

Sociology Program Review

2012-2013

1. Program/Department Description

1A. Description

Sociology is the scientific study of human behavior in groups and the social forces that influence that behavior. The Sociology program offers a diverse curriculum in an effort to provide students with the tools necessary to comprehend their social world, using sociological theory and methodology to focus on the building blocks of the social structure and culture. The program includes courses that explore how social institutions play integral roles in our society, how class, race, ethnicity, and gender interact with these fundamental social institutions, the inequalities that exist in society, the importance of norms and values, the deviations therein, and the origins of social problems, their potential solutions, and the challenge to the status quo. Upon completion of a sociology course, the student will have a greater understanding of her/his part in the social world, enhancing interpersonal relationships and relationships to the social structure. A student graduating with an Associate of Arts in Sociology may transfer to a four-year institution to complete a Bachelor's Degree. Because of the broad scope of subject matter, sociology is excellent preparation for a wide range of career paths, including teaching, journalism, law, business, communications, non-profit management, corrections/law enforcement, and employment in the human services fields.

(Human Services): Human Services is a course of study for those interested in employment in such diverse settings as group homes and halfway houses; correctional, develop mental disability agencies, and community mental health centers; family, child, and youth service agencies and programs concerned with alcoholism, drug abuse, family violence, homelessness, aging or other social issues. The primary focus of the human service worker is to assist individual and communities to function as effectively as possible in the major domains of living as case managers, advocates, grant writers, youth workers, volunteer coordinators, human resource specialists, fundraisers, trainers, para-educators or advocacy. The Human Services AA and certificate programs are structured around interrelated components including: theoretical foundations/intervention strategies; client population/cultural diversity; research /evaluation; and skill development/field experience. Successful completion of appropriate coursework will enable students to either further their education, seek employment in a variety of social service organizations or both.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students. There are now Associates of Arts Sociology and Associates of Arts Human Services degree. Additionally, there are four proficiency awards in Human Services.

Sociology Program Review

2012-2013

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees	*	Enrollment Fees					
Books/Supplies	Approx. \$65 per course	Books/Supplies					
Total	*	Total		Total		Total	

*Will depend on student’s financial needs. Regular enrollment costs may apply.

1C. Criteria Used for Admission

No pre-requisites

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

Sociology Program Review

2012-2013

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

The Sociology Program worked in conjunction with the Academic Senate and Curriculum Committee to develop a Associates of Arts degree in Sociology (Spring 2011).

The Sociology Program acquired a full-time faculty member whom will teach in both Sociology and Human Services programs. The new faculty member will also be facilitating the Human Services Program.

The Sociology Club was re-established formally as both an ASVC and ICC member club on campus. The club offered several community based opportunities, such as, The Body Image Day, Ventura County Sheriff Forum, AIDS Walk, Beach Cleanup, voter registration drive, hosted a California gubernatorial candidate, to name just a few.

The Sociology Program faculty spearheads speakers within their classroom and opens them to the wider college community. Additionally, faculty as offered access to field trips to the Museum of Tolerance within a Learning Community connected with Criminal Justice courtesy of the Educational Enhancement Grant.

The Sociology Program is a campus leader in coordinating and organizing Service Learning opportunities for their students.

Sociology Program Review

2012-2013

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Department Chair: **Mark Pauley**

Instructors and Staff

Name	Albert Chen
Classification	Associate Professor
Year Hired	2007
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A. , M.A.

Name	Andrea Horigan
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Lauri Moore
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	
Degrees/Credentials	A.A. , B.A., M.A.

Sociology Program Review

2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - Program Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

Sociology

1. Demonstrate comprehension of the major sociological theories and relevant concepts.
2. Demonstrate comprehension of the scientific method, the variety and appropriateness of research designs and the application and interpretation of the findings.
3. Critically evaluate and apply theoretical concepts to specific cultural phenomenon past and present.

Human Services

1. Conceptual understanding of system concepts, theories and techniques that are foundational to the practice of human/social services.
2. Demonstrate understanding of assessment methods, treatment planning and case management.
3. Demonstrate understanding of recovery oriented behavior health services.

2A3. **2012-2013** - Course Level Student Learning Outcomes

Attached to program review (See appendices).

2B. 2012-2013 Student SUCCESS Outcomes

Sociology Program Review

2012-2013

1.

2.

