

Instructional Program Review Template

Program Name

Indicate if AA; AS; AA-T; AS-T; Certificate

Program Name: PSYCHOLOGY.

Submitter: Gustavo Bento

I. Program Description

In this section, programs will answer the questions "Who are we? What do we do?" The purpose of this section is to orient the reader/ reviewer to the program and provide context to the program review. This section should be kept short, a few paragraphs at the most, and include the following:

Mission/Vision

The Psychology Department fosters critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning human behavior and mental processes through transferable courses in the field of Psychology.

The vision of the Psychology Department is to provide quality education in the field of psychology for students to meet the expectations and guidelines of the State of California Universities, other Community Colleges, as well as potential employers in our community, the State, and the nation. Growth potential exists to expand the department as a greater number of students declare psychology as their major of study.

Description – short description only

The Psychology Department contributes to the General Education Program of Barstow Community College and strives to develop and produce graduates that:

- I. Understand and can apply fundamental concepts of psychology.
- II. Communicate effectively, both orally and in writing.
- III. Conduct sound research.
- IV. Address issues critically and reflectively.
- V. Create solutions to societal problems.
- VI. Work well with others.
- VII. Respect persons from diverse cultures and backgrounds.
- VIII. Are committed to open-minded inquiry and lifelong learning.

Alignment to/ support of BCC Strategic Goal

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The Psychology Mission Statement aligns with the Barstow Community College Mission Statement. Specifically, both are committed to student success by providing an AA degree and an AAT certificate in “traditional and distance education courses, programs, and pathways.”

The Psychology vision aligns with the College’s vision of *Empowering Students to Achieve Their Personal Best Through Excellence in Education* by providing courses in a broad selection of fields of study in psychology including, research, child development, counseling and therapy as well as education.

II. Program Effectiveness

In this section, programs will answer the question “How is the program doing?” by reviewing and analyzing data. The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of BCC.

Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided. Look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form. For Program Learning Outcomes Assessment data, review the eLumen Report and summarize findings in the PLO section below.

Course Data and Analysis

Course Success Rate by

- **Mode of instruction**

Student course success rates peaked in 2018-2019 with traditional and hybrid instruction at 77%. Online instruction success rates were 72%. The following year saw a significant dip in student success. Student success dipped for traditional instruction to 64%. Online instruction was more consistent, yet student success did fall to 70%.

- **Scheduling**

Student success was consistent across different times. Student success rates dropped in 2019-2020. The largest drop in student success was during evening courses from 76% to 59%.

- **Faculty Status (PT vs FT)**

Student success rates between full-time and part-time instruction was consistent at about 70%-75%.

Retention Rate by

- **Mode of instruction**

Student retention rates appear to be solid for the Program Review (PR) period between 2017 -2020 for all modes of instruction. Students completed courses at a rate of 85% and up for online courses and 89% and up for traditional courses. The one exception is for the academic year 2019-2020 where student retention dipped to 80% for traditional instruction. This dip is most likely due to the abrupt change from traditional to online courses following spring break in 2020. I recall many in class students stopped attending classes that semester once classes resumed with an online format after spring break.

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- Scheduling

Student retention rates also appear stable across scheduling time of courses. The vast majority of students attend courses during the day. Retention rates vary from 87% day to 94% evening. Interesting dip in retention rates, 71%, occurred in the evenings for 2019-2020. Again, most likely to the pandemic disrupting lives and routines.

- Faculty Status (PT vs FT)

Student retention rates are also consistently high between full-time and part-time faculty with a variance of less than 1.5%.

Section Count by

- Mode of instruction

The majority of students at BCC take courses online by a 1:3 ratio versus traditional instruction. This trend increased over the past several years to the current ratio. In 2017 the ratio was about 1:1. Most courses are scheduled during the day. This data appears a bit unclear as online courses are accessible 24 hours a day once a module opens. Students taking online courses tend to access their courses throughout the day and evening.

- Schedule

The ratio of courses taught by full-time and part-time faculty was about 1: 1.5. Part-time faculty were the most affected by the pandemic regarding course load.

- Faculty Status (PT vs FT)

The ratio FT v PT dipped to 1:1 for 2019-2020.

Enrollment Count by

- Mode of instruction

- Schedule

- Faculty Status (PT vs FT)

Enrollment count mirrors the data for section count. Most students attend online courses during the day. This trend increased over the past three years from 1:2, 1:3, and 1:4 traditional to online courses attended over the past three years. Students attend full-time to part-time faculty courses at about a 1: 1.5 ratio. This ratio remained consistent over the past three years.

