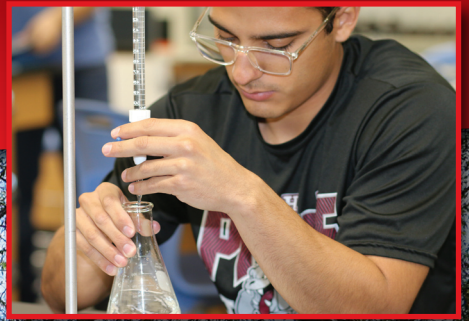
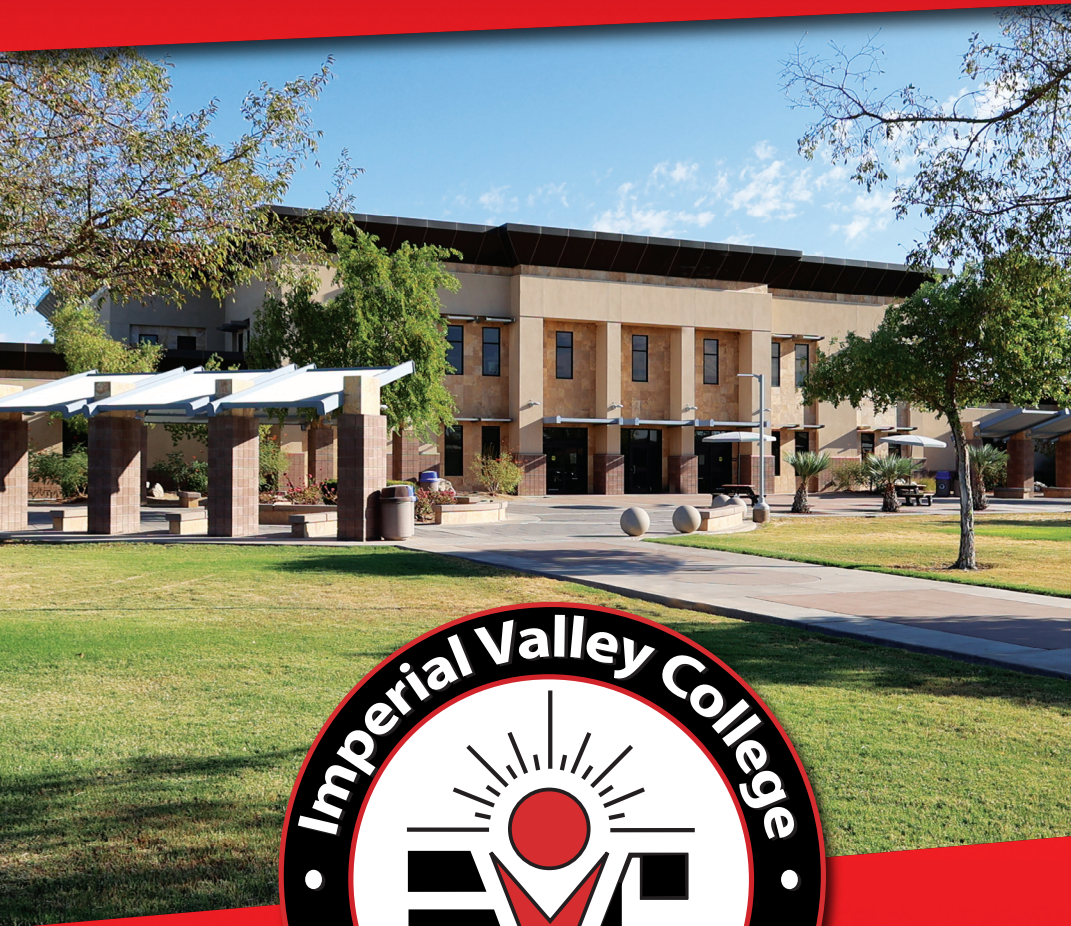




**#1 in the Nation!**

# Program Review Handbook

**Academic and Service Areas**

*Revised 11/2025*



Imperial Valley College  
Program Review Process Handbook:  
Guidelines for Academic & Service Areas  
(DRAFT-NOV 2025)

Developed by:



OFFICE of INSTITUTIONAL EFFECTIVENESS  
Supporting Decision - Making

# Table of Contents

|                                                                                      |           |
|--------------------------------------------------------------------------------------|-----------|
| <b>Section 1 – Introduction &amp; Background.....</b>                                | <b>4</b>  |
| A. Introduction .....                                                                | 4         |
| B. Defining Program Review .....                                                     | 4         |
| C. Background .....                                                                  | 4         |
| <b>Section 2 Institutional Goals .....</b>                                           | <b>5</b>  |
| A. Institutional Goals .....                                                         | 5         |
| <b>Section 3 – Program Review Purpose .....</b>                                      | <b>5</b>  |
| A. Program Review Purpose .....                                                      | 5         |
| B. Program Review Intent .....                                                       | 5         |
| C. Additional Considerations.....                                                    | 6         |
| <b>Section 4 – Divisions, Departments, and Programs Conducting Reviews .....</b>     | <b>7</b>  |
| A. Academic Programs Conducting Program Review .....                                 | 7         |
| B. Service Areas Conducting Program Review .....                                     | 9         |
| <b>Section 5 – Program Review Process, Cycles and Procedures .....</b>               | <b>10</b> |
| A. Program Review Procedures.....                                                    | 10        |
| B. Program Review Cycles.....                                                        | 10        |
| C. Program Review Process.....                                                       | 11        |
| D. Program Review Components .....                                                   | 11        |
| <b>Section 6 – Nuventive Platform, Description of Roles and Prioritization .....</b> | <b>12</b> |
| A. Nuventive Platform.....                                                           | 12        |
| B. Prioritization & Funding.....                                                     | 13        |
| C. Prioritization Process .....                                                      | 13        |
| D. Institutional Level .....                                                         | 14        |
| E. Budget Enhancement & Timeline Process Table .....                                 | 15        |

|                                                                |           |
|----------------------------------------------------------------|-----------|
| <b>Section 7 – Program Review Committee (PRC)</b>              | <b>16</b> |
| A. Program Review Committee Overview                           | 16        |
| B. Committee Structure                                         | 16        |
| C. Committee Mandate                                           | 16        |
| D. Committee Charge                                            | 16        |
| E. PRC Meeting Schedule                                        | 17        |
| <b>Section 8 – Program Review Evaluation Process</b>           | <b>17</b> |
| A. Evaluation Process                                          | 17        |
| B. Aligning to the Resource Allocation Process                 | 17        |
| <b>Appendices</b>                                              | <b>18</b> |
| Appendix A: Glossary of Terms                                  | 18        |
| Appendix B: Program Review Schedule                            | 22        |
| Appendix C: Budget Enhancement Process & Timeline              | 24        |
| Appendix D: Part I- ACCJC Rubric for Evaluating Institutional  | 25        |
| Appendix D: Part II- ACCJC Rubric for Evaluating Institutional | 26        |
| Appendix E: Program Review Cycles (1-3)                        | 27        |
| Appendix F: Program Review Cycles (2025-27)                    | 29        |

