

# Program Review

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Barstow Community College

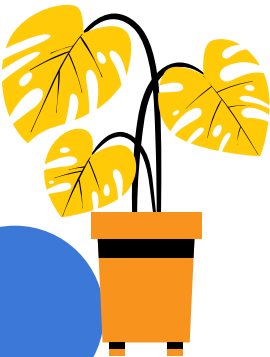
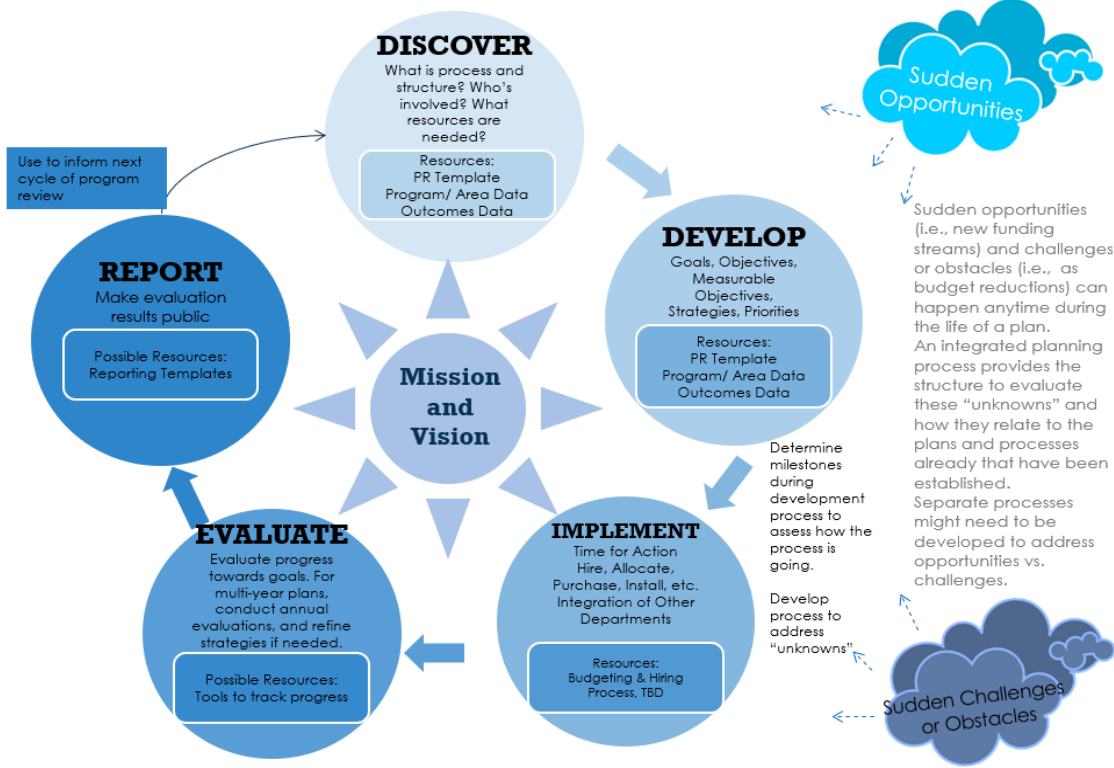


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# Integrated Planning Model



# Program Review Purpose



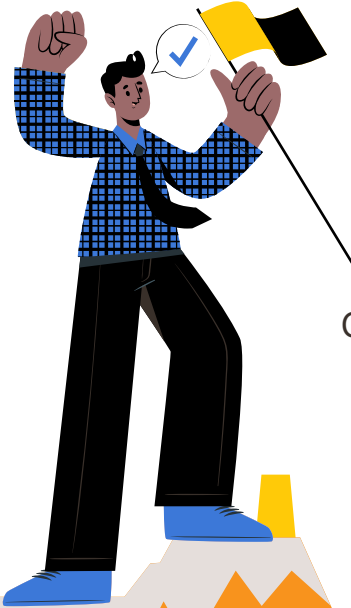
Maintain high quality programs and services



Reflect on how each program is supporting the Mission, Vision, Priorities, and Guided Pathways.



