

Program Review

A Process for Self-evaluation and Continuous Improvement

for

Administrative and Educational Support Areas (AES)

Service Departments, Instructional Initiatives and Organizational Areas other than Academic Disciplines

CONTENTS

Program Review Outline
Introduction
Purpose
Background Information
Guidelines for Writing the Report
Presenting the Report to the College Community
Follow-Up Activities
Process and Timeline
Helpful Tips
Action Plan Example
BCC Vision, Mission and Strategic Goals
Glossary
Program Review Form

Program Review Outline

for Service Departments, Instructional Initiatives and Organizational Units other than Academic Disciplines

Introduction:

Bergen Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and services, enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs and services that address student and community needs.

Purpose:

- Provide quality programs and services 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

Background Information:

A new program review process was instituted in 2013-14 to provide a consistent framework for evaluating academic disciplines at BCC. The following outline has been developed in an effort to expand this type of assessment into service departments, instructional initiatives (such as faculty development, service learning, and learning communities) and other functional units of the college.

Review committees are encouraged to use this outline as a general guide. You may find that some topics are more applicable to your area than others, so you may modify or add items as necessary. The emphasis, however, should be placed on analysis, evaluation, and constructive criticism. The value of program review is to identify what can be improved rather than what may not be going well.

The current cycle of program review is five years, so please take this scope into consideration when describing your history and recent developments.

Guidelines for Writing the Report:

Your report should be a well-organized narrative describing and evaluating your program, about 15-20 pages in length (single-spaced). 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 unit.

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.

The report consists of the following parts/sections:

- Mission/Vision
- Overview
- Current Services
- Constituencies
- Resources
- Planning
- Summary
- Action Plan
- Appendices (if needed)

Additional Activities

A. 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.

B. Presenting the Report to the College Community

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. The venue for the public forum will be decided upon by the Team Chair in consultation with the Divisional Dean and the Vice President of Academic Affairs. Possibilities include but are not limited to the following: Faculty Senate meetings, Board of Trustees meetings, College Council meetings, etc.

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 at the public forum but you can refer participants to the BCC website where it will be posted.

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.

For those team chairs using PowerPoint, Media Technologies will need to receive the presentation on a CD or a USB Thumb or Flash drive <u>prior to the presentation date</u>. Due to schedule constraints, Media Technologies may not be able to accommodate media brought by presenters the day of the forum.

Archiving Program Review Forms and Supporting Documentation

Paper copies of the completed program review including supporting data and other accompanying documentation should be filed with the following offices:

- •Unit head
- •Appropriate Vice President
- Institutional Research Office

Select completed program review forms and accompanying documentation are available for viewing on a BCC Web site: http://www.bcc/ progreview/. So this information can be made available on an ongoing basis, please send an electronic copy of the completed program review form and other accompanying documentation that is in an electronic format as e-mail attachments to the Office of the Vice President of Academic Affairs.

Process and Timeline:

The process and 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 and the public forum schedule.

December 1
May 1
•
May 15
·
Summer
Summer and Early Fall
·
September 1
September 30
October 30
November 30
February 15
March 15
March 31
March or April
Fall Semester
Fall Semester

Helpful Tips:

- * Identify special needs for data early in the year to allow time to research and compilation.
- * Contact the President's Office for organization charts, if necessary.
- * Former and current team chairs can be helpful resources. They will tell you about the importance of assembling a good team consisting of people who are willing to work and share the tasks associated with producing a quality program review. Many have found it useful to keep the team to a manageable size (4 to 6 people); the larger the team, the harder it may be to schedule meetings and reach agreements on assignments, etc.
- * 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 are occasionally unable to attend team meeting, e-mail can be used to keep them updated and is also useful as a means of getting a good cross-section of input.
- * 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.
- * Take advantage of the opportunity provided by Media Technologies to practice your presentation prior to the public forum.

