BELMONT TECHNICAL COLLEGE

INSTRUCTIONAL PROGRAM REVIEW PROCESS

3-1-2011

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INSTRUCTIONAL PROGRAM REVIEW PROCESS

I. BACKGROUND

A. <u>Process</u>

The Belmont Technical College Instructional Program Review process is based upon fundamental principles of continuous quality improvement. The program review process is a college-wide initiative, which supports the goals of enhancing institutional performance and accountability. The college will establish baseline descriptive, quantitative, qualitative, and summative program review data that will serve as benchmarks for performance. Steps in the program review process include:

1. Regularly assess the overall health of all instructional programs.
2. Examine the gaps between the expected outcomes and the benchmarks identified for the programs.
3. Develop strategies and initiate activities to address - at the program level - any expected outcomes which deviate from the acceptable benchmarked levels.
4. Document the process, evaluate and update the program review model.

See Appendix A for timeline for the program review process.

B. <u>Definition of Terms</u>

Action Plan: identification and implementation of initiatives that the program chair and faculty will take to make improvements in their programs, consistent with college and department goals and program review timeline.

Assessment Methodologies: direct and indirect measures or measurement tools used to gather data regarding program review.

Baseline Data: existing conditions of a program gathered through assessment methodologies.

Benchmarking: identifying acceptable criteria that indicate success of a program. Program assessment data are compared with benchmarks to determine the need for an action plan.

Core Learning Outcomes: competencies that all Belmont Technical College students are expected to master and demonstrate within the context of their program of study. These outcomes include communicates effectively, think critically and creatively, learn actively and accept accountability.

Direct Measures of Assessment: nationally- normed tests (e.g. NCLEX, National Registry), locally developed tests, embedded assignments, course activities, rubric-guided grading, and portfolios.

Indirect Measures of Assessment: surveys, interviews, focus groups, reflective essays, and advisory board feedback.

Expected Outcomes: measurable endpoints for a program to achieve which include a time frame for completion

Instructional Program: an area of study. The department, in consultation with the Vice-President for Learning and Student Success, will identify the "area of study."

Program Goals: outcomes that a program develops related to improvement of the quality of the program's curriculum and instruction and enhancement of student success.

Program Deficit: an area which is identified as in need of improvement as part of the program review process. Action plans are developed to address program deficits.

Student Learning Outcomes: the student learning (knowledge, skills, and attitudes) benchmarked for completion of a course or program/general education core.

Program/Area of Study _____

Department Chair/Program Coordinator _____

Mission and Goals: Align your Program Mission and Goals with Belmont Technical College's Mission and Goals.

BTC Mission and Goals	Program Mission and Goals	What are the measurable and expected outcomes for these goals? Provide time lines and benchmarks for achievement.
Mission: Belmont Technical College, an integral division of the University System of Ohio, provides affordable higher education for students in a learner-centered environment. The college offers educational opportunities in college preparation, technical education programs, and transfer degrees. Belmont Technical College provides community leadership that promotes programs for economic development, career advancement, workforce development and community education that is responsive to business and industry.		
Goal 1: General Education – To provide general education opportunities necessary for academic, personal, and professional advancement.		
Goal 2: Technical Competencies – To develop within students the technical skills necessary for the attainment of personal goals, successful job entry and advancement.		
Goal 3: Education Mobility – To		

provide lower division undergraduate coursework supporting technical education, transfer, and upper division academic achievement, thus providing the structure necessary for continued education and career mobility.		
Goal 4: Access – To provide services and educational programs to all individuals regardless of color, race, religion, ancestry, national origin, sex, age, or disability; to maintain tuition and fees at the lowest possible levels, and to provide institutionally-based financial aid; to maintain cooperative affiliations with elementary and secondary schools.		
Goal 5: Student Support Services – To facilitate success in educational programs through developmental education and other individualized student support services.		
Goal 6: Workforce/Economic Development – To provide for the employment needs of business, industry, and labor and for recurrent and short term occupational training needs as part of community and economic development.		
Goal 7: Community Service – To provide college facilities, avocational programs, and other services to the community.		
Goal 8: Resource Management – to maintain a resource management system that ensures fiscal integrity, quality programs and services, and enduring institutional viability.		
Goal 9: Outcomes Assessment – To systematically evaluate and update the outcomes assessment program, thereby ensuring continuous institutional improvement.		
Additional Program Specific Goals:		

Program Characteristics

A. Faculty and Staff

1. What is the administrative, faculty, and classified staffing structure of the program? How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes?
2. What is the full-time to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the current quarter). How does this ratio affect, positively or negatively, the program's ability to fulfill its mission and outcomes?
3. What areas of expertise are currently not represented by your program faculty?
4. What changes in administration, faculty, and staff are needed to make this program more effective?