Support student learning and college operations



Celebrate strengths and achievements



Self evaluation, continuous improvement, planning for the future



Program and institution transparency

# Instructional PR Timeline 2023-24

**Aug 14-31**

Collaborative  
Working Sessions

**Sept 25**

Feedback provided  
by PRSC

**Oct 23**

PR Effectiveness  
Survey Opens

**Sept 14**

First Draft Due

**Oct 6**

Final Draft Due

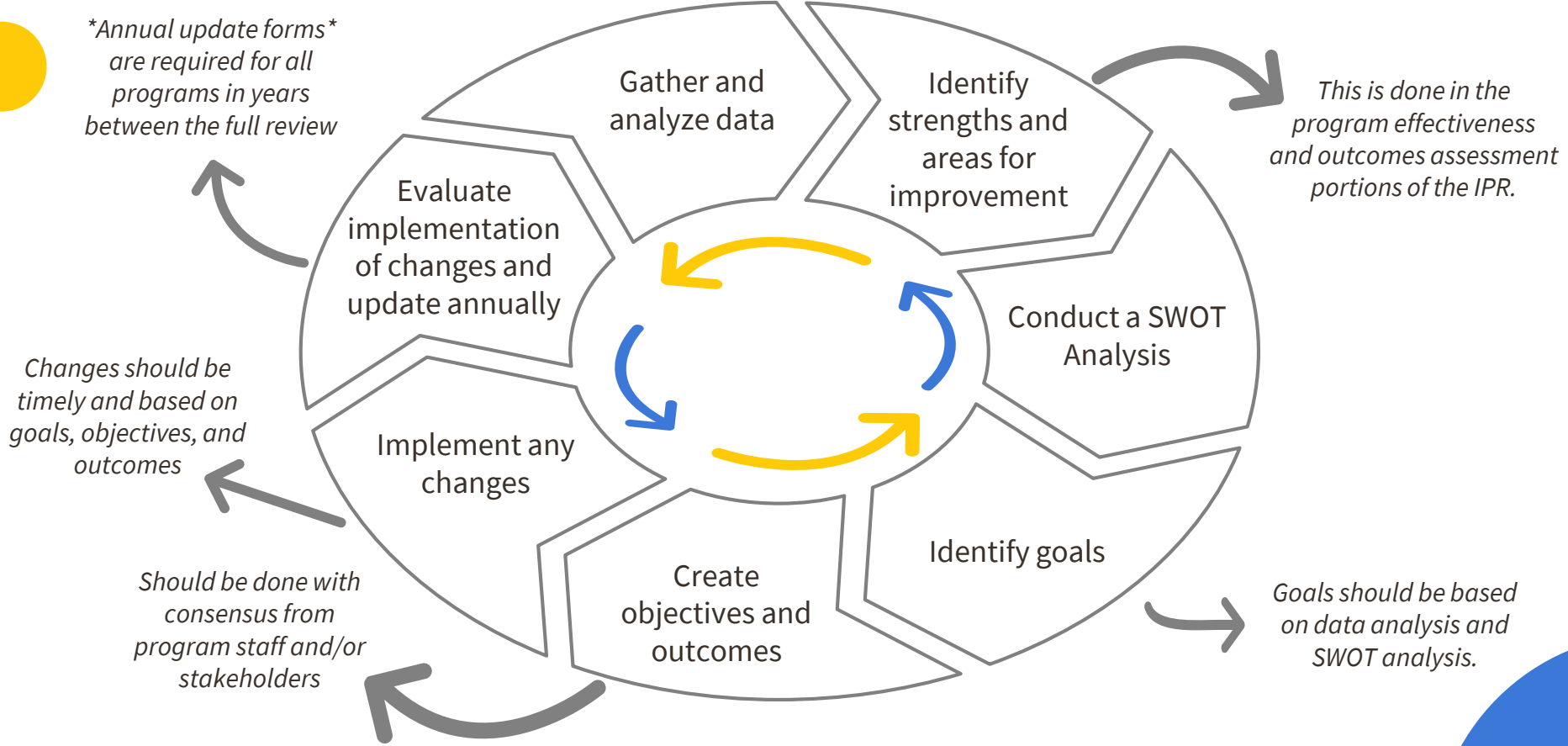
**Nov 1**

PR Effectiveness  
Survey Closes



- ✓ **Feedback Deadline:** All full program review drafts and annual update drafts must be submitted by September 14<sup>th</sup> to receive committee feedback.
- ✓ **Final Deadline:** Full program reviews and annual updates must be submitted by the October 6<sup>th</sup> deadline. Late submissions will not be eligible to request resources and will not be included in the budget allocation process.

# Instructional Program Review Cycle



# Program Review Committee Feedback Process


- First draft of your program review due September 14<sup>th</sup>
- Program Review Committee members review drafts utilizing a scored feedback rubric
- The feedback rubric has been designed to provide suggestions to help you refine and strengthen your program review
- Scored feedback rubric provided to you by September 25<sup>th</sup>
- You will have approximately 2 weeks to update your program review using the feedback provided
- Deadline to submit final program review is October 4<sup>th</sup>
- **Helpful tip:** refer to the rubric while writing your program review







