Barstow Community College

Handbook

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Introduction

The purpose of Program Review at Barstow Community College District (BCC) is to assure that the College and all of its employees focus our day-to-day operation and planning on the core mission and goals of the College. The Program Review process focuses departmental planning, review and goal setting on achieving our seven Strategic Priorities. By doing so, the College will also be able to integrate plans with each other. One of our ultimate goals is to sustain continuous quality improvement in every department—instructional and non-instructional—thus improving our students' chances of success.

The purpose of the Program Review Handbook is to:

▸ Provide background information on the Program Review process

▸ Provide timetables

▸ Answer frequently asked questions

▸ Provide explanations of each of the Review areas

▸ Provide examples of appropriate responses

▸ Guide reviewers to appropriate individuals for assistance

Background

The Institutional Effectiveness Committee (IEC) directs and monitors the Program Review Process. As stated in BCC's Participatory Governance Handbook, the IEC's charge is:

> The institutional effectiveness committee acts as an open clearinghouse to dialogue and move data into action leading to continuous quality improvement. The committee's charge is to evaluate program review and outcomes assessment results in light of college-wide strategic goals to recommend a set of institutional priorities for inclusion into integrated planning and resource allocation. The recommendations are reviewed by the Budget & Finance Committee for fiscal viability and by the President's Advisory Council for implementation. The goal of the committee is to help the college maximize fiscal, physical, human, and technological resources to improve student learning and achievement.
>
> **Reports to:** District President
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> **Chairperson:** Vice President, Academic Affairs
>
> **Meetings:** Bi-Monthly, weekly during the evaluation cycle (November through February)
>
> **Members:** Dean of Instruction, SLO Coordinator, Academic Senate representative, (2) CSEA, (2) Management, (1) Student
>
> **Advisory:** Vice President of Administrative Services, Dean of Research, Development & Planning

The Program Review Committee (PRC), a sub-committee of IEC, specifically works with Program Reviews and their authors—provides mentoring/training, reviews submissions, provides feedback, and submits results to the IEC.

The Committee is co-chaired by one instructional and one non-instructional member of the IEC. Its membership includes faculty, classified staff and management. The Committee archives are maintained by the Office of Institutional Effectiveness.

Planning and Program Review:
Purposes, Scope, and Structure

Purposes

The fundamental purpose of ongoing, integrated planning and program review is to maintain—and if possible improve—the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of integrated planning and program review are our students and the community we serve.

A secondary purpose of the process is to focus available resources—staff time, budget, technology, space—on the achievement of goals and objectives intended to maintain or improve effectiveness. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. This may be fulfilled by the resource section in the program review (section 10) and may also require a Budget Allocation Proposal (BAP). However, not all objectives may require extra resources—only the reallocation of existing ones.

Scope

The planning and program review process applies to every unit in the College. That includes all units in Academic Affairs, Student Services, Administrative Services, and the President's Area.

Structure

The Program Review Committee (PRC) coordinates the planning and program review process for each year. The PRC will:

‣ Provide documentation and training on the program review process.

‣ Document and communicate the program review schedule, as determined by the IEC, to the campus community.

‣ Review submitted Program Review documents and provide structured feedback to the originators.

‣ Prepare a report to the IEC, including commendations, recommendations, and identification of trends.

‣ In conjunction with IEC, the PRC will annually evaluate the forms and rubrics used in the process, all documentation, and the implementation of the process itself, and will make recommendations for continuous, sustainable improvement.

‣ The appropriate vice president is charged with ensuring that the all departments/disciplines in the area complete the program review process properly and in a timely manner.

Planning and Program Review Cycle: Overview

Program Review is a three-year cycle, with a full program review due in year one, and annual updates due in years two and three. (Some instructional departments, such as CTE, will utilize a two-year cycle, as prescribed by other departmental governing documents, requirements, and state reporting. If unclear, please direct your question to the area vice president.)

Program Review Schedule for Academic Programs						
	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
Math/Natural Science (all disciplines)	Update	Update	X	Update	Update	X
Humanities/Social Science (all disciplines)	Update	Update	X	Update	Update	X
Basic Skills	X	Update	Update	X	Update	Update
GE and Transfer	Update	X	Update	Update	X	Update
CTE	X	Update	X	Update	X	Update
X: Indicates full Program Review; Annual Updates are submitted in all years without an X.						

Program Review Schedule for Non-Instructional Service Areas and Administrative Units						
	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
ACADEMIC AFFAIRS						
Academic Affairs Office/Instruction	Update	Update	X	Update	Update	X
Computer Commons	X	Update	Update	X	Update	Update
CTE/Workforce and Economic Development Office	Update	Update	X	Update	Update	X
Fort Irwin	Update	Update	X	Update	Update	X
Instructional Technology Center (ITC)	Update	Update	X	Update	Update	X
Library	X	Update	Update	X	Update	Update
Tutorial Services	X	Update	Update	X	Update	Update
ADMINISTRATIVE SERVICES						
Administrative Services Office	X	Update	Update	X	Update	Update
Business Office	Update	Update	X	Update	Update	X
Civic Center Operations			X	Update	Update	X
Information Technology Services (ITS)	Update	X	Update	Update	X	Update
Maintenance & Operations	Update	X	Update	Update	X	Update
PRESIDENT'S AREA						
Human Resources	Update	X	Update	Update	X	Update
Institutional Effectiveness/Research	X	Update	Update	X	Update	Update
President's Office	Update	Update	X	Update	Update	X
Public Information Office			X	Update	Update	X
STUDENT SERVICES						
Admissions & Records/Financial Aid	Update	X	Update	Update	X	Update
Athletics			X	Update	Update	X
Counseling	Update	X	Update	Update	X	Update
Special Programs & Services (EOP&S, CARE, CalWORKS, ACCESS)	Update	X	Update	Update	X	Update
Student Life & Development/ASG	Update	Update	X	Update	Update	X
Student Services Office	X	Update	Update	X	Update	Update
Student Success & Equity			X	Update	Update	X
Transfer & Career Planning Center (TCPC)	Update	Update	X	Update	Update	X
"X" Indicates full Program Review; Annual Updates are submitted in all years without an X.						

Action Plans—with goals, objectives, actions, assessment measures, and resource requests (where applicable)—are generated with the full Program Review, and updated each year. Each unit implements any necessary improvements that it has identified, then assesses its progress, and the cycle continues. See the "Completing the Form" section for detailed information on document contents.

Preparing for the Process

Properly done, planning and program review require thoughtful, thorough consideration of all aspects of your program. Beginning well before the program review or annual update deadline, and ideally on a continuing basis, your program, discipline, or office should engage in a series of discussions related to your area. The suggestions below will specifically help your discussion focus on concepts in the Program Review form.

