

PROGRAM REVIEW

A PROCESS FOR SELF-EVALUATION AND CONTINUOUS IMPROVEMENT

Updated 2016

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DESCRIPTION OF PROGRAM REVIEW

Bergen Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs that address student and community needs. It will be helpful to focus on where the program is now from a variety of perspectives, where do we want the program to be, and how and when does the program reach that point.

The purpose for program review is to:

- Provide quality programs through peer review and self-evaluation
- Encourage systematic collection and review of student learning assessments and effectiveness measures
- Ensure that the program meets its stated mission and addresses the strategic directions of the college
- Recognize and celebrate achievements and successes
- Identify and address concerns and difficulties
- Address and fulfill accreditation requirements

Elements of the process include:

- Faculty leadership
- Flexibility in defining areas to be assessed
- Support provided by Office of Institutional Research
- Recommendations based on quantitative and qualitative data
- A continuous improvement cycle whereby the recommendations and action plan for one cycle are addressed in the next cycle
- Sharing and communication of the program review summary and action plan with others at the college

A program review team should consist of an appropriate combination of the following members:

- A Team Chair, typically the department chair or a faculty member appointed by the Divisional Dean in consultation with the Vice President of Academic Affairs
- The program director/coordinator, if applicable
- Designated faculty and staff from the area, appointed by the Team Chair in consultation with the Divisional Dean
- Adjunct faculty and/or part-time staff as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- Staff from other areas as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- A faculty member from another division, as appropriate, chosen by the Team Chair in consultation with the Divisional Dean
- The Divisional Dean
- External Reviewer selected by the Divisional Dean based on recommendations from the Team Chair
- Vice President of Institutional Research, ex officio
- Vice President of Academic Affairs, ex officio

Examples of programs are:

- A group of courses that result in a certificate or degree (e.g. A.S., A.A., A.F.A., A.A.S., CERT, C.O.A.)
- Transfer programs, as well as sequences of courses taken for transfer to the university (e.g. EBS or Developmental Math sequence, business transfer courses)
- Individual courses or a sequence of courses or combinations of courses (e.g. communication courses, college math sequence, performing arts program)
- Special programs (Honors, Service Learning, Library, Counseling)
- Others

The process will involve the following steps:

- Identify the Team Chair and team members for program review
- Hold a team meeting to review purpose, process and end product
- Collect qualitative and quantitative data and other pertinent documents
- Review the data, reflecting on the purposes for program review
- Complete the program review form
- Present summary of program review data and conclusions at a public forum

Timeframes for program review will be:

- Every five years for most programs
- More often for programs where specific issues have been identified and where interim reporting may be necessary

A suggested timeline for a specific program's review is provided below. The Team Chair may modify the number of meetings according to the needs of the program.

Identify programs to review for the next academic year
and identify team chairs by ..... September
Orientation for team chairs..... October
First team meeting to focus on process by .....2nd week in November
Second team meeting to review standard data sets by ..... 2nd week in December
Third team meeting to review data from other sources
and determine if more data is needed by..... 2nd week in February
Fourth team meeting to formulate recommendations and
begin writing results by ..... 2nd week in March
Fifth team meeting to prepare draft by ..... 2nd week in April
Final report completed by .....4th week in May
Presentation to division in .....Fall 2014 Semester
Presentation at a public forum in .....Fall 2014 Semester

Template for Program Review
Bergen Community College

PROGRAM: _____

PROGRAM REVIEW TEAM: _____

DATE OF THIS REPORT: _____

PERIOD OF YEARS BEING REVIEWED: _____

OVERVIEW

State the mission of the program, describe program goals and objectives, describe the relationship to overall college mission and goals, …

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

Provide a brief summary of significant developments since the last program review, with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, …

FOCUS ON STUDENTS

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

Demographics
[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to other Maricopa Colleges and national trends, …]

Student Satisfaction
[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, …]

Learning Outcomes Assessments

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, …] Please fill out the chart below and include copies of recent assessment reports.

Program Learning Outcomes (include all program outcomes that are listed in the Academic Catalog)	Describe how the outcome has been directly assessed in the last five year period.	What have been the results of that assessment? What changes have been made as a result?

Student Success

[Retention and completion rates, placement data, comparison to other colleges in New Jersey and national trends, transfer rates and/or transfer success, graduates' perspectives, employers' perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, …]

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

FOCUS ON FACULTY AND STAFF

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

Demographics
[Demographics of faculty and staff, full-time and part-time, faculty, technicians, support positions, …]

Professional Activities
[Special projects, reassigned time, professional organizations, grants, partnerships, publications, presentations, other contributions, …]

Adjunct Faculty
[Hiring, coordination, support, communication, …]

Staff
[Secretarial/clerical support, other staff support, …]

Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

FOCUS ON CURRICULUM

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

Summary of Program Curriculum
[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, where applicable

Curricular Issues
[Articulation, program development, course development]

Lead-in Courses
[Developmental preparation, prior courses and their impact, alignment with AGEC or with Course Equivalency Guide, dual enrollment or articulation agreements with high schools, …]

Follow-up Courses
[Sequential courses, connecting activities, …]

Scheduling
[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; …]

Assessment
[Ways in which the program addresses the college's commitment to assessment and assesses its program learning outcomes, changes that have been made to the curriculum as a result of assessment, …]

Innovations or Changes in Last Five Years
[New issues, significant changes, improved methodologies, …]

Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

FOCUS ON SUPPORT

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, …?