Class Size Average by

- Mode of instruction

- Schedule

- Faculty Status (PT vs FT)

Class size is more efficient in online courses with an average class size of 29 students when compared to traditional instruction class size of 17. Daytime courses appear to have the largest class sizes. Class size is consistent between full-time and part-time faculty.

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Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

Students achieved program awards at increasing rates across two of the three major ethnicities during the past three. Hispanic students maintained the highest amount of program completion while not increasing their numbers. The challenges of the pandemic suggests that there exists a positive correlation between resources and student success. Wi-Fi internet access from the parking lots on campus and laptop loan efforts became available during the pandemic. Also, increased food pantry usage occurred during the same period. Future efforts to support students with resources may predict future student success.

Ongoing efforts to sell the BCC brand to all students may enhance program success rates. Higher education is a tried, true, trusted, and tested method to acquire knowledge and skills that prepare students to enter the job market. Investing in one's own education is the most reliable way to live comfortably in adulthood. Young students do listen in general and consider the collective wisdom of professionals that have achieved success. It may take a while and repetition, yet young adults do listen and consider advice from adults. Estimates suggest that individuals with an advanced degree earn twice as much as individuals with a high school degree (Bureau of Labor Statistics, 2020).

Efficiency: WSCH, FTES

The efficiency as reported by FTES/FTEF increased by a small margin during the program review period 2017-2020. Efficiency increased from 12.8 to 14.0.

Curriculum – Course Outline of Record

PSYC 1- Introduction to Psychology

PSYC 2- Life-Span Human Development

PSYC 4 - Child Growth and Development

PSYC 6 - Adult Development and Aging

PSYC 11 - Human Sexuality

PSYC 12 - Research Methods in Psychology

PSYC 14 - Introduction to Drug and Alcohol Studies

PSYC 15 - Introduction to Guidance and Counselling

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

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Psychology, the study of human behavior and mental processes, has become one of the most popular courses and programs on university campuses. Students are interested in learning how people think, learn, feel, mate, develop, and thrive. Students that complete the AAT in Psychology have a solid foundation understanding human behavior that may benefit them in continuing their education in Psychology as well as many other fields that emphasize human interaction.

The Psychology Program at BCC has experienced robust growth over the past three years. Student completion rates for AAT Psychology degrees have increased from 28 students in 2018-2019 to 60 students in 2020-2021. Numbers are good. They allow seriation, ordination, addition, subtraction, multiplication, and division. Numbers allow for more advanced manipulation and the empirical process would not exist in its current form without rigorous control of numbers from measurement to statistical analysis. Quantitative data is an essential part of research.

Qualitative Data

Qualitative data is also useful to better understand what each number on a chart, graph or report represents. Each student that achieves student success with an AAT in Psychology has her/his own story to share. Below is a letter from a former student that has continued her education and is near completion of a BA in Radiology:

Hello Professor Bento,

I am not sure you remember me. My name is Lexyss Xxxxx (you pronounced it “Lexysssssss”) and I took a couple of your Psychology courses when I attended Barstow Community College from 2016-2018. I am currently in South Dakota pursuing my Bachelor of Science in Radiologic Technology with a minor in Psychology!

I just wanted to say thank you! From the very first class I took of yours, which I believe was Intro to Psychology, you sparked something inside of me that really drew me into the diverse field of psychology. I am finishing my last semester of taking courses in a classroom and in August I start my clinical internship! I am just reflecting on my college journey and wanted to reach out. I always recommend you and your classes to students who attend BCC. You were my favorite professor during my time at BCC (and top 3 of all time).

Nonetheless, I hope this email finds you well and hope all is well with you!

Blessings,

- Lexysssss

(8/2021)

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Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
<p>1. Students will demonstrate knowledge, orally and in written form, of the major concepts, theoretical perspectives, and historical trends in psychology.</p>	<p>Fall 2020-Spring 2021: Students that: Exceeded: 42.70% Met: 36.76% Below: 20.55%</p>	<p>The current PR period was a transitional period. The limited data reflects this transition period as BCC incorporated a new information tracking system, eLumen. Based on this data, students achieve program success at a high rate of 79.46. Future efforts may attempt to find ways to support the students that did not achieve success, without compromising other students.</p>
<p>2. Students will demonstrate and apply basic research methods in psychology, including research design, data analysis, interpretation, and ethical guidelines.</p>	<p>Fall 2020 - Spring 2021: Students that: Exceeded: 42.70% Met: 36.76% Below: 20.55%</p>	<p>Click or tap here to enter text.</p>
<p>3. Students will demonstrate knowledge and apply psychological principles to personal, social, and organizational issues.</p>	<p>Fall 2020 - Spring 2021: Students that: Exceeded: 42.70% Met: 36.76% Below: 20.55%</p>	<p>Click or tap here to enter text.</p>
<p>4. Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Instructional Program Review Template