Following are some ideas on the topics that those preparatory discussions might involve:

DISCUSSION CATEGORIES	SPECIFIC TOPICS
SLO/SAO/AUO CYCLE AND RESULTS	- Current progress in the cycle - Observations, interpretations, and lessons from the assessment - Areas that are going well or need improvement based on assessment - Plan for improvement: Maintaining strengths and mitigating problem areas - Plan for subsequent reassessment
REPRESENTATIVENESS OF POPULATION SERVED	- Demographics of population served compared to College-wide and service area - Participation in outreach and/or marketing activities to reach targeted students, businesses, community members, etc. - Unit plans to improve representativeness with outreach and/or marketing activities
PARTNERSHIPS	- Both internal and external partnerships—with whom do you work inside the College and/or with whom do you work outside the College? - How these partnerships contribute, or fail to contribute, to effectiveness and success - New partnerships that need to be developed
BEST PRACTICES	- Examples of best practices in the unit and how those are contributing to effectiveness and student success - Customer service status and improvements
EFFICIENCY IN OPERATIONS	- Examples of streamlining processes to reduce time spent or resources used - Reducing duplication of effort - Cross-training to minimize disruption of service due to absences or departures
EFFICIENCY IN RESOURCE USE	- How existing resources are being used more efficiently (e.g., supplies going further by changes in operations) - The impact of fewer resources and how that is being addressed
STAFFING	- Impact of professional development on staff competencies/talents - Distribution of workload - Trends and patterns in full-time/part-time faculty ratio, WSCH per FTEF, fill rate
SHARED GOVERNANCE	- Extent to which unit members participate in shared-governance activities and committees - Satisfaction with participation in planning and decision-making
GROUP DYNAMICS	- Examples of teamwork, communication, decision-making, etc., that are contributing to effectiveness and success - Examples of dysfunction that are negatively affecting results, morale, etc.
INNOVATION	Processes, practices, and/or products that have been introduced in the unit since the last program review to improve functions or services
COMPLIANCE WITH MANDATES	- Nature and extent of mandates that apply to the unit (laws, regulations, policies, standards, and other requirements) - Trends or variations in the number or complexity of mandates
EXTERNAL FACTORS	- Budgetary and other constraints and opportunities - Impact of economic swings, the job market, competition from other programs - Developments in the field

DISCUSSION CATEGORIES	SPECIFIC TOPICS: INSTRUCTION	SPECIFIC TOPICS: STUDENT SERVICES	SPECIFIC TOPICS: ADMINISTRATIVE SERVICES AND PRESIDENT'S AREA
STUDENT PERFORMANCE AND THE COLLEGE EXPERIENCE	▸ Student retention, success, persistence, licensure pass rates, employment rates, performance after transfer, awards, etc. ▸ How and why these measures reflect on the unit's effectiveness in positive or negative ways	▸ Student retention, success, program completion, persistence, employment rates, special awards, etc. ▸ How and why these measures reflect on the unit's effectiveness in positive or negative ways	▸ Timely availability of textbooks ▸ Access to campus information ▸ Student opinions of classroom condition, campus safety, etc.

CURRICULUM	▸ Curriculum decisions and rationale:
	  - New courses or programs
	  - Deleted/archived courses or programs
	  - New/revised prerequisites
	▸ Revision status of courses
	▸ Learning Communities and other alternative learning strategies, with possible implications
	▸ Student preparation, remediation, placement
		▸ Curriculum decisions and rationale:
		  - New courses or programs
		  - Deleted/archived courses or programs
		  - New/revised prerequisites
		▸ Learning Communities and other alternative learning strategies, with possible implications
		▸ Relationship to other departments
		▸ Involvement in placement, remediation
			▸ Facilities modifications to accommodate curricular and pedagogical changes
			
			▸ Number and nature of service failures (e.g., network connectivity, electrical outages) that require cancellation of classes

SCHEDULING	▸ Program/Discipline two-year plan (course offerings over a two-year period and rationale) ▸ Reflection on cancelled courses and solutions for future offerings. ▸ Trends in evening, weekend, or online offerings	▸ Trends in evening, weekend services ▸ Trends in online services ▸ Trends in busy times and lulls	▸ Coordination of services to avoid unnecessary conflicts ▸ Scheduling use of study rooms, conference rooms, and other facilities
ALTERNATIVE MODES OF DELIVERY	▸ Student performance results in online or hybrid, compared to traditional delivery ▸ Plans for future alternative course modes	▸ Outcomes of and student satisfaction with alternative service modes ▸ Plans for future alternative service modes	▸ Client satisfaction with newly streamlined or automated processes ▸ Plans for automation of manual processes

The Program Review forms, both Instructional and Non-Instructional, incorporate two "Annual Updates" to make available the entire Program Review material, in a single document. The full Program Review will be completed in the designated year, followed by the Annual Update(s) in subsequent year(s).

Much of the requested information is the same for both Instructional programs and Non-Instructional areas, and the forms have been designed accordingly. However, Section 3 and 4 are different so be sure to use the correct form and corresponding section in the handbook.

This section of the handbook describes and explains the information requested on the Program Review forms. The actual "questions" from the Program Review forms (numbered and shown in bold-face type), are followed by explanation and assistance, if applicable.

Program Reviews are evaluated using the Program Review Rubric. The rubric is included as an appendix in this document, and can also be found online at the following link: Program Review Evaluation Rubric

Additional informational worksheets and handouts have been included in the appendices, and are referenced throughout the narrative of this section.

Completing the Forms

1. Mission and Vision

A. Program Mission

B. Program Vision

Programs/departments should summarize their goals and objectives in their mission and vision statements.

These are established as overarching statements of guidance for your areas and should remain consistent over long periods of time. However, over time, these statements may warrant review.

> **HELPFUL TIP:**
>
> **Mission statement** describes what the program/department wants **now,**
>
> **Vision statement** describes what the program/department wants to be in the **future**.
>
> *(See* Mission-Vision Comparison Chart *for additional information and suggestions.)*

C. Describe how the Mission and Vision align with and contribute to the College's Mission and Vision

In this section explain how the concepts outlined in your mission and vision align with the concepts and goals of the BCC Mission and Vision.

> **HELPFUL TIP:** Use specific language from the BCC Mission and Vision Statements.

2. Description and Overview

Assume the reader does not know anything about the program or department (unit). Describe the unit, including—but not limited to—the following:

A. Organization, including staffing and structure

Describe your unit's organizational structure; for example, how many people work in the unit, how is it arranged? Be sure to discuss the *current* structure of your unit, rather than the *desired* structure. It may be helpful to include an organizational chart with the narrative.

B. Who do you serve (including demographics)?

Examples – students (identify cohorts or special populations, i.e., EOP&S or student athletes; military; distance), staff, faculty, or community, perhaps specific community organizations.

C. What kind of services does your program/unit provide?

Ask yourself, what does your department/office contribute to the institution? We help how?

D. How do you provide them? *(Including alternative modes and schedules of delivery; for example, online, hybrid, or extended hours or services.)*

Think about *how* you do what you do. Is it face-to-face, via email, phone, web, or a combination? Is it direct or indirect contact with students or other campus constituencies?

> **HELPFUL TIP:** This is like describing your department to an outsider with no real knowledge of your area—someone who does not know who works in your area, what they do, or why the work is important.

3-I.Program Data (Instructional)

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

	TRADITIONAL	ONLINE
2) Course Completion Rate		
3) Course Success/Retention Rate		
4) WSCH/FTEF Ratio		
Full-time:		
Part-time:		
5) Fill Rate		

Reflect on the data above:

The data requested for 1 – 5 above will be provided for you. However, the reflection is a critical part of the process and should include possible conclusions based on the data.

