use on another campus. |
| Measurement of return on investment: |
| 1. There will be a reduction in replacement and repairs of handpieces due to a more effective lubrication system |
| 2. DA program will remain in compliance with DA-OSHA regulations as outlined in the OSAP guidelines |

PROGRAM REVIEW
 Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews



| Criterion | Initial | Emerging | Developed | Highly Developed |
|---------------------------------------|--|---|--|---|
| Required Elements of the Self-Study | Program faculty may be required to provide a list of program-level student learning outcomes. | Faculty are required to provide the program's student learning outcomes and summarize annual assessment findings. | Faculty are required to provide the program's student learning outcomes, annual assessment studies, findings, and resulting changes. They may be required to submit a plan for the next cycle of assessment studies. | Faculty are required to evaluate the program's student learning outcomes, annual assessment findings, bench-marking results, subsequent changes, and evidence concerning the impact of these changes. They present a plan for the next cycle of assessment studies. |
| Process of Review | Internal and external reviewers do not address evidence concerning the quality of student learning in the program other than grades. | Internal and external reviewers address indirect and possibly direct evidence of student learning in the program; they do so at the descriptive level, rather than providing an evaluation. | Internal and external reviewers analyze direct and indirect evidence of student learning in the program and offer evaluative feedback and suggestions for improvement. They have sufficient expertise to evaluate program efforts; departments use the feedback to improve their work. | Well-qualified internal and external reviewers evaluate the program's learning outcomes, assessment plan, evidence, benchmarking results, and assessment impact. They give evaluative feedback and suggestions for improvement. The department uses the feedback to improve student learning. |
| Planning and Budgeting | The campus has not integrated program reviews into planning and budgeting processes. | The campus has attempted to integrate program reviews into planning and budgeting processes, but with limited success. | The campus generally integrates program reviews into planning and budgeting processes, but not through a formal process. | The campus systematically integrates program reviews into planning and budgeting processes, e.g., through negotiating formal action plans with mutually agreed-upon commitments. |
| Annual Feedback on Assessment Efforts | No individual or committee on campus provides feedback to departments on the quality of their outcomes, assessment plans, assessment studies, impact, etc. | An individual or committee occasionally provides feedback on the quality of outcomes, assessment plans, assessment studies, etc. | A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, etc. Departments use the feedback to improve their work. | A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Departments effectively use the feedback to improve student learning. Follow-up activities enjoy institutional support |
| The Student Experience | Students are unaware of and uninvolved in program review. | Program review may include focus groups or conversations with students to follow up on results of surveys | The internal and external reviewers examine samples of student work, e.g., sample papers, portfolios and capstone projects. Students may be invited to discuss what they learned and how they learned it. | Students are respected partners in the program review process. They may offer poster sessions on their work, demon-strate how they apply rubrics to self-assess, and/or provide their own evaluative feedback. |

San Joaquin Valley College

Outcome-based Program Review Handbook



Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i> |
|---|---|
| Awareness | <ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units. |
| Development | <ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation. |
| Proficiency | <ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. |
| Sustainable Continuous Quality Improvement | <ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. |