Institutional Effectiveness
Annual Program Review Handbook

2016 - 2021
Revised August 2017

Table of Contents

Preface

In 2012, in compliance with SACSCOC accreditation, Coastal Bend College revamped the annual Program Review process. At that time, a revised *Institutional Effectiveness Program Review Handbook* was developed to give both Instructional units and Administrative and Educational Support (AES) Services units a roadmap to use in completing their respective Program Reviews. In 2015, a more comprehensive and in-depth process emerged for annual Program Reviews. This new process discontinued the previous practice of a 4-year cycle review, and replaced it with an annual process. Please use the Office of Institutional Effectiveness as a data resource to help you complete this necessary process for effective decision-making and strategic planning purposes.

Introduction

Coastal Bend College District has a long standing commitment to systematic quality improvement for student access and success. Our responsibility is to ensure that policies, procedures and practices align us with maintaining accredited status with the Southern Association of Colleges and Schools Commission on Colleges (SASCOC). Board Policy GK (LOCAL) states:

> *The District shall maintain accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools.*

PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT (2012):

> 2.5 *The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcome; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.* ***(Institutional Effectiveness)***

The Office of Institutional Effectiveness and Accreditation is responsible for coordination and implementation of CBC's annual Program Review process. This process ensures that institutional effectiveness is an integral part of the college's decision making infrastructure.

Program Reviews consist of two major areas review – 1) Programs of study which include all certificate, degree, and core curricula, including instructional services and 2) administrative and educational support (AES) services units which include the administrative offices that support student success. All reviewers use the same guidelines established in this handbook. The handbook is updated annually and used as a working document. See appendices for leadership information and template format.

As a single college, multi-campus district, all references to CBC includes all four campuses – Alice, Beeville, Kingsville, and Pleasanton.

Purpose of Program Review

Program Review is a collaborative goal-setting and assessment process designed to ensure effective student learning is in place by consistently improving and refining the college's instructional programs and. Service area reviews are designed to align college-wide procedures and practices in a manner that maximizes student success. The intended result is overall quality improvement.

All instructional programs and AES units undergo self-study as part of a process that results in a comprehensive assessment of institutional effectiveness (IE) per 3.3 Institutional Effectiveness of SACSCOC HANDBOOK FOR INSTITUTIONS SEEKING REAFFIRMATION, August 2011 edition and PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT (2012) 3.3.1 *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas* **(Institutional Effectiveness)**

> *3.3.1.1 educational programs, to include student learning outcomes*
> *3.3.1.2 administrative support services*
> *3.3.1.3 academic and student support services*
> *3.3.1.4 research within its mission, if appropriate*
> *3.3.1.5 community/public service within its mission, if appropriate*

As an end statement, the Program Review Process has two sections of IE measures: fiscal responsibility, and student learning. Fiscal responsibility is defined by total cost of ownership (TCO) and includes all direct costs that go into delivering a program or service. Student learning is core to our mission and therefore is defined by return on investment (ROI). ROI measures the assessment of student learning outcomes, retention/persistence/completion rates, licensure pass rates, job placement, community outreach, and workforce readiness.

Major objectives of the review are to:

1. State instructional and administrative services' goals and align future goals with the College Mission, Vision, Values, and Goals. (Listed in Appendix E).

2. Collect and analyze data on key performance indicators, Student Learning Outcomes, activities, and accomplishments. *(Note: MUST contact the IE office in August or September to make requests for specific data).*

3. Examine and document the effectiveness of student learning and student success respective of academic/instructional programs (5 column models) and AES services.

4. Develop recommendations and strategies concerning future directions and needs (e.g. budget, staffing, and other resources).

5. Comply with Accreditation Standards, including those related to an additional program accreditation i.e. CODA, BON, TDLR.

The Self-Study Review Process

The self-study review process entails several levels of review and analysis that are completed over an academic/fiscal year.

Participants
The self-study should be conducted with a representative team reflecting active members of the unit and key stakeholders the unit interacts with on a regular basis. This team approach ensures that all persons with areas of responsibility within the unit are represented. In instances where a unit may be represented by a single member key members from related areas throughout the College District must be added to the review team.

Roles and Responsibilities
The role and responsibility of the IE office is to work collaboratively with the college district to coordinate and implement this critical process. This includes completing and updating the Program Review Handbook, detailing results of the 5 column model, and providing relevant feedback of approved recommendations to the program unit team. The academic/instructional and AES services unit teams' roles and responsibilities are to conduct the review process according to the established timelines and submit completed and dean-approved Program Reviews to the IE office.

Data Collection and Analysis
Every unit conducting a program review expect will collect, compile and analyze data that is relevant to their unit with considerable support from IE. Data elements naturally vary by unit. All ad hoc data requests specifically related to program review should occur between May and the end of August.

Evidence-based Recommendations
All self-study reports must be data-driven and provide recommendations supported by documented evidence. This includes, but is not limited to surveys, demographic data, response times, focus group results, labor market research, etc. Please note that anecdotal recommendations are not considered data-driven. While qualitative data can be an important part of the process, it must be correlated with and/or directly supported by data that is collected in a systematic manner.

Compiling the Self-Study Report
A written report is required at the completion of the review process. The self-study report will serve as the baseline and allow the unit to keep measures of improvement on noted areas and services. The unit team should consider having an internal reviewer evaluate documented processes and self-study report. The reviewer plays an important editing role and can help find critical errors and omissions. This activity should be coordinated by the unit team.

Feedback Loop

Program Review results are used to support the decision making processes for instructional programs and service units. An annual report will be presented to the Board of Trustees demonstrating CBC's commitment to institutional effectiveness. Reporting units will receive feedback on their processes, report, and recommendations from their respective President's Leadership Team (PLT) member.

Completing the Self-Study Report

To complete each section of the self-study report the following information must be included. (Appendix B: Self-Study Report Format).

1. Cover Sheet

A cover sheet is required to list the individuals that participated in the program review process. (Appendix C – Cover Sheet Template)

2. Program Description

Provide a comprehensive description and the current status of the program unit, staffing patterns, major changes and/or accomplishments over the last 1-3 years. When describing the unit, a brief summary on collected data elements and its corresponding analysis should be included.

3. Unit Goals

Provide a list of program unit goals, including baseline information and targets on key performance indicators. Instructional programs must address SLO assessment. These goals should align with one another and be documented on the 5 column models.

All goals should start with action verbs such as:
- **Complete** SLO assessment in every course and program
- **Increase** retention by 10% over next 3 years, detail strategies (i.e., use of early alert)
- **Provide** timely service to college/district personnel. (i.e., IE and Accreditation office research requests completed within 3 business days)
- **Create** and **maintain** a current inventory of equipment supported by a maintenance and replacement cycle including estimated value/costs.

4. Data Elements

Provide a copy of all data utilized in the process. Examples of data elements include:
- SLO assessment/5-column model
- KPIs - baseline and/or annual progress measures
- Cost of program needs/Budget or resource allocation
- Staffing trends – 1-3 years
- Budget trends – 1-3 years

➢ Staff turnover – 1-3 years

Recommendations and requests for resources must be supported by documented data.

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5. Resource Requests (Staffing, Equipment, Facilities)

Analysis of processes/functions as well as outcomes/recommendations are to be completed for each of the following areas:
1) Staffing (part-time, temp., full-time)
2) Equipment/Technology (including software)
3) Facilities (moves and changes with requests for furniture, etc.)

All analysis should include accomplishments and issues that require immediate corrective action. The focus of resource requests should include strengths, areas for improvement, future directions, and recommendations for changes.

Strengths: What is currently done well with only minimal improvement needed? This is where the unit team recognizes and describes recent successes (within the last 1-3 years) that led to the improvement of some aspect(s). Use data, both qualitative and quantitative, to support any conclusions.

Areas for Improvement: What isn't currently going well? These are aspects that need immediate corrective action. Areas for improvement may be those that have been neglected, not reviewed for a significant amount of time, or require a concerted effort to affect change. Areas identified for improvement will form many of the recommendations (especially in requests for funding).

Future Direction: What changes should be implemented to affect various improvements? These are strategies that must be implemented due to a change in external or internal conditions/situations. Include a forecasting of potential consequences if not implemented.

5a. Staffing: Strengths, Areas for Improvement, Future Direction

The staffing section of the report must be specific, whether it is addressing district- wide needs or needs at a particular campus.

Questions listed in this section do not comprise a list of questions that must be answered. They are suggestions, designed to initiate brainstorming and discussions, which then can be used to form conclusions with supporting data.

➢ What is the faculty: student ratio in your program? FT: PT ratio?
➢ How does your area stay current in their field (conferences, workshops, presentations, statewide or national organizations, etc.)?
➢ How does staff support the college outside of the program unit (committees, student organizations, etc.)?

- ➢ Is the staffing level adequate to provide the necessary services? How does the staffing level compare to levels in similar areas at similar colleges?
- ➢ What recommendations have professional organizations/advising committees made with regard to staffing levels?
- ➢ What is not being done or being done poorly due to limited staffing support?

5b. Equipment: Strengths, Areas for Improvement, Future Direction

The equipment section of the report must address specific location(s). However, these resource requests may address college-wide issues and/or recommendations such as those related to the college's technology infrastructure.

A current inventory must be included in this section, along with any new and/or replacement requests. When completing his section, consider the quality and quantity of supplies and equipment and the needs of the unit over the next 1-5 years. Identify the particular use of the individual equipment, its importance to the program unit, and its frequency of use.

5c. Facilities: Strengths, Areas for Improvement, Future Direction

The facilities section of the report must address specific location(s). However, these resource requests may address college-wide issues and/or recommendations such as those related to the college's infrastructure.

This section should include any needs for major improvements, renovations, and/or new spaces. If you have no need for new spaces or to improve existing spaces/facilities over the next 3-5 years, please make a notation indicating so.

The format for resource requests is provided in Appendix D.
 This format should be used to list the recommendations for each of the following areas:
1) Staffing
2) Equipment/Technology (includes software)
3) Facilities.

CBC Core Objectives / Student Learning Outcomes

- **Critical Thinking Skills**: Student learning is to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.

- **Communication Skills**: Student learning is to include effective development, interpretation and expression of ideas through written, oral and visual communication.

- **Empirical and Quantitative Skills**: Student Learning is to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork Skills**: Student learning is to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- **Personal Responsibility Skills**: Student learning is to include the ability to connect choices, actions and consequences to ethical decision-making.

- **Social Responsibility Skills**: Student learning is to include intercultural competence, knowledge of civil responsibility, and the ability to engage effectively and regional, national, and global communities.

CBC Core Objectives Mapped to Foundational Component Areas

Foundational Component Areas	CBC Core Objectives					
	Critical Thinking Skills	Communication Skills	Empirical / Quantitative Skills	Teamwork Skills	Social Responsibility Skills	Personal Responsibility Skills
Communications	X	X		X		X
Mathematics	X	X	X			
Life & Physical Sciences	X	X	X	X		
Language, Philosophy, & Culture	X	X			X	X
Creative Arts	X	X		X	X	
American History	X	X			X	X
Government / Political Science	X	X			X	X
Social & Behavioral Sciences	X	X	X		X	
Component Area Option	X	X				

APPENDIX A
Program Review Leadership

Instructional Services Units:

Dean Julia Garcia receives the following Program Reviews:

Program	Submitter
Accounting	Jarod Bleibdrey
Automotive Technology	Rolando Chavarria
Business Technology Administrative Assistant	Jarod Bleibdrey
Computer Information Technology/Computer Science	Jarod Bleibdrey
Cosmetology	Noemi Aguilar
Customized and Continuing Education	Noemi Aguilar
Dental Hygiene	Connie Griffin
Drafting and Design	Jarod Bleibdrey
Dual Enrollment	Susie Gaitan
Early Development and Education	Noemi Aguilar
Health Information Technology and Medical Records Coding	Jarod Bleibdrey
Law Enforcement/Criminal Justice/Forensics	Juanita Dominguez
Nursing (LVN, RN, CNA)	Loana Hernandez, Karyn Mills
Oil and Gas Technology/Process Technology	Rolando Chavarria
Radiologic Technology	Ludie Tyran
Welding	Rolando Chavarria

Dean Mark Secord receives the following Program Reviews:

Program	Submitter
Communications, Language, Philosophy, Culture	Kayla Jones
Creative Arts	Kayla Jones
Life and Physical Sciences	Kayla Jones
Mathematics	Kayla Jones
Social and Behavioral Science	Kayla Jones
American History, Government/Political Science	Kayla Jones
Component Area (BCIS & EDUC 1300)	Noemi Aguilar
Component Area (Kinesiology)	Kayla Jones
Library and Learning Resources	Hong Xu

Vice President Dr. Matilda Saenz reviews the above Program Reviews with Dean Julia Garcia and Dean Mark Secord and prepares an Executive Summary for Instructional Services for recommendation to PLT.