> **HELPFUL TIP:** Include explanations that may not be obvious to someone outside the department. This may be related to delivery method, scheduling, faculty load, etc.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES:

1) List your Program Level Outcomes (PLOs)

List the Program Level Outcome (PLO) statements. If they have been recently revised, make that clear. Program Outcomes for instructional departments with degrees or certificates should be listed in the catalog and on the Program Level Outcomes webpage.

2) Summarize the progress you have made on Program Level Outcomes

This may include assessments, review of assessments, previous PLOs, or even the need to revise PLOs if they are not relevant or measurable. This may also include establishing the use or implementation of rubrics.

3) Summarize the progress you have made on course-level outcomes and assessments; use specific data, if possible.

Quantitative data is most useful, but some context is usually needed. Qualitative data should be accompanied by some objective quantitative data to avoid being solely a personal narrative.

4) **Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.**

Connect data from #2 to your changes. For example, if the discipline/program started using a program-wide rubric, added audio/visual, added online components, or implemented discipline- or program-wide discussion and dialogue. How did the data prompt you to make these changes?

> **HELPFUL TIP:** Based on assessment data what changes have already been implemented?

5) **Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?**

Connect the data you showed in #2 to your changes. For example, you re-wrote the syllabus, started using a program-wide rubric, added audio/visual, added online components, or implemented discipline- or program-wide discussion and dialogue. Connect by explaining how the gathered assessment data prompted you to make these changes?

> **HELPFUL TIP:** Based on the data you gathered and reported in #2, what changes will you make during the next program review cycle (usually 2–3 years)?

C. SUPPORTING ASSESSMENT DATA

1) **Provide a list of any additional measures** (not included in 3.A.) **that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)**

Data used in this area may include information obtained from a variety of sources, such as A & R reports, anecdotal evidence, focus groups, or student surveys. Also consider data from the Student Success Scorecard such as Program Completion Rate, etc. Quantitative data should be used, but qualitative is also valuable.

	Qualitative Data	Quantitative Data
Description	• Deals with descriptions. • Data that can be observed but not measured. • Anecdotal, perceptions, or narrative responses	• Deals with numbers. • Data that can be measured. • Time, levels, enrollment, grades, percent, etc.
Samples	• Observed change in growth mindset • Positive praise in letters from students • Increased user frustration with new software • Improved student attitudes towards diverse groups	• Number of students who completed capstone class • Number of graduates • Percentage of students' success rate (C or better) • Number of students who enrolled in accelerated mathematics

> **HELPFUL TIP:** If your area has a degree or certificate, be sure to consider students who claim that degree/certificate as their goal and those who achieve that goal. This information is usually provided, but can also be obtained from A&R; institutional researcher; or at least in part, the success score card.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

> **HELPFUL TIP:** Some places to find this information could include State of California Employment Development Department (EDD), Bureau of Labor Statistics, and U.S. Job Forecast.

Always look for recent, local county statistics, but looking at forecasts in the larger geographic area may be appropriate if explained.

2) Summarize the results of the measures listed in #1 above.

Tell the story behind the numbers. Be sure to consider what an outsider to your department or career technical field may not know about current trends or changes.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

Connect data from #2 to your changes. Looking at the information in #2, what did you learn about your department and what do you plan to change or implement because of the results?

> **HELPFUL TIP:** Try to connect the results from #2 with the changes already in place or planned.

D. TWO-YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

This should be a comprehensive two-year scheduling plan, and should include the sequence of courses that will allow the student to graduate in two years with your degree. *(See the* Sample Two-Year Scheduling Plan *for an example.)*

> **HELPFUL TIP:** If you do not know if your area has a two-year plan, this may be found in the program paperwork submitted for degrees and certificates to curriculum. If that is not available, looking at past schedules as your baseline should get you started.

2) What changes, if any, have been made since the last Program Review?

> **HELPFUL TIP:** This would include any major changes in the normal scheduling or any new courses that have been created.

3) How effective has the Two-Year Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

Consider graduation rates in answering this question for degrees or certificates. If the area is part of general education requirements, overall graduation or transfer may be helpful.

> **HELPFUL TIP:** Are all the required courses for a degree or certificate offered in a timely manner? Are there any obstacles that are specific to your program? This may include no clear pathway to a degree/certificate, delivery method, or scheduling.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

Please provide a thorough response, which includes thoughtful reflection as well as concrete and measurable goals.

> **HELPFUL TIP:** Reflection should connect to information in #1, #2 and #3. Goals could include need for a degree/certificate pathway, revision of existing pathway, different two-year schedule, etc.

3-NI. Data (Non-Instructional)

A. SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit

List your Department Outcomes. If they have been recently revised, make that clear.

2) Summarize the progress your unit has made on SAO/AUO measures since the last program review

This may include assessments, review of assessments, or even the need to revise outcomes if they are not relevant or measurable. This may also include establishing the use or implementation of rubrics.

3) Describe any improvements made by your unit as a result of the outcomes assessment process

a. What did you learn from your evaluation of these measures?

b. What improvements have you implemented as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

Connect data from #2 to your changes. Looking at the information in #2, what did you learn about your department and what have you done or plan to do (change or implement) because of the results?

> **HELPFUL TIP:** For example, did the gathered data— or even the process of trying to gather the data— prompt your area to start using a department-wide rubric, add audio/visual, improve online components, or implement department-wide dialogue? How did the data prompt these changes?

B. OTHER ASSESSMENT DATA

1) List all OTHER quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Consider in this area things that are important and affect what you do. How many customers do you serve? Is this increasing or decreasing?

Other data could be internal or external data: Customer service surveys, discussion with other departments, state or campus reports, auditing results, financial aid numbers, etc.

Quantitative data should be used, but qualitative can be valuable.

	Qualitative Data	Quantitative Data
Description	• Deals with descriptions. • Data can be observed but not measured • Anecdotal, perceptions, or narrative responses	• Deals with numbers. • Data that can be measured. • Size, time, levels, cost, percent, number served, etc.
Samples	• Improved staff attitudes • Friendly customer service • Growth mindset • Increased frustration with new software	• 72 Transfer Students • 212 Financial Aid packets processed • 78% student satisfaction with schedule times • Fewer troubleshooting calls

HELPFUL TIP: If you are not sure what additional data could be used, contact the institutional researcher, the Institutional Effectiveness Office, or the Program Review Committee chairs.

2) Summarize the results of these measures.

Tell the story behind the numbers. Be sure to consider what an outsider to your department or field may not know about current trends or changes.

Are there processes you need to refine, and what data do you have that tells you those processes need refining? Did you identify something in the SWOT analysis (see question numbers 5 and 6) that you have data for, or would like data for, in order to identify or develop outcomes?

3) Describe improvements made by your unit as a result of other assessment data listed in #1:

a. What did you learn from your evaluation of these measures?
b. What improvements have you implemented as a result of your analysis of these measures?
c. What improvements do you plan to implement as a result of your analysis of these measures?

