

BRIDGEVALLEY COMMUNITY & TECHNICAL COLLEGE**PROGRAM REVIEW**

Date approved by cabinet: May 25, 2023

Effective date: July 1, 2023

Expiration date (5 years from effective date if not renewed): July 1, 2028

Section 1. Policy Statement

- 1.1. To support BridgeValley Community and Technical College's (College) commitment to continuous improvement, each program (certificate and associate degree) will be reviewed by an institutional program review process and the Board of Governors (BOG) at least once every five (5) years.

Section 2. Procedures

- 2.1. The Program Review Committee is charged with overseeing the program review reporting and review process. The Office of Assessment, in cooperation with the Chief Academic Officer (CAO), will maintain the schedule for programs due for review and assure timely presentation to the Academic Standards Committee (ASC), BOG and WVCTCS Council. To ensure the program review process is carried out objectively and that persons external to the academic unit in which the program is housed participate in the review, the make-up of the Program Review Committee shall include representation from each academic division.
- 2.2. In collaboration with the Division Dean, the Department Chair or respective Program Coordinator/Director and program faculty will prepare a five-year Program Review self-study using an institutionally approved report template. Should the program not have external accreditation, the department should seek external constituents (e.g., advisory committee members) to provide feedback on the Self-Study prior to submission to the Program Review Committee. As outlined in WVCTCS Council Series 10, a Program Review Self-study will, at a minimum, address each of the following elements:
 - 2.2.1. Viability: Viability is tested by an analysis of unit cost factors, sustaining a critical mass, and relative productivity. Based upon past trends in enrollment, patterns of graduates, and the best predictive data available, the institution shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.
 - 2.2.2. Adequacy: The institution shall assess the quality of the program. A valuable (but not the sole) criterion for determining the program's adequacy is accreditation by a specialized accrediting or approving agency recognized by the Federal Government or the Council for Higher Education Accreditation. The institution shall evaluate the preparation and performance of faculty and students and the

adequacy of facilities. In addition, a detailed assessment model and examples of how assessment results are used for program improvement are also required.

- 2.2.3. Necessity: The dimensions of necessity include whether the program is necessary for the institution's service region and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need, rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed.
 - 2.2.4. Consistency with Mission: The program shall be a component of and appropriately contribute to the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the institution's ability to accomplish its mission should be stated.
- 2.3. In addition to the reporting elements outlined above, that are required to meet the minimum requirements as outlined in WVCTCS Council Series 10, BridgeValley also requires additional reporting information as outlined in the Detailed Description section included with this policy. The Detailed Description includes additional required self-study reporting information for each of the above-stated elements. In addition, a Program Review Self-study reporting template will be made available by the Program Review Committee to assist in the preparation and review of the self-study.
 - 2.4. Programs accredited by specialized agencies shall be considered to have met the minimum requirements of the program review process with respect to adequacy provided the accreditation occurred within 60 months of the scheduled program review. To establish compliance with the College's internal program review process, accredited programs are required to submit:
 - 2.4.1. Summary information including synopses of significant findings, plans for program improvements including timeline, identification of weaknesses or deficiencies, five-year trend data on graduates and majors enrolled, a summary of assessment model(s) and data showing how results have been used for program improvement, and data on student placement. Summary information will be reported using an institutionally approved Program Review Self-Study Summary Template.
 - 2.4.2. Comprehensive institutional Self-study.
 - 2.4.3. Annual reports to accreditors since last Self-study.
 - 2.4.4. Most recent review of findings and recommendations.