## Section 1 – Introduction & Background

### A. Introduction

The Office of Institutional Effectiveness is pleased to present the Imperial Valley College - Program Review Handbook. This handbook contains essential information regarding the program review process. Beginning in 2022, The Office of Institutional Effectiveness successfully launched the Nuventive platform and began the process of integrating campus-wide program reviews and assessments. The Offices of Institutional Effectiveness & Research are prepared to support your program review and data needs.

This handbook provides a framework and resources to help with the IVC Program Review Process.

### B. Defining Program Review

A Program Review is a systematic process for evaluating and improving academic programs. It is conducted through self-evaluation and peer evaluation conducted by external review. The emphasis of the Program Review is on assessing the curriculum and student learning. The comprehensive analysis, which the review provides, is used to stimulate curriculum and programmatic changes and to inform planning and budgeting processes at various levels. The review cycle is dependent on the individual institution. Imperial Valley College conducts comprehensive program reviews every 3rd year; program review “updates” are administered annually in preparation for the programs’ comprehensive reviews.

### C. Background

Program Review has been part of the Imperial Valley College culture for over two decades. The purpose of program review is to examine programs/units for institutional effectiveness, integrated planning, viability, and relevancy to the College Mission, Vision and Values, any current plans or initiatives (Vision for Success, Student Equity, etc.) as well as to the IVC 2030 Vision Comprehensive Master Plan.

Beginning Spring 2021, a new participatory governance structure was adopted, and two new committees were subsequently developed: 1.) the Institutional Effectiveness and Development Committee (IEDC) and 2.) the Program Review Committee (PRC). These Committees replaced the previously established Strategic Educational Master Planning Committee (SEMPC).

The PRC was established to serve as a subcommittee to the IEDC regarding matters of planning, assessment, and analysis of the program review process to continue compliance with accreditation standards, state and federal regulations, and to move the College toward continuous program quality improvement. The PRC is responsible for providing guidance regarding the process and documents for program review.

It is imperative that institutional program review be fully integrated into all college planning and budgetary processes. To that end, the principles embodied in the original SEMPC document have been adopted as the basis for this official College District model for implementation of institutional program review throughout all units – Academic, Student Services, and Administrative Service Areas.

## Section 2 – Institutional Goals

### A. Institutional Goals

As part of Vision 2030, the College has included institutional, educational, and facilities plans that are congruent to that of board priorities and in alignment with the College's mission, vision, and values. IVC's Integrated Planning Model is informed by the vision for success, guided pathways, student equity and achievement plan, and the program review plan.

## Section 3 – Program Review Purpose & Intent

### A. Program Review Purpose

The purpose of IVC's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services to invest in the unit's future. PRC plays a critical role in evaluating and providing feedback on the quality of program review documents submitted by the areas undergoing Comprehensive Program Review and has helped increase implementation efforts across the institution. Moreover, PRC has ensured that all program review efforts are aligned with accreditation. Significant changes were made in the internal processes and structure for Program Review for both academic and non-academic programs based upon these recommendations that now support and sustain an integrated program review cycle.

### B. Program Review Intent

The intent of the program review process is to promote student-centered services by engaging all college units in self-examination and self-improvement. The review process is to be broad-based, accessible, and integrated into other college-wide processes, such as accreditation, budget, and strategic planning.

The information gathered and analyzed in program review is an integral part in planning, decision-making, staffing, program improvement, and optimal utilization of the college's budgetary resources.

Each unit's final report should be designed to give insight into the past, present, and future, considering the next three questions:

- 1) What has the program accomplished in the past year?
- 2) Where is the program now?
- 3) Where should it go from here?

### C. Additional Considerations

In addition, each unit's program review should consider the following:

- Ensure that all college programs and services are functioning in support of the college's mission, vision, and values.
- Ensure that all program goals, objectives, and budget enhancement requests are aligned with one or more institutional goals and objectives and the California Community Colleges Chancellor's Office Vision for Success Goals.
- Promote steady improvement in the quality and currency of all college programs and services through the use of SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals.
- Provide a body of evidence of institutional effectiveness at all levels for accreditation.
- Facilitate self-analysis of each unit's functions and its relationship to college goals and the internal and external conditions that impact its operation.
- Note areas of strength and acknowledge major milestones and accomplishments.
- Note areas in need of improvement to inform the college of any concerns/issues to provide proactive solutions.
- Provide a vehicle for information-based, timely, collegial consultation for budget consideration to support development and improvement of all college programs and services.

The Offices of Institutional Effectiveness and Research will work in tandem with the PRC to amend the list of departments, programs, and units that are responsible for conducting program review. The lists will be updated on a yearly basis before the beginning of the review cycle.

## Section 4 – Divisions, Departments, and Programs Conducting Program Review

### A. Academic Programs Conducting Program Review:

#### A

Accounting Technician (A.S.)  
Addiction Disorder Studies (A.S.)  
Administration of Justice (A.S.)  
Administration of Justice for Transfer (A.S.-T.)  
Administration of Justice: Law Enforcement (A.S.)  
Agriculture Business for Transfer (A.S.-T.)  
Agriculture Plant Science for Transfer (A.S.-T.)  
Air Conditioning and Refrigeration (A.S.)  
American Sign Language (A.A.)  
Anthropology for Transfer (A.A.-T.)  
Art History for Transfer (A.A.-T.)  
Automotive Technology (A.S.)  
Automotive Technology: Fundamentals of Automotive Service (Certificate)  
Automotive Technology: Maintenance and Basic Repair (Certificate)

#### B

Behavioral Science (A.A.)  
Biology for Transfer (A.S.-T.)  
Building Construction Technology (A.S.)  
Building Construction Technology: Carpentry Specialization (Certificate)  
Business Administration 2.0 for Transfer (A.S.-T.)  
Business Administrative Assistant (A.S.)  
Business Information Systems (A.S.)  
Business Management (A.S.)  
Business Office Technician (A.S.)