5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Program Data and Analysis

Demographics

Barstow College serves a very diverse group of students – varying in age, gender, ethnicity, and experiences. BCC has a variety of students: some are first full-time students, some work full-time while taking courses in the evening or online, some are returning students who take a class for their professional growth and development, and others have returned to college in order to pursue a new career.

BCC has students that represent the local Barstow community, from other areas within California, other states within the United States, and in some cases, other countries, as BCC serves many military families.

Award Count

The Psychology Program experienced robust growth over the past four years. AAT Psychology degree awards increased from 28 students in 2018-2019 to 60 students in 2020-2021.

Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

Most student groups achieved academic success at rates ranging from 72-92%. Two groups that were below this range include the African American and Pacific Islander groups. Ongoing efforts to address, understand, reduce and eventually eliminate these equity gaps include, tutoring, food pantry, transportation to and from campus, student voice sessions and other resources.

Recent research suggests that what was once viewed as ethnicity and race differences are more accurately correlated with socioeconomic status (SES). Low SES perpetuates poor health, lack of quality education, high crime exposure, high drug abuse, chronic stress, PTSD risk, and lower life span. Breaking the vicious circle of poverty may reduce the equity gaps observed.

Student or Program Satisfaction Survey Results

Click or tap here to enter text.

CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

Click or tap here to enter text.

Comparative data (compared to BCC and/or compared to other programs)

Click or tap here to enter text.

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Overall Observation of Data on Program

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

Click or tap here to enter text.

Guided Pathways and Response

List the other programs that are part of your Guided Pathway

The Behavioral, Social, and Public Services Pathway consists of the following Programs:

Administration of Justice

Early Childhood Development

History

Political Science

Psychology

Sociology

Provide a summary of the collaboration with other programs in the pathway.

Examples: meetings, projects, etc.

During the Program review period, the Guided Pathway Committee (GPC) met regularly (monthly). The committee consisted of ten faculty and two co-chairs. The GPC identified five pathways for the college to help students achieve success. Once the pathways were identified, each pillar was explored and existing programs were clustered around each of the four pillars. Guided Pathways was then rolled out campus wide with The GPC leading training and workshops. The Behavioral, Social, and Public Services Pathway met monthly for the semester after GP was implemented. After about 18 months, the GPC was disbanded.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

The FTEF for Psychology increased from 9.5 to 15.3 over the past three years. The college promotes education along several fronts including radio, website, and facebook. BCC is one of a few colleges that has traditionally had more online students than in class students. Some courses have low enrollment due to the nature of the course. PSYC 12 Research Methods in Psychology must be offered often to promote student success as it is the capstone course for earning an AAT in Psychology.

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FT/PT Faculty Ratio

The Faculty ratio has changed over the past few years from 1:1.5 down to 1:1.2. This trend appears to be correlated with the pandemic as student enrollment dropped, the number of courses offered dropped as well. While PR is student success focused, a moment of reflection for the part-time faculty that have been financially impacted by the pandemic is also appropriate.

Faculty Professional Development

The PR period was spent rebooting many procedures, programs, and protocols at BCC. Many areas were addressed including Course Outline of Record (CORs), C-IDs, SLOs, PLOs, ADTs, Guided Pathways, and Program review. Each area provided an opportunity for growth and learning for faculty as workshops, conferences, and meetings were attended to learn the skills necessary to bring BCC current and in compliance with ACCJC recommendations.

During this period full-time faculty was on several committees including SLOAC / OAC, Program Review, Guided Pathways Taskforce, Guided Pathways Facilitator, and faculty also served on the eLumen Pilot program to provide some data evidence of compliance for the midterm ACCJC visit. Faculty also took some courses at BCC which was beneficial as it gave the faculty a student perspective of BCC.

Program Staffing and Support

Staffing and course offering were discussed at discipline meetings where trends, scheduling, and other program relevant concerns were explored. These meetings seem to be beneficial as faculty have input into student needs. Efficiency did increase during the rollout of the subject area discipline meetings.