- 2.4.5. Letter containing the conferral of accreditation or approval.
- 2.5. Committee Recommendation – Following a review of the self-study submission by the Program Review Committee, the committee will develop a recommendation for action and present it first to the Academic Standards Committee (ASC) and then to the Board of Governors (BOG) for action and referral to the WVCTCS Council. The Program Review Committee may make recommendations for continuance at the current or reduced level with or without specific action or may recommend discontinuance. The committee may also request additional information and follow-up reports and recommend continuance on a provisional basis and request progress reports.
- 2.6. Timelines for Program Review Process
- Notification of Internal Program Review-----*March ASC meeting with a reminder in August*
 - Self-study Draft submitted to external reviewer(s)-----*November 1*
 - Self-study Submitted to Program Review Committee-----*December 1*
 - Review Meetings for Program Review Process-----*January/March*
 - Revised Reports due for final review by PR Committee-----*April-May*
 - Committee recommendations presented at ASC-----*May meeting*
 - Committee and ASC recommendation presented to BOG-----*by June meeting*
 - Annual Summary report submitted to Council-----*by June*
- 2.7. Program of Excellence
- 2.7.1. Programs can request to be considered for the designation of “Board of Governors Program of Excellence.” A program being considered for the excellence designation must meet the following criteria:
- 2.7.1.a. Distinction: The program must be one of distinction. It should have received state or national recognition or some other clearly defined indicator appropriate to the mission of the program. External validation of high quality by a nationally recognized body will strengthen the case.
 - 2.7.1.b. Curriculum and Assessment: The program must have clearly defined and measurable curricular goals and objectives and must regularly assess student learning outcomes. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.
 - 2.7.1.c. Graduates: Evidence of success of graduates in career placement and or in continuing higher education must be documented.
 - 2.7.1.d. Faculty: Faculty should hold terminal degrees or have equivalent professional experience; alternative credentials such as work experience in the teaching field may be appropriate. There should be documented

evidence of faculty achievement and scholarly activity. Evidence of innovation in instruction should also be included if appropriate.

- 2.7.2. Submission of full five-year self-study report is required for consideration. The Self-Study document must provide a convincing statement and include adequate supporting data and evidence. Documented evidence of high quality is required. Mere assertion of quality or lists of accomplishments will not suffice. Definitive percentages of program completion, graduation rates, placement, and enrollment are required for this designation. The case will be much stronger if placed in the context of national benchmarks.
- 2.7.3. The Program Review Committee will review submissions and make a determination as to if the program submission meets the minimum expectations and merits consideration by the ASC. Requests for the Board of Governors Program of Excellence designation will be considered by the ASC. The ASC membership by a majority vote, will nominate programs deemed worthy of this designation. The Chief Academic Officer (CAO) will review the nominations and endorse those that are appropriate. The CAO or a designee will forward recommendations to the BOG. The BOG will consider the nominations endorsed by the CAO and certify those that they deem appropriate as a Board of Governors Program of Excellence.

Section 3. Definitions

- 3.1. Program - curriculum or course of study in a discipline specialty that leads to a certificate or degree.

BridgeValley CTC Academic Program Review Self-Study Descriptive Information

Purpose

- The information below is provided in accordance with the Program Review Policy to present additional reporting requirements and help clarify the reporting expectation of the Program Review Self-study report. A Self-study Template with all required report information will be made available to facilitate the reporting process. Digital copies of the Policy, Self-study Descriptive Information, and Program Review Self-study Template will be maintained and made available the Office of Assessment and housed in the institutional document repository (i.e., SharePoint).

*Note: For programs with CAS and AAS degree options, a combined report can be submitted. Curricular differences regarding program learning outcomes, graduation requirements, assessment methods/results, data (e.g., enrollment, graduation, placement), etc. will need to be identified and discussed for each degree designation.

Self-Study Summary Sheet

- Regardless of accreditation affiliation or status all programs are required to submit a Self-study Summary Sheet as the first page of the program review report submission. The summary sheet includes elements required by the West Virginia Council for Community and Technical College Education (Council). Each section of the Summary Sheet is to include a brief narrative and or summative data tables for the previous five years. As part of the program review process, Summary Sheets will be submitted for review to the Program Review Committee, Board of Governors, and Council.

Introduction

- Briefly describe the program. Include a description of program goals and student learning outcomes. Discuss how long the program has existed.
- Identify the last academic year the program was reviewed (program review/accreditation). Describe any curriculum changes made to the program over the previous five years.
- Number of hours required for graduation. Identify both major and general education hours required for degree completion. If prerequisite courses are required for program admission/graduation, discuss the total number of hours required.
- Provide as an appendix (Appendix I) a table showing a curriculum overview for program completion. Include a list of all courses included in the program curriculum with course titles/numbers, credit hours, mode of delivery. If applicable, also include a list of courses required for program admission.
- Describe how the purpose, intent, and goals of the program are consistent with the degree designation (certificate or associate) conferred and how the full complement of general education courses support the program learning outcomes.