2C. 2012-2013 Program OPERATING Outcomes

1.

2.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large

Sociology Program Review 2012-2013

	sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term “WSCH” is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

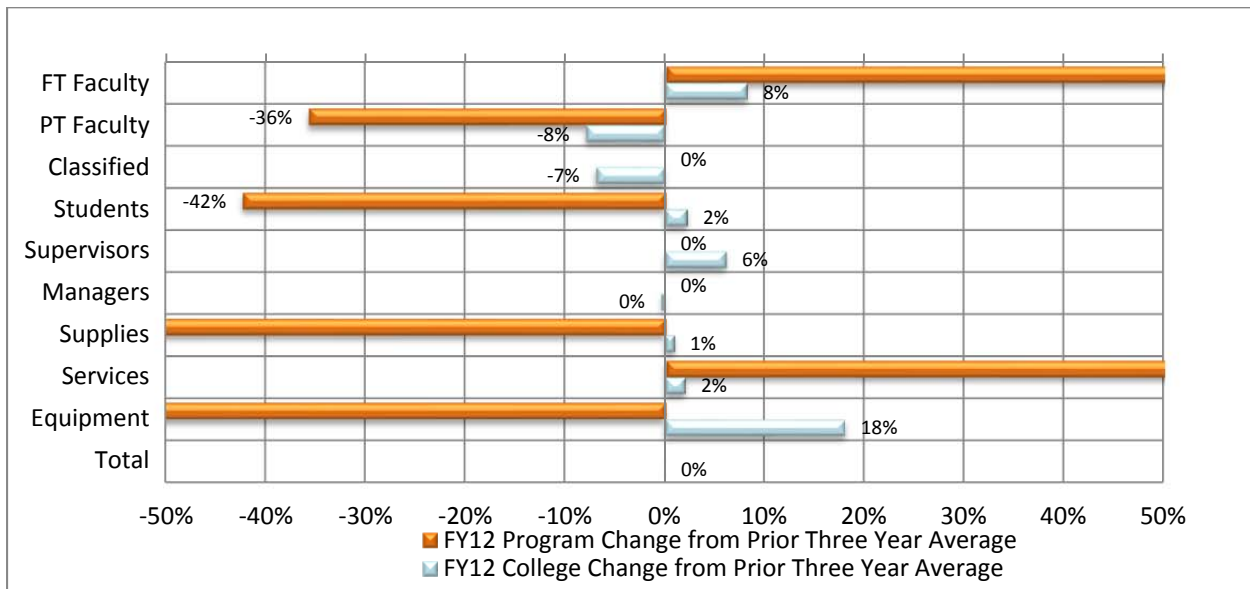
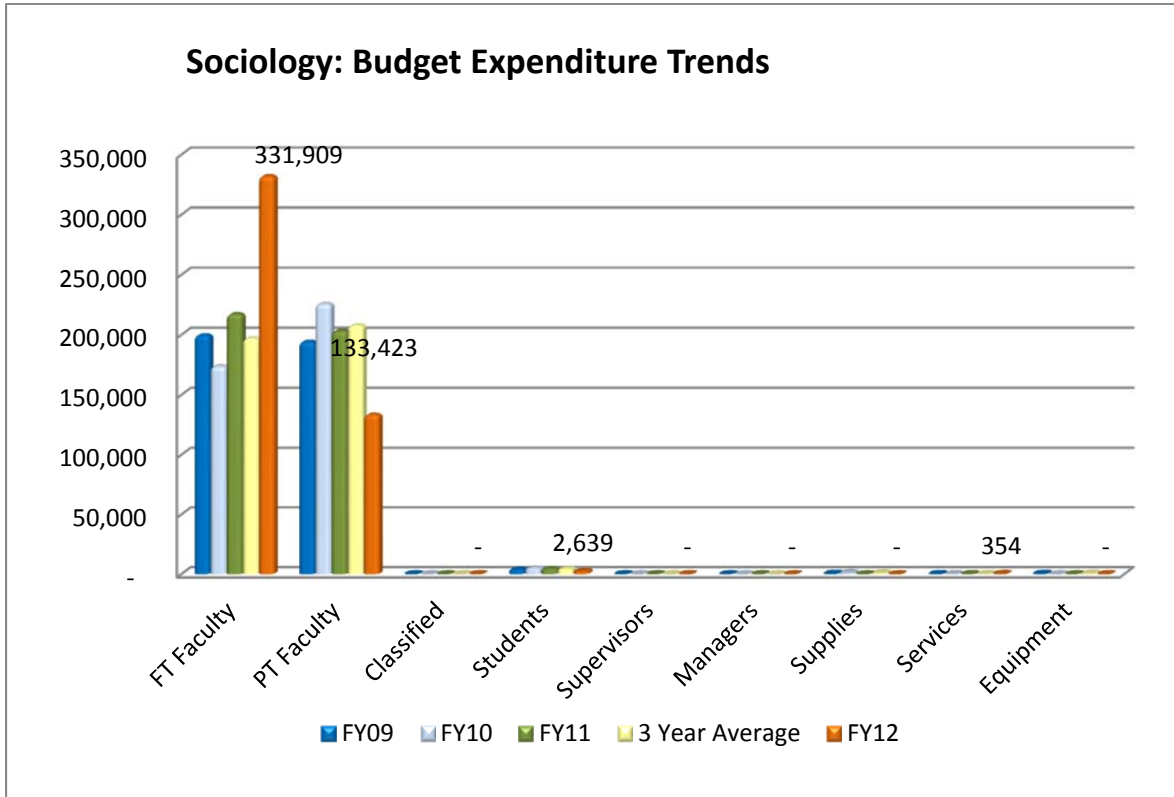
In addition, the 2011-2012 program review documents will provide examples of last year’s data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