#### C

Chemistry for Transfer (A.S.-T.)  
Chicana/o Studies (A.A.)  
Child Development (A.S.)  
Child Development Associate Teacher (Certificate)  
Child Development Children with Special Needs Specialization (Certificate)

Child Development Infant/Toddler Specialization (Certificate)  
Child Development School-Age Specialization (Certificate)  
Communication Studies for Transfer (A.A.-T.)  
Computer Information Technology (A.S.)  
Computer Networking (Certificate)  
Computer Science for Transfer (A.S.-T.)  
Correctional Science (A.S.)  
Correctional Science: Corrections Officer (Certificate)  
Cybersecurity (Certificate)  
Child Development Administration Specialization (Certificate)

#### D

Diesel Farm Machinery and Heavy Equipment Technology (Certificate)  
Digital Design and Production (A.S.)

#### E

Early Childhood Education for Transfer (A.S.-T.)  
Economics for Transfer (A.A.-T.)  
Electrical Technology (A.S.)  
Electrical Technology: General Electrician (Certificate)  
Electrical Technology: Residential Electrician (Certificate)  
Electrical Technology: Low Voltage Systems Technician (Certificate)  
Electrical Trades (A.S.)  
Elementary Teacher Education for Transfer (A.A.-T.)  
Emergency Medical Services (A.S.)  
English for Transfer (A.A.-T.)  
Exercise Science (A.S.)

#### F

Fire Technology (A.S.)  
Firefighter I (Certificate)  
French (A.A.)

**G**

General Science (A.S.) Geography for Transfer (A.A.-T.)

Global Studies for Transfer (A.A.-T.)

**H**

History for Transfer (A.A.-T.)

Humanities (A.A.)

**K**

Kinesiology for Transfer (A.A.-T.)

**M**

Mathematics for Transfer (A.S.-T.)

Medical Assistant (Certificate)

Microsoft Office (Certificate)

Music for Transfer (A.A.-T.)

**N**

Nursing – Vocational (VN) (A.S.)

Nursing – Registered (RN) (A.S.)

Nutrition and Dietetics for Transfer (A.S.-T.)

**P**

Physics for Transfer (A.S.-T.)

Political Science for Transfer (A.A.-T.)

Pre-Engineering (A.S.)

Psychology for Transfer (A.A.-T.)

Public Health Science for Transfer (A.S.-T.)

**R**

Retail Management (Certificate)

**S**

Social Science (A.A.)

Sociology for Transfer (A.A.-T.)

Spanish for Transfer (A.A.-T.) Studio

Arts for Transfer (A.A.-T.)

**W**

Water Treatment Systems Technology (A.S.) Water Treatment Systems

Technology: Wastewater Treatment Specialization (Certificate)

Welding Technology (A.S.)

## B. Service Areas Conducting Program Review:

**A**

Academic Services  
Admissions and Records  
Athletics

**C**

CalWorks Assessment -  
offsite

CalWORKs Counseling

Campus Safety

Career Center

Community Education

Counseling

Counseling Division

**D**

Distant Education

DSPS (Disabled Students Programs and  
Services)

Dual Enrollment

**E**

Educational Talent [Search](#)

Enterprise Systems

EOPS (Extended Opportunities and  
Services)

**F**

Financial Aid

Foster Care and Kinship

**G**

General Counseling

**H**

Human Resources

**I**

Information Services (IT)

Institutional Effectiveness & Research

**L**

Learning Services R/W Lab

Library

**M**

Maintenance and Operations

Math & Science Division

**N**

Non-Credit

Nursing Learning Center

**O**

Online and Printing Services

**P**

Parking Control

President's Office

Public Relations

Public Safety

**S**

Special Projects

Student Affairs

Student Affairs and Enrollment Services Division

Student Development & Activities Student

Equity

Student Equity & Achievement

Student Health Center

Student Services Division

Student Success and Support (SSSP) Student  
Support Services (SSS)

**T**

Transfer Center

TRIO SSS (Student Support Services)

**U**

Upward Bound

**V**

Veterans Center

**W**

Work Experience

## Section 5 – Program Review Process, Cycles, Procedure & Components

### A. Program Review Process

Once program review information is entered on the Nuventive platform, the area Dean or Director will provide the initial review with the area's Vice Presidents for an additional review. Budget enhancement requests are ranked and prioritized by the originator using a specific cycle and schedule. The President's Cabinet will make final decisions with recommendations from the Integrated Consultation Council to ensure that they have made an informed decision regarding all funding allocations.

### B. Program Review Cycles

The Program Review cycle begins each Fall. Academic programs will refer to the Academic Program Review (APR) template developed for academic programs. All other programs use the Service Area Program Review (SAPR) template. The SAPR templates include both student service areas and administrative service areas.

## Annual Program Review Cycle



**Note:** Each unit is required to complete the program review process on an annual basis. Units will complete either a comprehensive or an update program review annually. A three-year cycle has been established to ensure that all units complete a comprehensive program review (CPR) every third year, with program review updates completed on off years.

### C. Program Review Procedure

To access all documentation and materials regarding past program review and current one, please refer to the Accreditation website for all forms, including the electronic version of this handbook and all other related program review and assessment documents by visiting the Program Review [repository](#).

### D. Program Review Components

The components that comprise a unit's program review generally include the following:

- Statistical data -- Data that describes the program/unit in terms of student contact, learning outcomes and staff assigned to the unit.
- SLO/SAO & PLO Summary -- Explain how your assessment of Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) led your planning efforts. Also, provide some information of how this assessment drives the Program Learning Outcomes (PLOs) for the college.
- Alignment with the Chancellor's Office Vision for Success Goals.
- Alignment with the college's Institutional Learning Objectives.
- Alignment with the college's [2030 Vision Comprehensive Master Plan](#).
- Survey results that indicate the customers' degree of satisfaction with the program or service, learning outcomes, and suggestions for improvement.
- A self-study of the program/unit that addresses its long-term goals, functions, and services with evidence supporting one or more institutional goals; and an evaluation of academic/student data and/or survey results. The self-study should also include recommendations for improvement as well as a work plan that outlines resources required for implementation based upon analysis of data and identifies one or more institutional goals and the resource allocation needs. Service areas complete Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis as part of their self-study; academic areas complete a thorough analysis of enrollment, student outcomes, and any additional linkages to existing college plans that can support their CPRs.