Administrative and Educational Support (AES) Services Units:

Administrative and Educational Support (AES) Services UNIT	Leadership
Office of the President/BOT	Dr. Beatriz Espinoza
Business Services/HR	Shannon McCarron
IE and Accreditation	Miguel Aguilar
Information Technology (IT)	Amador Ramirez
Facilities and Plant Services	Jacinto Colmenero (JC)
Campuses	
Alice	David Sullivan
Beeville (Aligned with Housing)	Domingo Martinez III
Kingsville	Dr. Cynthia Alvarado-Stinson
Pleasanton	Julia Garcia
Office of Student Services	Lupe Ganceres
Athletics	Paul Cantrell
Admission and Registrar	Candy Fuller
Disability Services	Domingo Martinez III
Financial Aid	Nora Morales
Marketing and Public Relations	Bernie Saenz
QEP	Miguel Aguilar
Student Life and Housing	Domingo Martinez III
Student Success Center	Amanda Barrera
Student Conduct	Amanda Barrera
Testing	Roberta Kreis

APPENDIX B

Program Review Calendar/Reporting Flowchart

Academic Calendar Reporting Period: What You are Reporting On	Program Review Completed: August – December DUE to your DEAN	For Fiscal Year (Approved) Budget: Beginning Fall
Fall 2016 - Summer II 2017	December 2017	2018
Fall 2017 - Summer II 2018	December 2018	2019
Fall 2018 - Summer II 2019	December 2019	2020
Fall 2019- Summer II 2020	December 2020	2021

Program Review Process & Budget Timeline

Month	Procedure
August – December	Units develop and submit Program Reviews to Deans
January	Deans review Program Reviews and submit to VP's
February	Program Reviews are presented at President's Leadership Team (PLT) Meeting
March	First commitment to FY2018 budget, with personnel contracts going to Board of Trustees
April	First draft review of FY2018 budget (majority of personnel already in place)
May	Final budget recommendations
June	CBC Board of Trustees annual budget workshop
July/August	Board of Trustees approval of proposed FY2018 budget
August	PLT member communicates with respective budget managers on approved budget and Program Review requests
September	New fiscal year begins

APPENDIX C

Self-Study Format

1. Cover Sheet

2. Program Unit Description and Current Status

3. Unit Goals

4. Analysis/Current Status

    a. 5 Column Model (include as an attachment)
    b. Staffing
    c. Equipment
    d. Facilities

5. Recommendations and Resource Requests with Supporting Justification:
    a. Staffing
    b. Equipment
    c. Facilities

6. Appendices
    a. Data Elements
    b. Other Information to Support Self-Study Review (e.g., charts, tables, etc. not appropriate to be included in the major sections of the report).

APPENDIX D

Cover Sheet Template

Template:

Program Unit: _____

Academic Year of Self-Study: _____

Program Review Members and Signatures:

Member Name – Printed	Member - Signature

_____

Leadership – Print Name   Signature

APPENDIX E

Recommendations Format - Program Review

Note: Rationale/justification and appropriate support documentation/data should be included in appropriate **major area** section, i.e. staffing, equipment, facilities, of the self-study report. As space permits, each of the recommendations for one of the aforementioned three major areas can be addressed on the same page. However, each recommendation must address all requested information. Begin a new page when addressing a recommendation in another one of the major areas.

Program Unit: _____   **Year:** _____

5 Column Model Update

Instructional Programs - Report on Student Learning Outcomes Assessment

AES Service units – Report Update/progress made on goals

Staffing (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Equipment (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

<u>Facilities (Respond to the following for each recommendation made in this area)</u>

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

APPENDIX F

Mission

Coastal Bend College is a student centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves.*

Adopted by Board of Trustees- 09/01/2016

Vision

Coastal Bend College is a leader in providing quality education for life-long learning by dedicating its resources to promoting a learning-centered environment that empowers its students to attain their highest potential and become responsible members of the global community.

Vision 2020 Strategic Plan

Goal 1: Coastal Bend College will offer a quality educational experience for all students.
Goal 2: Coastal Bend College will provide comprehensive student services to increase overall student success.
Goal 3: Coastal Bend College will engage students and staff in support of our communities.
Goal 4: Coastal Bend College will effectively and efficiently use resources to benefit our students.

Long-Term Goals (2018-2023)

- *CBC will successfully complete the college 5-year interim SACSCOC report (2019).
- CBC will reach a full-time 6 year graduation rate of 50% in 5-8 years (baseline year 2016).
- CBC will review programs and services system-wide from a return on investment perspective (2019).
- CBC will create "culture of innovation" (2018).
- CBC will expand online learning to reach a nation-wide student population (by 2023).
- CBC Foundation will establish a fund to build an Allied Health Building (2023).
- CBC will build an endowment of $1,000,000 for dual-credit scholarships (2023).
- CBC will increase its endowment to a minimum of $1,000,000 (2023).
- CBC will create & develop community partnerships (2019).

   *Class-specific criteria (length of employment, contribution to goal, part of annual evaluation, etc.), if met, ALL full-time employees (except President) would receive 10% bonus.

Core Values

Learning	Innovation	Excellence	Leadership
Diversity	Respect	Service	Integrity
Collaboration	Communication		