Technology
[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, …]

Facilities and Equipment
[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, …]

Learning Resources
[Collection of books, databases, journals, videos, …; learning assistance or tutoring, …]

Marketing and Public Relations
[Brochures, print materials, website, special events, recruitment efforts, …]

Support Services
[Advisement, assessment, testing, job placement, …]

Resources, Budget
[Staffing, operating and capital budgets, grants, …]

Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program— **please comment on only those which are applicable to this program.**

Community Groups
[High school connections, community agency connections, other forms of community involvement, …]

Community Issues Related to Program
[Trends, employment trends or projections, transportation, funding]

External Requirements or Considerations
[Certifications, accreditations, licensures, professional organization status or involvement, …]

Advisory Boards
[Advisory Boards' composition and input, number of Advisory Board meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Board, …]

Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

SUMMARY

Program Achievements, Progress Made Since Last Review
[Major achievements, changes, implementations, progress made since the time of the last review]

Mission/Goals/Objectives
[To what degree does the program meet its mission, goals and objectives?]

Strengths
[Unique characteristics, special capacities, …]

Challenges
[Concerns, difficulties, areas for improvement, …]

Celebration and Recognition
[Awards, honors, special recognitions, …]

Recommendations for Change
[Internal to program, external to program, new opportunities, is additional data needed to effectively evaluate this program?, …]

ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program.

[Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc.…]

1) Goal:
   a) Objective:
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications:
   b) Objective: .
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications:
2) Goal:
   a) Objective:
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications:
   b) Objective:
      i) Timeframe:
      ii) Responsible Party(ies):
      iii) Resource Implications:

Guidelines for Writing the Report

Your report should be a well-organized narrative describing and evaluating your program. Please use a traditional font and point size (such as Times New Roman 12) and number your pages.

Please be sure to check grammar, spelling, and dates. Your report will be viewed by others as representing the quality and integrity of your program.

Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

Consider using appendices for survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report.

Presentations at Public Forums

Program reviews are presented to the college community in a public forum in the fall semester following the submission of the final report in May. Each presentation should last 20 minutes: 10-15 minutes for the presentation and 5 minutes for questions and answers. Academic program review team presentations are to include a brief introduction and the Summary and Action Plan from the academic program review report. A sufficient number of copies of the Summary and Action Plan needs to be reproduced (2-4 pages) for distribution at the public forum. You should not duplicate your entire report for distribution to the college community, although you may make it available electronically.

Team chairs are invited to use PowerPoint or another presentation software system to present program review highlights. You are also invited to produce videos, take photos, etc., for your team's presentation. Each team must rely on its own expertise and resources to produce a presentation.

Team chairs with special presentation needs (i.e., audio or video) must contact Media Services in advance of the presentation date. Team chairs who would like to practice their presentations in IRN120 need to make arrangements with Media Technologies.

For those team chairs using PowerPoint, Media Technologies will need to receive the presentation on a CD or a USB Thumb or Flash drive no later than the morning prior to the presentation date. Due to schedule constraints, Media Technologies will not be able to accommodate media brought by presenters the day of the forum.

External Review

The external review is done by an outside consultant who is an expert in the field, preferably experienced community college colleagues with expertise in academic program review and/or accreditation. The external reviewer is selected by the Divisional Dean based on recommendations from the Team Chair. Once the external reviewer is identified, the Team Chair provides him or her with the preliminary data and information for review. The external reviewer then works closely with the faculty/staff and the Team Chair. The reviewer examines a program's information, relevant data and survey results, course outlines, program requirements, etc., and then participates in an on-site visit which must include a classroom observation (to be determined by the program review team in consultation with the Divisional Dean), and meetings with faculty/staff and students. In an exit interview, the external reviewer meets with the VPAA to offer preliminary recommendations. A final report is generated by the reviewer and submitted as part of the final program review report.

Archiving Program Review Forms and Supporting Documentation

A paper copy of the completed program review including supporting data and other accompanying documentation should be filed with the:

- Department Chair
- Divisional Dean

An electronic copy of the completed program review including supporting data and other accompanying documentation should be filed with the

- Vice President of Academic Affairs

All completed program review forms and accompanying documentation are available for viewing on the BCC Web site: http://bergen.edu/about-us/institutional-effectiveness/program-review/

BCC VISION, MISSION AND GOALS

Vision
Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission
To inspire our community to realize a better future.

Values
To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

These core values will guide our daily endeavors.

HELPFUL TIPS

* Identify special data needs early during the summer to allow time to generate the data and provide it when it's needed by the team.

* Prepare for the first team meeting by meeting in advance with those who provide support (examples: Institutional Research, tutoring, curriculum).

* Adjunct faculty, if selected carefully, can make excellent contributions.

* Former and current team leaders can be helpful resources.

* Don't hesitate to ask questions and get clarifications.

* Team chairs can gain insight by attending the program review public forum presentations.

* If some members of the team need to attend team meetings sporadically, or are occasionally unable to attend, e-mail can be used to keep them updated and is also useful as a means of getting a good cross-section of input.

* Some have found it helpful to keep the committee to a manageable size.

* Once you have started entering information on the program review form, always make a back-up copy!

* Be prepared for occasional miscommunications and "bumps in the road."

* Start early and do little pieces along the way.

* It works well to have team members who are willing to work as a team and figure things out together.