\*Note: Please refer to the specific guidelines on each comprehensive Program Review for additional details regarding the specific components of academic and non-academic units.

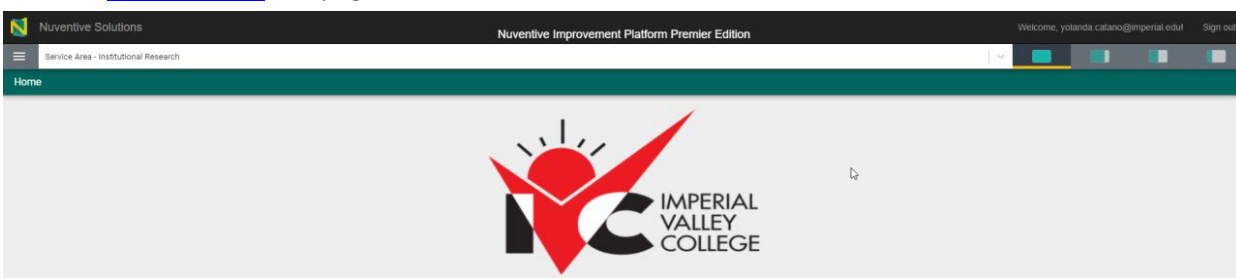
## Section 6 – Nuventive Platform, Description of Roles and Prioritization

### A. Nuventive Platform

During the 2020-21 academic year, the institution set forth a request to evaluate curriculum management software platforms that would support the vision of all program review and outcomes assessment processes. The college selected Nuventive, an Institutional Planning and Assessment software, specifically designed for higher education institutions.

#### Description of Roles in Nuventive Platform:

Log-in using your imperial.edu portal single sign-on. A copy of the Nuventive Guide is available under the [accreditation](#) webpage.



| Role                                | Description                                                                                                                                                                                                                                                                   |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Super User</b>                   | Edit access to all screens. This role is reserved for those leading the implementation process in the platform.                                                                                                                                                               |
| <b>Administrator</b>                | Edit access to all assessment screens. Read only access to program review screens but does not see the Dean/VP approval and feedback form.                                                                                                                                    |
| <b>Read Only</b>                    | This is provided on the assessment side. These are based on assignments provided by the Outcomes and Assessment Coordinator. These users will not need to log in to the Nuventive platform as they can simply click a link in the assignment sent directly to your IVC email. |
| <b>Department Chair or Director</b> | Can see and edit all screens.                                                                                                                                                                                                                                                 |
| <b>Collaborator</b>                 | Can see and “edit all” program review screens. Does not have access to outcomes and assessment screens. Only access to program review areas.                                                                                                                                  |
| <b>Dean/VP/President</b>            | Has access to all outcomes and assessment and program review screens including the Dean/VP approval and feedback form.                                                                                                                                                        |

## B. Prioritization & Funding

Program reviews will serve as a basis for annual prioritization, funding, and budget planning. Each program/unit will submit the completed program reviews to the appropriate entity to incorporate into the college's annual budget process.

The Offices of Institutional Effectiveness and Research shall maintain copies of all program review reports as a permanent archive and will provide data as needed for all program review reports.

## C. The Prioritization Process

Each discipline/unit completes a program review for the academic year as assigned. For each resource request (budget enhancement) in the program review, a particular resource plan is identified in eight categories:

- 1) Advertisement -- Costs associated with public relations and marketing through different media outlets (print ads, radio or TV broadcasts, online or direct mail).
- 2) Staffing -- Costs associated with salaries and benefits of persons employed by the District to perform duties in an assigned position.
  - a) Classified Staff
  - b) Faculty Positions
  - c) The faculty positions are reviewed separately.
- 3) Facilities -- Costs associated with maintenance and repairs to buildings and other types of facilities (fixing broken floor tiles or replacing old carpet, replacing a sink in a classroom lab, etc.)
- 4) Technology -- Costs associated with telecommunications, data processing and data management systems or services (i.e. telephones, computer networks, internet, fiber optics, etc.)
- 5) Professional Development and Travel -- Costs associated with necessary expenses for District representatives to improve or learn new techniques (i.e. fees for workshops, webinars, classes, etc.) and costs associated with per diem or actual necessary expenses for District representatives to attend meetings or conferences (i.e. registration fees, transportation, meals and lodging, etc.)
- 6) Supplies and Equipment -- Costs associated with items that have a useful life of less than one year or are easily expendable, broken, damaged, or lost in normal use (i.e. office supplies, food and food service supplies, medical supplies, etc.) and costs associated with assets having a useful life of more than one year other than land and buildings (i.e. computers, software, furniture, etc.)

- 7) Capital Expenditure -- Costs associated with the acquisition of capital assets or additions to capital assets totaling \$5,000 or more (sites and site improvements, buildings, fixtures, equipment, vehicles, etc.)
- 8) Miscellaneous -- Operating costs not identifiable within any other category listed.

#### D. Institutional Level

The Program Review Committee and Institutional Effectiveness and Development Committee will direct the review process for all budget enhancement requests.

**Budget Enhancement Process and Timeline Table (Ref. Appendix A):**

| Process                                     | Body of Representatives                                                                                                                                                                                 | Due Dates                                                                               |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Program Level Development and Review</b> | Program Chairs, Coordinators, Directors submit program review with rated/ranked budget enhancements.<br><br>*FT faculty position requests routed in parallel process to Instructional Council.          | November                                                                                |
| <b>Dean Level Review</b>                    | Deans review for clarity and appropriateness.                                                                                                                                                           | December                                                                                |
| <b>Vice President Level Review</b>          | VPs review for clarity and appropriateness.                                                                                                                                                             | January                                                                                 |
| <b>IE/IR/Dean/Director Prep</b>             | IE/IR pulls reports from Nuventive and prepares information for college-wide review.<br><br>Deans and Directors review and rate/rank all items for their divisions.                                     | February                                                                                |
| <b>Expanded Joint Deans' Council Review</b> | Highest priority budget enhancements, college- wide organized with recommended funding sources.                                                                                                         | March                                                                                   |
| <b>Integrated College Council</b>           | ICC reviews and discusses recommendations of all budget enhancement from the campus.                                                                                                                    | March-May                                                                               |
| <b>President's Cabinet Level Review</b>     | PC receives recommendations from ICC in May.<br><br>PC reviews all requests, focusing mostly on highest priority items. Approved items will best align with the strategic plan and institutional goals. | Overall budget enhancement allocation sent no later than June BOT for tentative budget. |

\*Note: Currently, all Faculty requests are prioritized separately by the Curriculum Committee and are submitted to the Staffing Committee for inclusion in the institutional prioritization process.