Looking at the information in #2, what did you learn about your department and what do you plan to change or implement because of the results?

HELPFUL TIP: Try to connect the results from #2 with the changes already in place or planned.

4-I. Curriculum (Instructional)

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

The College must report prerequisites or corequisites to the state, so please be thorough in answering.

HELPFUL TIP: If you can remember or don't know the status, contact the Instruction Office or go to CCC Curriculum Inventory and run a report. Courses and programs include year approved.

**B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.)*

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.*
(May require reviewing ASSIST or meeting with Articulation Officer.)

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* (Contact Articulation Officer for additional information.)

> **HELPFUL TIP:** The College will attempt to provide the data and/or provide clear training on how faculty can access articulation reports. However, faculty members are encouraged to have regular discussions at the beginning of each academic year as problems with articulation can impact student success and student selection of courses.

C. **List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc.** *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

> **HELPFUL TIP:** If you do not know if courses have been submitted to the Curriculum Committee in the past six years, contact the Instruction Office.

D. **Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum** *(including all modes of delivery)***?**

Ask yourself if the courses are part of the two-year plan, what is the frequency of offering, what time(s) are they offered, are they transferable, and are they aligned with program or pathways. Have you considered prerequisites for any or all courses? Are there plans to create a family of courses? Since the last program review, how often have classes been cancelled?

Do the courses have C-ID approval? If not, why? What actions, if any, have been taken or will be taken to meet C-ID requirements.

> **HELPFUL TIP:** Contact the Curriculum Chair or the Instruction Office for information on how to find this information.

4-NI. Policies & Processes (Non-Instructional)

A. **What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit** *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

Make sure to include any Chancellor's Office regulations, ACCJC standards or mandates, or BCC Board Policies or Administrative Procedures that may have affected your area. Be as detailed as possible in describing the changes.

B. **Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.**

Discuss how changes listed in 4-A have impacted (or how you anticipate will impact) the work or procedures of your area.

C. **In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?**

Indicate what BCC Board Policy and/or Administrative Procedure updates need to be made to comply with the outside regulatory policies discussed in 4.A.

Indicate what departmental or workflow processes will need to be updated to ensure compliance with required policies and regulations.

5. Internal Factors

A. STRENGTHS

Strengths are current **internal** qualities. Strengths represent competencies or characteristics that the department or program may wish to enhance or actively preserve. These aspects include what it does well, what it is known for, what it takes pride in, and so forth.

Use this area to highlight data from 3.A. that is a positive reflection of your discipline or department and other data assessment or program highlights.

> HELPFUL TIP: Only discuss the internal strengths that are within your current area structure: Trained personnel, good internal or inter-departmental communication through regular department meetings and/or regular meetings with other departments, new efficiency software, etc.

B. WEAKNESSES

Weaknesses are the program or department's **internal** vulnerabilities. Weaknesses represent areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

Weaknesses do not mean the area is not successful or efficient, but a reflection that the area could be improved for more sustainable successes.

Use this section to critically think about your program or department and identify areas for further development. Give this thoughtful consideration. *As the old saying goes, "you are only as strong as your weakest link."*

> **HELPFUL TIP:** Remember this is for INTERNAL weaknesses only.
>
> **HELPFUL TIP:** If you are submitting a Budget Allocation Proposal (BAP) supporting information should be included in this area. This information should be well connected to the BAP request. BAPs that have no support in program review areas (weaknesses or threats) usually receive a lower ranking. See BAP rubric for additional insight.

6. External Factors

A. OPPORTUNITIES

Opportunities are current trends and events occurring outside the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.

B. THREATS

Current trends and events occurring **outside the department** or program that could jeopardize its success represent potential threats. Examples may include state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.

To assist you in completing this section, a SWOT Analysis Worksheet is provided to guide you through the process. While the worksheet is not required, it is intended to provide you a means of analysis and reflection.

> **HELPFUL TIP**: If you are submitting a Budget Allocation Proposal (BAP), supporting information should be included in this area, if applicable. This information should be well connected to the BAP request. BAPs that have no support in program review areas (weaknesses or threats) usually receive a lower ranking. See BAP rubric for additional insight.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development have program/unit members attended during the current cycle?

Include conferences, special training, workshops, career organizations, inservice or other campus-based training that was attended. If possible, indicate year and who attended. (Remember, this section covers two years for CTE instruction, and three years for all other.)

*(This question does not refer to training or professional development opportunities provided **by** your department or program.)*

B. How did this benefit your department and the College?

Explain the benefit/impact/effect of this professional development to your unit or program.

> **HELPFUL TIP**: If the benefit was not obviously evident in day-to-day working in the department, as the attendees how it helped them.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

Explain plans for upcoming training. If your area has a professional development/training plan, please include it here.

8. Prior Goals/Objectives

- **Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update.** *(Include measurements of progress or assessment methods.)*
- **If the program or department does not have prior goals, please explain.**

Look at goals and objectives from the last program review. What progress have you made on them? What data do you have to demonstrate that progress? If stated goals and objectives were not achieved, why not? How do you plan to proceed for the future? Are you planning to revise these goals if they no longer apply?

If it has been determined the previous goals were not appropriate for some reason, do not just ignore them; explain why the decision was made.

> **HELPFUL TIP**: List each previously listed goal or objective separately. Respond to each one regarding status: completed, in progress, or need to be revised. Be clear if there are upcoming plans to address these goals/objectives.

9. Goals/Objectives/Actions (Action Plan)

Reflect on the responses to all the previous questions, then prepare the Action Plan for your department.

> **HELPFUL TIP**: Always consider how success will be measured. Try to make the Action Plan something that anyone can understand, use as a template to accomplish goals/objectives, and determine success.

A. GOALS

(See Goals & Outcomes, Goal Setting Worksheet, and Linking Goals, Action Plan & Outcomes Worksheet for additional information.)

Formulate Program or Unit Goals to maintain or enhance program strengths, or to address identified weaknesses. (Refer to the SWOT analysis.)

Make sure that goals are attainable by your program or unit and can be achieved within a reasonable timeframe. Do not set goals for others. For example, do not set a goal of "hire a new faculty/staff member," as only the district can do that.

During the annual update process, determine if a goal set during the full program review has been met, and if so, a new goal must be set. This is important, as some goals may be smaller and/or easier to achieve than others.

The evaluation process is dynamic and intended to be fluid and adaptable. Consider your individual program needs, and develop goals as appropriate. Good goals lead to good progress, and your program will benefit from this thoughtful reflection.

After determining Program or Unit GOALS, then identify the key projects and tasks necessary to actually implement the GOALS. Next, step back and determine how you can measure progress to know if your implementation is actually working.

> **HELPFUL TIP:** This is not a wish list, but an action plan. Whatever is in the Action Plan, the department/area will be expected to take action on, and to annually give updates on what has been accomplished and/or which goals/objectives have been completed. Be realistic, but also focused on real program needs.

B. ALIGNMENT

Indicate how each Goal is aligned with the College's Strategic Priorities.

List all **Strategic Priorities** that apply to the particular goal.