# Collaboration is Key

- Program Review is a collaborative process
  - We strongly encourage you to work with your colleagues
  - One possible approach might be to work on your program review together
  - Another approach might be to divide up the work; assign colleagues to different sections of the template and then come together as a group
- 

# Program Mission and Vision



## Mission

Your program mission can be carried over from previous reviews but should be discussed regularly by members involved in the program (students too!). The mission should also guide your program review and serve as justification for any resource and staffing requests. Think: If your program mission is not supported by resource requests and staffing requests made by the program, then what should the importance level be to the overarching institution? You should be able to clearly identify how the program mission aligns with the mission of the college.  
(Education Policies Committee, 2009)

## Vision

The program vision can be carried over from the previous review but should be regularly reviewed for currency.

When creating a vision think:

- What does the program hope to achieve in the years to come?
- What would the program like to be known for?
- What defines future success for the program?

You should be able to clearly identify how the program vision aligns with the vision of the college.

# Program Description and Strategic Priorities Alignment

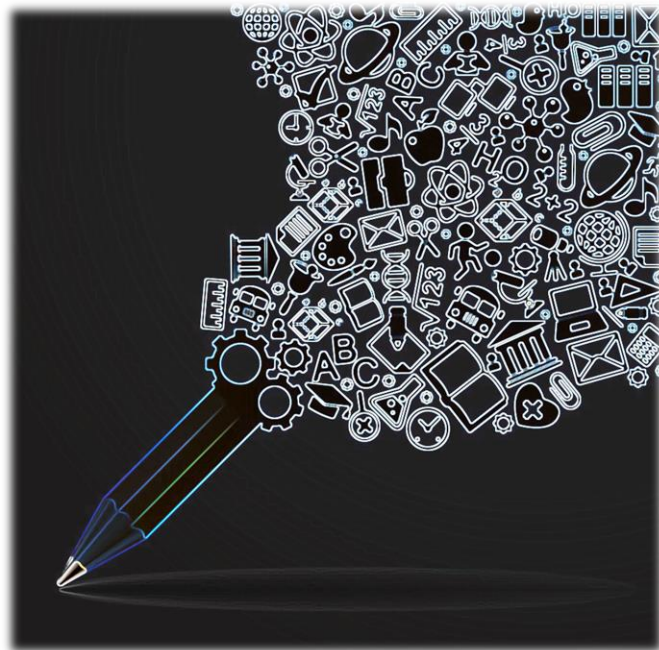
## Description ★

Your program description represents the degree or certificate description listed in the college catalog.