At the end of the manual, you will find the budget enhancement evaluation tool with instructions on the process to evaluate budget enhancement requests.

## Section 7 – Program Review Committee

### A. Program Review Committee Overview

The purpose of the Program Review Committee (PRC) is to serve as a subcommittee to the Institutional Effectiveness and Development Committee (IEDC) regarding matters of planning, assessment, and analysis of the program review process to remain in compliance with accreditation standards, state and federal regulations, and to move the College toward continuous program quality improvement. The Program Review Committee is responsible for providing guidance regarding the process and documents for program review. PRC plays a critical role in evaluating and providing feedback on the quality of the Program Review documents submitted by the areas undergoing comprehensive program review.

The Program Review Committee (PRC) is primarily responsible for providing guidance to the College regarding the process and documents for the review. PRC plays a critical role in evaluating and providing feedback on the quality of the program review documents submitted by the areas undergoing comprehensive program reviews to facilitate information (i.e. data) and submission of their program reviews in accordance with their cycle.

### B. Committee Structure

Participatory governance structure identifies two co-chairs leading this effort. This includes an administrator appointed by administrative group and a faculty co-chair appointed by the Academic Senate or a classified co-chair appointed by CSEA. Other members of the committee include faculty, classified, and administrators.

### C. Mandate

The Program Review Committee is responsible for providing guidance regarding the process and documents for the program review. PRC plays a critical role in evaluating and providing feedback on the quality of the program review documents (including data, etc.) submitted by the areas undergoing comprehensive program.

### D. Charge

The PRC is charged with the following:

- 1) Oversee the program review process for the College. The process includes but is not limited to budget enhancement process, outcomes & assessment, data, and the overall program review process.
- 2) Evaluate and provide feedback on the quality of program review documents submitted by all departments, programs, and service areas.
- 3) Monitor integration of program review process with institutional priorities and strategic planning (i.e. vision for success and institutional goals).
- 4) Provide guidance on the College on all program review materials and process of program review on an on-going basis.
- 5) Annually evaluate the effectiveness of the program review process and policies and procedures related to program review.
- 6) Provide recommendations for improvements and revisions to the process as needed.

- 7) Communicate changes to campus-wide governance committees such as Academic Senate, Integrated Consultation Council (ICC), Institutional Effectiveness & Development Committee (IEDC), and its sub-committee of Outcomes and Assessment.
- 8) Conduct annual evaluation survey on the effectiveness of the program review process each spring semester.
- 9) Report on the evaluation of the program review process and any resulting plans to improve the process to IEDC and ICC.

#### E. PRC Meeting Schedule

Meeting Dates: 3rd Thursday of each month

Time: 2:30-4:00 p.m.

Location: Room 204 (Bldg. 200), Virtual Meeting available via Zoom

### Section 8 – Program Review Evaluation Process

#### A. Evaluation Process for Program Review

All Program Reviews should include data for a thorough analysis of their programs. IVC's Program Review process looks at practices, considering the past, present, and future projections of our programs and services for student learning and success. Each program identifies markers for self-improvement and measures for continuous improvement.

The Offices of Institutional Effectiveness and Research conduct an initial review of all Program Review submissions along with the Dean's and VPs for detailed vetting. In addition, the PRC will perform an annual committee evaluation and contribute to an annual survey at the end of each academic year to evaluate the Program Review process, which will lead to collaborative effort with Integrated Consultation Council to identify markers for improvement.

#### B. Aligning to the Resource Allocation Process

One of the key mechanisms of Program Review is to drive the College's resource allocation in alignment with integrated planning using collaborative, evidence-based, and sustainable practices. Program Review supports integrated planning by guiding the decision-making and resource allocation for the improvement of institutional effectiveness and student success. The process is aligned with institutional priorities delineated in the 2030 Vision Comprehensive Master Plan and other internal processes.

Both qualitative and quantitative data will be considered in the development of the survey instrument to validate and correlate information for evidence-based purposes. The PRC will work with the IR office to validate the instrument created and will be vetted in the appropriate governance committees: O&A, PRC, IEDC, ICC, and Academic Senate.

Please refer to Appendix E for a copy of the annual Program Review survey instrument.

**Appendix A**  
**Terms & Definitions**

| <b>Glossary of Terms</b>                             |                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Terms</b>                                         | <b>Definition</b>                                                                                                                                                                                                                                                                                |
| Actual Expenditures                                  | Expenses according to the yearend closing as reported in the final Budget                                                                                                                                                                                                                        |
| Average Class Size                                   | A measure of enrollment per section                                                                                                                                                                                                                                                              |
| Academic Year (AY)                                   | Fall-Winter-Spring-Summer                                                                                                                                                                                                                                                                        |
| Budget                                               | Final Budget adopted by the Board                                                                                                                                                                                                                                                                |
| Census Enrollment                                    | Enrollment on census day                                                                                                                                                                                                                                                                         |
| Certificates                                         | Awards that are not a degree, but approved by the Chancellor's office                                                                                                                                                                                                                            |
| Degrees                                              | Associate of Arts, Science, and all ADTs or Transfer Degrees                                                                                                                                                                                                                                     |
| Division                                             | Academic division that includes one or more disciplines/subjects                                                                                                                                                                                                                                 |
| Enrollment                                           | Student enrollment is a duplicated count of students. Students may be enrolled in more than one course. Each enrollment for the day on which active enrollment is counted for computing FTES, the basis for State funding. Census for term- length classes is Monday of the 3rd week of classes. |
| Fiscal Year                                          | July 1 - June 30                                                                                                                                                                                                                                                                                 |
| Full Time Equivalent Faculty (FTEF)                  | In an FTEF, a faculty member's actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an institution.                                                   |
| Full Time Equivalent Faculty (FTEF)-<br>FTEF Formula | FTEF Formula = WFCH / Contract teaching load of the discipline<br>where WFCH = standard course hours<br>Example: $3/15 = 0.20$                                                                                                                                                                   |
| Full Time Equivalent Faculty Regular<br>FTEF         | Regular FTEF – FTEF in sections taught by regular, full-time faculty                                                                                                                                                                                                                             |
| Full Time Equivalent Faculty Adjunct<br>FTEF         | Adjunct FTEF – FTEF in sections taught by adjunct faculty                                                                                                                                                                                                                                        |
| Full Time Equivalent Faculty Hourly<br>FTEF          | Hourly FTEF – FTEF in sections taught as an overload by regular faculty                                                                                                                                                                                                                          |

