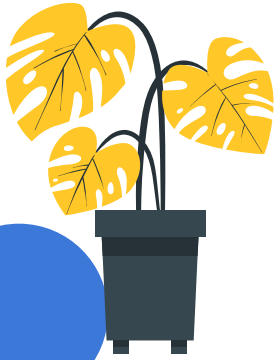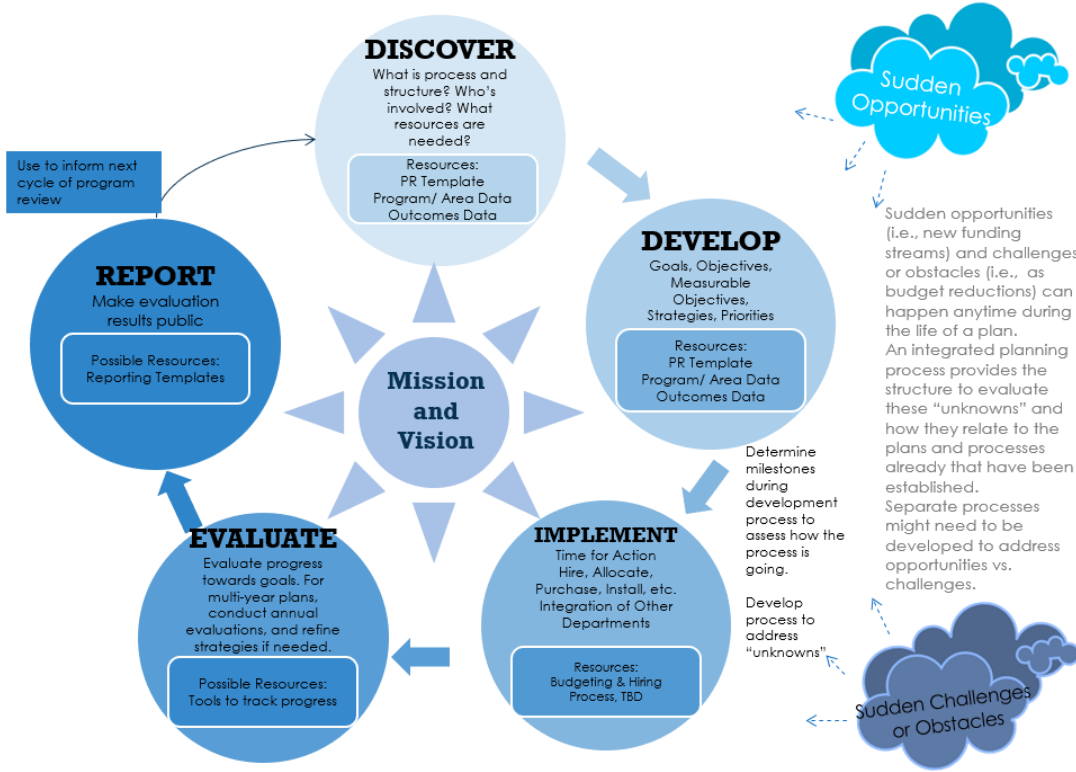# Content s

This presentation will include information on the following:

1. Program Review Integrated Planning Model
2. Program Review Purpose
3. Program Review Timeline
4. Program Review Cycle
5. Program Review Committee Feedback
6. NIPR Template Topics
   - Program Mission and Vision
   - Customers, Policies, Collaboration, and Staffing
   - NIPR Data
   - Institution Set Standards
   - SWOT Analysis
   - Goals and Outcomes
   - Resource Requests
   - BAP Scoring Rubric Criteria
7. Additional Data Resources

Integrated Planning Model

DISCOVER
What is process and structure? Who's involved? What resources are needed?

Resources:
PR Template
Program/ Area Data
Outcomes Data

Use to inform next cycle of program review

REPORT
Make evaluation results public

Possible Resources:
Reporting Templates

DEVELOP
Goals, Objectives, Measurable Objectives, Strategies, Priorities

Resources:
PR Template
Program/ Area Data
Outcomes Data

Mission and Vision

Determine milestones during development process to assess how the process is going.

