Barstow Community College
Program Review Handbook
March 2022

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Planning and Program Review:

Purpose

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 discipline and divisional program planning, review, and goal setting on achieving our four 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 area—instructional and non-instructional—thus improving our students' chances of success.

Ongoing, integrated planning and program review is used 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.

The process also allows BCC 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 and may also require a Resource Request Form. However, not all objectives may require extra resources—only the reallocation of existing ones.

The Program Review Handbook is designed to:

- Provide background information on the Program Review process
- Identify metrics for Instructional and Non-Instructional areas
- Provide Program Review and Budget Cycle schedules

Oversight

The Institutional Effectiveness Committee (IEC) directs and monitors the Program Review Process for both instructional and non-instructional areas.

Instructional Program: An instructional program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

Title 5 §55000(g) defines an **educational program** as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education"

Non-Instructional Program: Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at the College.

Workflow for **Instructional Program Reviews**

- Each program that needs or requires a change or update to their program learning outcomes submits their program review to the Outcomes Assessment Committee (OAC).

- OAC assists and supports faculty in assuring that program outcomes are meaningful, measurable, and manageable and ensures that they are documented in program reviews.
- OAC advises the program faculty to submit the revised program learning outcomes to Curriculum.
- Faculty then forward the program review to the Dean, who then submits it to the IEC, who provides the document to the Program Review Subcommittee (PRSC), a subcommittee of the IEC.
- The PRSC specifically works with Program Reviews and their authors and provides mentoring/training, reviews submissions, and provides feedback.
- The PRSC notes any trends with goals and reports findings and trends from the IPRs to the IEC.

Workflow for **Non-Instructional Program Reviews**

- Each area submits a program review to their VP or Dean, who then submits it to the IEC, who provides the document to the Program Review Subcommittee (PRSC), a subcommittee of the IEC.
- The PRSC specifically works with Program Reviews and their authors and provides mentoring/training, reviews submissions, and provides feedback.
- The PRSC notes any trends with goals and reports findings and trends from the IPRs to the IEC.

Below are the scope and charges of the IEC, the PRSC and the OAC. (See Appendix “X” for the complete charge and membership of each committee.)

Institutional Effectiveness Committee (IEC)

Charge:

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 Cabinet 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.

Scope:

- Set the program review schedule

Program Review Subcommittee (PRSC)

Charge:

The purpose of the Program Review Subcommittee is to provide annual training and quality feedback to improve the effectiveness of every College program and service through the annual program review process. This includes providing a yearly report of trends found in the program review submissions to promote continuous, sustainable improvement to the planning process and budget development. The committee reviews the Program Review Forms, considers any necessary updates and annually evaluates the Program Review process. The Program Review Subcommittee is a subcommittee of the Institutional Effectiveness Committee.

Scope:

- 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 PRSC 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 dean/vice president is charged with ensuring that all areas/disciplines complete the program review process in a timely manner.

Outcomes Assessment Committee (OAC) – *for Instructional Program Review*

Charge:

The purpose of the OAC is to support and guide faculty to develop, implement, and evaluate SLOs and PLOs assessments integrated in the institutional planning cycle.

Scope:

- The OAC provides Course SLO and Program SLO training.
- The OAC assists and supports faculty in assuring that course and program learning outcomes are meaningful, measurable and manageable.
- The OAC assists, supports and trains faculty in outcomes assessment collection and analysis of such.
- The OAC assists and supports faculty in assuring that course learning outcomes map to program learning outcomes which are mapped to institutional learning outcomes.

The Process

Program Review is a three-year cycle, with a full program review due in year one, and annual updates on the progress towards goals and objectives due in years two and three. Annual updates are submitted each year that the Program Review is not due. The Resource Request Form is only required if the area is requesting enhanced resources.

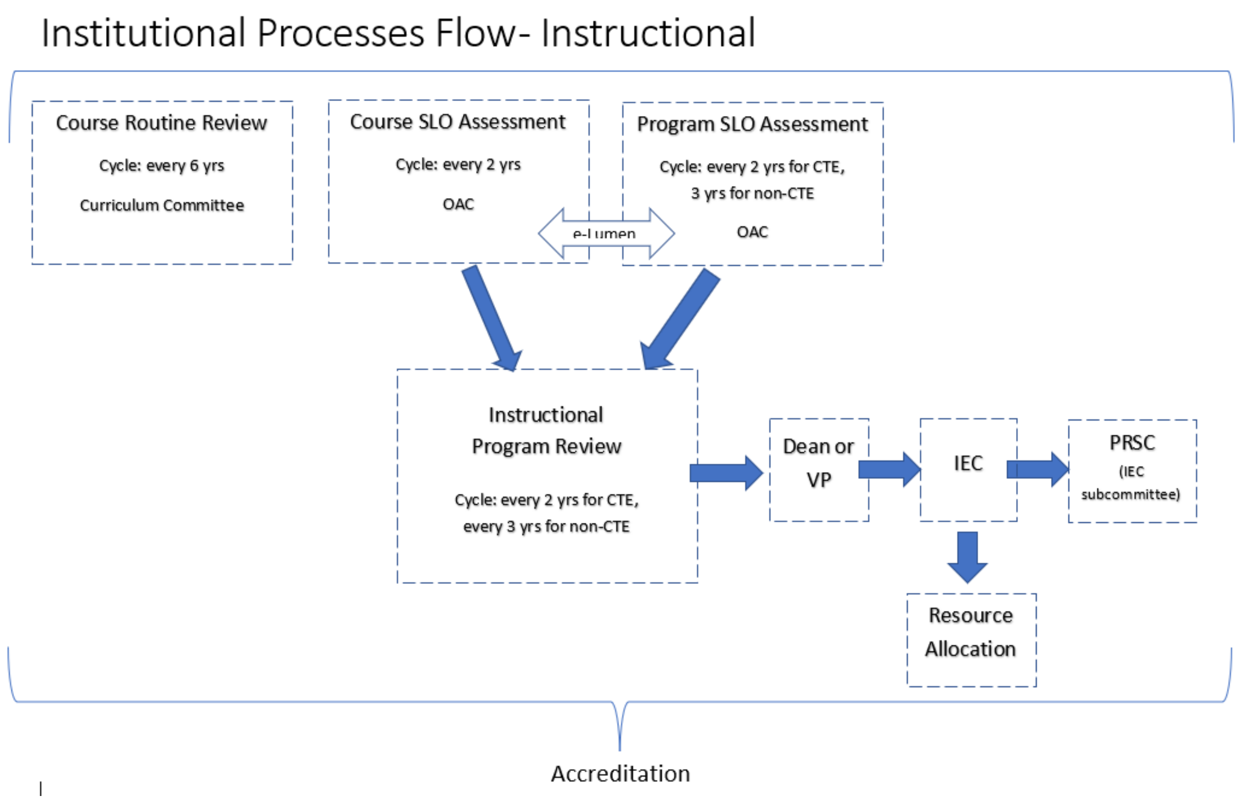
All instructional programs and non-instructional areas conduct a program review. Some instructional areas, such as CTE, will utilize a two-year cycle of review as required by Ed Code (78016).

Outcomes Assessment is an integral part of Program Review for both instructional and non-instructional programs.

- **Instructional Programs**
    - Course Student Learning Outcomes (SLOs) are mapped to Program Learning Outcomes (PLOs)
    - Programs conduct course SLO assessment according to their assessment schedule, data is being fed, via eLumen, to their respective PLOs.
    - Programs must include an analysis of PLO assessment data in their program review.
- **Non-Instructional Programs**
    - Program areas conduct Service Area Outcomes (SAO) or Administrative Unit Outcomes (AUO).
    - Program areas must include an analysis of SAO or AUO data in their program review.

Annual Updates—with goals, objectives, actions, assessment measures, and resource requests (where applicable)—are generated with the full Program Review and updated each year. Each program or area implements any necessary improvements that it has identified, then assesses its progress, and the cycle continues.

Instructional Program Review



Instructional Program Review Form

The Program Review form includes three sections:

I. Program Description
II. Program Effectiveness
III. Program Goals
    a. Resource Requests
    b. Annual Update

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

- Program Mission
- Vision Statement
- Short description of the program
- Alignment to and support of one or more BCC Strategic Priorities

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II. Program Effectiveness

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis	**Source**
Course Success Rate by • Mode of instruction • Scheduling • Faculty Status (PT vs FT)	
Retention Rate by • Mode of instruction • Scheduling • Faculty Status (PT vs FT)	

Course Data and Analysis	**Source**
Section Count by • Mode of instruction • Schedule • Faculty Status (PT vs FT)	
Enrollment Count by • Mode of instruction • Schedule • Faculty Status (PT vs FT)	
Class Size Average by • Mode of instruction • Schedule • Faculty Status (PT vs FT)	
Student Equity Data Specifically address any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?	
Curriculum – Course Outline of Record	
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. Reflect on how your program data compares to the Institution-set Standards. 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."	

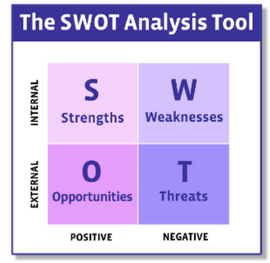
For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.