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 A.	*List all that apply:* B.	#1 C. #2 #3	D.	E.
Additional Information:	F.			
#2	*List all that apply:*	#1 #2 #3		
Additional Information:				
#3	*List all that apply:*	#1 #2 #3		
Additional Information:				

Each box is for one GOAL, plus additional information.

C.   OBJECTIVES

Define Objectives for reaching each goal.

D.   ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE

Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each objective.

E.   OUTCOMES

State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

In this section, consider your goal's purpose and select measures and assessment methods that will describe or support whether or not you have achieved your stated outcome.

> **HELPFUL TIP:** Notice how these are directly linked to objectives and the smaller specific tasks required to achieve the objectives. This area should show thought in determining what will be measured, what determines success. Consider what quantifiable data will be available.

F.   ADDITIONAL INFORMATION

This area provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to institutional planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (e.g. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc.

10. Resources Required:

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.B or 3.C.

This area will show at a glance, and provide a summary of, what resources your department or program is requesting.

In addition, as noted on the form itself, a **SEPARATE BUDGET ALLOCATION PROPOSAL MUST ALSO** be completed for **EACH** resource requested.

When completing a Budget Allocation Proposal, ensure that:

1) Information in the Program Review **demonstrates the need** for the request.

2) The information in the request aligns with the **Budget Allocation Proposal Rubric**. (The rubric can be found in the following location: Scoring Rubric for Budget Allocation Proposal.)

This is where we link the "what" and "how" of what we do with the financial and technical resources to complete the process and support Action Plans.

> **HELPFUL TIP:** If a BAP is submitted, this section must align with the BAP.

Appendices

Mission/Vision Comparison Chart

BCC Mission & Vision

SWOT Analysis Worksheet

BCC Strategic Priorities

Goals & Outcomes

What is a Goal?

Goal Setting Worksheet

Linking Goals, Action Plans & Outcomes Worksheet

Sample Two Year Schedule Plan

Rubric for Evaluation of Program Review

Mission/Vision Comparison Chart

	Mission Statement	**Vision Statement**
About:	A Mission statement talks about HOW you will get to where you want to be. It defines the purpose and primary objectives.	A Vision statement outlines where you want to be. Communicates both the purpose and values of your program/department.
Answer:	It answers the question, "What do we do?"	It answers the question, "Why are we here?"
Time:	A mission statement talks about the present leading to its future.	A vision statement talks about your future.
Function:	It lists the broad goals for which the organization is formed. Its prime function is internal, to define the key measure or measures of the organization's success and its prime audience is the leadership team and stockholders.	It lists where you see yourself some years from now. It inspires you to give your best. It shapes your understanding of why are you working here
Change:	Your mission statement may change, but it should still tie back to your core values and vision.	Your vision should remain intact, even if the market changes dramatically, because it speaks to what you represent, not just what you do.
Developing a statement:	What do we do today? For whom do we do it? What is the benefit?	What do we want to do going forward? When do we want to do it? How do we want to do it?
Features of an effective statement:	• Purpose and values of the organization • What business the organization wants to be in (products or services, market) or who are the organization's primary "clients" (stakeholders) • What are the responsibilities of the organization towards the clients? • What are the main objectives that support the organization in accomplishing its mission?	• Clarity and lack of ambiguity • Paint a vivid and clear picture, not ambiguous • Describing a bright future (hope) • Memorable and engaging expression • Realistic aspirations, achievable • Alignment with organizational values and culture

Appendices

BCC Mission & Vision

BARSTOW COMMUNITY COLLEGE MISSION STATEMENT

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth.

To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

BARSTOW COMMUNITY COLLEGE VISION STATEMENT

"Empowering Students to Achieve Their Personal Best Through Excellence in Education"

Appendices

SWOT Analysis Worksheet

The SWOT ANALYSIS provides a process of examining and integrating both internal and external environments into the strategic-planning process. The analysis centers on four dimensions: **strengths, weaknesses, opportunities and threats**. Reviewing these four dimensions helps strategic thinkers and planners reveal emerging issues and trends that may affect the current and future state of the organization, and then develop responses or strategies that proactively prepare for these issues. The Program Review Process helps to develop, support and evaluate the overall planning for the institution. It is imperative that every department and program clearly understand its internal **strengths** and **weaknesses** and the **opportunities** and **threats** in its external environment. Understanding these four elements creates an effective foundation for planning.

INTERNAL ENVIRONMENT

Strengths: Current aspects of the department or program that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

Ask the following questions about your department or program: What advantages do we have? What do we do better than anyone else? What unique resources do we have access to? What do those outside the department or program see as our strengths?

Examples of department or program strengths may include (but are not limited to) the following:

  ▸ Training, educational background, and experience of faculty or staff
  ▸ Advantages of existing resources (technological, facilities, location, etc.)
  ▸ Established rapport/reputation with clients
  ▸ Efficiency of processes
  ▸ Unique services provided to the campus and community
  ▸ Service capacity

Weaknesses: The program or department's internal vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the program or department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.

Ask the following questions about your department or program: What could we improve? What should we avoid? What do those outside the department or program see as our strengths?
Examples of department weaknesses may include (but are not limited to) the following:

  ▸ Structural and functional gaps
  ▸ Lack of necessary staff training
  ▸ Service capacity limitations
  ▸ Unrealistic timelines for projects
  ▸ Lack of client/stakeholder awareness of unit services
  ▸ Limited reliability of equipment/technological resources

Internal organizational dimensions that can end up on **either or both** the strengths and weaknesses lists include (but are not limited to) communication, performance management, goal setting, teamwork and levels of interpersonal and interdepartmental trust, relationships between labor and management, process improvement systems, information technology (for internal uses), organizational planning (including strategic), internal and external customer service, and new product development.

Please fill in the table below with the top three strengths and weaknesses of your department:

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.

Appendices

EXTERNAL ENVIRONMENT

Opportunities: Current trends and events occurring outside the department or program that, if taken advantage of, are likely to have a positive effect on its long-term success. Although opportunities may be gifts from the external environment, the department or program must be assertive, or even aggressive, in pursuing and taking advantage of them. Ask the following questions about your department or program: What are the good opportunities facing you? What are the interesting trends that may impact you?

Examples of opportunities may include (but are not limited to) the following:

- Realistic training opportunities
- Industry trends
- Lowered cost for needed equipment or technology
- Revenue-generation opportunities
- Development of new tools/technology to help manage workload

Threats: Current trends and events occurring outside the department or program that could jeopardize its success represent potential threats. Identifying emerging issues that might have a negative effect may help mitigate those negative influences—or perhaps even convert the threat into an opportunity.

Ask the following questions about your department or program: What obstacles do you face? What is happening in similar departments/other colleges that is worrisome? Are laws and/or regulations governing your department changing?

Examples of threats may include (but are not limited to) the following:

- State, regional, or institutional economic/budget climate
- Loss of key staff
- Seasonal fluctuations in workload
- Loss of support services (from vendors or other campus departments)

External environmental factors that can end up on **either or both** of the **opportunities** and **threats** lists include (but are not limited to): changes in customer demographics; market competition; the local economy; web-based product and service delivery; the labor marker; political changes (locally and nationally); changing customer preferences/expectations; and federal, state, and local laws, rules, and policies.

