

## **Proposed Revisions to Program Review Guidelines**

(Revised September 2002)

### **I. Scope**

All BCC programs as listed in the College's catalogue, including options, are subject to the program review process. However, not all programs and options need be evaluated individually. In some cases, it may be appropriate to group related programs or program options for review purposes. For instance, the Arts and Communications Department might choose to include all of its AAS programs in Art in a single program review.

#### **AA and AS Options**

In some instances, AA and AS options constitute well-defined programs for which program objectives exist. In such instances, it is appropriate for the program option to be evaluated using the program review process. There are, however, several AA and AS options that appear to be essentially collections of courses. These may be grouped together for purposes of program review under the rubric of transfer program for which transfer outcomes and student success measures are appropriate.

#### **Certificates and Certificates of Achievement**

Certificate and Certificate of Achievement (COA) programs are generally associated with particular associate degree programs. Thus, they can be included in the review process along with the appropriate degree program.

#### **Other Programs**

There are other programs, that are not degree or certificate programs, but for which the review process may be adapted. These include: English Basic Skills (EBS), Composition, Mathematics Remedial Program, American Language Program (ALP), and Distance Education. Arguably, some of these programs could be reviewed along with the degree programs with which they are associated. For instance, a department might wish to evaluate its distance education offerings within the context of the reviews of the programs to which these courses belong. However, given the scope, size, and importance of some of these programs, it may be more appropriate to review them separately using a modified version of the program review process.

Individual departments are responsible for ensuring that departmental academic programs are reviewed. In some instances, however, an academic program or group of options may be inter-departmental. In these cases, the AVP is responsible for assigning lead responsibility to a particular department or discipline to ensure that all options and programs are evaluated.

## **II. Responsibilities**

### **Academic Vice President**

1. Establish and maintain in the Academic Vice President's office a five year, rotational schedule of all program reviews.
2. Assign lead responsibility for all inter-departmental and non-degree program reviews.
3. Approve self-study elements for each program review.

### **Dean**

1. Establish and maintain in the dean's office a five year rotational schedule of program reviews for all programs within the division.
2. Inform departments no later than March of any departmental programs to be reviewed during the next cycle which typically begins in the fall semester.
3. Identify potential outside evaluators, and recommend preferred evaluator to the AVP. (See Policy D: DB with Administrative Guidelines)
4. Serve as a member of the preplanning group, composed of the dean, the department head, and program review leader. The dean will convene initial meeting of the pre-planning group to discuss program review process.
5. Recommend to the AVP, in consultation with the preplanning group, the elements to be included in the program review.
6. Maintain records and reports of the review in the Divisional office.

### **Department Head**

1. Appoint a program review leader for each program review scheduled to begin in the fall semester no later than May of each year.
2. Serve as a member of the preplanning group.
3. Form a program review committee for each program to be reviewed.
4. Provide departmental secretarial support for program review committee.
5. Assist the program review leader in resolving problems.

### **Program Review Leader**

1. Assist head in identifying faculty to serve on the program review committee.
2. Serve as a member of the preplanning group.
3. Lead the program review committee.
4. Assign task responsibilities.
5. Work with the department head and dean to resolve problems.

## **III. Preplanning Committee**

It is likely that some of the elements of the program review self-study process as outlined in the document "Process for Academic Discipline/Program Review" are not equally applicable to all programs or disciplines. Further, differences in programs probably require different emphases in the self-study process. Consequently, the current program review process calls for the responsible administrators of a program or discipline to consult with faculty and determine which elements of the self-study process are to be included.

The program review process should emphasize the importance of pre-planning and the need to fit the self-study process to the specifics of the program or discipline being evaluated. To this end,

we recommend that in the early stages of the program review process that a preplanning committee composed of the dean, department head, and the faculty program review leader be formed. The preplanning committee should review self-study elements and select those that are to be included or emphasized. All self-studies, however, must include an emphasis upon program objectives, course objectives, and student learning outcomes. The results should be formalized by the dean in a memorandum to the Academic Vice-President, and is subject to his or her approval. Further, the preplanning committee should include the Office of Research and Planning in its initial meetings to discuss strategies for identifying appropriate data resources.

#### **IV. Workshop Structure**

Some disciplines and programs have faculty who have experience with program reviews and self-study. Often these faculty teach in programs that have accreditation requirements that provide a structure to the self-study process. However, other faculty may need a formal structure to guide them through the self-study process.

The College will provide a series of workshops through the academic year that are coordinated with the different stages of the program review process, e.g., pre-planning activities, choosing self-study elements, gathering and analyzing data, writing the self-study narrative, choosing a consultant, arranging a consultant's visit, etc.