## Strategic Priorities Alignment ★

Discuss how your program connects to one or more of the following [BCC Strategic Priorities](#): ★

1. Innovate to Achievable Equitable Student Success
2. Ignite a Culture of Learning and Innovation
3. Build Community
4. Achieve Sustainable Excellence in all Operations



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# Instructional Program Review Data (Courses)



## Course Success Rates

Course success rates by program, time of day, mode of instruction, faculty status, and student demographics



## Course Retention Rates

Course retention rates by program, time of day, mode of instruction, faculty status, and student demographics



## Section Count

Program section counts by instructional method, time of day, and faculty status. Can be disaggregated to the course level.



## Enrollment Count

Program enrollment counts by instructional method, time of day, and faculty status. Can be disaggregated to the course level.



## Class Size Average

Program average students per section by instructional method, time of day, and faculty status. Can be disaggregated to the course level.



## Efficiency

Program efficiency based on weekly student contact hours (WSCH) and FTE (full-time equivalent) students and faculty



## Student Equity Course Data

Equitable practices that are being performed by most or all courses within the program.



## Curriculum Questions

Questions are related to peer review, two-year schedule, and curriculum changes.

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# Instructional Program Review Data (Program)



## **Outcomes Assessment Data**

List Program Learning Outcomes, assessment results, and future plans informed by the outcomes data.



## **Student or Program Survey Results**

Discuss and reflect on student or program satisfaction survey results.



## **Program Demographics**

Discuss and reflect on program data related to demographics (age, gender, and ethnicity)



## **CTE-specific Data**

Discuss and reflect on CTE Advisory Boards, Labor Market data, and program viability.



## **Program Award Count**

List program award count by year and discuss trend results based on demographics and location.



## **Comparative Data**

Discuss and reflect on program data compared to BCC and/or compared to other programs.



## **Student Equity Program Data**

Discuss equity gaps that surfaced in the data and describe innovative plans or projects that will help close these gaps.




## **Institution-Set Standards**

Tell the story behind the numbers related to current trends or changes. Reflect on how your program data compares to the Institution-set Standards.



# CTE-Specific Data

- **CTE Advisory Boards:** Discuss how advisory board input and feedback has been used to ensure employer needs are met by the program the status and impact of any advisory committee recommendations. Reference meeting minutes or other related documentation per *California Education Code 78016*.
  - Labor Market Data: Describe any changes in demand over the past 5 years and discuss the occupational outlook for the next 5 years. Provide applicable labor market data ([Centers of Excellence](#), [Employment Development Department](#), [Launchboard](#), and [O\\*NET Online](#)) that address state and local needs.
  - Program Viability: Discuss how the program addresses needs that are not met by similar programs in the region.
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# Institution-Set Standards

	Institution-Set Standard (Floor)	Stretch Goal (Aspirational)	IPR consideration in supporting Institution-Set Standards
<b>Course Completion Rates</b>	74%	76%	How does your course completion program data compare to the institution-set standard and stretch goal? What actions can help your program move closer to meeting this institution-set standard?
<b>Certificates</b>	81	97	How does your program certificate and degree data compare to the institution-set standard and stretch goal? What strategies will you implement to improve your conferral rates?
<b>Degrees</b>	437	524	
<b>Transfers</b>	213	287	How does your program transfer data compare to the institution-set standard and stretch goal? What strategies will you implement to improve your transfer rates?
<b>Licensure Pass Rates*</b>	70%	79%	This institution-set standard and stretch goal apply to the Cosmetology program only. How does your program licensure pass rate data compare to the institution-set standard and stretch goal? What actions can help your program move closer to meeting this institution-set standard?
<b>Employment Rates*</b>	60%	73%	How does your program employment rates data compare to the institution-set standard and stretch goal? What actions can help your program move closer to meeting this institution-set standard?

\*These standards apply to CTE Programs only

# Guided Pathways and Response

List name of the pathway and clusters that your program is a part of. In addition, summarize how your program collaborates across your pathway.