Program Learning Outcomes	**Assessment Results – Summary of Data**	**Use of Results**
1.		
2.		
3.		
4.		
5.		

Program Data and Analysis	Source
Demographics	
Award Count	
Student Equity Data Specifically address any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?	
Student or Program Satisfaction Survey Results	
Guided Pathways data	
CTE-specific data • CTE Advisory Boards • Labor Market data • Program Viability	
Comparative data (compared to BCC and/or compared to other programs)	
How is your program doing overall based on observation of program data? This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the Institution-set Standards. 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."	

Guided Pathways	Response
Name of the Guided Pathway that your program is a part of	
List the other programs that are part of your Guided Pathway	
Provide a summary of how your program collaborates with other programs in your Guided Pathway. Examples: meetings, projects, etc.	

Faculty/ Program Staff Data and Analysis	Source
Faculty Load (FTEF)	
FT/PT/OL Faculty Ratio	
Faculty Professional Development	Program
Program Staffing and Support	
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."	



SWOT Analysis

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

	Positive/ Helpful	Negative/ Harmful
Internal	**STRENGTHS** Strengths are current **internal** qualities. Strengths represent competencies or characteristics that the area 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. Only discuss the internal strengths that are within your current area structure: Trained personnel, good internal or inter-communication through regular area meetings and/or regular meetings with other areas, new efficiency software, etc.	**WEAKNESSES** Weaknesses are the program or area's **internal** vulnerabilities. Weaknesses represent areas that, if not addressed, could become liabilities, or could contribute to an erosion of the area'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.
External	**OPPORTUNITIES** Opportunities are current trends and events occurring **outside the area** 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.	**THREATS** Current trends and events occurring **outside the area** 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.

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.
  - Some programs may only have three program goals while others may have four or five—that is okay.
  - 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.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to support goals and objectives.

Copy and paste the table below for each goal.

GOAL #1	**Enter your goal here**
Alignment to BCC Strategic Priority (Select 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.
○ Objective 1 ○ Actions, Tasks ○ Outcomes, Measures, Assessment	

○ Objective 2 ○ Actions, Tasks ○ Outcomes, Measures, Assessment	
○ Objective 3 ○ Actions, Tasks ○ Outcomes, Measures, Assessment ○ Resources Needed	

III a. Resource Requests: What does the program need to meet its goals and objectives?

What does the program need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resource may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the Budget Allocation Proposal form and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

III b: Annual Update Form: Progress towards Achieving Goals

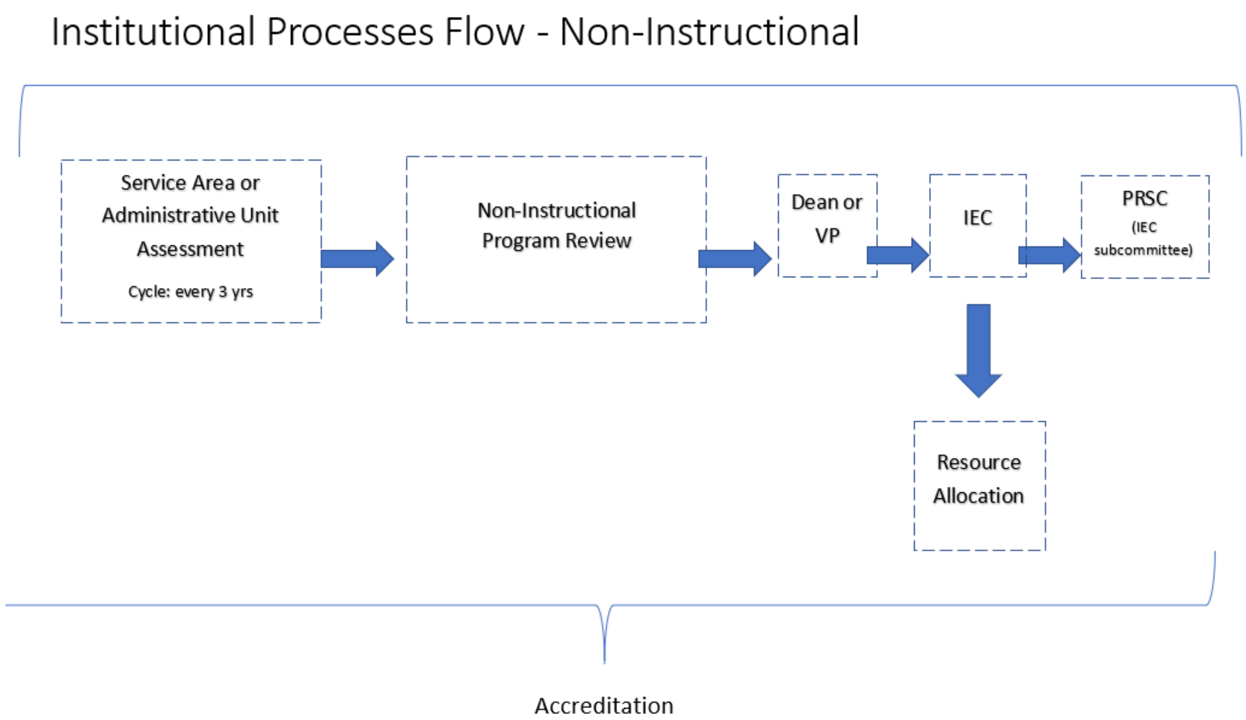
An Annual Update must be submitted each year that a Program Review is not submitted.
For **Existing** Goals, copy and paste each goal from your Program Review.