These workshops would be designed so that by participating in them a program review team could be led through the entire process.

#### **V. Timelines**

The program review process should be a three-semester process, beginning usually in the fall semester. The work may be roughly allocated as follows:

First Semester:

- Form Pre-Planning Group
- Determine those self-study elements to be included or emphasized in the program review process.
- Set up any structure necessary to support the program review process, including the forming of faculty teams.

Second Semester:

- Conduct self-study
- Complete self-study narrative.

Third Semester:

- Consultant's site visit

- Review of program review documents and recommendations by the Academic Vice-President and presentation to the Education and Student Affairs Committee of the College's Board of Trustees

## VI. Self-Study Document Elements

Not all of the following suggested elements may be relevant to program under study. The members of the Program Review Committee should decide which to use and whether there are other elements and measures which will have greater meaning in the context of the program. However, the study must include an emphasis on program objectives, course objectives, and student outcomes.

### A. Curriculum

1. Evaluate the currency and relevancy of the curriculum.
2. How has the program addressed inclusiveness, diversity and multiculturalism?
3. Evaluate the **program** objectives. Are the **program** objectives clearly defined and written in terms of measurable outcomes? How do the program objectives relate to the College mission?
4. In what ways are students required to demonstrate that they have mastered the objectives of the program? For example, identify a required course in the program which might be considered a capstone course or describe a culminating experience or assessment.
5. Evaluate the objectives of each **course** in the program.
  - a. How do the course objectives relate to the program objectives?
  - b. Are the course objectives clearly defined and written in terms of measurable outcomes?
  - c. To what extent is data collected to measure outcomes of course objectives? How is it analyzed?
  - d. How will the outcomes data be used (or has it been used) for improvement of learning outcomes?
  - e. Do course outlines make explicit the academic policies applicable to each course, including learning objectives and methods of assessing student achievement?
  - f. Are the course outlines distributed by the instructor at the beginning of each term?
6. Are courses offered with sufficient frequency to enable students to complete the program within the minimum time for completion? If not, provide details.

### B. Students

1. What is the profile of the student body majoring in this program? For example, are there any relevant enrollment trends regarding age, gender, and ethnicity? How do such trends affect the implementation of the program?

2. Are there any trends in the number of students enrolling in each of the courses in the program? How has greater/lesser demand for specific courses affected the scheduling of courses?
3. For programs with restricted admissions, what are the admissions requirements? Are they clearly defined, appropriate, and followed?
4. To what extent is program faculty involved in advising majors and in other academic student support outside the classroom?
5. Describe accommodations available for students with learning and other disabilities.

#### C. Resources

1. Describe dedicated facilities and equipment, if any, e.g., auditoria, laboratories, computer facilities, clinical facilities, studios, practice rooms. Analyze adequacy of the design, condition, and accessibility of physical facilities to support the requirements of the program.
2. How well does the library collection (books, periodicals, audiovisual, media) support the program, in breadth and depth? How current are the holdings?
3. Describe the technology available to enhance learning support learning objectives.

#### D. Faculty

1. List regular (full-time) faculty in number, credentials, area of specialization, teaching experience, and scholarly/professional achievements
2. List adjunct (part-time) faculty in credentials, area of specialization, teaching experience, and scholarly/professional achievements.
3. What percent of course sections is taught by full-time faculty and what percent by part-time faculty? Compare grade distributions for full-time faculty vs. adjuncts. Are there any patterns? If so, what are the implications for program improvement?
4. Describe and evaluate the nature and extent of faculty evaluation. Do inexperienced full-time and part-time faculty receive special supervision and mentoring during their initial period of appointment?
5. Describe and evaluate the availability and diversity of faculty development opportunities. To what extent do program faculty take advantage of these opportunities?

#### E. Administration

1. Describe and evaluate the adequacy of program administration.
2. Describe and evaluate the nature and extent of advisory committee participation in the development, evaluation and modification of the program.