The FY12 budget maintains 3 full time faculty. The FY13 budget has an increase of ~\$23,000 due to step and column increases. The overall budget has been reduced due to section reduction and capacity limits on enrollment.

Sociology Program Review 2012-2013



3C2: Interpretation of the Program Inventory Information

Sociology Program Review 2012-2013

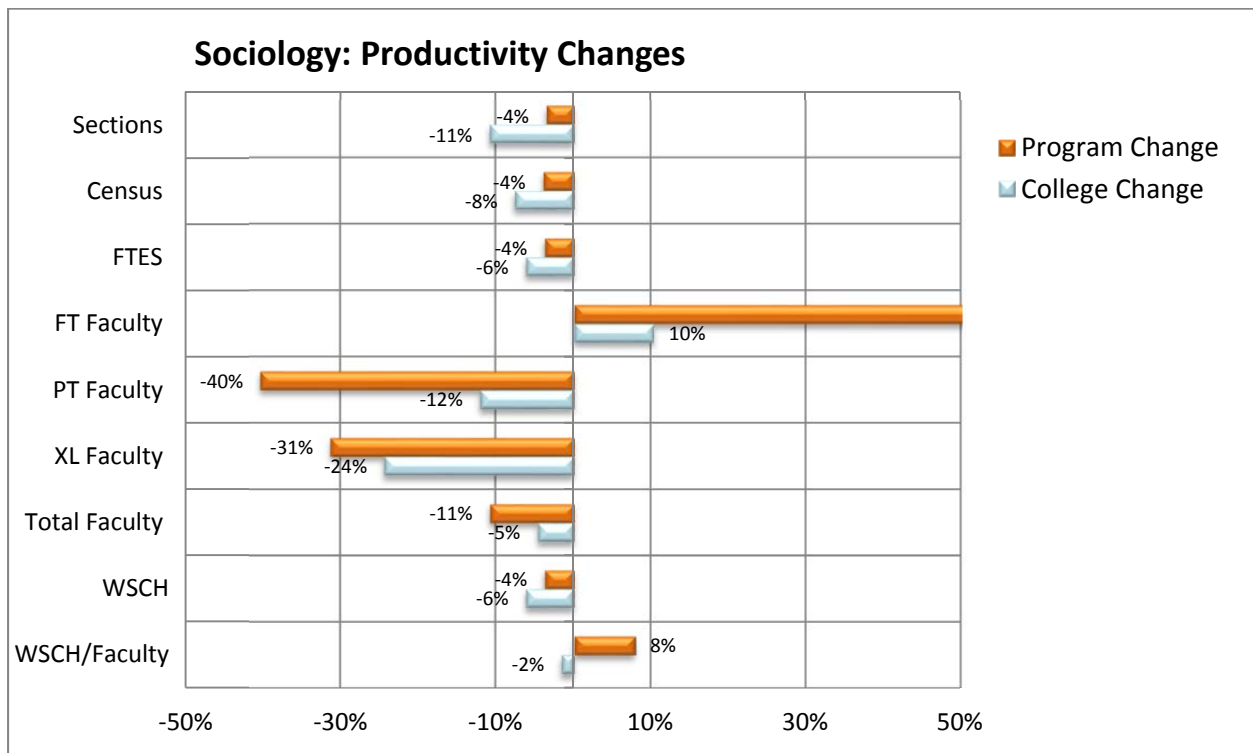
Not applicable.

3C3: Interpretation of the Program Productivity Information

While the college maintained a decrease of 11% of sections, the Sociology Department had a decrease of 4%.

The Sociology Department experienced a 58% increase in PT Faculty due to sabbatical leave PT Faculty replacement and enrollment caps.

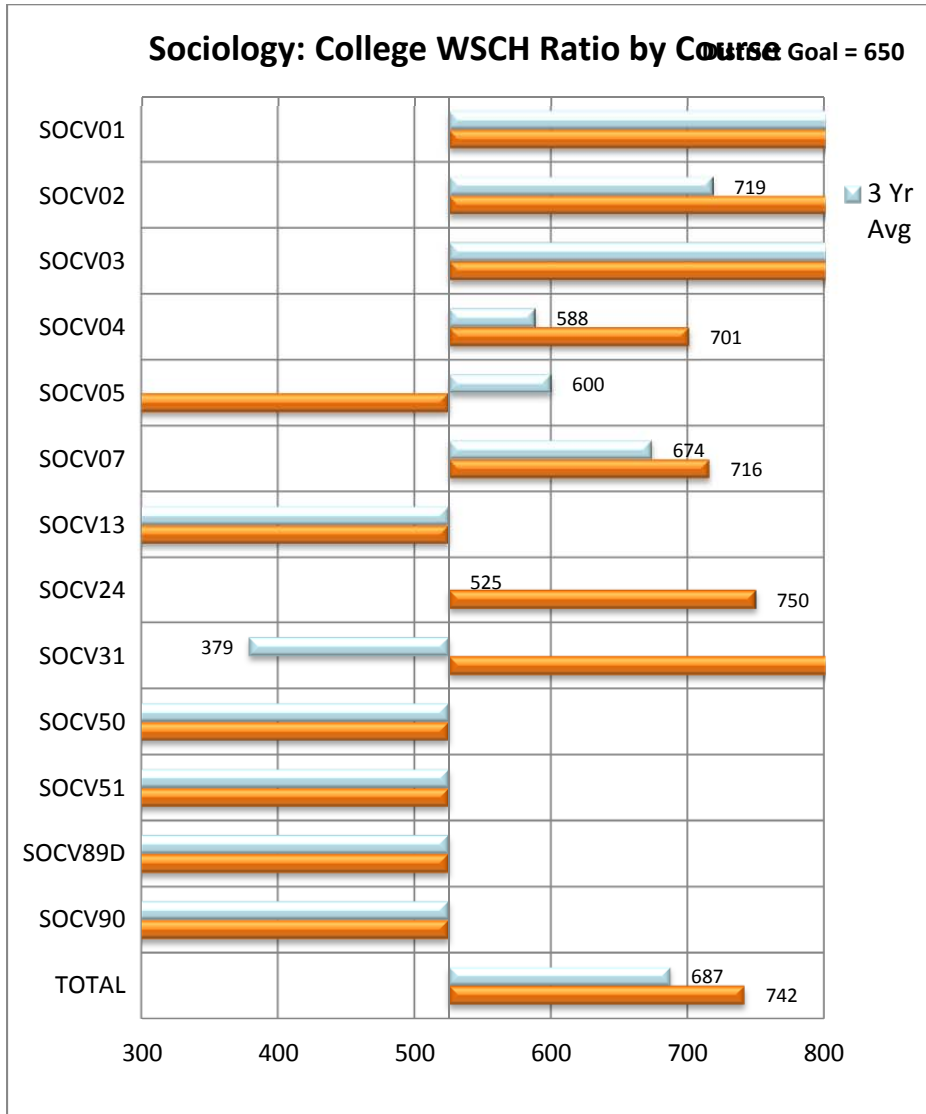
The Department retains a WSCH change of -4% and WSCH/Faculty change of 8%. Both of these percentage changes are better than the overall college.