## Business and Entrepreneurship

- Business and Entrepreneurship
- Cosmetology
- Computer Business Information Systems

## Trades and Applied Technology

- Auto and Diesel
- Industrial Maintenance
- Welding

## Public Service and Education

- Child Development
- Education
- Administration of Justice
- Allied Health

## Social and Behavioral Sciences

- Social and Behavioral Sciences

## Arts, Communication, and Humanities

- Arts
- Studio and Performing Arts
- Communications
- Humanities

## STEM

- Physical Sciences
- Life Sciences
- Math and Computer Science
- Kinesiology and Athletics



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# Instructional Program Review Data



## Faculty Load (FTEF)

List faculty headcount and FTEF totals. Explain how this faculty information is affecting the program's ability to achieve its mission and/or objectives.



## Faculty Professional Development

List professional development faculty have participated in and would benefit from.

## Faculty/Program Staff Data Analysis



## Staffing and Support

Discuss whether your program has sufficient staffing and support.



## FT/PT/OL Faculty Ratio

Discuss the impact the full-time, part-time, and overload faculty ratio has to the program's ability to achieve its mission and/or objectives.



## Overall Observation of Data on Faculty

Tie in all the data about the faculty to tell the story behind the numbers.

# SWOT Analysis

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## Strengths

Helps to withstand forces/pressure, gives an advantage, things you do better than others, successes



## Weaknesses

A disadvantage, fault, area the program is lacking, defects, areas of inadequacy or inefficiency.



## Opportunities

Chances for advancement or progress, chances for networking within the institution and/or the community.



## Threats

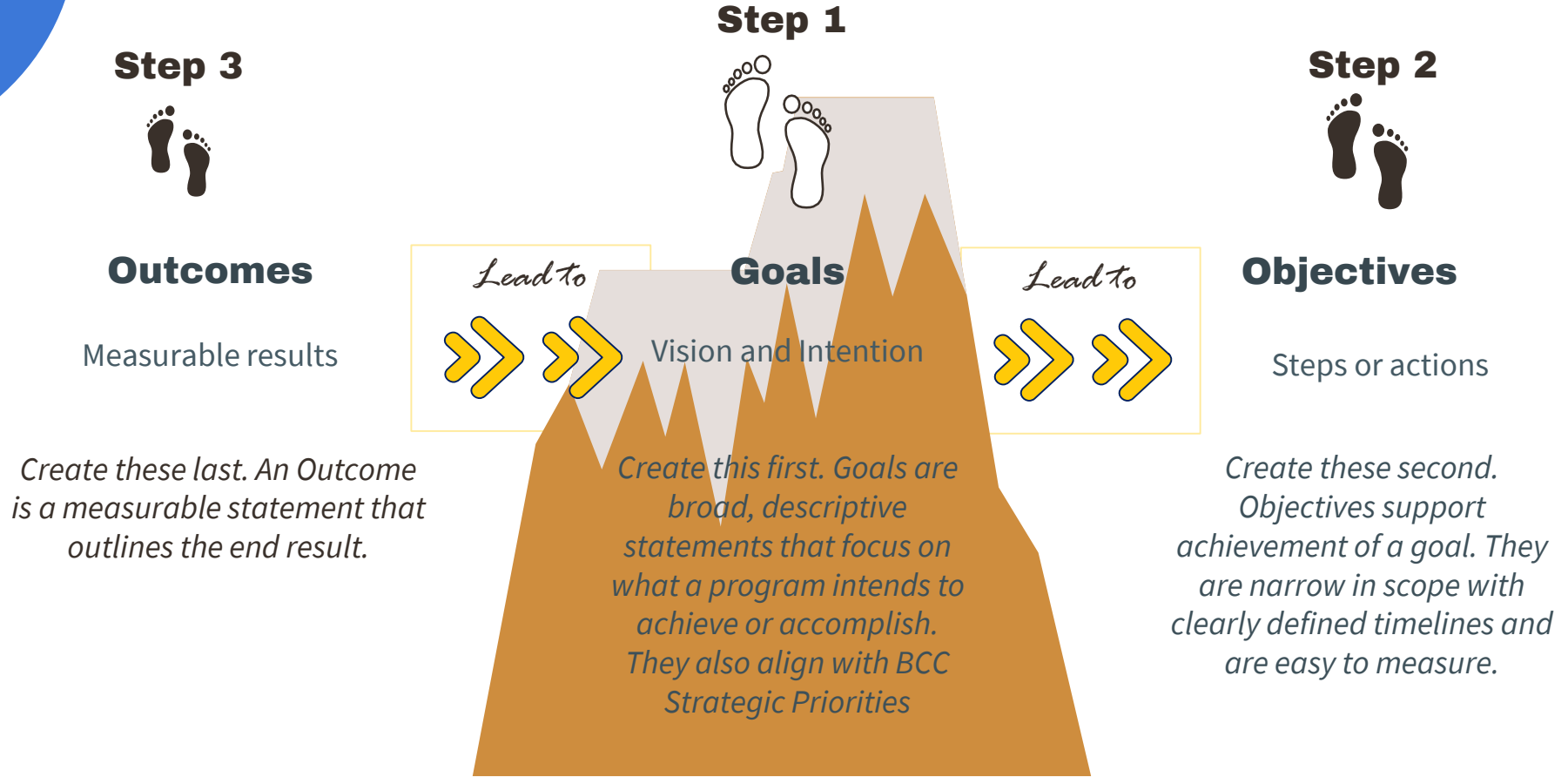
Things likely to cause damage, danger, or lower efficiency, upcoming changes, changes in legislation.

