

COMMITTEES REPORTING TO ACADEMIC SENATE

DRAFT [for SBVC Participatory Governance Handbook '26-'28]

PROGRAM REVIEW COMMITTEE

Governance Body: Academic Senate; Approved March 4 2026
Last committee review cycle <TBD: Senate body approval date>

Charge:

The Program Review Committee leads and manages the academic program review process for instructional and student services programs, linking self-evaluation to institutional planning and resource allocation. The committee develops and refines program review processes, standards, and criteria through faculty-driven, evidence-based program self-evaluation.

Current: The Program Review Committee guides and serves as a resource for the process of self-evaluation of all instructional and service areas for regular assessment of San Bernardino Valley College programs. Program Review is conducted by authorization of the SBVC Academic Senate.
Current: The Program Review Committee guides and serves as a resource for the process of systematic self-evaluation of the quality of all academic areas for regular assessment of San Bernardino Valley College programs. Program Review is conducted by authorization of the SBVC Academic Senate.

Responsibilities (Strategic & Ongoing):

- Develop and refine program review forms, templates, and timelines as they relate to faculty-driven departments
- Review program self-studies to ensure they are data-driven, equity-informed, and meet institutional standards
- Develop program review processes that use disaggregated data to identify equity gaps and implement strategies for program self-improvement
- Integrate SLOs, SAOs, and PLOs into program review, ensuring alignment of course, program, and institutional outcomes
- Provide training and support to program review authors
- Provide data on academic resource requests to the Planning and Resource Allocation Committee (PRAC)
- Collaborate with the Institutional Effectiveness Committee (IEC) to connect program review findings to institutional planning
- Communicate self-evaluation processes and outcomes to the faculty community
- Gather feedback and recommend improvements annually
- Evaluate and refine the program review process on a regular cycle to contribute to sustainable continuous quality improvement
- Rank the recommended academic needs (equipment, budget) based on program review findings.

Tasks (Time-Bound/Deliverable-Specific Actions):

The Program Review Committee meets regularly to engage in the discussion, planning, and implementation of the following tasks:

- Provide annual workshops/trainings for:
 - Meta
 - SWOT analysis
 - Resource Requests

- Annual ASPIRE focus
- Provide recommendations to programs participating in annual review process
- Analyze program reviews to identify themes, emerging trends, and shared challenges; communicate findings to constituencies and governance bodies through an annual summative report
- Facilitate the collection of resource requests for academic areas and dissemination to relevant committees.
- Publish/present results of annual process and program review findings to academic senate
- Make recommendations for prioritizing faculty hiring [this may be a task force or a subcommittee of senate, similar to Ventura or a potential committee ELAC, SD Mesa, Las Positas; for senate body discussion].
- Evaluation of programs for discontinuance? [As per ASCCC 2009 Paper on Program Review – this should be separate from Program Review].

The committee’s administrative assistant maintains an informational website: [SBVC Academic Senate Program Review](https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php)
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Committee Structure

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chair as Voting Member?	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
Chair Serves on College Council?	If appointed by Academic Senate President
Voting Members	
Faculty	2 Faculty from each academic division represented on campus
	2 Academic Services, Business & Computer Technology
	2 Arts & Humanities
	2 Career Technology Education
	2 Counseling & Student Development
	2 Academic Services, Business & Computer Technology
	2 Health Sciences
	2 Instructional Support Services
	2 Kinesiology, Health & Athletics
	2 Science & Mathematics
	2 Social Sciences & Human Development
	1 Part-time
	4 Classified from within Instruction or Counseling
	2 Classified Senate
	2 CSEA
Students	1 ASG/Student Senate
Voting Members Term:	2 years

Quorum #	Faculty: 9 of 18 faculty Classified: 1 of 4
Non-Voting Resource Members	
Faculty	1 Accreditation Faculty Lead 1 Curriculum Faculty Co-Chair 1 Outcomes Faculty Lead 1 Specialized Counselor 1 Noninstructional faculty (e.g. library, tutoring)
Administrators:	
	1 Division of Research, Planning, and Institutional Effectiveness
	1 Institutional Effectiveness Committee Co-Chair
	1 Planning and Resource Allocation Committee Co-Chair
	1 Facilities, Safety, and Technology Co-Chair
Students	0 ASG/Student Senate
Non-Voting Administrator Assistant (Note-taker)	Yes
Meeting Frequency	Bi-monthly TBD Weekday

COMMITTEE RESPONSIBILITY MAPPING FOR ACCJC STANDARDS (JUNE 2025)



The following table summarizes the ACCJC Accreditation Standards (June 2025 edition) to assist shared governance committees in identifying their roles and responsibilities in supporting institutional compliance. Each committee should review the standards and sub-standards to determine which areas fall within their scope of responsibility. Committee members are encouraged to mark their level of involvement using the key below to clarify roles, avoid duplication of effort, and ensure comprehensive institutional coverage of all accreditation requirements.

Key Guide:

- **Primary:** Committee has direct responsibility for ensuring compliance/implementation
- **Secondary:** Committee contributes to compliance but shares responsibility with other committees
- **Support:** Committee provides input, data, or assistance but is not directly responsible

Designate the appropriate responsibility level (Primary, Secondary, or Support) for your committee using the key guide above:

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	<i>Secondary</i>
1.4	The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)	<i>Primary</i>
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	<i>Secondary</i>
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	<i>Secondary</i>
2.7	The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)	<i>Primary</i>
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic,	<i>Primary</i>

	learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	
3	Infrastructure and Resources	
3.4	The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)	 <i>Secondary</i>
3.8	The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.	<i>Secondary</i>
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	 <i>Secondary</i>