Action Plan Example:

- 1) Goal: Develop our physical plant by implementing the proposed master plan for the 2004 bond
 - a) Objective: Implement designs that are comprehensive, budget sensitive and aesthetically pleasant. Buildings must be sustainable, durable, efficient to maintain and designed safety and security best practices.
 - i) Timeframe: Spring 2014-Spring 2015.
 - ii) Responsible Party(ies): Jaime Garrido and Mark Mason
 - iii) Resource Implications: Funding source is 2004 bond.
 - b) Objective: Continue development of existing and new campus outdoor areas. Development will be in accordance with adopted campus landscaping plan, providing environments that are appropriate for our climate, safe, aesthetically pleasing, and conducive to learning.
 - i) Timeframe: Spring 2014-Spring 2018.
 - ii) Responsible Party(ies): Jaime Garrido and Mark Mason
 - iii) Resource Implications: Partial funding source is 2004 bond. Additional capital funding from college fund 7 will be required.
- 2) Goal: Maximize efficient and effective use of resources by protecting capital/building assets.
 - a) Objective: Develop and implement a preventative maintenance plan for building and building systems.
 - i) Timeframe: Fall 2014-Spring 2015
 - ii) Responsible Party(ies): Floyd Addicott and Jaime Garrido
 - iii) Resource Implications: Reallocation of existing funds is required.

BCC VISION, MISSION AND VALUES

Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- integrity
- •student success
- academic and institutional excellence
- lifelong learning
- respect
- accountability
- innovation

These core values will guide our daily endeavors.

GLOSSARY

Goal A long-term organizational target or direction of development.*

Mission A statement of organizational purpose.*

For program review purposes, a statement of program purpose.

Objective A measurable target that must be met on the way to attaining a goal.*

Vision A description of what an organization will look like if it succeeds in

implementing its strategies and achieves its full potential.*

* These definitions were taken from Creating and Implementing Your Strategic Plan by John M Bryson and Farnum K. Alston.

BERGEN COMMUNITY COLLEGE

PROGRAM:	
PROGRAM REVIEW TEAM:	
DATE OF THIS REPORT:	
PERIOD OF YEARS BEING	
REVIEWED:	

1. Mission/Vision

- State the unit's mission (the purpose[s] for which the unit exists) and vision (how the unit sees itself in the future; what it will become).
- Describe the unit's goals and objectives; how and by whom were these determined?
- Describe how the unit contributes to student success and to the college's mission and goals.

2. Overview

- Provide a brief history of the unit.
- Describe significant changes that have occurred since the last review (if applicable) or over the last five years.
- Describe the unit's organizational structure. (Provide an organizational chart.) Does the structure facilitate the unit's ability to accomplish its goals and objectives?
- Describe the unit's culture. What are some distinguishing characteristics in terms of your staff and their approach to work? How would others outside your unit describe it as a place to work?
- Describe any external forces that affect your unit—historical, economic, political, geographical, etc.
- What are the historical strengths of your unit, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
- What aspects of your unit need the most improvement and how have these changed over time? What needs to occur, primarily within existing resources, to successfully make these improvements?

3. Current Services

- Describe and assess the services provided to internal and external constituencies.
- How are constituents made aware of priorities, policies and procedures? How does the unit learn about the constituents' needs and obtain feedback regarding service delivery? Are there services that constituents need or request which the unit cannot provide?
- Describe and assess the demand for services from internal and external constituencies. (Demand may be described in terms of the number of calls or visits to the unit, requests for service, or clients actually served in a period of time, etc.) How is this determined? What are the unit's key program/service performance goals or targets in relation to demand level? How does the unit measure effectiveness or efficiency in meeting demand?
- Customer satisfaction: How does the unit assess the extent to which constituents are satisfied with services?
 - What procedures or communication mechanisms do constituents use to express dissatisfaction with services? How does the unit ensure that complaints are resolved effectively and promptly? How are complaints aggregated and analyzed for use in improvement throughout your unit?
- Relationships with co-providers (other units or locations)
 - o For any critical services provided by the unit in conjunction with other units within the institution, please describe and assess the relationship. How is the work coordinated between or among units or locations? How can such relations be facilitated?
- What are the primary strengths of your unit in relation to the unit's services, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
- What needs improvement in relation to current services? What needs to occur, primarily within existing resources, to successfully make these improvements?

