

BUTTE COLLEGE

PROGRAM REVIEW: PURPOSE AND PROCEDURES

Approved by Academic Senate: 3/4/09

The following procedures for Instructional Program Review are in accordance with the Title 5, Section 51022.

I. INTRODUCTION

Program Review, analysis, and evaluation are an essential part of institutional planning and development if the college is to meet the ever-changing needs of the community it serves. Therefore, the ability to measure the college's potential for institutional health lies in its capability to review and evaluate its instructional programs within the context of overall institutional effectiveness and to address identified needs accordingly.

II. PURPOSE OF PROGRAM REVIEW

The development of the local program review process will be influenced by the purposes, assumptions, and philosophy under which the program review process is being developed. A review of the literature reveals a common assertion that in order for the program review process to be successful it should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college; the outcomes the program publicizes in its course outlines, brochures, the catalog, and other publications; and the actual practices in the program of service.

III. DEFINITION OF PROGRAM

Butte College may have slight variations on these definitions listed below due to the diversity of ways in which disciplines and programs are structured. These variations will be determined by the respective department chairs and coordinators in consultation with the area's Dean and the Vice President for Learning.

A. Discipline

An individual area of study within a program (i.e., History, English, Math for transfer or associate degree; Word Processing, Office Administration, or Nutrition for certificate

programs). Each discipline consists of all the courses in the Master Course file that make up the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code.

B. Program

An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. (CCR Title 5 Section 55000). Examples are: completing a program of study leading to a certificate in Computer Electronics Technology, or an AS degree in Business, or leading to transfer. (This definition comes from the Curriculum Standards Handbook.)

IV. INTENT OF PROGRAM REVIEW

Program Review is the systematic process of gathering, analyzing, reporting, and applying data about a program and its curriculum. The major objective of Program Review is to improve the quality of education at Butte College. Review of programs will occur for the following purposes:

- A.** To provide the college with information concerning how well the instructional program functions in relation to its objectives, the mission of the college, the college's institutional direction statements, and the needs of the community.
- B.** To use information gathered through the review process in a positive way to recognize and enhance successful programs and to identify and strengthen less effective ones.
- C.** To more effectively evaluate and validate the basis for resource requests through our leadership team budgetary process.
- D.** To provide departmental information as required by the accreditation process, which then means that accreditation becomes an ongoing process of institutional self-examination.
- E.** To incorporate the recommendations of the department and the validation team in departmental and leadership team budgetary planning.
- F.** To influence program development by providing baseline data from which program development can be measured.
- G.** To provide the Board of Trustees with confidence regarding the status of programs and the effort made to achieve quality assurance.

H. LIMITATIONS OF THE PROGRAM REVIEW PROCESS: Program Review is not a system of evaluating the performance of instructors. No part of the data collection

process or analysis deals with instructional techniques or the quality of instruction in a particular class.

V. PROCEDURES FOR PROGRAM REVIEW

A. General Guidelines for Program Review

1. Determination of the programs to be reviewed and the year of review will be made by the area's Dean in consultation with the department chairs and coordinators in the area and the Vice President for Student Learning. The Dean will provide the Curriculum and Program Review Checklist during the course of the consultation with the department.
2. Program Review is a formal undertaking every six years, tied to the Accreditation process in order to minimize duplication of information. Yearly Unit Plans will be created during intervening years and will be summarized in the Program Review. The Unit Plan process will be a natural segue for Program Review. This time frame will be observed unless changes are deemed necessary by the Vice President for Learning. All programs must complete Program Review, but those which undergo a separate accreditation process may work with their Program Review team to utilize prior work and minimize duplication of information.

B. Time Frame for Program Review and Curriculum Review

1. Curriculum Review and Program Review must both be finished **BEFORE** the Program Review process is fully concluded. The Program Review process, including Curriculum Review, writing the Program Review, and the validation team visit are to take place within the span of two academic calendar years. Programs will begin the process by establishing a timeline with their area Dean, including deciding the sequence of Curriculum and Program Review. A discipline or program may determine whether Curriculum Review is undertaken before or after the formal Program Review articulated in the Self-Study Framework is completed. However, the timeline established by the Dean in conjunction with the department **MUST** be adhered to.
2. The template with data needed for each Program Review Self-Study will be provided through Instructional Support. To obtain the template, visit the Planning, Budget & Assessment site ([click here](#)) and click on Program Data. References to relevant portions of the template will be made within the Self-Study Framework. Data is provided for a three-year period and tracks Fall semester to Fall semester. Any additional data needs should be addressed to the Institutional Researcher. All data should be included as an appendix.
3. The validation process involves the visitation, observation, and analysis of a program by a team for the purpose of identifying strengths and weaknesses, validating the results of the departmental self-study and formulating recommendations. The validation team

does not have the authority to grant permission for or direct a department to perform a specific action.

Process:

- 1) The Validation stage is a review of the self-study document and a verification of the report.
- 2) The validation team will be facilitated by the Dean of your division. The department chair / coordinator in consultation with the Dean will select the validation team. Team members will include:
 - a) Non-teaching faculty
 - b) Faculty outside division
 - c) Faculty outside department
 - d) Administrator outside division, and
 - e) One person must represent any one of the following:
 - i. Instructor at a four – year institution
 - ii. Instructor at another community college
 - iii. High school instructor
 - iv. Community or advisory committee member. The team member from outside the college will receive an honorarium.
- 3) Duties of the Team Member:
 - (a) Read the self-study report prepared by the faculty and come to an on-campus meeting prepared with questions and preliminary commendations and recommendations.
 - (b) Meet with the faculty who developed the self-study.
 - (c) Examine facilities, teaching materials, supplies and equipment presently being used by the program.
 - (d) Interview faculty members and a sample of students.
 - (e) Meet with the other validation team members to prepare a written summary of commendations and recommendations (Including ones that need to go through the leadership team budgetary process).
 - (f) Prepare a written report of findings and recommendations.
 - (g) Meet with the department to discuss the evaluation and recommendations of the committee.
- 4) Team Activity
The validation team will review the self-study report; meet with the members of the department; interview faculty, staff, and students; visit classes; and make written commendations and recommendations to the program faculty. The validation team will share initial commendations and recommendations with the faculty, staff, chairs/directors, division deans and a representative of the Academic Senate. The Dean will draft the team members' commendations and recommendations for their review and approval. When approved by the team, the Validation Report will be sent by the Dean to the department chair.

4. The department will review the validation team's report. If the department chair/coordinator disagrees with the written report, the chair of the validation team will meet with the Dean and, in consultation with the faculty in the department, will determine if the differences are serious enough to warrant another meeting between the self-study committee and the validation team.

If the differences are minor and a compromise is reached, the ensuing report, after review by the self-study team and faculty in the department, will be revised accordingly by the Dean and forwarded to the Vice President for Student Learning, who will forward it to the Superintendent/President.

If major differences occur, the validation team can meet with the self-study team to hear the rationale for each area of disagreement. Every attempt will be made to come to agreement, but in the event that the differences are still unresolved, the validation team's report will go forward to the Vice President for Student Learning and the Superintendent/President with an optional dissenting opinion written by the self-study team of the department under review.

IMPORTANT NOTE: CLEAR, SUCCINCT LANGUAGE IN THE PROGRAM REVIEW SELF-STUDY IS RECOMMENDED. Excessive verbiage will detract from the effectiveness of the document. Quality of program and outcomes, as thoroughly examined in the Program Review procedures, should be emphasized. Lengthy digressions from the specific questions in the Self-Study Framework may obscure this clear focus and should be avoided.

Program Review, as required by Butte College's accrediting agencies, is a means of periodically and systematically examining a program's health, and of providing helpful recommendations for improvement. As academic colleagues, we engage in this process with openness and reflection for the ultimate purpose of increased program effectiveness and greater student success.

SELF-STUDY FRAMEWORK

PART I: BACKGROUND

1. Mission Statement
2. Response to previous program review recommendations
3. Executive summary/abstract of unit plans since previous program review (Label yearly departmental/program unit plans as "Appendix I." The term "program" may also

be referred to as “discipline” or “department” throughout this document; some programs consist of multiple disciplines. The term to be used for each self-study will be selected and defined by program review participants.)