|                                                      |                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Full Time Equivalent Student (FTES)                  | FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment.                                                      |
| Full Time Equivalent Student (FTES)-<br>FTES Formula | The formula for calculating FTES is expressed by the equation below:                                                                                                                                                                                                                                                                                               |
| Full Time Equivalent Student (FTES)-<br>FTES Formula | $FTES = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 525 \text{ where TLM} = 16.5$ <p><i>Example: FTES for a 3-unit class with 30 students enrolled at census</i><br/> <math display="block">FTES = (30 \times 3.38 \text{ hours/week} \times 16.5 \text{ weeks/semester}) / 525 = 3.19</math></p> |
| Headcount                                            | Student headcount is an unduplicated count of students who are active in a credit class on census day. It is the number of individual students taking classes. Students may enroll in more than one course in a term, but each student is counted only once for the term.                                                                                          |
| Method of Instruction/Modality                       | Classroom – Traditional classes offered 'on ground' in a classroom<br>Hybrid – Classes that are offered both online and in the classroom. Online – Web-based classes                                                                                                                                                                                               |
| Persistence Rate                                     | Number of students with at least one course in next term divided by number of students with at least one course in the first term                                                                                                                                                                                                                                  |
| Program                                              | The program in which an award is earned by a student                                                                                                                                                                                                                                                                                                               |
| Restricted and Categorical Funding                   | Funds restricted to a particular categorical program or grant                                                                                                                                                                                                                                                                                                      |
| Retention Rate                                       | The percentage of students remained in a class at the end of the semester: All students who earned a letter grade (A, B, C, D, F, N, P, I) divided by all students, including withdrawals (A, B, C, D, F, P, N, I, W)                                                                                                                                              |
| Section Count                                        | The number of sections offered, including combined classes, counted separately                                                                                                                                                                                                                                                                                     |
| Success Rate                                         | The percentage of students who received a passing grade of A, B, C, P at the end of the semester: Passing Grades (A, B, C, P) divided by all grades in a class (A, B, C, D, F, P, N, W, I)                                                                                                                                                                         |
| Unrestricted Funds                                   | Funds comprised of the general fund of the college                                                                                                                                                                                                                                                                                                                 |

|                                                         |                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weekly Student Contact Hours- (WSCH)                    | <p>WSCH is an acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution.</p> <p><math>WSCH = \text{census enrollment} \times \text{class hours per week}</math></p>        |
| Weekly Student Contact Hours & Instructional Efficiency | <p>WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of cost-efficiency or instructional quality.</p> <p>District has established 510 as the target WSCH/FTEF standard.</p> |
|                                                         |                                                                                                                                                                                                                                                                              |

**Appendix B**

Program Review Schedule (Template)