4. Constituencies

- Constituencies are people internal or external to the college who use the unit's services and resources; professional organizations with which the unit is affiliated.
- Internal: Current students, faculty, other units or departments...
 - Describe and assess your methods of providing service to constituents at the Meadowlands and the Ciarco Learning Center and off-campus sites (if applicable).
 How do you facilitate communication with these constituencies? What changes are needed, if any, and why?
- External: Prospective students, educational institutions, community, District Support Services, business, industry, government...
 - What county, state, and federal regulations and compliance issues impact your unit (examples: city fire codes, handling of hazardous materials, grant regulations, special license requirements, copyright, etc.)?
 - Ones your unit comply with practices recommended by an external professional organization? If so, what organization(s)? Briefly describe your compliance with these practices. Is your unit periodically assessed by a professional organization? If so, include a copy of your last professional association evaluation in the appendices and indicate here when you were last reviewed, the results, and when you will be reviewed again.
 - What are the primary strengths of your unit in relation to constituencies, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
 - What aspects of your unit need the most improvement in relation to constituencies? What needs to occur, primarily within existing resources, to successfully make these improvements?

5. Resources

Human

- o Describe and assess the unit's administration, faculty, and support staff in terms of number, length of experience, age, gender, ethnicity, full- or part-time status, etc.
- Describe and assess the professional development activities of the unit's employees; for example, seminars, conferences, workshops, credit courses, advanced degrees, and memberships in professional organizations.

- Partnerships: Does your unit have partnerships with external organizations? If so, please describe the nature of these partnerships and assess their benefit to the unit. If the unit contracts with any other organizations for services, describe and evaluate them here.
- o How does the unit provide for backup in critical staff functions?

Physical

- o Facilities: Describe and assess the areas in which the unit operates.
- o Technology: Describe and assess the technology used by the unit including, computer hardware and software, telecommunications equipment, etc.
- o Furniture, Fixtures, and Other Equipment: Describe and assess these items in terms of usefulness, obsolescence, or needs for ongoing maintenance and replacement.
- Other Physical Resources: Describe and assess inventories or other consumable or renewable resources required by the unit.

■ Financial – **Optional**

- o Is there anything unique or distinctive about your unit's finances, e.g., special funding, grants, capital allocation, etc.? Is the unit facing specific issues relating to financial resources? If so, explain.
- Operating and capital budgets: You may wish to include information about permanent and temporary funding sources, and indicate how these sources have changed over time.
- What are the primary strengths of your unit in relation to resources, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
- What aspects of your unit need the most improvement in relation to resources? What needs to occur, primarily within existing resources, to successfully make these improvements?

6. Planning

- Describe and assess the planning process used by the unit. Who are the key participants in planning activities? What are your short- or long-term planning horizons?
- What are the primary strengths of your unit in relation to planning, and how have these changed over time? Identify the principal factors that determine your success. What innovative programs/services/practices has your unit instituted that puts it out front in the "best practices" category? How, using existing resources, can your unit maintain and build on these strengths?
- What aspects of your unit need the most improvement in relation to planning? What needs to occur, primarily within existing resources, to successfully make these improvements?

SUMMARY

•	Mission, Goals and Objectives
	o To what extent does the unit meet its mission, goals and objectives?
•	Strengths
	o Unique characteristics, special capacities
•	Challenges
	o Concerns, needs, areas for improvement
•	Celebration and Recognition
	o Awards, honors, special recognitions
•	Recommendations for Change
	 Internal to program, external to program, new opportunities

• Additional data needed to effectively evaluate this program

Achievements and Progress Since Last Review (if applicable)

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. See the example on page 7.

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: