Program Review

Barstow Community College

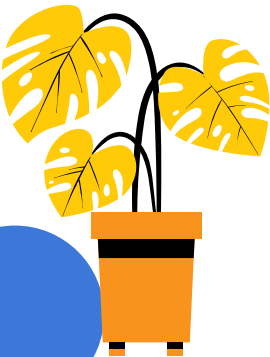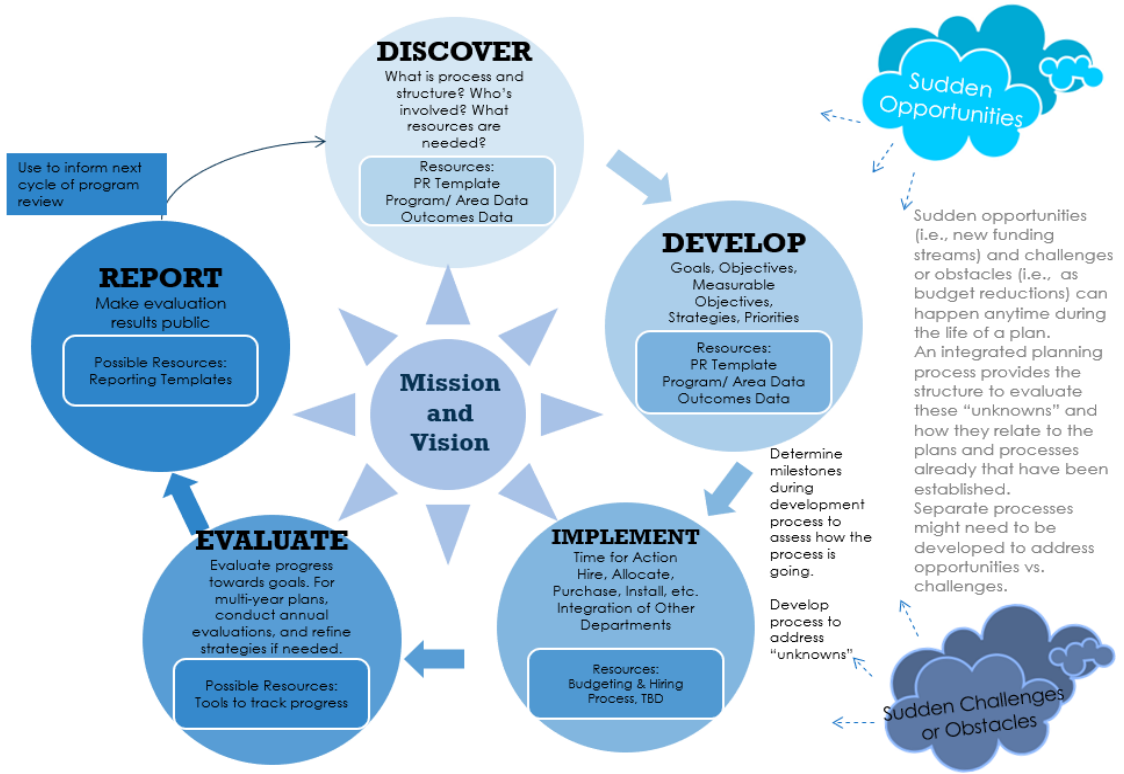# Content s

Integrated Planning Model

Pro gram Review   Purpose

Maintain high quality programs and services

Reflect on how each program is supporting the Mission, Vision, Priorities, and Guided Pathways.

Support student learning and college operations
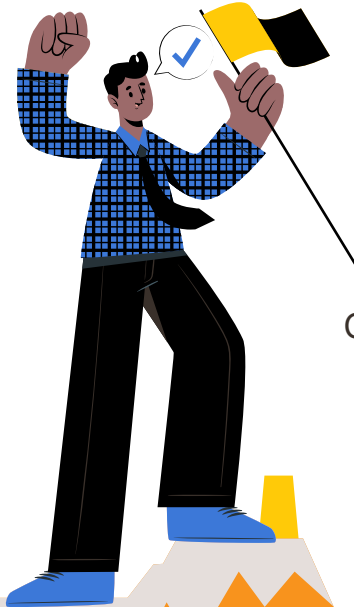
Celebrate strengths and achievements