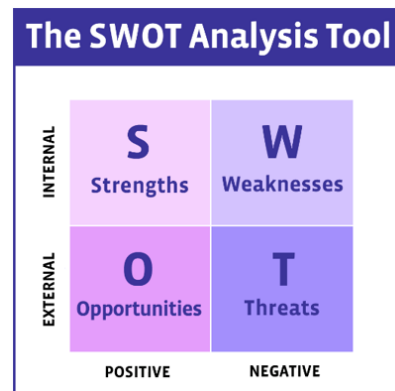
Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

One of the strengths of the Psychology Program at BCC is the diversity and wealth of experience among the faculty. The Psychology Program consists of one full-time faculty and 12 part-time faculty. The full-time faculty has a masters degree in Psychology-Experimental Design and Research as well as a master's degree in Education-Curriculum and Instruction. The diverse experiences of the part-time faculty include master's degrees in Marriage and Family Therapy, Drug and Alcohol Counseling, General Counseling, and Research Methods. Faculty facilitate traditional courses at the main campus and Fort Irwin as well as hybrid and online courses. Part-time faculty were an integral and crucial part of the college-wide changes that have been implemented during this program review cycle including COR updates, C-ID revisions, SLO mapping, and learning eLumen to report future SLOs, PLOs, and ILOs.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
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Internal	STRENGTHS Diverse, professional, dedicated faculty and staff. BCC voted Best Little College in HD. Small town feel is inviting. Many students drive 35+ miles past “other college” for a better college experience.	WEAKNESSES Lack of adequate release time for faculty to meet all the demands of the Chancellor’s Office / ACCJC including program review. Too much admin turn-over. Lack of stability/continuity, shifting focus, mission creep.
External	OPPORTUNITIES State and Federal funding in higher education for at risk students, low SES, foster students, military vets, etc. The stakes for student success seem higher in the HD as unemployment, poverty, drug abuse, and drug trafficking are all higher than state averages.	THREATS Poverty, high unemployment rate, violence, PTSD, drug addiction, drug trafficking, sex trafficking, housing insecurity, food insecurity, social inequity, police brutality and immunity, Purdue Pharma, 1% greeds’ triumph over middle class prosperity...

III. Program Goals

In this section, programs will answer the question “How can we improve? What do we need to meet our goals?” The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
 - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College’s [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1

Recap of previous Program Review goals from 2017. Grow the Psychology program at BCC.

Objective 1

Increase enrollment in psychology courses.

Actions, Tasks

Promotion of the careers available in psychology. Explore the diverse fields in psychology in Introduction to Psychology, and Career and Life Planning. Explore the myriad of ways psychology is used in everyday life to condition people when purchasing products as consumers and when making many other decisions. Apply psychology daily to achieve a sustainable life balance where daily stress is identified and managed through multiple learned techniques.

Outcomes, Measures, Assessment

Student enrollment did increase steadily until the COVID-19 Pandemic. Student success did continue to increase during the pandemic, however, overall enrollment dropped. This drop in student enrollment

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was measured statewide and should be considered as a consequence of the worldwide COVID 19 pandemic. Time will tell if enrollment increases to pre-pandemic levels.

Objective 2

Grow the Psychology Program at BCC.

Actions, Tasks

During the previous program review period, the psychology program at BCC was enhanced from an AA in Psychology to an AAT in Psychology. This adjustment to the psychology degree ensures students that transfer to a CSU with an AAT in Psychology are guaranteed junior status. This guarantee may be instrumental in priority registration, financial aid, internship opportunities, and many other advantages to the community college transfer student.

Outcomes, Measures, Assessment

The psychology program did increase the number of students that graduated with an AAT Psychology degree. Student graduation rates increased from 28 in 2018 to 60 in 2020. Continued promotion of the diverse fields available as careers within psychology may increase student success in the future.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #2

Recap of PR from 2017. Enhance communication within the department.

Objective 1

Effective communication is an ongoing strength of any successful organization. The objective was to provide information to a diverse and remote faculty that does not have the ability to attend meetings on campus.

Actions, Tasks

A group was created in teams to address psychology program concerns, opportunities, and achievements during the PR period. Communication was intended to be timely without being too much information.

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Outcomes, Measures, Assessment

A brief survey may best answer this action. While communication was sent each semester, many changes during the PR period created an abundance of necessary information to share. The amount of changes, including Guided Pathways, expanded the group beyond Psychology. The change in objective may make a direct analysis difficult.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #3

Recap from PR in 2017. Review current textbooks and evaluate for possible replacement.

Objective 1

Reduce the cost to students of reading materials.