PART II: CURRENT STATUS OF PROGRAM/ DISCIPLINE/DEPARTMENT WITH DATA

1. Explain how courses in this program support the college’s mission. Emphasize the program’s role in the institutional commitment to student learning.
2. Discuss the appropriateness of course offerings both for the program and as needed for students in the program.
3. Explain recent developments which may affect the program’s commitment to student learning through the services that it offers.
4. Refer to the program data provided through Instructional Support (references provided in parentheses) and discuss the significance of results and indicate trends (if possible) in the following categories:
 - A. Student demographic profile compared to overall college profile (Part A)
 - B. Department/program FTES/FTEF and FTES trends (Part B)
 - C. Number of courses offered; enrollment/fill rates (Part D)
 - D. Student success and retention by ethnicity, gender, age, and GPA compared to college average (Part E)
 - E. Department/program faculty FTE, full-time/associate faculty ratio, and faculty ethnicity (Part F)
5. What is the persistence in the program compared to the college average (if applicable)? (Contact the Institutional Researcher to identify and obtain data for specific course sequences program is interested in tracking.)

6. Using the SURE Report, compare revenue margin to revenue expense (how much does your program make for each dollar spent?). If the department is in the low revenue category, are there unique aspects of the program that contribute to this condition? Are there ways to reduce departmental costs or to improve efficiency? (Part H)

7. What could your Dean and the Vice President for Instruction do to support your program more effectively?

PART III: INSTRUCTION

1. Student Learning Outcomes

A. Update the Program Level SLO Reporting Template(s) and attach as an appendix.

B. Discuss the status of development and assessment of course level SLOs. Attach Course Level SLO Reporting Template(s) if completed.

C. How has an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation for program level and course level SLOs been incorporated into future projections?

2. Teaching Excellence—Focus on the commitment to inclusive, informed, and intentional dialogue for each element.

A. Discuss departmental activities that improve classroom instruction and teaching quality, including professional development workshops or meetings. Specifically, respond to the following questions. If one response adequately addresses multiple questions, an answer such as “see #2 above” is appropriate.

1. What individual consideration and collective dialogue have faculty within the program engaged in regarding how well students are learning in their courses and the program as a whole?

2. What assessments have faculty, both individually and collectively, designed and/or implemented to measure student learning?

3. What dialogue has taken place about how to improve student learning? What plans have resulted from that dialogue?

4. What changes have faculty made in their teaching methodologies as a result of this focus on student learning?
 5. What curricular changes have resulted from assessments of student learning and subsequent analysis of the results?
- B. How do instructors enhance classroom activities with outside learning experiences for students?
- C. Explain the level of collaboration and dialogue between your department, other departments, and student services.
- D. Describe the expansion of institutional partnerships with other schools, businesses, or organizations as appropriate.
- E. Evaluate work environment:
1. General morale of faculty and staff in department, including results of staff and faculty surveys if used
 2. Involvement/inclusion of part-time instructors in departmental activities
 3. Involvement/inclusion of classified staff in departmental activities
 4. Facilitation of collaborative and collegial relationships among faculty and between staff and faculty
 5. Promotion of respect for diversity and tolerance of differences among faculty, staff, and students
- F. Discuss current status of staffing (classified and certificated) and anticipated needs.
- G. What are the processes and procedures that the department uses to maintain

academic integrity and standards and to achieve consistency within the department, particularly in regard to multiple sections of introductory classes? Include course grade distribution reports for these courses (this report can be found in the portal under the Institutional Research tab).

H. How do faculty stay current in their respective disciplines and with instructional methodologies? Provide examples of professional currency.

3. Program Success and Improvement

A. Curriculum Review

1. If Curriculum Review has not already been completed (See Part VI), indicate a timeline for its completion.
2. Departments with certificate/achievement programs or formal articulated majors must indicate which programs will be reviewed by the department, and as necessary, submitted to the Curriculum Committee for review and approval. Include a timeline with anticipated course deletions and additions.

B. Discuss articulation with high schools and 4 year institutions as appropriate. What is the status of major classes in terms of CSUC transfer and articulation (and/or with other colleges students in this discipline are likely to attend)?

C. Respond to as appropriate or relevant to program:

1. How many degrees and/or certificates of achievement or completion were awarded from this program in each of the last three years? (Part C)
2. Does the program have a method of tracking the job placement of students who complete the program? If so, cite figures for the last three years.
3. How well does your program prepare students for a job? What are the indicators?
4. If the program neither grants degrees/certificates nor prepares students to go directly into the job market, describe the standards by which its success and

performance can be measured and provide the information generated by those standards. Contact the Institutional Researcher regarding what kind of data can be obtained.

D. Course Availability

1. Discuss how scheduling and sequencing of classes have been student centered.
2. How are flexible delivery systems promoted?
3. Describe the synchronization of times/days of departmental offerings with those of other departments.
4. Determine the adequacy of course offerings in the college's outlying service areas.