Self evaluation, continuous improvement, planning for the future

Program and institution transparency

Instructional PR Timeline 2024   -25

Aug 19 -21
Aug 26 -28

Aug 19-21 Full Review
Aug 26-Data, SWOT, Institutional Set Standards
Aug 27 – Goals & Outcomes
Aug 28 – Resources and BAP

Sept 27

Feedback provided
by PRSC

Oct 14

PR Effectiveness
Survey Opens

Sept 13
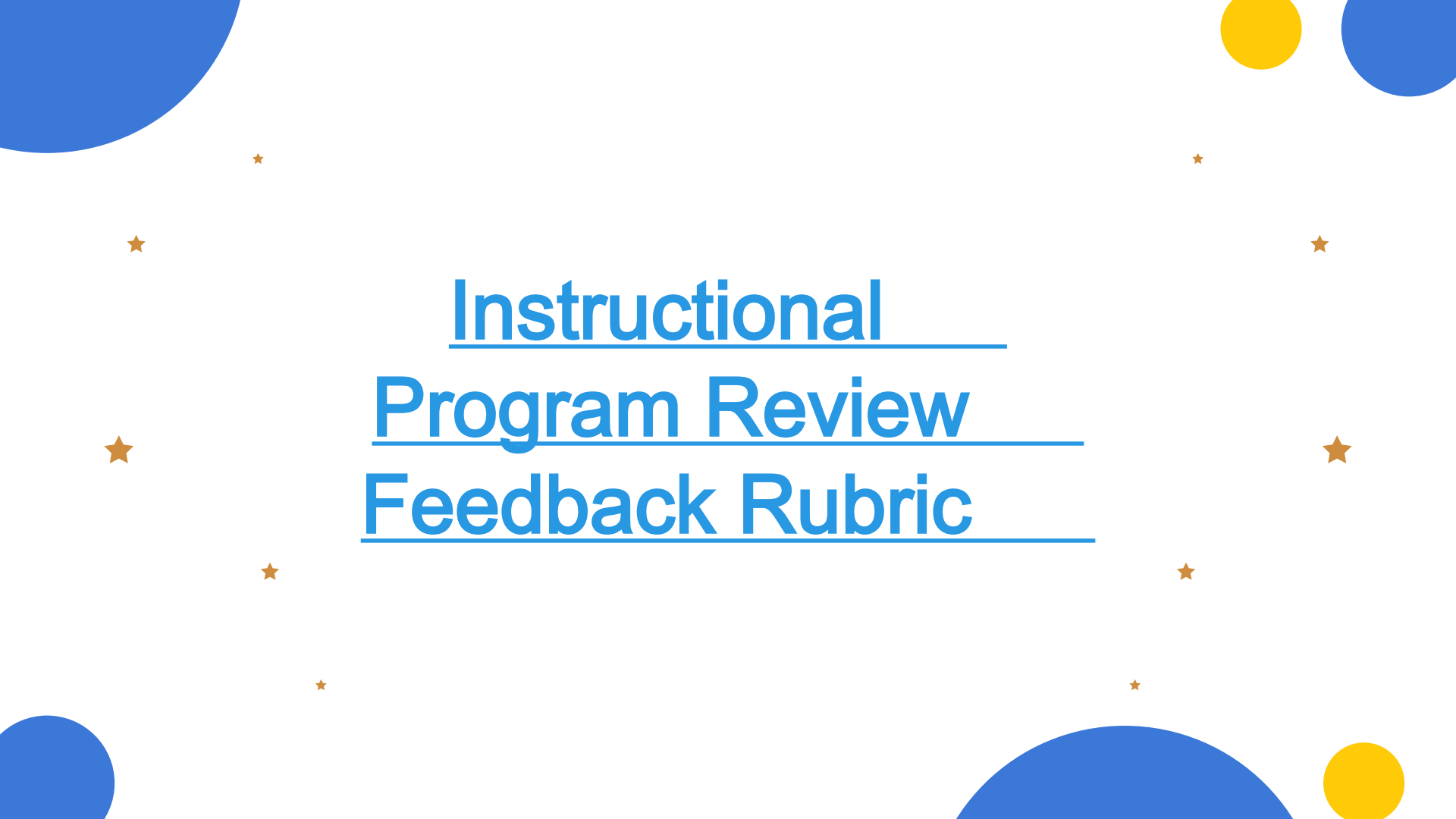
First Draft Due
*If feedback is requested

Oct 4

Final Draft Due

Nov 1

PR Effectiveness
Survey Closes

✓ **Feedback Deadline:** All full program review drafts and annual update drafts must be submitted by September 13th to receive committee feedback on September 27th

✓ **Final Deadline:** Full program reviews and annual updates must be submitted by the October 4th deadline. Late submissions will not be eligible to request resources and will not be included in the budget allocation process.

Instructional Program Review Feedback Rubric

Instructional Program Review Cycle
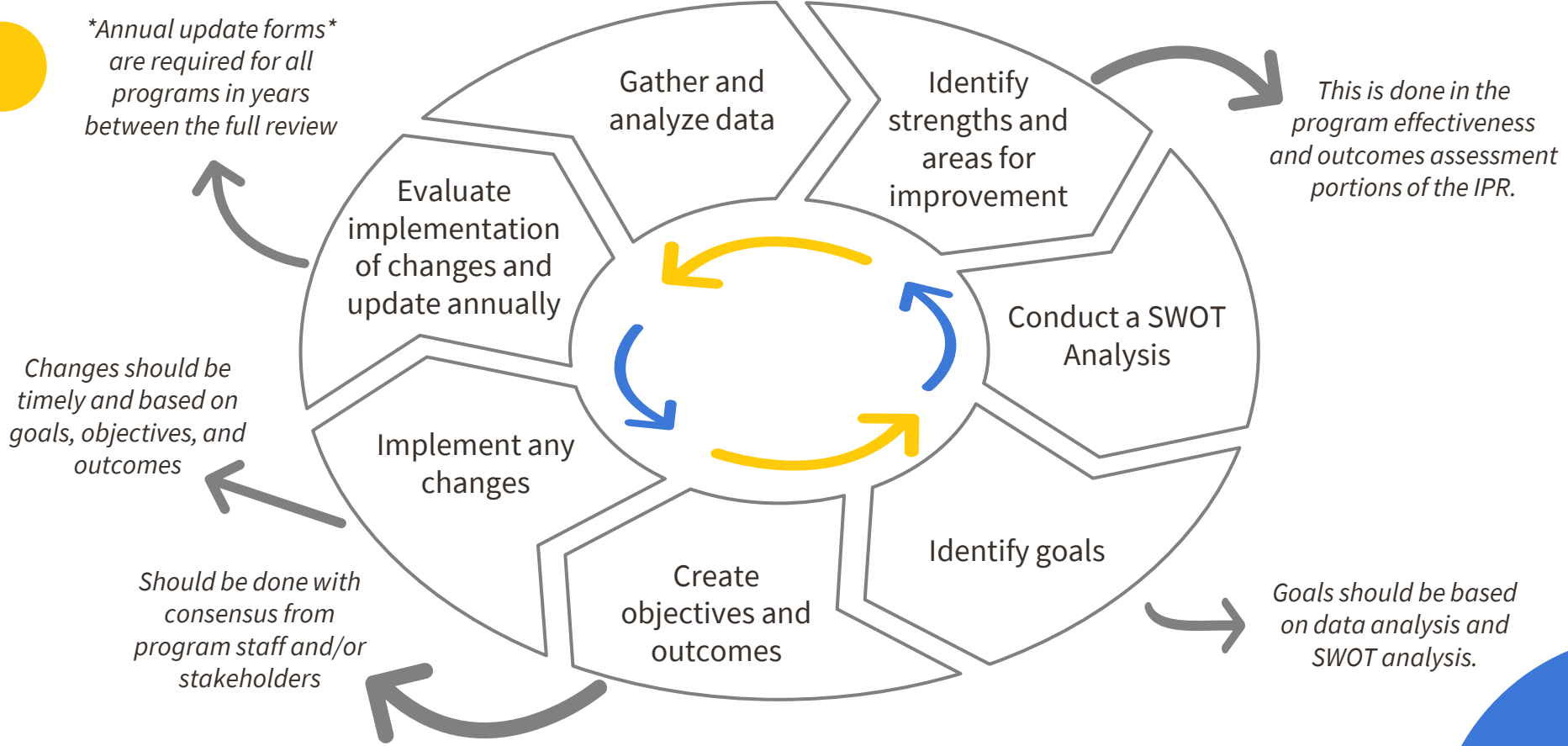
Program Review Committee Feedback Process