Sociology Program Review 2012-2013

3C4: Interpretation of the Program Course Productivity Information

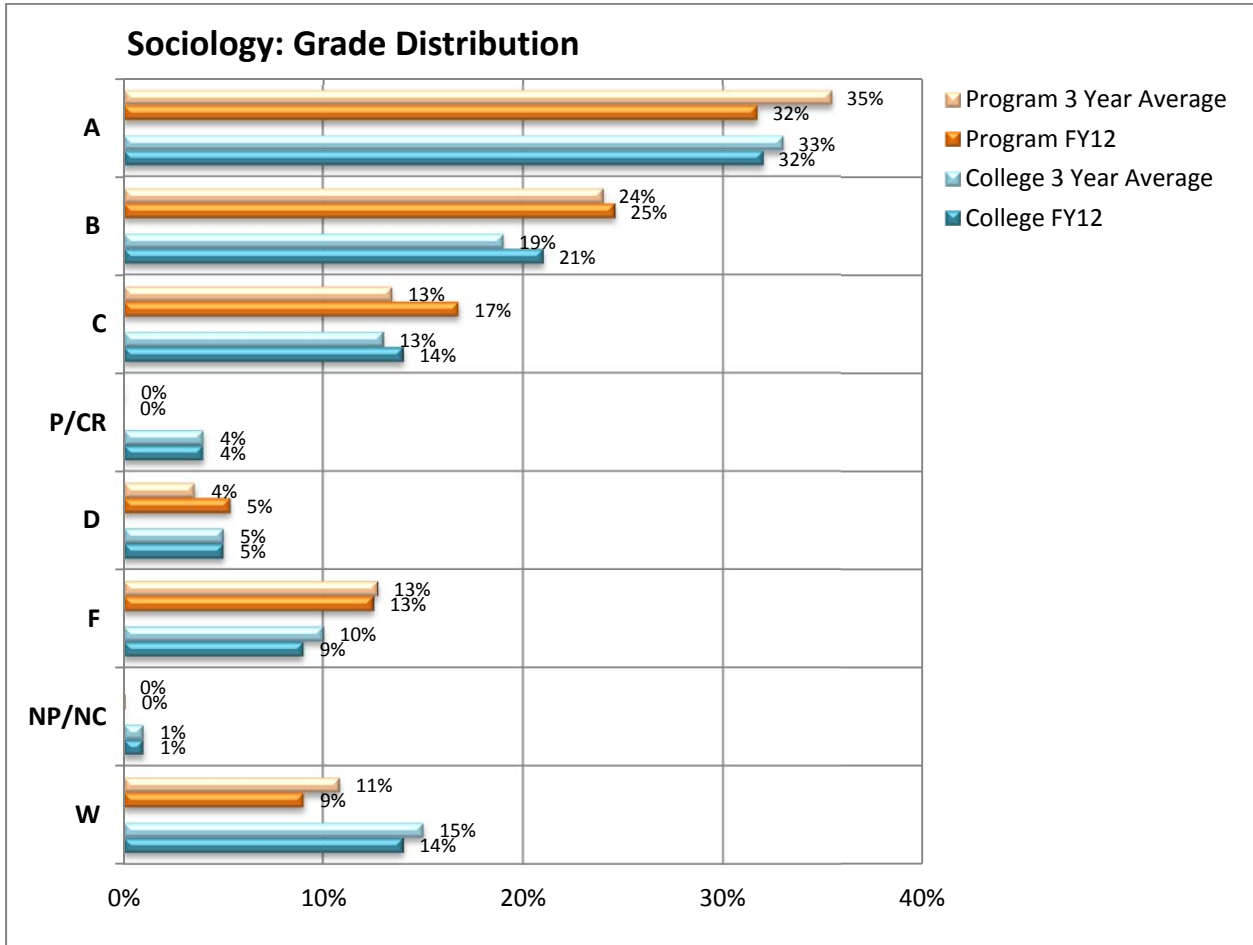
All core classes for the AA Sociology transfer degree that are taught each semester, met or exceeded the district goal. The Sociology Department's overall annual college WSCH ratio was 114% of the district goal.



3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

The Sociology Department shadows the overall college in grade distribution (including withdrawals). However, there is a 3 to 4% increase in issued "F" grades in the department.