Develop process to address "unknowns"

EVALUATE
Evaluate progress towards goals. For multi-year plans, conduct annual evaluations, and refine strategies if needed.

Possible Resources:
Tools to track progress

IMPLEMENT
Time for Action
Hire, Allocate, Purchase, Install, etc.
Integration of Other Departments

Resources:
Budgeting & Hiring Process, TBD

Sudden Opportunities

Sudden opportunities (i.e., new funding streams) and challenges or obstacles (i.e., as budget reductions) can happen anytime during the life of a plan.
An integrated planning process provides the structure to evaluate these "unknowns" and how they relate to the plans and processes already that have been established.
Separate processes might need to be developed to address opportunities vs. challenges.

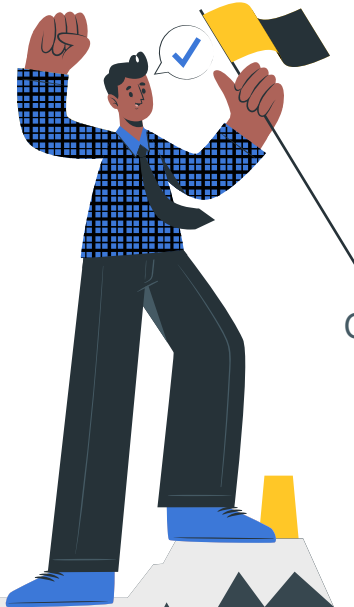Sudden Challenges or Obstacles

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

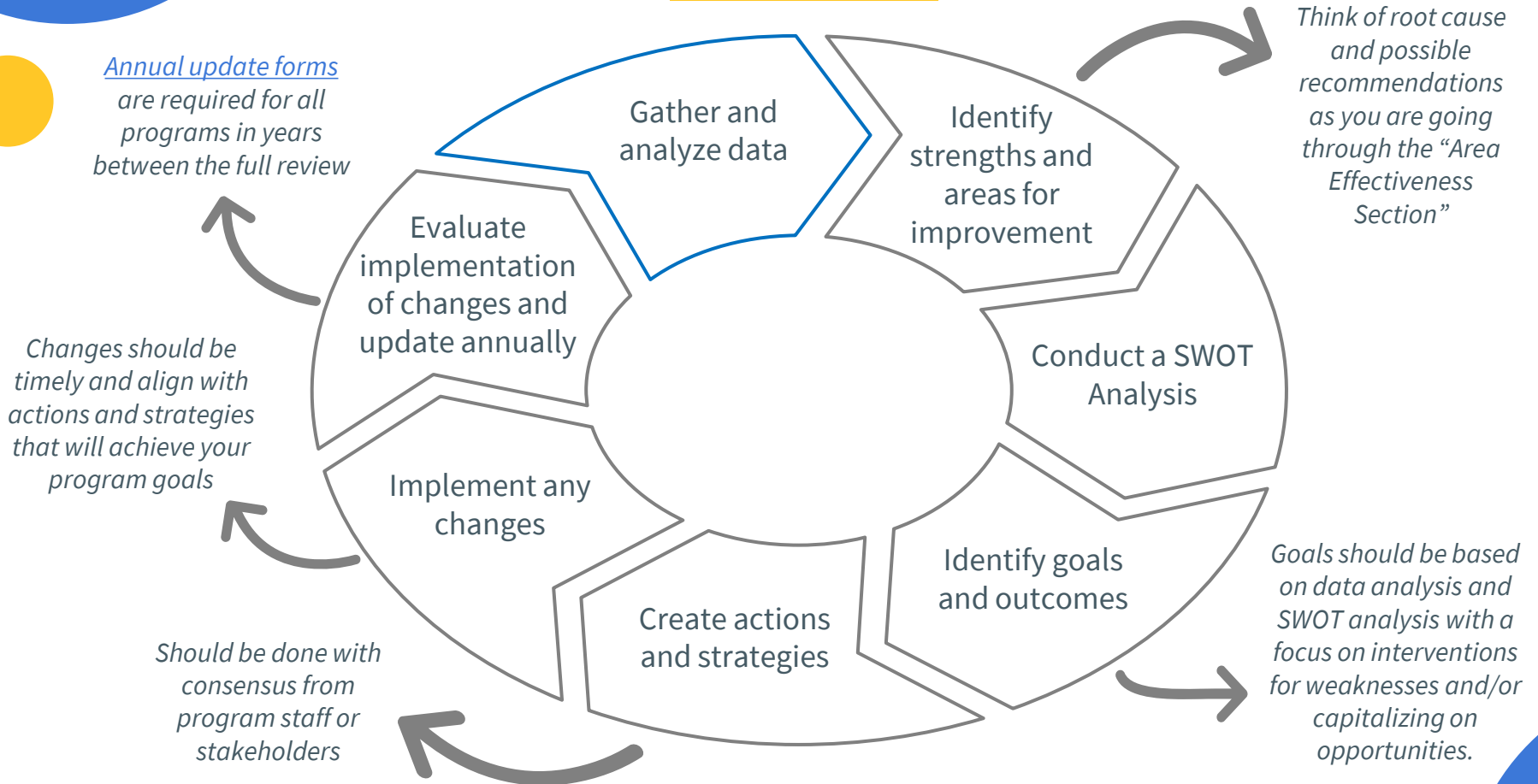# Non -Instructional PR Timeline 2024   -25