GOAL - copy and paste each goal from your Program Review; add more rows if needed		**Progress**	Resource Requested? Yes or No
Goal 1			
Goal 2			
Goal 3			

For **New** Goals, fill out the table below. Copy the table for each new goal.

NEW GOAL #	**Enter your new goal here**
Alignment to BCC Strategic Priority (Select 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.
○ Objective 1 ○ Actions, Tasks ○ Outcomes, Measures, Assessment	
○ Objective 2 ○ Actions, Tasks ○ Outcomes, Measures, Assessment	
○ Resources Needed	

Non-Instructional Program Review Process



Non-Instructional Program Review Form

The Program Review form includes three sections:

I. Area Description
II. Area Effectiveness
III. Area Goals
   a. Resource Requests
   b. Annual Update

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

- Mission
- Vision
- Description – short description only
- Alignment to and support of one or more BCC Strategic Priorities

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II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

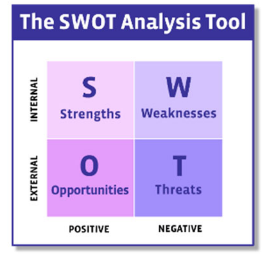
Area Data	**Source**
Demographics of customers – who do you serve? - Internal - External	
Area Organization – state any changes in past few years	
Staff Professional Development	

Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results
1.		
2.		
3.		
4.		
5.		

Area Effectiveness Data	Source
Satisfaction Surveys	
Audits, project tracking, etc.	
Student Equity Data	
Institution-set Standards	

Policies and Process
• 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; area guidelines). • Describe the effect the changes or updates in policies and processes have had on the unit.
• What in-house policies, procedures, and processes need to be updated, created, or deleted?

Guided Pathways and Response
• Name of the Guided Pathway that your program is a part of
• List the other programs that are part of your Guided Pathway
• Provide a summary of how your program collaborates with other programs in your Guided Pathway
Collaboration with Other Areas
• What areas and/or administrative units are integral to the work of this area and why? • Provide examples of collaborating with other areas on projects, process improvement, etc.
• What other areas have you worked with? • Provide examples of collaborating with other areas on projects, process improvement, etc.
• What other areas do you want or need to work with more and why?



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III. Area Goals

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- Formulate **three to five Area Goals** to maintain or enhance program strengths, or to address identified weaknesses.
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• Objective 1 • Actions, Tasks • Outcomes, Measures,	

Assessment	
• Objective 2 • Actions, Tasks • Outcomes, Measures, Assessment	
• Objective 3 • Actions, Tasks • Outcomes, Measures, Assessment • Resources Needed	

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	Choose an item.
	Choose an item.
	Choose an item.
• Objective 1 • Actions, Tasks • Outcomes, Measures, Assessment	
• Objective 2 • Actions, Tasks • Outcomes, Measures, Assessment	
• Resources Needed	

Program Review and Budget Connection

Each year, all programs (instructional and non-instructional) complete a comprehensive program review or an annual update that includes documentation for enhanced resource requests perceived as needed to accomplish program goals intended to support student success, the strategic planning goals and the college mission.

Program Review should be viewed as the primary tool for budget development. Program Review goals and resource requests must be supported by data, including student learning and program outcome data.

The Prioritization Process

The prioritization process is meant only for requests that are unfunded at the time of the request. Requests that have a funding source, such as a grant or is funded through categorical program dollars, are not prioritized in this process.