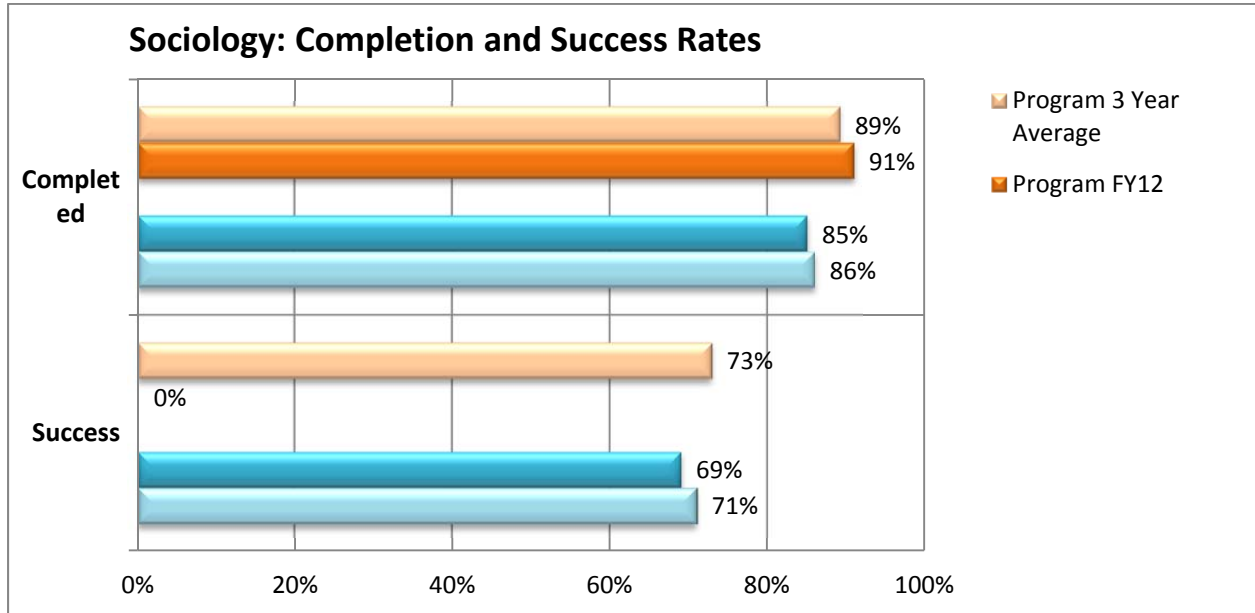
Sociology Program Review 2012-2013



3C6: Interpretation of the Program Completion Information

Completion percentage of the college is higher by 4 to 5%. The Program 3 year average success rate is 4% higher than the college.