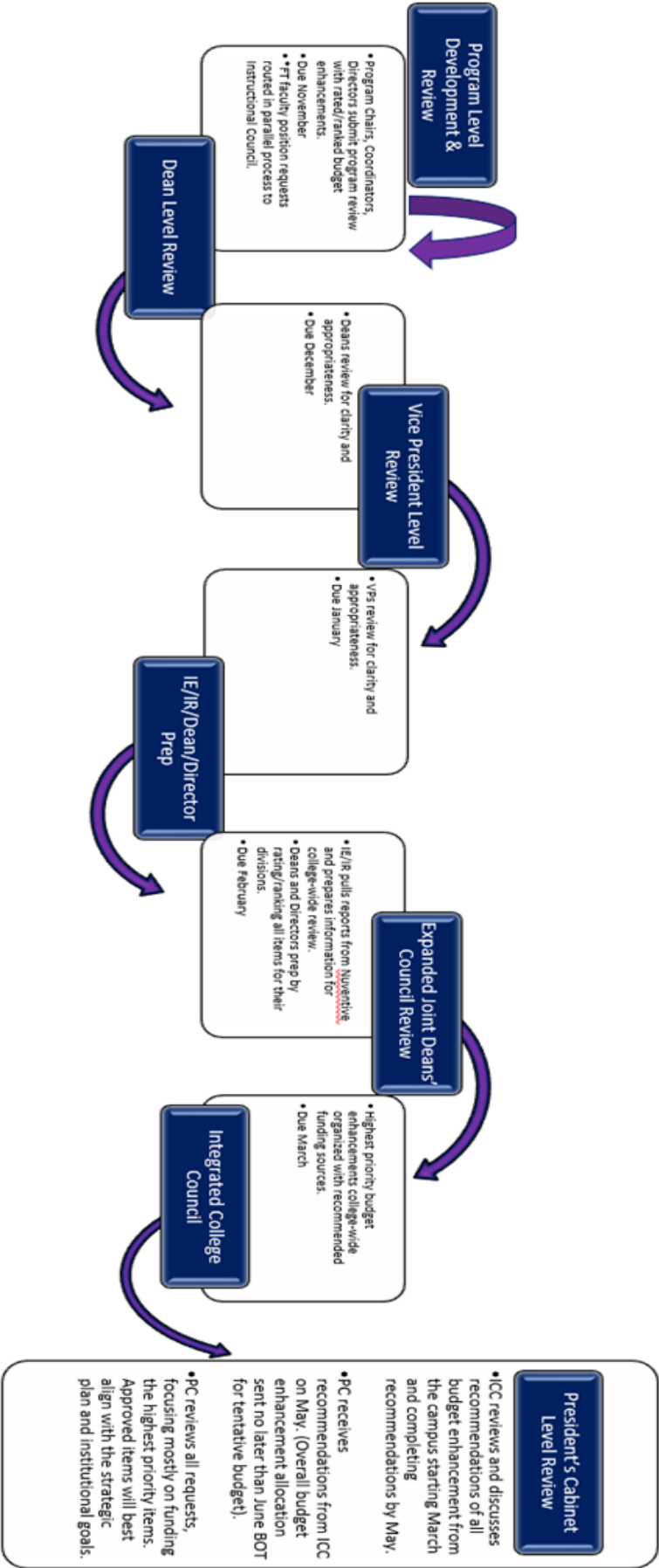
# IVC Program Review Schedule

| Spring                                                    | Fall               | Fall       | Winter                                    | Spring                                 | Summer                                      |
|-----------------------------------------------------------|--------------------|------------|-------------------------------------------|----------------------------------------|---------------------------------------------|
| March-June                                                | September          | December   | January                                   | February                               | June                                        |
| Program Level Data & <u>Nuventive</u> Trainings available | Program Review     | PRC Review | Budget Enhancement Business Office Review | Integrated Consultation Council Review | Board of Trustees Tentative Budget Approval |
|                                                           | October            |            | January                                   | February                               |                                             |
|                                                           | Dean Level Reviews |            | Budget Enhancement Requests Review        | Facilities, Budget and Fiscal Planning |                                             |
|                                                           | November           |            |                                           | May                                    |                                             |
|                                                           | VP Level Reviews   |            |                                           | President's Cabinet Review             |                                             |
| Spring                                                    | Fall               |            | Winter                                    | Spring                                 | Summer                                      |

### **Appendix C**

#### **Budget Enhancement Process and Timeline**

# Program Review & Budget Enhancement Process



## Appendix D

### ACCJC Rubric for Evaluating Institutional Effectiveness - Part I: Program Review

#### Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

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

## ACCJC Rubric for Evaluating Institutional Effectiveness - Part II: Program Review

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

**Rubric for Evaluating Institutional Effectiveness-Part II: Planning**

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

| <b>Levels of Implementation</b>                   | <b>Characteristics of Institutional Effectiveness in Planning</b><br><i>(Sample Institutional Behaviors)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Awareness</b>                                  | <ul style="list-style-type: none"> <li>• The college has preliminary investigative dialogue about planning processes.</li> <li>• There is recognition of case need for quantitative and qualitative data and analysis in planning.</li> <li>• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).</li> <li>• Planning found in only some areas of college operations.</li> <li>• There is exploration of models and definitions and issues related to planning.</li> <li>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money".</li> <li>• The college may have a consultant-supported plan for facilities, or a strategic plan.</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>Development</b>                                | <ul style="list-style-type: none"> <li>• The Institution has defined a planning process and assigned responsibility for implementing it.</li> <li>• The Institution has identified quantitative and qualitative data and is using it.</li> <li>• Planning efforts are specifically linked to institutional mission and goals.</li> <li>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.</li> <li>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.</li> <li>• Planning processes reflect the participation of a broad constituent base.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Proficiency</b>                                | <ul style="list-style-type: none"> <li>• The college has a well-documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</li> <li>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</li> <li>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</li> <li>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</li> <li>• The institution assesses progress toward achieving its education goals <i>over time</i> (uses longitudinal data and analyses).</li> <li>• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</li> </ul> |
| <b>Sustainable Continuous Quality Improvement</b> | <ul style="list-style-type: none"> <li>• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</li> <li>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</li> <li>• There is ongoing review and adaptation of evaluation and planning processes.</li> <li>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Appendix E**  
Program Review Cycles 1-3

| Program Review Cycle ( Tracks 1-3)           |               |               |               |
|----------------------------------------------|---------------|---------------|---------------|
| Program Track (1-3)                          | Program Year  |               |               |
| Track 1 Programs                             | Fall 2025     | Fall 2026     | Fall 2027     |
| <u>Health &amp; Public Safety</u>            | Comprehensive | Update        | Update        |
| <u>Arts, Letters &amp; Learning Services</u> | Comprehensive | Update        | Update        |
| <u>Math &amp; Science</u>                    | Comprehensive | Update        | Update        |
| <u>Economic &amp; Workforce Dev.</u>         | Comprehensive | Update        | Update        |
| Track 2 Programs                             | Fall 2025     | Fall 2026     | Fall 2027     |
| <u>Health &amp; Public Safety</u>            | Update        | Comprehensive | Update        |
| <u>Arts, Letters &amp; Learning Services</u> | Update        | Comprehensive | Update        |
| <u>Math &amp; Science</u>                    | Update        | Comprehensive | Update        |
| <u>Economic &amp; Workforce Dev.</u>         | Update        | Comprehensive | Update        |
| Program Track-3                              | Fall 2025     | Fall 2026     | Fall 2027     |
| <u>Health &amp; Public Safety</u>            | Update        | Update        | Comprehensive |
| <u>Arts, Letters &amp; Learning Services</u> | Update        | Update        | Comprehensive |
| <u>Math &amp; Science</u>                    | Update        | Update        | Comprehensive |
| <u>Economic &amp; Workforce Dev.</u>         | Update        | Update        | Comprehensive |
|                                              |               |               |               |

