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**Program Review Training Handbook**

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Introduction:

Why do we need to fill out an Annual Update Form?

Every program will be required to submit a 3-year comprehensive Program Review. These reviews will be staggered so 1/3 of the College’s departments will be reviewed in each cycle. The Annual Program Review (APR) will be completed during the other two years. The APR will allow programs to reflect on the previous year’s activities to provide an opportunity to review the progress made to existing goals and to develop new goals based on the data provided to each program. The APR will also allow a program to respond to the recommendations from the Comprehensive Program Review and to determine programs’ needs for staffing, technology and maintenance.

This should be a reflective process that includes input from the entire program and not just the department chair. Membership on the APR team should include those individuals with the most knowledge of the program. The APRs will be a tool the President will consider in determining the allocation of resources throughout the year. Also, the data, trends and conclusions realized in the APRs will fold into the Comprehensive Program Review.

What is the difference between Annual Update and 3-Year Comprehensive Review?

What is the timeline?

A timeline is a series of dates that this document follows. It’s a process. The forms are filled out, submitted, processed and the information and data is gathered to assist in the decision-making process. These timelines have to be adhered to in order to accommodate the budget process.

Who should be involved in the process?

The faculty and staff, department chairs, deans, the academic senate and college administration all have responsibilities in the process.

Frequently Asked Questions

Resources

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The FORMS:

Part 1:

What additional documents do I need to fill out?

1. ISIT Form – where you explain your requests for both instructional and non-instructional (office) technology.
2. M&O Form – where you explain your requests for both maintenance of current facilities and request upgrades, updates to facilities.
3. Faculty Request Form
   1. Complete this form only a new full-time replacement full-time faculty member is requested. If the full-time instructor will teach courses in, or provide services to more than one program, note ach program to which this position applies and attach copies to each of those program review forms. Please indicate what percentage of the requested faculty member’s time will be spent in each program.
   2. If this program is requesting a part-time position, please make a request for your dean. Requests for part-time faculty are not included in the Annual Update or Program Review Process.
   3. If this program is not requesting a full-time position, this form should be omitted. Leave the check box on the front of the form blank if this is the case.
4. Classified Request Form
5. Budget Change Request Form - *The purpose of the Budget Change Request form is for programs to identify, and provide justification for, modifications to their current fiscal allocation. Please note that this form pertains only to operation (GUI) fiscal allocations, and should not include proposed changes to other fiscal sources (e.g, BC  Foundation accounts, grants, and other sponsored programs). Budget Change Request forms should be submitted with other Program Review documents. The BC Budget Committee reviews and acts upon these forms (include the Budget Committee’s estimated resource allocation timeline).*
6. Best Practices Form (Required) - How is your program supporting student success and retention? What is being done to provide best practices to match the student population and do they support the institution’s values and mission. Can the values of the best practices be confirmed?
7. Other? - This form is for future use and should not be checked.

Program Information:

Name:

Mission Statement

The program mission is a broad statement of what the program is and what it does. It should provide a clear description of the purpose of the program and the learning environment. It should reflect how the program contributes to the education and careers of students. The mission should be aligned with the College’s to ensure that the mission statement clearly supports the institution’s mission.

Program Learning Outcomes/Administrative Unit Outcomes

Student Learning Outcome (SLO) is a statement that directly describes what students are expected to learn as a result of participating in academic activities or experiences at the College. The focus is on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed.

A Program Learning Outcome (PLO) is a statement of what a program provides and what students should be able to demonstrate upon completing that course or program. It describes the assessable and measureable knowledge, skills, abilities and/or attitudes that students should realize by the end of a learning process.

An Administrative Unit Outcome (AUO) is a statement about what consumers/patrons (students, faculty, staff, and community members) will experience, receive, or understand as a result of a service provided (training sessions, development of facilities, professional development) to them at the college. Service providers include Financial Aid, Library, Admissions and Records, Food Services, Technology Services, Career/Transfer Services, Mailroom, Maintenance & Operations, etc.

Part 2:

Program Assessment

What is it?

Program assessment is the systematic and ongoing method of gathering, analyzing and using information from a variety of sources about a program and measuring program outcomes in order to improve student learning. Program assessment is tied to student outcomes assessment (or student learning outcomes), which places an emphasis on the learning, development and growth of students.

Why do we need to do it?

**To inform**: the assessment process should inform faculty and other decision-makers of the contributions and impact of the program.

**To improve**: the assessment process should provide feedback to determine how the program can be improved.

**To prove**: The assessment process should summarize and demonstrate what the program is accomplishing and how it meets the college mission statement and strategic goals.

**To support**: the assessment process should provide support for campus decision-making activities such as program review and strategic planning, as well as external accountability activities such as accreditation.

Question A: How did your outcomes assessment results inform your program planning?

Examples:

*Based on an assessment of Reference Desk activities, librarians’ schedules were adjusted to serve students more effectively; English B34 was reconfigured to simplify scheduling of class orientations and workshops; library research workshop schedule was adjusted to accommodate walk-up reference and teaching assignments. (Library AU, Fall 2013)*

*We learned we need to be more visible to students entering as BC freshmen. Although students who complete our program are successful in finding employment we need to be more visible to the local high school students who are considering Bakersfield College as their place to further their education. We will be complementing our day instruction with an additional evening course to accommodate the needs of our community. (Agriculture AU, Fall 2013)*

Question B: How did your outcomes assessment results inform your resource requests?