Enhanced or Above-Based funds may be generated in one of two ways:

1. Areas request enhanced or above based funds through program review
2. Units designated as a responsible party for a district objective, strategic priority or goal, may request resources if funding is needed for the achievement of the District Objective

Included in the Instructional Program Review (IPR) and Non-Instructional Program Review (NIPR) packet will be guidance for the types of requests that could/should be made through this process.

The Prioritization Process is intended to establish funding priorities of resource needs through a shared and transparent planning process.

How does the budget connect to the Program Review?

As areas complete their instructional or non-instructional program reviews or annual updates, they are sent to their area Dean or Vice President for sign-off before submitting to the Institutional Effectiveness Committee (IEC) and Program Review Sub-Committee (PRSC).

Resources and staffing requests are disseminated to the various areas that make priority decisions to determine if the needs can be addressed and accounted for, in the coming fiscal year budget. (See request flow chart for Faculty Hiring Priorities requests.)

Other goals identified through the Program Review process, where enhanced or above-base funds are requested follow a different priority decision process (see flow chart for enhanced or above based funding requests.)

Links between Resource Allocation, Program Review and Planning

In the cycle of integrated planning, resources are allocated based on rationale that tie requests to either a Program Review, the Strategic Plan, or Institutional Plans and goals.

Funding requests through Program Review or the annual update are required to be related to the measurement of student learning outcomes, service-learning outcomes, and the Strategic Plan.

Three processes link resource allocations to Program Review and the Strategic Plan:

1. Development of Budget Assumptions
    a. The budget development process reinforces the link between institutional planning and resource allocations through the budget assumptions. Assumptions reflect internal and external factors affecting the District, such as level of state apportionment, etc. In spring, the Budget and Finance Committee works with the Institutional Effectiveness committee to draft budget assumptions for the following year. The draft assumptions are presented to College Governance Council (CGC) for review, comment and approval.

2. Evaluation of Discretionary Base Budget Requests
    a. During the budget development cycle, an area of a division may elect to re-allocate funds from one budget category to another within the area's discretionary base budget. The budget manager's request will include justification based on how this budget shift will support the area's ability to address a need identified in the Program Review process and/or contribute to achieving a goal within the Strategic Plan.

3. Evaluation of Enhanced or Above-Base Funding Requests
    a. Requests for enhanced or above-base funds may be justified by an issue identified in a Program Review process and/or contribute to achieving a goal within the Strategic Plan. These requests are considered at many levels (see flow chart) in the process of prioritizing requests and are included in the final recommendation presented to the Board of Trustees.

Program Review and Budget Cycle

March 2022

IEC and PRSC plan training for areas due for review the following academic year

April 2022

IEC and PRSC conduct training for areas due for review the following academic year

Budget Assumptions formed by College Governance Council (CGC) for the following academic year

May 2022

IPR and NIPR DRAFT reviews for the following year, are due to IEC and PRSC

June 2022

The tentative budget is presented to the Board of Trustees (BOT) in June/July

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July 2022

The tentative budget is present to the BOT in June/July

August 2022

Updated data packets due to all areas

First Program Review Sub-Committee (PRSC) meeting of the academic year. This meeting includes Outcomes Assessment Committee (OAC) members

Collaborative working meeting between PRSC and OAC members to provide feedback on DRAFT NIPR and IPR reviews, which is due to respective areas by first week of September

September 2022

Feedback on DRAFT NIPR and IPR reviews provide to NIPR and IPR reviews submitters by first week of September

FINAL IPR and NIPR due September 30th

Areas meet with Deans and/or Vice Presidents to discuss area goals and resource requests

October 2022

The Institutional Effectiveness Committee (IEC) and the Program Review Sub-Committee (PRSC) extract faculty hiring requests and submit compiled list to the co-chairs of the Faculty Hiring Priorities Taskforce (FHPT)

PRSC begins review and scoring of NIPR and IPR

FHPT meets for the initial training meeting and then meets for the prioritization of faculty. Results of FHPT scoring go to the Superintendent-President

BOT approves final budget

November 2022

Academic Senate (AS) views the FHPT prioritized list.

FHPT list goes to the Board of Trustees (BOT)

Human Resources begins advertising the prioritized faculty FT positions.

Deans and Vice Presidents meet to prioritize goals and resource requests to Vice Presidents by mid-November

December 2022

January 2023

Vice Presidents submit area reports to the President's Cabinet by mid-January

February 2023

PRSC reports findings and trends from the NIPRs and IPRs to the Institutional Effectiveness Committee

IEC and the Budget and Finance Committee (B&F) have a combined meeting to share results of all area goals and prioritized resource requests

March 2023

IEC and PRSC plan training for areas due for review the following academic year

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Program Review Document Flow Process