B. Curriculum and Instruction/Student Success

1. Describe educational paths your course offerings provide.
2. Describe methods used for evaluating the program's offerings?
3. Describe student learning outcomes. How are they assessed? Describe the successes and/or challenges the program has faced in relation to assessment of student learning outcomes.
4. What are the program's strengths or weaknesses in the area of curriculum and instruction?
5. Describe instructional strategies or methods used to improve instruction within the program (i.e. technology, distance education, etc.)?
6. Describe curricular changes made in the program since the last review and the reasons for those changes?
7. What changes in the area of curriculum and instruction are needed to make this program more effective?
8. How does the program effectively incorporate core learning outcomes?
9. Describe partnerships including co-ops, externships, practicums, or internships used by the program.

C. Facilities, Technical Infrastructure, and Resources

1. Describe the program's current physical space and how it affects program delivery.
2. Describe the types of instructional and information technology resources used in the program. How do these resources contribute to student success?
3. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review?
4. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?
5. Do faculty and staff make use of college resources and support services available to all learners?
6. Describe methods of course delivery utilized by the program.

D. Labor Market

1. Describe present and future employment opportunities in the occupational area for graduates from your program? (Note whether the labor market is stable, increasing or decreasing. Use employer surveys, advisory committee meetings/surveys and Bureau of Labor Statistics.*)*
2. What changes in your program do you anticipate related to employment opportunities for graduates?

E. Advisory Committee

1. Describe the configuration of the Advisory Committee for the program.
2. How often does the Advisory Committee meet? (attach minutes of meetings)
3. What changes have you made to your program related to advisory committee suggestions?

F. Program Promotion & Informational Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?

   a) Program Website
   b) College Catalog
   c) Program Brochure
   d) Program Handbook
   e) Other

G. Additional Comments

1. Do students have the opportunity to participate in student and/or professional organizations?
2. List program specific organizations. Describe how students are made aware of these opportunities.
3. Please add any additional comments here.

Part II: Opportunities for the Program

1. What additional enrollment could be generated in this program, e.g., through community education, evening/weekend offerings, distance education or flexible scheduling?
2. Based on similar programs at other institutions, what are the opportunities for growth in your program?
3. What teaching/learning strategies from this program would you share with colleagues?

Part III: Conclusions/ Recommendations

1. What are your recommendations for program improvement and growth?
2. Are there courses that need to be revised or updated?

PHASE II: INSTRUCTIONAL PROGRAM REVIEW RESULTS

DATA ANALYSIS

Once all data elements have been gathered, the Program Chair and faculty will analyze and prepare program review conclusions and recommendations to be presented in the form of a narrative report (see Appendix B). The five key evaluation criteria listed below will be used to determine the need for Action Plans.

- ❑ **Enrollment:** ten year net loss/gain in headcount and credit hours (Note: benchmark not yet identified)
- ❑ **Enrollment:** less than 25% decline from fall to fall annually
- ❑ **Persistence Rate:** rate of 55% or more fall to fall quarter
- ❑ **Placement:**   equal to or greater than 65% in the field of study over the past 3 years
- ❑ **Graduation:** rate equals eight students or more per year

PRESENTATION OF PROGRAM REVIEW RESULTS

1. The narrative report will be presented by the Program Chair to the Student Learning Team, Dean of Research and Planning, Executive Dean of Academic Affairs, and Vice President for Learning and Student Success for preliminary feedback.

2. Analysis of data will include discussion of findings and recommendations. Action plans from the previous year need to be evaluated and updated to meet program benchmarks that have not been met.

PHASE III: ACTION PLAN IMPLEMENTATION

1. Program chair and other college personnel as appropriate will implement the action plan.

2. A report concerning progress of the action plan will be provided to the Student Learning Team six months after implementation of the plan.