E. What is your method of assessing student satisfaction with your program, and what are the results of this assessment? How do you incorporate those results into program improvement? (For example: exit surveys, rates of persistence, retention rates, SLO data, among others)

F. How well does each instructional program serve present and anticipated student demand? Should the program be expanded? decreased?

PART IV: FACILITIES AND EQUIPMENT

1. Facilities

- A. Describe the adequacy of departmental facilities with regard to room use, office availability, lab support, and location of classes.
- B. Identify safety issues and hazardous conditions that have not been addressed or remedied by the college.
- C. Discuss anticipated program and/or college growth in relation to facility use and need.

2. Technology

- A. Discuss the use of technology in the delivery of instruction, in or out of the classroom.
- B. Identify the numbers of faculty and student users. Is there adequate technology to support the department's programs?
- C. Explain the types of technology used and their appropriateness for the program.
- D. Discuss the status of staff training in technology applications.
- E. Delineate proposed future curriculum development (such as online instruction) that will require additional technology? What will be the level of technology support required for these changes?

PART V: FUTURE PLANS

1. Determine major departmental goals and objectives in the areas of EVALUATION, PLANNING, and IMPROVEMENT for the next six years. Reference unit plans for annual review.
2. Propose an action plan addressing the goals and objectives stated in #1. Include specific timelines, budgetary requirements, and persons responsible for each part of the plan.
3. State specific ways the department will address its role in the college's Strategic Plan or Educational Master Plan. Link response particularly to the mission and/or values of the college.

PART VI: CURRICULUM REVIEW

Purposes

- A Curriculum Review component has been integrated into the Program Review process to ensure compliance with state-mandated Curriculum Standards as well as District requirements.
- Curriculum Review also requires in depth reviews of courses and how those courses fit into and represent the program of which they are a part. Currency of texts, materials, and topics, among other things, should be considered.
- Curriculum Review facilitates 5 year transfer acceptance.

Process

- The Curriculum Committee will conduct training sessions for departments undergoing Program Review on how to prepare the materials needed for the curriculum section. This will also be a mandatory training for all deans, assistant deans, chairs and coordinators participating in a Program Review.
- The Program Review team will designate one of its members to coordinate the curriculum review activities. This member will work with the Curriculum Committee's Technical Review subcommittee to ensure a review of course outlines and completion of appropriate documentation.
- At the beginning of the curriculum review process, the Curriculum Committee will assist the department or program in identifying all active courses within the discipline along with their last date of review. Courses not reviewed within the last three years will need to be reviewed, revised and updated, and submitted to the committee for their consideration. Attention should be paid to the currency of course texts and materials, topics, and objectives. The Curriculum Chair's signature at the end of the Program Review documentation will verify that this course review has been completed.
- Programs or departments must also complete the Curriculum Review documentation contained in this section (see next section for details). The Technical Review subcommittee will review this once completed, and the Curriculum Chair's signature will again verify completion of the documentation.
- The Program Review Validation Team will review the completed materials as part of the Program Review process.
- Additional modifications to curriculum may be warranted as Program Review continues. Such changes would be at the discretion of the Program Review Validation Team or the program faculty themselves.

Documentation

In addition to reviewing course outlines, disciplines undergoing Program Review must complete the Curriculum Review documentation on the following pages. This documentation will focus on: 1) General Education criteria, 2) Prerequisite, Corequisite and Recommended Prep regulations, 3) alternative delivery and modality standards, and 4) scheduling recency. The process for this part of the review will be as follows:

- 1) General Education Criteria – Review of General Education placement will occur if there has been a substantive enough change in a particular course’s objectives or content to result in a significantly different outcome for the student.
- 2) Prerequisite, Corequisites and Recommended Preparation Regulation – A question and answer format will be integrated in the curriculum review to clarify the state-mandated regulations and the respective procedures developed by Butte College.
- 3) Distance Learning Standards – Specific documentation will need to be completed within CurricUNET for all courses offered through the Distance Learning modality.
- 4) Short Term Modality – “In order to maintain the academic integrity of all semester length classes, all semester length classes taught in a ‘short term’ modality (anything under 6 weeks) require departmental approval (or the approval of the individual discipline when it includes at least five full time faculty) and submission to the Curriculum Committee.” Consult the Joint Senate and Administrative Policy for short term courses (available on the Curriculum Committee Website) for direction.
- 5) Scheduling Recency – Since inclusion of courses in the College Catalog obligates the District to make reasonable efforts offer such courses, any course that has not been offered within the past five years will be deleted unless reasonable justification for its continued active status is provided.

Curriculum Review Documentation

For assistance with any portion of this documentation, visit the [Curriculum Committee website](#) or contact the Curriculum Chair.

1. Briefly describe changes that have occurred in your curriculum over the past three years.
2. What curriculum changes, both short-term (within the next two to five years) and long-term (more than five years), are recommended?
3. Describe any external articulation of courses in the program with local high schools or other colleges.
4. For Vocational Programs only: Please describe how advisory committees are involved in your department's curriculum development.

5. Course Outlines

Departments will need to review, revise and update their course outlines as part of the curriculum review with the exception of those course outlines which have been updated within the last three (3) years. All revised/updated curriculum must be submitted through CurricUNET as course modifications and approved by the curriculum committee. Attention should be paid to the currency of course materials, topics and objectives.

- a. Have all course outlines incorporated critical thinking components (e.g., analysis, synthesis, etc.)?

Yes___ No___ If no, why not?
- b. Are all faculty and staff within the department aware of how to access official course outlines?

Yes___ No___ If no, direct them to the Course Outlines link on the [Curriculum Committee's website](#).
- c. Does the department chair receive copies of all course syllabi each semester?

Yes___ No___ If no, please explain why not?

- d. Are the objectives (student learning outcomes) from the course outlines included in the respective syllabi?

Yes___ No___ If no, please explain why not?

6. General Education

- a. Have the objectives or content of any course offered through your department which can be used to meet General Education requirements (i.e., IGETC, CSU, or Associate) been modified to the extent that the outcome for the student is significantly different?

Yes___ No___

If yes, review of the courses GE status may be required, including submission of documentation appropriate for the highest level G.E. pattern desired (IGETC, CSU, or Associate). Contact Curriculum Chair for further information.

7. Prerequisites, Corequisites, Recommended Preparation

NOTE: The District adheres to Title 5 regulations regarding the establishment and review of prerequisites, corequisites, and recommended preparation. For relevant information, consult the Chancellor's Office "[Course and Program Approval Handbook](#)" or Title 5, Section 55003, or contact the Curriculum Chair.

- a. Have all courses offered through your department which have recommended preparation (e.g., Reading Level IV) as listed in the college catalog undergone a content review?

Yes___ No___

If no or unsure, contact the Curriculum Chair for further direction.

- b. Are the content review summaries available in the department office for perusal?

Yes___ No___ If no, where can they be located?

- c. Have all courses offered through your department which have prerequisites or corequisites undergone an appropriate level of scrutiny to validate their use?

Yes ___ No___ If no, why not?

If no or unsure, contact the Curriculum Chair for further direction.

- d. Have all prerequisites and corequisites required for courses in your department been reviewed within the last five (6) years (as required by Title 5, section 55003)?

Yes___ No___

- e. Has the program or department established a process for students to pursue when challenging prerequisites and corequisites which are required by courses in your department, and are faculty aware of this process?

Yes___ No___

If no, contact the Curriculum Chair for further direction.

8. Distance Learning

- a. Please list all courses offered through your department which are available through a Distance Learning modality:

- b. Has the documentation for all your Distance Learning courses been submitted and approved by the Curriculum Committee?

Yes___ No___

If no, complete the Distance Learning documentation within CurricUNET for each course not approved thus far which falls into this classification. New online courses must meet additional standards and be approved by the Distance Learning Committee before being scheduled. Visit the [Distance Learning Committee website](#) for further information.

9. Short Term Modality

- a. Please list all courses offered through your department in traditional time frames (17 weeks) which are also available in short term modality (less than 6 weeks):

- b. Have these courses been approved for short term modality by departmental consensus and submitted to the Curriculum Committee as course modifications?

Yes___ No___

If no, consult the Joint Senate and Administrative Policy for short term courses for direction.

10. Are there any courses that the department has not offered within the past 5 years?

Yes___ No___

If yes, provide justification for their remaining active courses.

Part VII – Approval

Signature, Department Chair

Date

Signature, Curriculum Chair

Date

Signature, Dean, Assistant Dean, Director

Date

Signature, Vice President for Student Learning

Date