Internal factors

External factors

**This section of the Program Review is used to identify internal and external forces (both positive and negative) impacting the program**

# Goals, Objectives, and Outcomes (IPR)



# Resource Requests

What does the program need to meet it's goals and outcomes?

- Think: What do we need **NOW**, what will we need in the **FUTURE**?
- Clear descriptive alignment to how the resource helps fulfill the goals and objectives of the program
- Resource should . . .
  - Improve student success
  - further the mission and vision of the program
  - further the mission and vision of the college
  - tie into one or more college strategic plans
- Careful consideration should be made about the cost of implementation prior to beginning the BAP
- Think: Cost vs. Benefit Analysis



# Budget Allocation Proposal (BAP)

Resource requests are submitted on Budget Allocation Proposal forms (BAPs)

- BAP Resource Categories are:

- Personnel/Staffing
- Technology
- Facilities
- Professional Development



- Discuss how the resource request . . .

- is evidence-based and demonstrates a clear need
- is tied to program goals, supported with data, and has measurable assessment outcomes
- will benefit the program and students
- is aligned with institutional plans and goals

- Also address the following questions:

- What collaboration with other departments/areas will be needed?
- What affect will the resource have on other departments or areas?
- What conversations have taken place or are planned?

- Program Review Prioritization Process

- Resource requests submitted on Budget Allocation Proposal forms (BAPs) from both full Program Reviews and Annual Updates are reviewed using the following rubric and prioritized.
- Deans, Directors, and Vice Presidents, in collaboration, will review each resource request in their areas/programs.
- Access to completed full program reviews and annual updates is on the [Schedule for Program](#) web page.