July 8

First Draft Due
*If feedback is requested

Aug 26

Final Draft Due

Jun 10 -11
June 17, 18, & 20
(12:30pm to 1:30pm)

June 10-11 Full Review
June 17, 18, & 20 – Full Review

Aug 1

Feedback provided
by PRSC

Oct 1 -11

PR Effectiveness
Survey Open

Any program reviews not submitted by July 8 th will not receive committee feedback.

Any reviews not submitted by August 26 th will be unable to request resources for that program and will not be part of the budget allocation process.

Non -Instructional Program Review Cycle

Annual update forms are required for all programs in years between the full review

Gather and analyze data

Identify strengths and areas for improvement

Think of root cause and possible recommendations as you are going through the "Area Effectiveness Section"

Evaluate implementation of changes and update annually

Conduct a SWOT Analysis

Changes should be timely and align with actions and strategies that will achieve your program goals

Implement any changes

Identify goals and outcomes

Create actions and strategies

Goals should be based on data analysis and SWOT analysis with a focus on interventions for weaknesses and/or capitalizing on opportunities.

Should be done with consensus from program staff or stakeholders

Pro gram Review   Committee Feedback

- First Draft of Program Review is due August 17th.

- Upon receiving the draft, the Program Review Committee will review the draft and provide feedback via a graded rubric.

- The graded rubric for your program review will be provided to you by September 4th

- The feedback rubric has been designed to provide information to help improve your Program Review

- You will have approximately 2 weeks to update your Program Review using the feedback provided by PRSC before the final draft is due on September 20th

- It is highly suggested that you refer to the Committee Feedback 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. Barstow Community College Strategic Plan Link

(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.

Customers

Internal Customers: Our students. Employees or departments within BCC who receive or use your programs or services.

External Customers: Individuals or businesses outside of the institution who use your services or programs. They might have a strong interest in BCC outcomes but do not determine how those outcomes are produced.

Collaboration

This section gives an opportunity to show others we are not siloed! How well do we work with other departments/areas? Who do we depend on regularly? Who do we depend on intermittently? Who can we build relationships with that will help to streamline our work? Make sure to provide plenty of detail and brag about those areas that have really made a difference in what you do.

Policies and Process

This area should discuss any changes in policies or procedures at BCC or any legislation changes that effect the work of the department/area. This section should provide detail of how the work is now different and any positive or negative effects of the change.

This section also provides an opportunity to reflect on in-house processes and procedures. How well they are working and ways they can be improved or become more efficient.