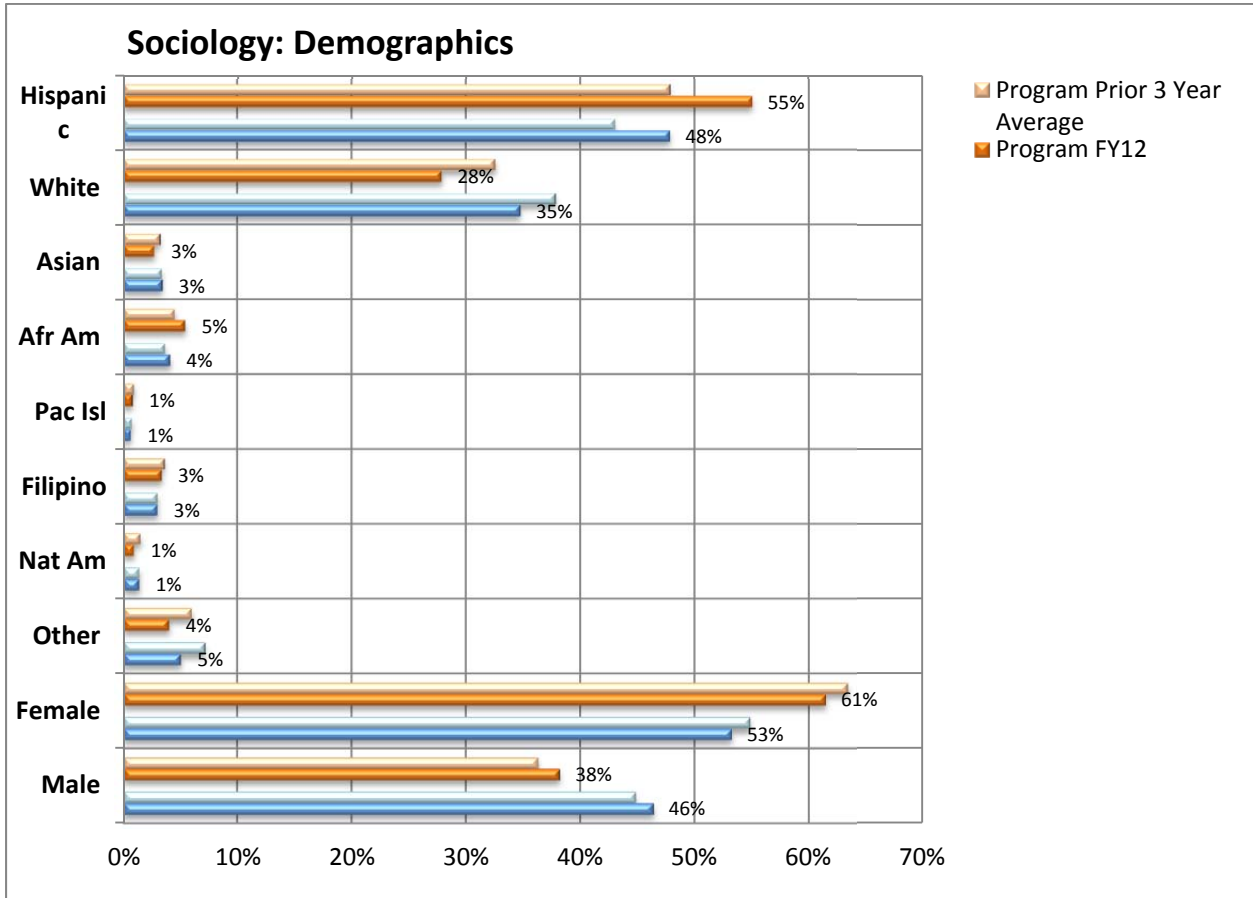
Sociology Program Review 2012-2013



3C7: Interpretation of the Program Demographic Information

The Sociology Department is reaching a higher proportion of Hispanic students than the overall college. There is a feminization of students and an overall age of student has decreased from 26 in FY09 to 23 in FY12.

Sociology Program Review 2012-2013



4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Sociology Program Review 2012-2013

TO BE COMPETED AT END OF FALL 2012

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators

Sociology Program Review 2012-2013

Information Literacy	
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

TO BE COMPLETED AT END OF FALL 2012

Program-Level Student Learning Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators

Sociology Program Review 2012-2013

Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: 2012-2013 **Course Level Student Learning Outcomes - Refer to TracDat**

Sociology Program Review 2012-2013

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

4D. Program Review Rubrics for Instructional Programs

Sociology Program Review 2012-2013

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL 24

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	6
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	3
Up to 4	Employment outlook for graduates / job market relevance	4
Up to 3	Success rate (passing with C or higher)	4
Up to 3	Ongoing and active participation in SLO assessment process	4
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

Sociology Program Review

2012-2013

2012-2013 - FINDINGS

Finding 1 The ability to take all AA sociology and AA Human Service degree courses in a Distance Education capacity.

Finding 2 Sociology V07 SPSS Licenses

Finding 3 Restore funds for Instructional technology assistant for Distance Education courses.

Finding 4 Need greater availability eligible faculty to teach Human Services courses

Finding 5 Collaboration

Finding 6 Clerical support for the faculty

6. Initiatives

6A: 2011-2012 –Initiatives

Initiative ID: SP1301

Links to Finding 1: With the creation of the AA Sociology and AA Human Services Transfer degree, students need more accessibility to the department via online and distance education course offerings.

Benefits:

1. Timely completion of AA Sociology Transfer degree.
2. The ability to serve a greater variety of students. Increased diversity.

Request for Resources

Sociology Program Review 2012-2013

Funding Sources : Could reduce costs pertaining to physical plant maintenance. No funds requested

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: SPSS

Initiative ID: SP1302

Links to Finding 2: Greater need for SPSS access (SOC V07)

Benefits: SPSS is the leading statistical analysis software program in the Social Sciences and 4 year colleges and universities. Supports transfer of Sociology degree.