Consistency with Mission

- Describe how the program supports and aligns with the Department, College, and Council's mission (Include each mission statement with narrative).
- Describe how the program complements other programs offered and how the program draws upon or supports other programs. Describe the manner in which the offerings of other departments satisfy core and elective requirements and support the student learning outcomes of the program.
- State the effects (positive or negative) that discontinuance of the program might have upon BridgeValley's ability to accomplish its mission.

Viability

- For the analysis of unit cost factors, provide a summary of program costs. Include costs for FT/PT faculty, equipment, yearly maintenance, etc. and specify any budget(s) or funding sources designated for the program's use. If funding sources are grant-funded or otherwise temporary funding sources, identify the end date for funding and future sources required/sought to sustain the program. Discuss whether or not the program has adequate sources of funding to operate currently and in the future.
- Five-year trend data on enrollment. Present data in tables and provide a narrative to discuss the trends in the number of student majors and enrollments, since the last review.
- Five-year trend data on graduates, including the number of graduates annually and data on student placement (e.g., the number of students employed in positions related to the field of study or pursuing advanced degrees). Present data in tables and provide a narrative to discuss graduation (degrees granted) and retention/attrition rates and job placement trends. Describe how placement data is collected (e.g., survey, social media, self-reported, etc.).
- Assessment of the program's past ability and future prospects to attract students and sustain a viable, cost-effective program. Discuss past/current recruiting issues/barriers and planned activities to attract students.
- a. Describe the role of the program's advisory committee in program oversight and improvement. Include how many members are on the committee; how often the committee meets annually; and provide specific examples of how the advisory committee has contributed to curriculum change and or program improvements since the last program review. Provide as Appendix II a table showing a list of the program's advisory committee members with professional affiliation, contact information, and years on committee.
- Describe departmental and College services that support the program (e.g., writing center, learning/tutoring center, remedial support services, etc.).

Adequacy

- Adequacy of facilities. Describe designated program space(s) and describe how the spaces contribute to program and student success. Describe any resources that are lacking and how the lack affects students.

- Accreditation status: Discuss current accreditation status, if applicable, or the availability and likelihood of seeking accreditation before the next program review.
- Preparation and performance of faculty and students. Provide a summary description of all full-time and part-time faculty and instructional support staff, their academic preparation, professional experience and maintenance of current knowledge, teaching specializations. Discuss relevant faculty and staff development activities. Provide as Appendix III a Faculty Data Sheet for each full-time faculty, part-time faculty, and instructional support staff who has taught for the program since the last program review (see attached Faculty Data Sheet template).
- Provide a summary of program accomplishments (e.g., recognition, passage rates, accreditation, etc.). Provide data and discussion on certification exam passage rates since the last review.
- Provide a summary of faculty achievements (e.g., grants, publications, awards, leadership in national associations, professional certifications, etc.) that are relevant to the program.
- Provide a summary of student achievements (e.g., publications, presentations, awards, etc.).
- Adequacy of faculty. Discuss if the program has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
- Provide a detailed description of the program's assessment model (a description of the learning outcomes assessment program) and discuss how assessment data are used for program improvement. Discuss program benchmarks. Describe both direct and indirect methods of assessment used to meet program learning outcomes. Discuss any co-curricular learning opportunities students participate in and acquire knowledge from that is external to the program's academic requirements and how co-curricular learning is assessed.
- Provide as Appendix IV a curriculum map showing which courses address each program learning outcome. A curriculum map at the program-level, makes visible how courses in a curriculum align to the learning outcomes to which that curriculum strives.
- Provide a summary of assessment findings (both direct and indirect; curricular and co-curricular) for the past five years including findings from annual programmatic outcomes assessment reports and results submitted since the last program review or post-audit. Describe program changes made based on review of assessment data. Provide specific examples of how assessment results have been used to improve the quality of the program since last review. Also, discuss any planned assessment changes. Provide as Appendix V approved programmatic outcomes assessment plans and reports for the period included in this program review.
- Provide examples of how course evaluations, surveys, and other indirect forms of assessment are used to inform changes in teaching and learning.
- Describe program weaknesses or deficiencies from previous program review or

- post-audit, if any, and the status of improvements implemented or accomplished.
- Description of current program weaknesses or deficiencies, if any, and plans to address concerns. Describe any challenges or external factors that may affect program success.
- Discuss plans for program improvements, including timeline for implementation.