Staff

Staff within an area/department are an integral force to the work. It is important that we make sure to help our staff continue to grow both personally and professionally. Continued and ongoing professional development is an important part of this. Please discuss what professional development has occurred and what professional development will occur in the future. State whether staff have been receiving their annual evaluations. If staffing is an issue or the workload has changed it can negatively affect those working in the area. This should also be addressed here.

Non -Instructional Data

Data for service areas and administrative units can come from the following categories:
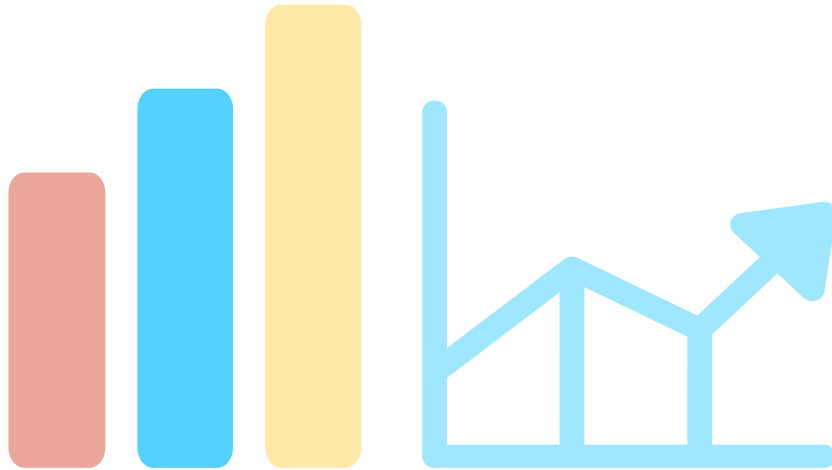
- Program Demand: Internal and external demands for service -data such as work requests, trouble tickets, information requests, committee services and meetings, appointments, etc.

- Program Resources: Fiscal and human resources required by the program including full and part-time staff and all fiscal support including salaries, benefits, supplies, equipment and other costs.

- Program Efficiency: Information reflecting the relationship between the resources committed to the program, service or activity, the use of those resources, and the leveraging of resources to benefit the consumer/overall institution.

- Program Outcomes: Input indicating the satisfaction of those utilizing the services and the timely and effective completion of the demanded services. Data could come from response times, satisfaction surveys, or information about student/customer outcomes as a product of receiving services.

Fullerton College as cited in *Program Review: Setting a Standard*, 2009

Institution   -Set Standards

Institution Set Standards

2023-2024

	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

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 the program needs to improve, areas of 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 and Outcomes (NIPR)

Step 1

Step 3

Step 2

Actions/Strategies

Lead to

Goals

Lead to

Outcomes

Short term steps to achieve the goal.

Long-term future desired result.

What results from the goal being achieved.

Create these last. Actions/strategies can be either linear or non-linear. At least one of them should be something your program can begin implementing immediately.

Create this first. Goals should reflect program aspirations and link to accomplishing the vision.

Create this second. Think long-term. Goals should reflect program aspirations and link to accomplishing the vision.

Resource Requests and BAPs

What does the area 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 it helps fulfill the goals and objectives of the program

- Should further the mission and vision of the program

- Should further the mission and vision of the college

- Should 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/Impact Analysis

- *Please refer to the BAP Scoring Rubric Criteria on the following slide.

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 pts.) • 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 Resources

▶

Program Review Handbook Link

Non-Instructional Program (Full) Review Form
Non-Instructional Program (Update) Review Form
Budget Allocation Proposal (BAP) Resources Request Form
Non-Instructional Rubric/Feedback Form (Full Review)
Non-Instructional Rubric/Feedback Form (Update)
Annual Schedule for Program Review
Submission for Program Review Link

Data and Dashboards
Program Review Data
Program PSLO Data
Program Review Data- Awards and Declared Programs
2023 ACCJC Annual Report

Feedback & Administrative Forms
Deans/VP Program Review Summary Report Template (Word)
Deans/VP Resource Request Prioritization Form (Word)

Informational Resources
Trends Report 2022-23

Additional Data Resources

▶ Some other resources that may be helpful in completing your Program Review are linked below with a short description

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

Thanks