## F. Student Outcomes

1. Describe and analyze data gathered regarding student persistence. Consider the Fall-to-Fall persistence rate in the major. Is any trend apparent over the past several years?
2. By analyzing grade distributions as well as anecdotal information, determine whether any courses represent significant hurdles to majors. Which courses have the lowest completion rate (indicating high numbers of students dropping the course) or average GPA (indicating failures and low grades)?
3. Describe and analyze data gathered regarding graduation from the program. How many students actually graduate from the program? Is a trend apparent over the past several years? If so, what are the implications for the program?
4. Consider data from graduates. Have graduates achieved their objectives? What is their perception of the quality of instruction in the major? Do they report improvement in general education-type abilities such as critical thinking, problem solving, etc.?
5. For transfer programs:
  - a. Graduates:
    - i. To which institutions do majors transfer? Do graduates of the program enter into related curricula in the transfer institution?
    - ii. Do graduates believe that BCC prepared them well for further education?
  - b. Non-graduates:
    - i. To which institutions do non-graduates transfer?
    - ii. How many degree credits do non-graduates earn before transferring? Is the student considered a success if s/he transfers before graduating? If not, why are students transferring early?
6. For career programs:
  - a. To what extent is the graduate prepared to meet workforce needs?
  - b. Describe and analyze data gathered regarding student employment after graduation. Are graduates employed? Where? Are they in fields related to their major?
  - c. Do graduates believe that BCC prepared them well for employment?
  - d. Specifically how has their BCC education helped them in their jobs?
  - e. If program-specific data is available from graduate surveys, what does it show about the program?

## G. Faculty assessment of the program

1. What are the major strengths of the program?
2. What are the major weaknesses of the program?
3. Describe recommendations for improvement.

## VII. Suggested Resources for Faculty

The following is a list of resources that the Program Review Committee may wish to examine. Not all items are relevant to the program or its objectives, although some items may be useful to provide background information. The Program Review Committee may consult with staff of the Office of Research and Planning to identify which resources are most appropriate and for guidance in obtaining and analyzing the data.

- A. Course Descriptions, Outlines, and Syllabi
- B. Course Materials
  - 1. Textbooks
  - 2. Computer Facilities
  - 3. Software
  - 4. Library Holdings
  - 5. Laboratories and Equipment
  - 6. Other Facilities
- C. Full-Time Faculty
  - 1. Resumes and Professorial Rank
  - 2. Teaching schedules from current semester
  - 3. Annual Record of Activities Reports (Provide blank forms)
  - 4. Annual Performance Reports (Provide blank forms)
  - 5. Classroom Observation Form
  - 6. Minutes of Discipline/Faculty Meetings
- D. Part-Time Faculty
  - 1. Resumes
  - 2. Teaching Schedules from Current Semester
  - 3. Student Evaluation Form (Provide blank forms)
  - 4. Classroom Observation Form. (Provide blank forms)
- E. Advisory Committee
  - 1. Members
  - 2. Advisory Handbook
  - 3. Minutes of Meetings
- F. Current BCC Fact Book
- G. Current Catalog
- H. Promotional Brochure(s) and Other Materials

I. Student Outcomes and Related Measures

1. Enrollment trends by majors
  - a. Numbers, by gender, age, ethnicity
2. Persistence trends – Fall-to-Fall for the major
  - a. Number and percent remaining in the major from one Fall to the next
  - b. Number and percent changing to other majors
  - c. Number and percent graduating
  - d. Number and percent disappearing from BCC
3. Transfer data
  - a. Institutions to which students transfer
  - b. Number of college credits earned before transfer
4. Enrollment trends in specific courses
5. Grades
  - a. Average class GPA, by course, instructor, or full-time vs adjunct
  - b. Successful completion rate by course (to determine in which courses students have the most trouble)
  - c. Grade distributions (e.g., consider the number of students withdrawing)
6. Graduation trends – number of program graduates

J. Data from Graduate Follow-up Surveys

1. Primary objective of graduates and achievement of that objective
2. Perception of quality of major course instruction
3. Self-reported improvement in general education-type areas:
  - a. Communication skills
  - b. Ability to identify and solve problems
  - c. Mathematical and computational ability
  - d. Development of job related skills
  - e. Mastery of fundamental scientific principles
  - f. Broadening literary experiences
  - g. Tolerance and understanding of other people in our diverse society
  - h. Ability to cope with new situations
  - i. Ability to think critically
  - j. Potential for improvement of social and economic status
4. Employment data reported by career program graduates
  - a. Employment in related field
  - b. Students' perception of their preparation for employment
  - c. Employers
  - d. How BCC helped in current job
  - e. Program-specific graduate survey data (certain programs only)

5. Transfer data reported by transfer program graduates
  - a. Transfer institutions of graduates
  - b. Major in transfer institution
  - c. Students' perception of their preparation for further education
6. Other data may be available as need is determined by the program review committee

## **VII. Materials to be sent to the External Evaluator**

- A. Self-Study Document
- B. Course Descriptions, Outlines and Syllabi
- C. Current BCC Fact Book
- D. Current Catalog
- E. Promotional brochure(s) and other materials
- F. Other materials which support the findings of the self-study document

All materials should be sent one month in advance of the visit.