Please fill in the table below with the top three opportunities and threats of your department:

Opportunities	Threats
1.	1.
2.	2.
3.	3.

Adapted from: http://deltacollege.edu/div/planning/documents/AdministrativeUnitReviewToolkit080411.pdf

BCC Strategic Priorities 2015

Strategic Priority #1:   Educational Success

Measurably advance student equity, completion and attainment of educational goals.

Strategic Priority #2:   Marketing and Outreach

Expand marketing, outreach, and access to our community so as to advance BCC's image as the best small college in the high desert.

Strategic Priority #3:   Fiscal Health

Sustain and cultivate an environment that strengthens the district's long-term fiscal health.

Strategic Priority #4:   Safety for All

Promote safety and security of all facets of the College community.

Strategic Priority #5:   Campus Culture

Build a diverse and committed campus culture that promotes engagement among students, staff, faculty, the college and the community.

Strategic Priority #6:   Evidence-based Decision Making

Enhance and further an evidence based framework that supports the institution's decision-making process.

Strategic Priority #7:   Diverse and Excellent Workforce

Attract, develop, and retain an excellent and diverse workforce.

GOALS ~ OBJECTIVES ~ OUTCOMES

- An organization's (or department's) **intended or expected outcomes** will be derived directly from its mission.

- The organization's **actual outcomes** (results) will depend on how well the goals and objectives were formulated in relation to the expected outcomes, and how well the tasks were carried out.

- An expected outcome IS NOT a Goal Statement, nor is it an objective. A goal typically describes the output (product or service) a department is planning to achieve through its organized activities.

- An objective typically describes the accomplishment of a task or series of tasks.

- In contrast, an expected outcome describes the benefit or change that a department hopes to effect for the customer or university as a result of that output (i.e., the impact on the customer).

Example of a Goal Statement:
To provide accurate and timely reports to university administrators.

Example of an Objective Statement:
To produce 4 quarterly reports and 2 annual reports.

Example of an Outcome Statement:
College Administrators have the financial information they need to make decisions effectively.

What is a Goal?

"A goal is an overarching principle that guides decision making"

- **What do you want to achieve?**

- **Characteristics of a Sound Goal**
    - Reflects the big picture
    - Clearly serves the interests of the program
    - Ambitious yet attainable in principle
    - Relatively long-range and stable over time
    - Broad, abstract, and generally difficult to measure
    - A program may have only one or two goals

- **Examples of a Goal**
    - Promote student success
    - Increase student engagement
    - Support, guide, and empower every student to achieve his or her goals
    - Deliver and ensure access to programs, services, and support that meet student's needs
    - Manage change proactively
    - Be known as the premier [insert discipline] in the state

- **Examples of what is NOT a Goal**
    - Office space for adjunct instructors
    - Add another full-time staff/faculty member

Goal Setting Worksheet

Goal-Setting Worksheet

Goals help organizations envision, describe, achieve and measure success. Goals should be specific to each program or unit, and all members of the program or unit should be part of the goal-setting process.

Why Set Goals?

- To direct your time, effort and ideas
- To provide a common direction for your group
- To motivate members by providing clear direction and roles
- To help leaders and members address issues in a timely manner
- To help organizations plan ahead and be prepared
- To help organizations measure their success

Goal-Setting Can Allow:

- Clear and specific roles and responsibilities for members and officers
- Better communication
- A common ground for all members
- Easy and fair evaluation of the success of the organization
- Better morale within the organization

DEVELOPING GOALS: The Process

1 BRAINSTORMING:

- Include all members in brainstorming
- Start by discussing what each person wants the group to accomplish
- Record all the ideas suggested during the brainstorming session

2 EXPLORE THE COMPONENTS OF A GOAL:

After a complete brainstorming session, describe the following components to members to begin narrowing down your goals. Goals should be:

- Realistic, attainable and feasible, but should provide challenge and growth
- Clear, specific and understandable
- Meaningful and relevant
- Flexible, with more than one method of attainment

3 PRIORITIZE GOALS:

- Place goals in order of importance
- Include all members in this process (even though it may be time consuming)
- Select a few important goals to which the group can commit to (as opposed to a long list of to-do's)
- Methods to assist prioritization:
  - Have a discussion in which each member voices his/her opinion
  - Ask members to rank the goals on their own and share ideas with the group
  - Break into small groups to prioritize goals

4 CREATE AN ACTION PLAN:

Identify the following items to take action steps toward achieving your goal:

- Decide **WHAT** actions/critical steps need to occur for each goal
- Determine **WHO** will help to implement the plan (individuals, committees, etc.)
- Decide **WHEN** each action will be completed by creating a timeline
- Identify **WHAT RESOURCES** (people, time, money, etc.) are needed to complete the next steps
- Decide how you will **MEASURE SUCCESS**

Keeping Your Goals Alive

It is important that the organization members and officers are reminded of the organization's goals on a regular basis. Here are some tips that might help:

- Post them in common spaces (meeting room, office, house, etc.)
- Give a copy to every member
- Discuss them at meetings
- Include them on meeting agendas
- Include them in newsletters and related materials sent to the organization
- Revisit and evaluate the goals frequently (end of semester or end of the year)

Adapted from: http://deanofstudents.utexas.edu/lei/downloads/GoalSettingWrkshtFall2012.pdf

Linking Goals, Action Plans & Outcomes

	Goal	Planning Documents/ Strategic Priorities	Objectives	Actions	Outcomes: Assess and Measure
Definitions	Overarching principle that guides decision-making; focus on the general aims of the program and curriculum. *Goals* are general aims or purposes of education that are broad, long-range.	Master Plan Facilities Plan DE plan Technology Plan	Smaller bite-size desired achievements that need to happen to reach the larger goal	Steps to take to accomplish each objective	What is measured to determine success at objectives and/or goals (which will have supporting evidence)
Starter Questions	What will make this department or program successful over time? What are the success measures?	What current planning documents are related? Which Strategic Priorities correspond?	• What are the steps to reach that goal? • What projects / programs must be implemented to successfully achieve the goal?	Create clear steps to reach each objective	What will we measure to know if you implementations are successful?
Tips	Use *action verbs.* Do not use "continue"—this is status quo not improvement. Think big picture.		Use *action verbs.* Do not use "continue"—this is status quo not improvement.		Should be **SMART**: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, & **T**ime-Bound
Samples for different areas	To provide accurate and timely reports to college administrators. Improve communication between departments (list) to make better sustainable decisions regarding … The library will meet the needs of the college. M&O will improve student and staff satisfaction with the campus environment. HR will Improve awareness and training campus-wide on HR reporting process and insurance packages. IT will provide timely and accurate technology services campus-wide. Basic Skills will improve students' academic achievement		• Produce four quarterly reports and two annual reports. • Increase participation and student to access to interventions for reading and math		**OUTCOME:** Use NROC intervention to reduce need for lower reading classes **MEASURE/ASSESS:** Track completion of NROC and reassessment scores **DATA:** 50% Incoming recent graduates participated in NROC and completed Reading interventions scored in higher <u>levels than original placement</u> **OUTCOME:** Contact students in timely manner to reduce drops for non-payment **MEASURE/ASSESS:** Measure number of students to be dropped for non-payment who respond in time **DATA:** 40% increase for 2014-2015 responses, which only had 49 student responding in time. 2015-2016 over 100 responded in time: 63 responded to email; 29 responded to phone class; 11 <u>responded to mailed letter.</u> **OUTCOME:** Reduce catalog changes mid-year **MEASURE/ASSESS:** Track changes **DATA:** 30% fewer changes compared to previous year
One fully integrated sample	1) Basic Skills will improve students' academic achievement		1A) Improve incoming preparedness 1B) Improve early alert for failing students 1C) Accelerate students though integrated courses	1.A.1) Increase bridge to College Success enrollment 1.A.2) Utilize intervention software	1.A.1) Increase BCS success by 50% Measure: track BCS and compare to previous years and student success post BCS (Update 1) Data: Enrollment in BCS up 80% from last year; follow-up data pending.