- First draft of your program review due September 14th

- Program Review Committee members review drafts utilizing a scored feedback rubric

- The feedback rubric has been designed to provide suggestions to help you refine and strengthen your program review

- Scored feedback rubric provided to you by September 25th

- You will have approximately 2 weeks to update your program review using the feedback provided

- Deadline to submit final program review is October 4th

- **Helpful tip:** refer to the rubric while writing your program review

Program Mission and Vision

Mission

Your program mission can be carried over from previous reviews but should be discussed regularly by members involved in the program (students too!). The mission should also guide your program review and serve as justification for any resource and staffing requests. Think: If your program mission is not supported by resource requests and staffing requests made by the program, then what should the importance level be to the overarching institution? You should be able to clearly identify how the program mission aligns with the mission of the college.

(Education Policies Committee, 2009)

Vision

The program vision can be carried over from the previous review but should be regularly reviewed for currency.
When creating a vision think:

- What does the program hope to achieve in the years to come?
- What would the program like to be known for?
- What defines future success for the program?

You should be able to clearly identify how the program vision aligns with the vision of the college.

Program Description and Strategic Priorities Alignment

Description

Your program description represents the degree or certificate description listed in the college catalog.

Strategic Priorities Alignment

Discuss how your program connects to one or more of the following [BCC Strategic Priorities](#):

1. Innovate to Achievable Equitable Student Success
2. Ignite a Culture of Learning and Innovation
3. Build Community
4. Achieve Sustainable Excellence in all Operations
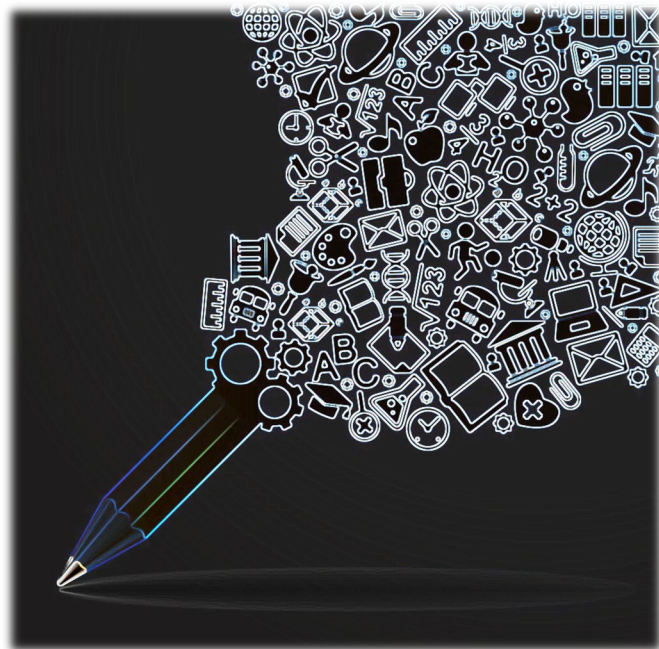
Instructional Program Review Data (Courses)

Click to go to the Dashboard

Course Success Rates
Course success rates by program, time of day, mode of instruction, faculty status, and student demographics

Course Retention Rates
Course retention rates by program, time of day, mode of instruction, faculty status, and student demographics

Section Count
Program section counts by instructional method, time of day, and faculty status. Can be disaggregated to the course level.

Enrollment Count
Program enrollment counts by instructional method, time of day, and faculty status. Can be disaggregated to the course level.

Class Size Average
Program average students per section by instructional method, time of day, and faculty status. Can be disaggregated to the course level.

Efficiency
Program efficiency based on weekly student contact hours (WSCH) and FTE (full-time equivalent) students and faculty

Student Equity Course Data
Equitable practices that are being performed by most or all courses within the program.

Curriculum Questions
Questions are related to peer review, two-year schedule, and curriculum changes.

Instructional Program Review Data (Program)

Click to go to the Dashboard

Outcomes Assessment Data

List Program Learning Outcomes, assessment results, and future plans informed by the outcomes data.

Program Demographics

Discuss and reflect on program data related to demographics (age, gender, and ethnicity)

Program Award Count

List program award count by year and discuss trend results based on demographics and location.

Student Equity Program Data

Discuss equity gaps that surfaced in the data and describe innovative plans or projects that will help close these gaps.

Student or Program Survey Results

Discuss and reflect on student or program satisfaction survey results.

CTE -specific Data

Discuss and reflect on CTE Advisory Boards, Labor Market data, and program viability.

Comparative Data

Discuss and reflect on program data compared to BCC and/or compared to other programs.

Institution -Set Standards

Tell the story behind the numbers related to current trends or changes. Reflect on how your program data compares to the Institution-set Standards.

CTE -Specific Data

- **CTE Advisory Boards:** Discuss how advisory board input and feedback has been used to ensure employer needs are met by the program the status and impact of any advisory committee recommendations. Reference meeting minutes or other related documentation per *California Education Code 78016*.

- **Labor Market Data**: Describe any changes in demand over the past 5 years and discuss the occupational outlook for the next 5 years. Provide applicable labor market data (Centers of Excellence, Employment Development Department, Launchboard, and O*NET Online) that address state and local needs.

- **Program Viability**: Discuss how the program addresses needs that are not met by similar programs in the region.

Institution   -Set Standards

Institution Set Standards

	Institution-Set Standard (Floor)	Stretch Goal (Aspirational)
Course Completion Rates	70%	73%
Certificates	80	100
Degrees	440	525
Transfers	165	210
Licensure Examination Pass Rates*	70%	79%
Employment Rates*	60%	73%

*Applicable to CTE Programs
Approved by Academic Senate: 10.05.2023
Approved by the Institutional Effectiveness Committee: 10.17.2023

*These standards apply to CTE Programs only

Guided Pathways and Response

List name of the pathway and clusters that your program is a part of. In addition, summarize how your program collaborates across your pathway.

Business and Entrepreneurship

- Business and Entrepreneurship
- Cosmetology
- Computer Business Information Systems

Trades and Applied Technology

- Auto and Diesel
- Industrial Maintenance
- Welding

Public Service and Education

- Child Development
- Education
- Administration of Justice
- Allied Health

Social and Behavioral Sciences

- Social and Behavioral Sciences

Arts, Communication, and Humanities

- Arts
- Studio and Performing Arts
- Communications
- Humanities

STEM

- Physical Sciences
- Life Sciences
- Math and Computer Science
- Kinesiology and Athletics

Instructional Program Review Data

Faculty/Program Staff Data Analysis

Faculty Load (FTEF)

List faculty headcount and FTEF totals. Explain how this faculty information is affecting the program's ability to achieve its mission and/or objectives.

FT/PT/OL Faculty Ratio

Discuss the impact the full-time, part-time, and overload faculty ratio has to the program's ability to achieve its mission and/or objectives.

Faculty Professional Development

List professional development faculty have participated in and would benefit from.

Staffing and Support

Discuss whether your program has sufficient staffing and support.

Overall Observation of Data on Faculty

Tie in all the data about the faculty to tell the story behind the numbers.

SWOT Analysis

Strengths
Helps to withstand forces/pressure, gives an advantage, things you do better than others, successes

Weaknesses
A disadvantage, area the program is lacking, areas of inadequacy or inefficiency.

Opportunities
Chances for advancement or progress, chances for networking within the institution and/or the community.
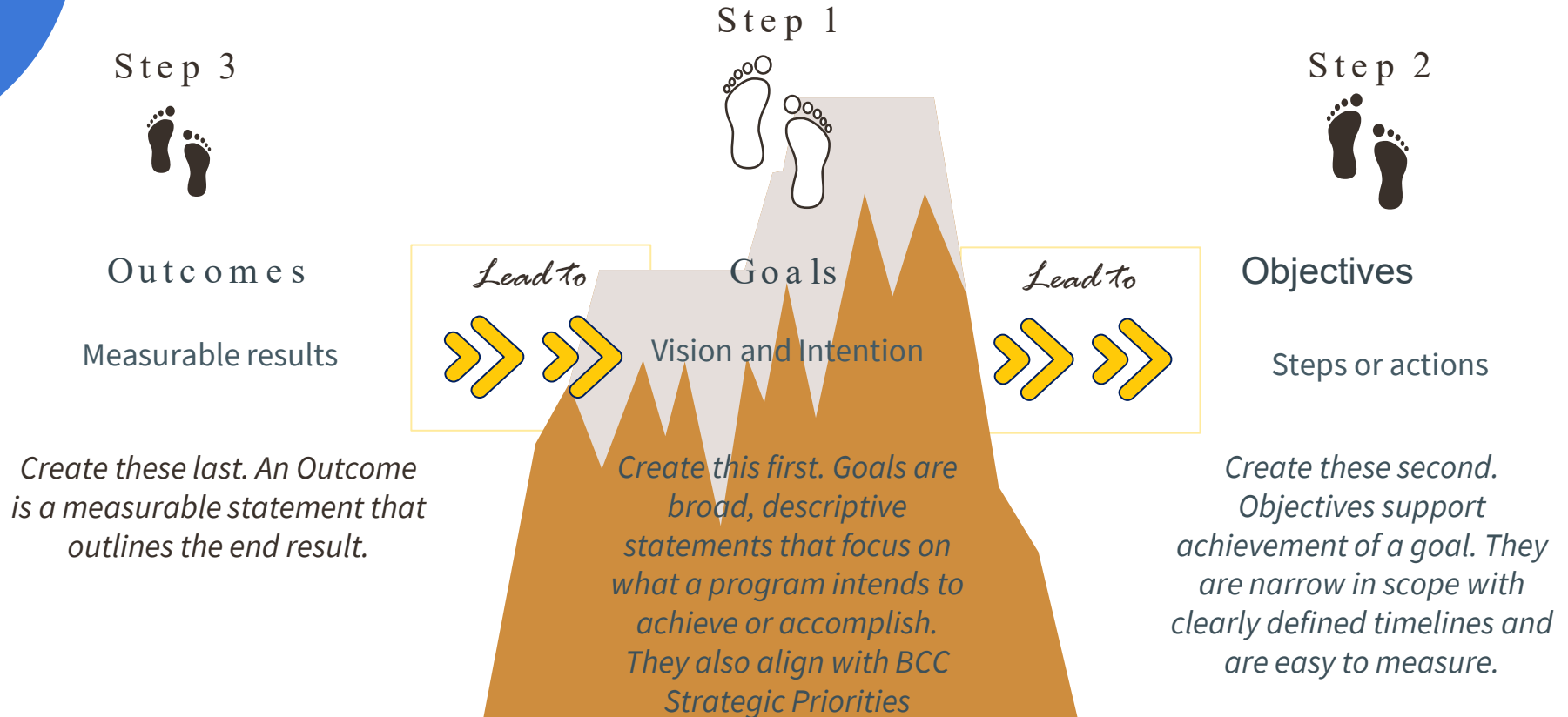
Threats
Things likely to cause damage, danger, or lower efficiency, upcoming changes, changes in legislation.

Internal factors

External factors

This section of the Program Review is used to identify internal and external forces (both positive and negative) impacting the program

Goals, Objectives, and Outcomes (IPR)

Step 1

Step 3

Step 2

Outcomes

Measurable results

Lead to

Goals

Vision and Intention

Lead to

Objectives

Steps or actions

Create these last. An Outcome is a measurable statement that outlines the end result.

Create this first. Goals are broad, descriptive statements that focus on what a program intends to achieve or accomplish. They also align with BCC Strategic Priorities

Create these second. Objectives support achievement of a goal. They are narrow in scope with clearly defined timelines and are easy to measure.

Resource Requests

What does the program need to meet it's goals and outcomes?

- Think: What do we need **NOW**, what will we need in the **FUTURE**?

- Clear descriptive alignment to how the resource helps fulfill the goals and objectives of the program

- Resource should . . .
    - Improve student success
    - further the mission and vision of the program
    - further the mission and vision of the college
    - tie into one or more college strategic plans

- Careful consideration should be made about the cost of implementation prior to beginning the BAP

- Think: Cost vs. Benefit Analysis

Budget Allocation Proposal (BAP)

Resource requests are submitted on Budget Allocation Proposal forms (BAPs)

- BAP Resource Categories are:
    - Personnel/Staffing
    - Technology
    - Facilities
    - Professional Development

- Discuss how the resource request . . .
    - is evidence-based and demonstrates a clear need
    - is tied to program goals, supported with data, and has measurable assessment outcomes
    - will benefit the program and students
    - is aligned with institutional plans and goals

- Also address the following questions:
    - What collaboration with other departments/areas will be needed?
    - What affect will the resource have on other departments or areas?
    - What conversations have taken place or are planned?

- Program Review Prioritization Process

    - Resource requests submitted on Budget Allocation Proposal forms (BAPs) from both full Program Reviews and Annual Updates are reviewed using the following rubric and prioritized.

    - Deans, Directors, and Vice Presidents, in collaboration, will review each resource request in their areas/programs.

    - Access to completed full program reviews and annual updates is on the Schedule for Program web page.

- Be Mindful of: Cost vs. Benefit Analysis

BAP Scoring Rubric Criteria			
Scoring Area	Related Components	Scoring Rubric	Score
Program Review or Annual Update	• Program Review (PR)/Annual Update (AU) • Course Level SLOs (BAP; PR) • Program Level Outcomes (PLOs) (PR) • Service Area/Administrative Unit Outcomes (SAO/AUO) (PR)	• No demonstrated need supported by PR or AU (0 pts.) • Demonstrates need from PR/AU (1-2 pts.) • Demonstrates need from PR/AU with project goals linked to CLO/PLO/SAO/AUO (3-5 pts.)	
Note to reviewer: Completion of program review is a vital component and consideration of the time, effort and quality of explanation in the program review and budget allocation proposal, as well as the quality of the planning in the proposal should be clearly demonstrated and considered in this section.			
Alignment with Institutional Plans and Goals	• Mission Statement (BAP; PR) • Strategic Plan (BAP; PR) • Strategic Priorities (BAP; PR) • Educational Master Plan (BAP; PR) • Technology Plan (BAP; PR) • Facilities Plan (BAP; PR)	• No demonstrated support of Educational Master Plan, Strategic Plan, Priorities, Mission or Goals (0 pts.) • Demonstrates some support of one area of EMP, SP, Priorities, Mission or Goals (1 pt.) • Demonstrates support of multiple areas of EMP, SP, Priorities, Mission and/or Goals (2-3 pts.) • Demonstrates support of ALL areas of Educational Master Plan, Strategic Plan, Strategic Priorities, Mission and Goals (4-5 pts.)	
Note to reviewer: Proposals that meet more than one component of institutional plans and goals may be weighted heavier than ones that meet only one component.			
Measurable Assessment Outcomes	• Proposal Goals (BAP) • Student learning Outcome (BAP; PR) • Program Level Outcome (BAP; PR) Service Area/Administrative Unit Outcomes (BAP; PR)	• No measurable assessment outcomes (0 pts.) • Demonstrates Goals or Outcomes (1-2 pts.) • Demonstrates Goals and Student Learning/Program Level/Administrative Unit Outcomes (3-5 pts.)	
Note to reviewer: Consider and reward statistical/measurable outcomes as they relate to the program review, budget allocation proposal, or proposal goals.			
Departmental / Institutional Benefit including Student Success	• Program Review • BAP	• No demonstration of either departmental or institutional benefit (0 pts.) • Demonstrates departmental benefit (1 pt.) • Shows some linkage between institutional and departmental benefit (2-3 pts.) • Shows clear and significant linkage between departmental and institutional benefit (4-5 pts.)	
Note to reviewer: In this area the reviewer is considering the relationship between departmental improvement and institutional gain.			
		Total Points (20 possible)	

Additional Data Resources

> Below are several resources with defined data types.

> These may be helpful in completing your Program Review.

CCCCO Data Mart:
This site has information from MIS files for state and district on a number of categories including students/headcounts, outcomes, and courses/calendar.

CCC Student Success Metrics:
This dashboard gives access to district, region, and state-wide data for a wide range of metrics.

CC Pipeline: Overview:
This dashboard gives access to both district, region, and state-wide data by program for a variety of metrics.

This presentation was brought to you by the Program Review Sub   -committee

Do you have any questions?
programreview@barstow.edu

Thank You!

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"It's on the strength of observation and reflection that one finds a way. So we must dig and delve unceasingly."

Claude Monet