Actions, Tasks

Review OER options for courses in psychology.

Outcomes, Measures, Assessment

Several OER materials were reviewed. Introduction to Psychology was changed to use OER. The previous textbook, Psychology in Action by Huffman and Dowdell was very good. However, like many textbooks, the cost was over \$100.00. The OER materials selected are also very good and are a zero cost resource for the students.

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PSYC 2 Life-Span Development was also changed to use OER materials. Similar benefits were observed as with PSYC 1. The cost savings are even greater as Life Span Development by Berger cost over \$150.00.

Other psychology courses will continue to be considered for a shift to OER. As more OER materials become available, more courses will offer this significant cost savings for students.

Objective 2

OER materials allow students to have access to the reading materials from day 1. Many students struggled with funding, availability, and access to textbooks. It was not uncommon for students to be without a textbook into week 3 of a term or semester. OER materials remove several barriers for students and promote student success.

Actions, Tasks

Continue the search for OER for psychology courses. Convert all current psychology courses to OER in three years.

Outcomes, Measures, Assessment

OER may increase enrollment, particularly in online courses where enrollment is not influenced by distance to campus or other physical factors.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #4

Reduce the equity gap in student success among different student populations. The groups that appear to struggle the most achieving student success are African American, Pacific Islander, foster care, and veterans.

Objective 1

Identify the areas that most impact and conspire to create barriers to student success for these groups of students.

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Actions, Tasks

Gathering data must continue collegewide. Current data suggests that poverty and mental illness, including PTSD, and emotional vulnerabilities are major struggles experienced by groups of students that fail to complete courses and programs.

Outcomes, Measures, Assessment

Any increase in student success for these groups of students would be a positive outcome. Once obstacles to success are identified, raising the success rate to that of other groups is the objective.

Objective 2

Provide at-risk students with as many resources as BCC can secure. Some resources include tuition, textbooks, other necessary course material, food pantry, tutoring services, priority registration, mental wellness counseling, and ACCESS accommodations.

Actions, Tasks

Support resources are included in each syllabus to inform students of all programs available to them.

Outcomes, Measures, Assessment

Most students qualify for a BOG waiver/Promise Grant to pay for tuition.

Objective 3

Provide all at risk students with a clean, quiet, well-lit place to study. Expand the TLSC to accommodate students with quiet personal study rooms. Expand the hours of the TLSC to allow students to study on campus. Also, provide free transportation home for those students that reside in the Barstow area.

Provide at risk students with on campus dorm rooms and a meal plan. While the costs of community college are low compared to the tuition at universities, food and housing continue to be a struggle for many at risk students.

Actions, Tasks

Secure state funding to institute housing and meal plans for at-risk students.

Outcomes, Measures, Assessment

Measure how many students receive these benefits by how many students graduate.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #5

Incorporate emerging best practices in online courses offered in the psychology program. Technology improves rapidly and faculty may benefit from the most recent innovations in online learning.

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Objective 1

Review and incorporate best practices in online learning.

Actions, Tasks

Review the wealth of online training available at the campus level.

Outcomes, Measures, Assessment

Complete the most recent Canvas training Level II.

Objective 2

Expand training to incorporate state-wide best practices.

Actions, Tasks

Attend a workshop or more to expand skills, knowledge, pedagogy of online learning.

Outcomes, Measures, Assessment

Incorporate new skills in online courses and streamline current curriculum.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #6

Secure state funding for Program Review. Clearly the Chancellor's Office values Program Review. Program review is an integral part of the ACCJC review criteria. Generating these reports for smaller colleges places an inequitable burden upon faculty and staff than for larger colleges. The extra time allocated would promote deeper analysis and may result in an expansion of ideas on how to better serve the diverse student population.

Objective 1

For programs due for Program Review with only one full-time faculty member, release time of 20% should be granted for term 2 in the previous semester and term 1 in the actual semester when Program Review is due. For areas with more than one full-time faculty member, release time of 20% should be

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granted to one full-time member for term 2 in the previous semester and term 1 in the actual semester when Program Review is due. For areas without a full-time faculty member, part-time faculty should be offered a stipend equal to one semester course pay for term 2 in the previous semester and term 1 in the actual semester when Program Review is due. This time would allow for more training, more research, and more time to generate program reviews.

Actions, Tasks

Introduce proposal for release time for faculty during program review to the Academic Senate.

Outcomes, Measures, Assessment

Discuss proposal and if approved seek out funding for future program review.

IV. Resource Requests:

What does the program need to meet its goals and objectives?

Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.