Sample Two-Year Scheduling Plan

ADJU A.S. (and Certificate) Two year plan follows the requirements as shown below:
Below is list of classes taught for last 2 years

Law Enforcement A.S. Degree/Certificate

Spring (even years)		Fall (even years)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

Spring (odd years)		Fall (odd year)	
ADJU 1 live	ADJU 1 online	ADJU 4 live	AJ 1 online
ADJU 2 live	ADJU 2 online	ADJU 5 live	AJ 2 online
ADJU 3 live	ADJU 5 online	ADJU 6 live	AJ 3 online
ADJU 8 live	ADJU 6 online	ADJU 7 live	AJ 4 online
	ADJU 7 online		AJ 8 online

ADJU Corrections Courses as shown below: *Below is list of classes taught for last 2 years*

Corrections A.S. Degree

Spring (even years)	Fall (even years)
ADJU15 Online	ADJU 14 Online
ADJU 17 Online	ADJU 16 Online
	ADJU 18 Online

Spring (odd years)	Fall (odd year)
ADJU15 Online	ADJU 14 Online
ADJU 17 Online	ADJU 16 Online
	ADJU 18 Online

Associate Of Science, Administration Of Justice

Major Core Requirements (24 units)
ADJU 1 Intro to the Administration of Justice 3
ADJU 2 Principles and Procedures of The Justice System 3
ADJU 3 Concepts of Criminal Law 3
ADJU 4 Legal Aspects of Evidence 3
ADJU 5 Community Relations of the Justice System 3
ADJU 6 Concepts of Enforcement Services 3
ADJU 7 Principles of Investigation 3
ADJU 8 Juvenile Crime and Delinquency 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

Associate Of Science, Administration Of Justice, Corrections *(Pending Approval)*

ADJU 1 Introduction to the Administration of Justice 3
ADJU 2 Principles and Procedures of the justice system 3
ADJU 3 Concepts of Criminal Law 3
ADJU 14 Introduction to Corrections 3
ADJU 15 Legal Aspects of Corrections 3
ADJU 16 Control and Supervision in Corrections 3
ADJU 17 Correctional Interviewing and Counseling 3
ADJU 18 Fundamentals of Probation and Parole 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

Administration Of Justice - Certificate Of Achievement

Required Courses Units
ADJU 1 Introduction to the Administration of Justice 3
ADJU 2 Principles and Procedures of the justice system 3
ADJU 3 Concepts of Criminal Law 3
ADJU 4 Legal Aspects of Evidence 3
ADJU 5 Community Relations of the Justice System 3
ADJU 6 Concepts of Enforcement Services 3
ADJU 7 Principles of Investigation 3
ADJU 8 Juvenile Crime and Delinquency 3
Total Units Required 24

ADJU 16 Control and Supervision in Corrections 3
ADJU 17 Correctional Interviewing and Counseling 3
ADJU 18 Fundamentals of Probation and Parole 3
Minimum Units Required in Major 24
General Education Coursework 27
Electives 9
Total Units Required 60

Program Review Evaluation Rubric

PROGRAM REVIEW EVALUATION RUBRIC   PAGE: 1

PROGRAM/UNIT NAME: _____ REVIEWER: _____ DATE: _____

	4. Awesome!	3. Proficiency	2. Development	1. Awareness
1. Mission and Vision Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Mission is well defined ☐ Mission is specific to the unit (*identifies what it does that separates it from other units*) ☐ Vision is clear and thoughtful ☐ Mission and Vision clearly align with BCC Mission and Vision	☐ Mission is defined ☐ Mission is mostly specific to the unit ☐ Vision is meaningful and expresses ideals of the program/department ☐ Mission and Vision align with BCC Mission and Vision	☐ Mission is vaguely defined ☐ Mission is not specific to unit ☐ Vision lacks clarity or purpose ☐ Mission and Vision somewhat align with BCC Mission and Vision	☐ Mission is not defined ☐ Vision is missing or not applicable ☐ Mission and Vision do not align with BCC Mission and Vision
Comments:				
2. Description and Overview Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Provides comprehensive description of program/department organization ☐ Staffing and structure are thoroughly addressed ☐ Clearly identifies all stakeholders and services	☐ Provides adequate description of program/department organization ☐ Staffing and structure are sufficiently addressed ☐ Most stakeholders and services are identified	☐ Provides limited description of program/department organization ☐ Staffing and structure are somewhat addressed ☐ Identifies some stakeholders and services	☐ Program/department minimally or not defined ☐ Staffing and structure are minimally or not addressed ☐ Stakeholders and services are only vaguely identified
Comments:				
3. (I) Program Data Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ (3.A.) Performance data entered and trends discussed thoroughly ☐ (3.B.1. and 3.B.2.) Includes PLO and SLO assessment findings and discusses changes made as a result. ☐ (3.B.3. and 3.C.3.) A comprehensive plan is presented for the next assessment cycle. ☐ (3.C.4.) Includes detailed analysis of data on long term goals and objectives ☐ (3.D.) Contains thorough discussion regarding the program's Two-Year Plan, and the following: 3.D.1.; 3.D.2, 3.D.3.	☐ (3.A.) Performance data entered and trends briefly discussed ☐ (3.B.1. and 3.B.2.) Includes some PLO and SLO assessment findings with brief discussion of changes made as a result. ☐ (3.B.3. and 3.C.3.) An adequate plan is presented for the next assessment cycle. ☐ (3.C.4.) Includes analysis of data on long term goals and objectives ☐ (3.D.) Contains discussion regarding the program's Two-Year Plan, and the following: 3.D.1.; 3.D.2, 3.D.3.	☐ (3.A.) Performance data entered; trends not described ☐ (3.B.1. and 3.B.2.) Includes minimal PLO and SLO assessment findings with very little discussion of changes made. ☐ (3.B.3. and 3.C.3.) Plans for the next assessment cycle are vague. ☐ (3.C.4.) Contains only superficial analysis of data on long term goals and objectives ☐ (3.D.) Discussion of the Two-Year Plan is limited or not focused. The following areas are mentioned: 3.D.1., 3.D.2, 3.D.3.	☐ (3.A.) Performance data not entered or not complete; trends not included ☐ (3.B.1. and 3.B.2.) PLO and SLO assessment findings are not included ☐ (3.B.3. and 3.C.3.) Does not include plans for next assessment cycle ☐ (3.C.4.) Analysis of data on long term goals and objectives is limited or missing ☐ (3.D.) Discussion of the Two-Year Plan and the following are minimal or missing: 3.D.1.; 3.D.2, 3.D.3.
Comments:				

