

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

Barton Community College engages in a comprehensive, biennial [Instructional \(Program\) Review](#) process, aligning with the mission and strategic plan. The [review schedule](#) provides opportunities for faculty to assess the status, evaluate the effectiveness, and reflect on the successes and challenges of their divisions and programs. Moreover, the process serves to identify the needs, priorities, and future direction of those programs.

The Vice President of Instruction coordinates the instructional review process in collaboration with academic representatives, including Deans, Executive Directors, Program Coordinators, and the Coordinator of Assessment and the Institutional Effectiveness Researcher. As demonstrated in the [Instructional Review Template](#), the multi-leveled instructional review process incorporates programmatic and demographic data, assessment of student learning, sustainability assessment, strategic plans, and goals. The Review Summary section features comments and responses from the Instructor/Coordinator, Executive Director, Dean, and Vice President of Instruction. ([Examples](#) from the most recent Instructional Review cycle illustrate the completed Instructional Review Report.)

As evidenced by the [Instructional \(Program\) Review - Historical Timeline](#), the College continuously endeavors to improve the Review Process. In 2016, administrators and representatives from the assessment team, in consultation with the HLC Assessment Academy Mentor, examined the program review process and identified concerns and process gaps. This review resulted in recommendations for the initial revision phase goals. In response to the recommendations, representatives of the Instructional Division, in collaboration with the Coordinator of Assessment, Institutional Effectiveness Researcher, and the Vice President of Administration, instituted a redesign of the program review process and related components. The following example demonstrates the College's actions. (Other [action examples](#).)

- **Recommendation: Focus attention on the assessment of student learning within the program.** In 2018, the Assessment Coordinator and Instructional Council collaborated to incorporate Student Learning Outcomes data in the Instructional Reviews. To assist with interpreting and analyzing the program assessment data, the Coordinator of Assessment prepares a [Program Assessment Report](#) demonstrating a data analysis for each program participating in the review cycle. As the Historical Timeline demonstrates, the new Instructional Review Template requires the [analysis of specific data points relating to learning outcomes and grade performance](#) to support continuous program improvement. The Instructional Reviews document decisions and expected actions based upon the data.

To ensure that the Instructional Review Process continues to mature, the College conducts regular monitoring and evaluation. This cyclical review process results in an integrated Instructional Review System rather than a stand-alone program review activity. Using the [HLC Stages in Systems Maturity matrix](#) as a framework for continuous process improvement, Barton strives to develop and institutionalize a system that meets the criteria of an "Integrated Process." The Instructional Review Process incorporates the following elements:

- Operations are characterized by [explicit, predictable processes](#) that are repeatable and regularly evaluated for optimum effectiveness. As a result of Barton's participation in the

HLC Assessment Academy, the Coordinator of Assessment and the Outcomes Assessment Team

- Processes and measures track progress on key strategic and operational goals.
- Process addresses key goals and strategies, and lessons learned are shared among institutional units.
- User Training
- Applications
- Processes address key goals and strategies, and lessons learner are shared among institutional units.
- Coordination among units is emphasized so stakeholders relate what they do to institutional goals and strategies.

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Results

I need to develop the narrative for this section. I am thinking about using the MLT review as the example.

[Assessment Summary Report](#)

- [Assessment of Student Learning Responses](#)
- [Example: 2021-2023 Instructional Review - MLT](#)
 - Strategic Planning Section
 - Goal Setting
 - Review process aligns with institutional Budget and Strategic Planning Timelines

A timeline/journey map for Program Review (Instructional Review) is given in the Assessment Summit Report (2022).

Program Assessment Reports are available which demonstrate analysis of the data and Instructional reviews document decisions/expected actions based upon the data.

Videos were provided (by the Coordinator or Assessment) to faculty to provide specific guidance on using assessment data to make planning and budgetary decisions.

As the Review process matures, the identifies new goals to guide process improvement.

- Is there a bridge or tie between program reviews and the Center for Innovation and Excellence – in terms of professional development. For example, if the report writer or the reviewers or the Instructional Review Committee identifies a need

for training regarding a programmatic issue, the Review Process, or anything else, is there a process for the CIE to respond to this need. I know that Jo does an excellent job on producing training materials including his videos but, what about other training?

Instructional Review Committee – I attached a copy of the initial minutes of the committee. Basically they review the pros/cons of the current process, form, data sheets, and make suggestions for improvements (where are people confused on the data? What needs more explanation? What should be removed/revised? Are we getting the responses we want? Should we ask different questions?)