- Be Mindful of: Cost vs. Benefit Analysis

### BAP Scoring Rubric Criteria

Scoring Area	Related Components	Scoring Rubric	Score
Program Review or Annual Update	<ul style="list-style-type: none"> <li>• Program Review (PR)/Annual Update (AU)</li> <li>• Course Level SLOs (BAP; PR)</li> <li>• Program Level Outcomes (PLOs) (PR)</li> <li>• Service Area/Administrative Unit Outcomes (SAO/AUO) (PR)</li> </ul>	<ul style="list-style-type: none"> <li>• No demonstrated need supported by PR or AU (0 pts.)</li> <li>• Demonstrates need from PR/AU (1-2 pts.)</li> <li>• Demonstrates need from PR/AU with project goals linked to CLO/PLO/SAO/AUO (3-5 pts.)</li> </ul>	
Note to reviewer: Completion of program review is a vital component and consideration of the time, effort and quality of explanation in the program review and budget allocation proposal, as well as the quality of the planning in the proposal should be clearly demonstrated and considered in this section.			
Alignment with Institutional Plans and Goals	<ul style="list-style-type: none"> <li>• Mission Statement (BAP; PR)</li> <li>• Strategic Plan (BAP; PR)</li> <li>• Strategic Priorities (BAP; PR)</li> <li>• Educational Master Plan (BAP; PR)</li> <li>• Technology Plan (BAP; PR)</li> <li>• Facilities Plan (BAP; PR)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>No</u> demonstrated support of Educational Master Plan, Strategic Plan, Priorities, Mission or Goals (0 pts.)</li> <li>• Demonstrates <u>some</u> support of one area of EMP, SP, Priorities, Mission <u>or</u> Goals (1 pts.)</li> <li>• Demonstrates support of multiple areas of EMP, SP, Priorities, Mission <u>and/or</u> Goals (2-3 pts.)</li> <li>• Demonstrates support of ALL areas of Educational Master Plan, Strategic Plan, Strategic Priorities, Mission <u>and</u> Goals (4-5 pts.)</li> </ul>	
Note to reviewer: Proposals that meet more than one component of institutional plans and goals may be weighted heavier than ones that meet only one component.			
Measurable Assessment Outcomes	<ul style="list-style-type: none"> <li>• Proposal Goals (BAP)</li> <li>• Student learning Outcome (BAP; PR)</li> <li>• Program Level Outcome (BAP; PR)</li> <li>• Service Area/Administrative Unit Outcomes (BAP; PR)</li> </ul>	<ul style="list-style-type: none"> <li>• No measurable assessment outcomes (0 pts.)</li> <li>• Demonstrates Goals <u>or</u> Outcomes (1-2 pts.)</li> <li>• Demonstrates Goals <u>and</u> Student Learning/Program Level/Administrative Unit Outcomes (3-5 pts.)</li> </ul>	
Note to reviewer: Consider and reward statistical/measurable outcomes as they relate to the program review, budget allocation proposal, or proposal goals.			
Departmental / Institutional Benefit including Student Success	<ul style="list-style-type: none"> <li>• Program Review</li> <li>• BAP</li> </ul>	<ul style="list-style-type: none"> <li>• No demonstration of either departmental or institutional benefit (0 pts.)</li> <li>• Demonstrates departmental benefit (1 pt.)</li> <li>• Shows some linkage between institutional <u>and</u> departmental benefit (2-3 pts.)</li> <li>• Shows clear and significant linkage between departmental <u>and</u> institutional benefit (4-5 pts.)</li> </ul>	
Note to reviewer: In this area the reviewer is considering the relationship between departmental improvement and institutional gain.			
Total Points (20 possible)			

# **Additional Data Resources**

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Below are several resources with defined data types.



These may be helpful in completing your Program Review.

## [CCCCO Data Mart:](#)

This site has information from MIS files for state and district on a number of categories including students/headcounts, outcomes, and courses/calendar.

## [CCC Student Success Metrics:](#)

This dashboard gives access to district, region, and state-wide data for a wide range of metrics.

## [CC Pipeline: Overview:](#)

This dashboard gives access to both district, region, and state-wide data by program for a variety of metrics.

# This presentation was brought to you by the Program Review Sub-committee

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Do you have any questions?  
[programreview@barstow.edu](mailto:programreview@barstow.edu)

OR email our committee tri-chairs  
[bsage@Barstow.edu](mailto:bsage@Barstow.edu)  
[egarrison@Barstow.edu](mailto:egarrison@Barstow.edu)  
[mchurch@Barstow.edu](mailto:mchurch@Barstow.edu)





# Thank You!

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“



“It’s on the strength of observation and reflection that one finds a way. So we must dig and delve unceasingly.”

## Claude Monet

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