PHASE IV: EVALUATION OF ACTION PLAN

1. Evaluation of the Action Plan will be determined after one year of action plan implementation. Conclusions and recommendations will be provided by the Program Chair, Student Learning Team, Dean of Research and Planning, Executive Dean of Academic Affairs, and Vice President for Learning and Student Success. (See Appendix C)

APPENDIX A
Timeline for Program Review

Activity	Responsible Party	Time Frame	Date Completed
Phase I – Data Development			
Gathering of instructional program data and providing descriptive statistics for programs due for review	Office of Institutional Research, Program Chairs, Faculty, Finance and Human Resources	15th day of fall quarter	
Phase II – Data Analysis			
Narrative summary/statistical analysis of quantitative data	Office of Institutional Research, Program Chairs, Faculty	Completed by end of fall quarter	
Phase III - Program Review Outcomes/Action Plan			
Dissemination of summary statistical analysis to Student Learning Team, Dean of Research and Planning, Executive Dean of Academic Affairs and Vice President for Learning and Student Success.	Office of Institutional Research	1st week of February	
Final approval of action plan	Vice President of Learning and Student Success, Student Learning Team	Prior to presentation of Board Report (last week in February)	
Presentation of approved data analysis/action plan to Belmont Technical College Board of Trustees	Vice President for Learning and Student Success	March Board of Trustee Meeting	
Phase IV - Action Plan Implementation			
Implementation of action plan	Program Chairs, Faculty and others as appropriate.	End of winter quarter	
Collection and dissemination of data to evaluate progress of action plan to Student Learning Team	Program Chairs and faculty	Six months after action plan implementation in fall quarter	
Phase V - Evaluation of Action Plan			
Evaluation of Action Plan	Student Learning Team, Program Chairs, Executive Dean of Academic Affairs, Dean of Research and Planning, Vice President of Learning and Student Success	One year post action plan implementation in winter or spring quarter	

APPENDIX B

BELMONT TECHNICAL COLLEGE

PROGRAM ASSESSMENT

DATA ANALYSIS SUMMARY

Program _____ Today's Date _____

Due Date for Board of Trustees Report: _____

Person(s) Responsible for Assessment Item: _____

A. Action Plan/Strategy Implemented in previous year (if applicable)	Results/Outcomes
1.	1a.
2.	2a.
3.	3a.

B. Program Goals/Intended Outcomes for 2008-2009	How will the outcomes be measured?
1.	1a.
2.	2a.
3.	3a.

C.   Quality indicators addressed:

Enrollment decline fall to fall:

Graduation rate:

Retention Rate fall to fall for first time, full-time, degree seeking students:

E. Analysis of Data/Quality Indicators:

F. Conclusions based upon 2007-2008 Action Plan and 2007-2008 data regarding quality indicators:

G. Action Plan for 2008-2009:

3/2011

APPENDIX C
PROGRAM REVIEW MODEL
EVALUATION OF ACTION PLAN

❑ Deficits have been resolved; interventions continue as needed.
Comments:

❑ Deficits continue.
Comments:

❑ Program determined viable with additional intervention.
Comments:

❑ Program to be phased out.
Comments:

Conclusions/Recommendations:

_____
Program Chair   Date

_____
Student Learning Team Chair   Date

_____
Executive Dean of Academic Affairs   Date

_____
Dean of Institutional Research and Planning   Date

_____
Vice-President of Learning and Student Success   Date

APPENDIX D
PROGRAM REVIEW MODEL
TRACKING SHEET

BELMONT TECHNICAL COLLEGE
PROGRAM REVIEW
TRACKING SHEET

<table>
<tr><td colspan="4">Benchmarks:</td></tr>
<tr><td colspan="4">Enrollment 25% or less decline from fall to fall annually</td></tr>
<tr><td colspan="4">Persistence Rate 55% or greater from fall to fall</td></tr>
<tr><td colspan="4">Graduation rate of 8 graduates per year</td></tr>
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Program Name	Results of Program Review Process	Next Program Review and/or Action Plan	Comments
Business:			
ACC-Accounting			
BAL-Business Admin			
SBA-Small Business			
OAM-Office Admin			
Associate Degree Nursing:			
ADN-Associate Degree			
Building Preservation:			
BPR-Building Pres			
REL-Real Estate			
Mental Health:			
CDT-Child Develop			
MHT-Mental Health			
Engineering:			
CET-Civil Eng			
IET-Electronics			
Criminal Justice:			
CJT-Criminal Justice			
EMT/Fire Science:			
EMT-Paramedic			
PFS-Firefighter			

Program Name	Date of Program Review	Results	Action Plan Results
Industrial Trades:			
INH-Heating/Air			
INM-Tooling/Machine			
INW-Welding			
Information Technology			
CFS-Cyber Security			
ITC-Computer Science			
ITV-Interactive Media			
ITM-Microcomputer			
ITD-Network Admin			
ITP-Programming			
ITW-Web Design			
Information Services:			
ILP-Library Paraprof			
Medical Assisting:			
MED			
Practical Nursing			
PNP			
Transfer Degrees:			
ASG-Associate of Science			
AAG-Associate of Arts			