Rev. 2014.09

Appendices

PROGRAM REVIEW EVALUATION RUBRIC

PROGRAM/UNIT NAME: _____ REVIEWER: _____ DATE: _____

	4. Awesome!	3. Proficiency	2. Development	1. Awareness
3. (NI) Data Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ (3.A.1.) Assessment measures include comprehensive and relevant quantitative and qualitative data. ☐ (3.A.2. and 3.B.1.) Summary of assessment results provides thorough evaluation of data and an in-depth analysis of the findings. ☐ (3.B.2.) Contains detailed description of improvements made or planned as a result of outcomes assessment process.	☐ (3.A.1) Assessment measures include relevant quantitative and/or qualitative data. ☐ (3.A.2. and 3.B.1.) Summary of assessment results provides evaluation of data and analysis of the findings. ☐ (3.B.2.) Contains description of improvements made or planned as a result of outcomes assessment process.	☐ (3.A.1) Assessment measures are not relevant or are incomplete. ☐ (3.A.2. and 3.B.1.) Summary of assessment results provides only limited evaluation of data and little or no analysis of the findings. ☐ (3.B.2.) Contains only brief reference to improvements made or planned as a result of outcomes assessment process.	☐ (3.A.1) Assessment measures not included. ☐ (3.A.2. and 3.B.1.) Summary of assessment results provides little or no evaluation of data or analysis of the findings. ☐ (3.B.2.) Reference to improvements made or planned as a result of outcomes assessment process is minimal or not included.
Comments:				
4. (I) Curriculum Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Program review accurately reflects course offerings and honestly assesses new courses and/or personnel that may be needed ☐ Describes and analyzes revisions and updates to the program, as applicable	☐ Program review lists course offerings and suggests some changes. ☐ Describes revisions and updates to the program, as applicable	☐ Course offerings are listed. ☐ Briefly describes revisions and updates to the program, as applicable	☐ Course offerings are partially listed. ☐ Revisions and updates have taken place, but have not been described
Comments:				
4. (NI) Policies & Processes Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Strong knowledge of changes to internal and external regulations and impact on department. Forward-thinking narrative that includes information about possible changes to regulations and future impacts on the unit, as applicable. ☐ Detailed description of changes/updates to policies and processes in department, as applicable. ☐ Analyzes departmental policies and processes in terms of effectiveness and contribution to student success	☐ Knowledge of changes to internal and external regulations and impact on department. ☐ Description of changes/updates to policies and processes in department, as applicable ☐ Describes departmental policies and processes in terms of effectiveness and contribution to student success	☐ Listed specific changes to policies, procedures and processes. ☐ Description of the impact present but lacks detail.	☐ Listed some vague changes in policies, procedures, processes. ☐ Description of the impact on the unit is limited or missing.
Comments:				

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PROGRAM REVIEW EVALUATION RUBRIC

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	4. Awesome!	3. Proficiency	2. Development	1. Awareness
5. Internal Factors Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Comprehensive evaluation of strengths. ☐ Comprehensive evaluation of weaknesses. ☐ Extensive evaluation of progress since last program review.	☐ Description of strengths adequate. ☐ Description of weaknesses adequate. ☐ Adequate evaluation of progress since last program review.	☐ Description of strengths vague. ☐ Description of weaknesses vague. ☐ Evaluation of progress since last program review is vague.	☐ Description of strengths is missing. ☐ Description of weaknesses is missing. ☐ Evaluation of progress since last program review is missing.
Comments:				
6. External Factors Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Comprehensive evaluation of opportunities. ☐ Comprehensive evaluation of threats. ☐ Extensive evaluation of process since last program review.	☐ Descriptions of opportunities adequate. ☐ Descriptions of threats adequate. ☐ Adequate evaluation of progress since last program review.	☐ Descriptions of opportunities vague. ☐ Descriptions of threats vague. ☐ Evaluation of progress since last program review is vague.	☐ Description of opportunities is missing. ☐ Description of threats is missing. ☐ Evaluation of progress since last program review is missing.
Comments:				
7. Continuing Education and Professional Development Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Continuing Education/Professional Development opportunities are clearly described for all areas of the unit. ☐ An ongoing plan for CE/PD and how it will benefit the unit is included.	☐ Continuing Education/ Professional Development opportunities are listed ☐ A plan for continuing CE/PD is included.	☐ Some Continuing Education and Professional Development is listed. ☐ Minimal plans for continuing CE/PD.	☐ Continuing Education and Professional Development information is absent. ☐ No plans for Continuing Education and Professional Development are listed for the next PR cycle.
Comments:				
8. Prior Goals and Objectives Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Significant progress on previous goals and objectives has been made ☐ Each of the goals and objectives has been linked to increasing the effectiveness of the unit. ☐ All goals and objectives have been assessed, analyzed and evaluated.	☐ Progress on previous goals and objectives is sufficient ☐ Description of progress is linked to the overall effectiveness of the unit. ☐ Most of the goals and objectives have been assessed.	☐ Some progress has been made on previous goals and objectives. ☐ Some assessment measures have been identified.	☐ Little to no progress has been made on previous goals and objectives. ☐ No assessment measurements are included.
Comments:				

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Appendices

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	4. Awesome!	3. Proficiency	2. Development	1. Awareness
9. Action Plan: Goals/Objectives/Actions Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Action Plans are well defined and present a detailed plan to improve the unit ☐ Action Plans are attainable within the time period. ☐ Unit needs were identified through assessment.	☐ Action Plans are adequate. ☐ Action Plans address some previous assessment activity. ☐ Few unit needs drawn from previous assessment.	☐ Action Plans are vague ☐ Action Plans not specific to targeted time period.	☐ Action plans are not defined
Comments:				
10. Resources *(if requested)* Score: ☐ 4 ☐ 3 ☐ 2 ☐ 1	☐ Resources needed are clearly identified. ☐ Program Review gave solid reasoning for resource request, and included appropriate data for support. ☐ Program Review tied resource request to Goals/Objectives/Actions. ☐ Budget Allocation Proposal was attached, was clearly filled out, and made solid connections to the planning process, including the program review.	☐ Resources needed are adequately identified. ☐ Budget Allocation Proposal attached, with some connections to the planning process and program review. ☐ Adequate reasoning provided for resource request, with some data included. ☐ Goals/Objectives/Actions and/or Program Review reference the need for the resource request.	☐ Identification and/or definition of resources needed is limited ☐ Budget Allocation Proposal is attached, but lacks connection to the planning process and/or the program review. ☐ Program Review lacked adequate reasoning, and/or data to support resource request. ☐ Program Review and/or Goals/Objectives/Actions have only limited ties to resource request.	☐ Budget Allocation Proposal was missing or lacked effort. ☐ Program Review made no connection to resource request.
Comments:				
Overall Program Review Comments:				

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