Request for Resources

IBM has recognized that academic institutions require a large number of licenses but many of them are used sparingly so they launched a new Campus Unlimited license program with a lower price point. Most universities and colleges are converting to the Campus Unlimited license program.

- Current Subscription & Support for existing 24 PERPETUAL licenses = \$2,630
- Drop Subscription & Support on existing 24 PERPETUAL licenses and add IBM SPSS Campus Unlimited Base license = \$6,996
- TOTAL = \$6,996 (1st yr & subsequent yrs)

Through the program reviews of sociology and psychology programs we are requesting to increase the current funding of SPSS statistical software subscription by \$4346 per year. As a minimum there is an average of 350* combined total of sociology and psychology students per semester who should be using SPSS software as part of their class work, but can't due to limited number (24) of SPSS licenses available at VC.

* (4 - PSY 4 statistics, 1 - PSY 7 research, and 2 - SOC 7 research classes – averaging 50 each)
With wider availability there could be even more sociology and psychology students at VC who could gain advantage through some training in the use of SPSS software.

Funding Sources : No funds requested

Sociology Program Review 2012-2013

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Initiative: Support Distance Education staff and faculty.

Initiative ID: SP1303

Links to Finding 3:

Benefits:

1. Timely response to faculty and student requests.
2. General support to distant education environment
3. Sharing of teaching techniques, best practices, assessment tools, and resources.

Request for Resources

Funding Sources :

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	X

Initiative ID: SP1304

Links to Finding 4: Need for more qualified instructors to teach Human Service courses

Benefits:

1. More flexibility for students.
2. Guarantee of course rotation in Human Services

Sociology Program Review 2012-2013

Request for Resources

Funding Sources : No funds requested

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID: SP1305

Links to Finding 5: Faculty will meet at least once a semester to share best practices and assessment techniques.

Benefits:

1. Greater student achievement of student learning outcomes.
2. Increased dialogue amongst department faculty.
3. Sharing of teaching techniques, best practices, assessment tools, and resources.

Request for Resources

Funding Sources : No funds requested

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID: SP1306

Sociology Program Review

2012-2013

- * Initiative Improve clerical support for the faculty, ensure that all faculty have working technology in their classrooms and supportive staff, in order to help them teach more effectively.
- * Benefits: Increase both classroom and institutional efficiency
- * Request for Resources:
Provide much more clerical support for the faculty so that they will be relieved from excess administrative tasks, such as portions of the program review process, therefore allowing the faculty to spend their time preparing for their classes. Efficiency increases can only be sustained with more support for faculty. One possible approach is giving course relief to an interested faculty member to take charge of the program review process. Ensure that faculty has working technology in their offices and classrooms and supportive staff in order to help them teach more effectively. Otherwise, UC and CalState systems could refuse to allow transferring our courses. There are some concerns being raised there already.
- * Funding Sources:
- * Requires additional general funds for personnel, supplies or services (includes maintenance contracts)

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Division Code	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	33	Sociology	None	0	no rating			SP1201	SP1201	Collaboration	Faculty will meet at least once a semester to share best practices and assessment techniques.	0			-	
2	33	Sociology	None	0	no rating			SP1203	SP1203	All non-core course listings	Schedule rotation grid for Sociology core and non-core course offerings.	0			-	
3	33	Sociology	Budget	1	M		M	SP1202	SP1202	Interdisciplinary Service Learning and Learning Community	Learning Communities collaboration linking courses to Service Learning in Psychology, Political Science and Sociology. Clarification from administration on potential liability insurance costs.	7	3,000	3,000	3,000	
4	33	Sociology	None	2	H			SP1204	SP1204	Re-classification of SOC V07	Re-classification of SOC V07 as a tier one core curriculum course. Administrative attention.	0			3,000	

Sociology Program Review 2012-2013

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
33	1	None	H							
33										
33										
33										

Sociology Program Review 2012-2013

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

Sociology Program Review

2012-2013

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? Yes and yes.

2a. Were the identified initiatives implemented?

Yes

2b. Did the initiatives make a difference?

Class rotation has been successful.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

N/A

4. How have the changes in the program review process worked for your area?

They have been simplified

5. How would you improve the program review process based on this experience?

N/A

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

N/A

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.