**Appendix F**  
**Program Review Cycle (2025-26)**

| Program Track (1-3)                                 | Program Year                       |
|-----------------------------------------------------|------------------------------------|
| Track 1 Programs                                    | Fall 2025                          |
| <b><u>Health &amp; Public Safety</u></b>            | <b><u>Comprehensive Review</u></b> |
| EMS                                                 | Comprehensive Review               |
| Medical Assistant                                   | Comprehensive Review               |
| Correctional Science: Corrections                   | Comprehensive Review               |
| Correctional Science                                | Comprehensive Review               |
| *Pre-Nursing and Allied Health*                     | Comprehensive Review               |
| <b><u>Arts, Letters &amp; Learning Services</u></b> | <b><u>Comprehensive Review</u></b> |
| ESL                                                 | Comprehensive Review               |
| Distance Ed                                         | Comprehensive Review               |
| Art Majors (Studio Art and History)                 | Comprehensive Review               |
| Art Gallery (SA)                                    | Comprehensive Review               |
| Humanities                                          | Comprehensive Review               |
| Music                                               | Comprehensive Review               |
| <b><u>Math &amp; Science</u></b>                    | <b><u>Comprehensive Review</u></b> |
| Athletics                                           | Comprehensive Review               |
| Physics                                             | Comprehensive Review               |
| Computer Science                                    | Comprehensive Review               |
| History                                             | Comprehensive Review               |
| Psychology                                          | Comprehensive Review               |
| Addiction Disorder Studies                          | Comprehensive Review               |
| Nutrition and Dietetics                             | Comprehensive Review               |
| Public Health                                       | Comprehensive Review               |
| <b><u>Economic &amp; Workforce Dev.</u></b>         | <b><u>Comprehensive Review</u></b> |
| Automotive Technology                               | Comprehensive Review               |
| Computer Networking                                 | Comprehensive Review               |
| Cybersecurity                                       | Comprehensive Review               |
| Computer Information Technology                     | Comprehensive Review               |
| *Industrial Automation Technology*                  | Comprehensive Review               |
| Track 2 Programs                                    | Fall 2025                          |
| <b><u>Health &amp; Public Safety</u></b>            | <b><u>Update</u></b>               |
| <b><u>Arts, Letters &amp; Learning Services</u></b> | <b><u>Update</u></b>               |
| <b><u>Math &amp; Science</u></b>                    | <b><u>Update</u></b>               |
| <b><u>Economic &amp; Workforce Dev.</u></b>         | <b><u>Update</u></b>               |
| Program Track-3                                     | Fall 2025                          |
| <b><u>Health &amp; Public Safety</u></b>            | <b><u>Update</u></b>               |
| <b><u>Arts, Letters &amp; Learning Services</u></b> | <b><u>Update</u></b>               |
| <b><u>Math &amp; Science</u></b>                    | <b><u>Update</u></b>               |
| <b><u>Economic &amp; Workforce Dev.</u></b>         | <b><u>Update</u></b>               |

**Program Review Cycle (2026-27)**

| <b>Program Review Cycle ( Tracks 1-3)</b>           |                      |
|-----------------------------------------------------|----------------------|
| <b>Program Track (1-3)</b>                          | <b>Program Year</b>  |
| <b>Track 2 Programs</b>                             | <b>Fall 2026</b>     |
| <b><u>Health &amp; Public Safety</u></b>            | <b>Comprehensive</b> |
| POST                                                | Comprehensive        |
| Registered Nursing                                  | Comprehensive        |
| Fire Fighter & Fire Technology                      | Comprehensive        |
| Nursing Learning Center (SA)                        | Comprehensive        |
| <b><u>Arts, Letters &amp; Learning Services</u></b> | <b>Comprehensive</b> |
| English                                             | Comprehensive        |
| Communication Studies                               | Comprehensive        |
| Spanish                                             | Comprehensive        |
| American Sign Language                              | Comprehensive        |
| French                                              | Comprehensive        |
| <b><u>Math &amp; Science</u></b>                    | <b>Comprehensive</b> |
| General Science                                     | Comprehensive        |
| Mathematics                                         | Comprehensive        |
| Anthropology                                        | Comprehensive        |
| Political Science                                   | Comprehensive        |
| Social Science                                      | Comprehensive        |
| Chicano Studies                                     | Comprehensive        |
| <b><u>Economic &amp; Workforce Dev.</u></b>         | <b>Comprehensive</b> |
| Accounting Technician                               | Comprehensive        |
| Business Administrative Assistant                   | Comprehensive        |
| Business Office Technician                          | Comprehensive        |
| Electrical Technology                               | Comprehensive        |
| Work Experience                                     | Comprehensive        |
| Digital Design and Production                       | Comprehensive        |
| Retail Management                                   | Comprehensive        |
| *Plant Operator Technology*                         | Comprehensive        |

**Program Review Cycle (2027-28)**

| <b>Program Review Cycle ( Tracks 1-3)</b>                |                      |
|----------------------------------------------------------|----------------------|
| <b>Program Track (1-3)</b>                               | <b>Program Year</b>  |
| <b>Program Track-3</b>                                   | <b>Fall 2027</b>     |
| <b><u>Health &amp; Public Safety</u></b>                 | <b>Comprehensive</b> |
| Vocational Nursing                                       | Comprehensive        |
| Administration of Justice                                | Comprehensive        |
| <b><u>Arts, Letters &amp; Learning Services</u></b>      | <b>Comprehensive</b> |
| Learning Services (SA)                                   | Comprehensive        |
| Library (SA)                                             | Comprehensive        |
| Elementary Teacher Education                             | Comprehensive        |
| <b><u>Math &amp; Science</u></b>                         | <b>Comprehensive</b> |
| Exercise Science                                         | Comprehensive        |
| Biology                                                  | Comprehensive        |
| Pre-Engineering                                          | Comprehensive        |
| Behavioral Science                                       | Comprehensive        |
| Sociology                                                | Comprehensive        |
| Geography                                                | Comprehensive        |
| Chemistry                                                | Comprehensive        |
| Global Studies                                           | Comprehensive        |
| Kinesiology                                              | Comprehensive        |
| *Geology ADT* (Update 2025 and 2026; CPR 2027)           | Comprehensive        |
| *Chemical Lab Technician* (Update 2025 and 2026; CPR 27) | Comprehensive        |

**Program Review Cycle (2027-28) Cont.**

| <b>Program Review Cycle ( Tracks 1-3)</b>                    |                      |
|--------------------------------------------------------------|----------------------|
| <b>Program Track (1-3)</b>                                   | <b>Program Year</b>  |
| <b><u>Economic &amp; Workforce Dev.</u></b>                  | <b>Comprehensive</b> |
| Air Conditioning & Refrigeration Tech                        | Comprehensive        |
| Building Construction (Major and Cert)                       | Comprehensive        |
| Microsoft Office                                             | Comprehensive        |
| Business Administration                                      | Comprehensive        |
| Business Management                                          | Comprehensive        |
| Early Childhood Education for Transfer (AS-T)                | Comprehensive        |
| Foster Care and Kinship Education (SA)                       | Comprehensive        |
| Water Treatment Systems Tech Major/Cert                      | Comprehensive        |
| Welding Technology                                           | Comprehensive        |
| Low Voltage Technician Systems                               | Comprehensive        |
| Economics                                                    | Comprehensive        |
| Agriculture Business                                         | Comprehensive        |
| Algriculture Plant Science                                   | Comprehensive        |
| Apprenticeship Programs                                      | Comprehensive        |
| *Diesel Farm Machinery & Heavy Equip*                        | Comprehensive        |
| *Child Development <i>Major</i> and Certificates.* Child Dev | Comprehensive        |
|                                                              |                      |