Examples:

*Statistics on database usage made it clear that students are relying heavily on the Library’s online databases. Also, based on student need, faculty requested the Library subscribe to the database JSTOR in order to improve research in history and political science classes. Therefore budgets requests were made in order to maintain and possibly increase the money allocated to these resources. (Library AU, Fall 2013).*

*Part of our concern with the outcome\* is the manner in which the “blind spots” in our rooms may be impacting our students. We are requesting new projector technology to get our clumsy and antiquated equipment arrangement off of the classroom floor where it blocks students from visually communicating with each other, and in some cases, the instructor (see photo, page 4) (ASL AU, Fall 2013)*

*\*This year, the results of our outcomes assessment in ASL were quite surprising – students did very poorly in both expressive and receptive finger spelling. We believe this reflects limitations in our instruction, visual obstructions in our instructional environments, and our ability to craft assessment instruments. (ASL AU, Fall 2013)*

Part 3: Technology & Facilities Analysis:

Effectiveness of technology

Take a look at the technology used in the classrooms are areas that you teach in. Review the effectiveness technology plays in student success and retention. Does existing technology meet those needs or is there newer technology/resources that would provide for more successful collaboration leading to student success? Areas are asked to assess the use of technology in the program and provide rationale for future technology needs. This type of assessment is needed in the accreditation process to determine why technology is used and how it is effective in providing for student success..

Effectiveness of Facilities

Take a look at the facilities used, classrooms, labs, other instructional areas and pathways. Review the effectiveness or the facilities in contributing to a conducive environment for students to learn, and faculty to teach. Does the space fit the need? Assess the effectiveness and request maintenance that is beyond a work order, major changes and updates. Make justifications and provide rationale for future facilities reflecting program growth and need.

ISIT Form for Instructional & Non-Instructional Technology

ISIT Form - Fill out form making requests for instructional and non-instructional technology

M&O Form – Fill out form making requests to maintain, update and enhance current facilties.

Part 4: Trend Data Analysis

Please provide an analysis of trend data for your program, including the following:

* 1. Changes in student demographics (gender, age and ethnicity)
  2. Changes in enrollment (headcount, sections, course enrollment and productivity)
  3. Success and retention for face-to-face, as well as online/distance courses
  4. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)
  5. Other program-specific data *(please specify or attach)*

You have multiple sources available to you for these analyses, including the template data provided by institutional research, Course Book on the district institutional research web site, ODS reports available to your chair, and other data sources, such as special requests of institutional research or data from your own sources. See the handbook for more detail.

You have multiple sources available to you for these analyses . First, there a template provided by institutional research provided to all areas. These data are mostly grouped by subject, with all degree and certificate data for each department provided for each subject in that department.

For more detailed information, you can use Course Book, which is posted on the district research web site. These data are organized by dean, department, subject, and course. The course level is where the most useful information can be found, particularly for interdisciplinary programs and for most programs in which courses from multiple subjects are included in a single degree or certificate.

There are also various ODS reports accessible to your chair, including Course Book, reports on retention and success, and enrollment, and award completion. Please work with your chair to obtain data with greater detail.

Lastly, there may be other sources of data that will be useful for programs to examine, either by special request of the institutional research office or data collected within the program itself or from outside sources. *Please use what is most relevant for your program, its mission and the students you are serving.* Should you use data from other sources, please attach the data with this document.

Here are a few questions you might consider in your analysis:

1. How do the demographics of your program and its related courses (ethnicity, gender, age and others that might be relevant) compare with the college as a whole? With the community at large? How have they changed over time?
2. Examining enrollment and FTES trends, is your program (and its related courses) growing or contracting? How has the productivity rate changed over time? Are classes filling? How will enrollment trends affect staffing decisions in the next three years?
3. Looking at retention and success rates, in your program, and *especially in its related courses*, how have these changed over time? Are the rates different for face-to-face sections vs online ones? Are there differences for demographic groups? Are there particular courses that have particularly low rates and may prove a barrier to program completion?
4. How has degree and certificate completion changed over time? Are there sufficient completers compared with the size of your program?
5. Looking specifically at coursework outside your program’s subject/department, how do those courses affect students in your program? Are there enrollment backlogs or low course success rates for certain courses that may be a barrier to program completion? How do you work with related departments to resolve these issues (Please be constructive and do not use this section or any other to criticize other departments).

Part 5: Progress on Program Goals, Future Goals and Action Plans:

Department or Program Goal

Identify goals for the program that are strongly related to the mission and that will help to achieve the vision of the program and college.

Goal statements should describe the expected performance of the student or specific behaviors expected from graduates of the program. Goal statements should include action words and modifiers.

Have previous goals been achieved? What is the progress of goals?

Do your goals describe desired aspects of a successful program?

Are your goals consistent with your mission?

If you achieve your goals, have you reached your vision?

Are your goals aligned with your values?

When establishing program goals, it is important to focus on the College’s mission and strategic goals. A Program’s goals should align closely to those of the College’s. When addressing the previously established goals from the Comprehensive Program Review, a program should state the goal and give specific examples of how the goal was met. If the goal is ongoing, that should also be noted.

It is possible that given curriculum changes, shifting demographics or staffing needs, goals and objectives may shift during a three-year period. These changes should be addressed in the APR.

Action Plans

Describe how, what , when, where, and those goals will be carried out, including resources, timelines.

Part 6: Curricular Revisions (Instructional Programs Only)

Part 7: Conclusions and Findings (AU)

Faculty & Staff Engagement: (3 Year)

Part 8: Program Funding Sources (3 Year)

Part 9: Conclusions and Findings (3 Year)