Necessity

- Identify whether the program is necessary for BridgeValley's service region.
- If the program is duplicated in the service region, justify the need for duplication of the program in several geographic service regions.
- Evidence of current employment opportunities and future workforce needs. Are there any developments within the profession, local community, or the Commonwealth that identifies an anticipated need, or lack thereof, for the program in the future?
- Future opportunities for placement of the program's graduates.

Additional Information and Outside Assessments

- Provide additional comments not addressed in other areas that would be helpful for a full program assessment. Additional supporting documents/data/evidence will be placed in Appendix VI.
- External Reviewer's Assessment: Include comments/recommendations from external reviewers. Documents will be included in Appendix VI.

Conclusions and Recommendations

- Provide a synopsis of significant findings, including findings from external reviewer(s).
- Discuss what actions will be taken in the next five (5) years to improve in underperforming areas. Include goals and action plans and planned measurement.
- Make a programmatic recommendation for continuance at current or reduced level, discontinuance, or corrective action planned.

BridgeValley CTC Program Review Program Self-Study

Program Name and Degree Level(s)*:

CIP Code(s):

Report Prepared by:

Period Included in Review:

Note: Each reporting section/subsection below is to be addressed. When needed, write Not Applicable in sections not being addressed by the program.

I. Introduction

- a. Briefly describe the program. Include a description of program goals and student learning outcomes and discuss how long the program has existed.
- b. Identify the last academic year the program was reviewed. Describe any curriculum changes made to the program over the previous five years.
- c. Briefly describe both major and general education hours required for degree completion. If prerequisite courses are required for program admission/graduation, discuss the total number of hours required. In addition, provide as Appendix I a table showing a curriculum overview for program completion. Include a list of all courses included in the program with course titles/numbers, credit hours, mode of delivery. If applicable, also include a list of courses required for program admission.
- d. Describe how the purpose, intent, and goals of the program are consistent with the degree designation (certificate or associate) conferred and how the full complement of general education courses supports the program learning outcomes.

II. Consistency with Mission

- a. Describe how the program supports and aligns with the Department, College, and Council's mission (Include each mission statement with narrative).
- b. Describe how the program complements other programs offered and how the program draws upon or supports other programs. Describe the manner in which the offerings of other departments satisfy core and elective requirements and support the student learning outcomes of the program.
- c. State the effects (positive or negative) that discontinuance of the program might have upon BridgeValley's ability to accomplish its mission.

III. Viability

- a. Describe an analysis of unit cost factors by providing a summary of program costs.

Include costs for FT/PT faculty, equipment, yearly maintenance, etc. and specify any budget(s) or funding sources designated for the program's use. If funding sources are grant-funded or otherwise temporary funding sources, identify the end date for funding and future sources required/sought to sustain the program. Discuss whether or not the program has adequate sources of funding to operate currently and in the future.

- b. Describe five-year trend data on enrollment. Present data in tables and provide a narrative to discuss the trends in the number of student majors and enrollments, since the last review.
- c. Describe five-year trend data on graduates, including the number of graduates annually and data on student placement (e.g., the number of students employed in positions related to the field of study or pursuing advanced degrees). Present data in tables and provide a narrative to discuss graduation (degrees granted) and retention/attrition rates and job placement trends. Describe how placement data is collected (e.g., survey, social media, self-reported, etc.).
- d. Briefly assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program. Discuss past/current recruiting issues/barriers and planned activities to attract students.
- e. Describe the role of the program's advisory committee in program oversight and improvement. Include how many members are on the committee; how often the committee meets annually; and provide specific examples of how the advisory committee has contributed to curriculum change and or program improvements since the last program review. Provide as Appendix II a table listing the advisory committee members with professional affiliation, contact information, and years on committee.
- f. Describe departmental and College services that support the program (e.g., writing center, learning/tutoring center, remedial support services, etc.).

IV. Adequacy

- a. Discuss the adequacy of facilities. Describe designated program space(s) and describe how the spaces contribute to program and student success. Describe any resources that are lacking and how the lack affects students.
- b. Discuss current accreditation status, if applicable, or the availability and likelihood of seeking accreditation before the next program review.
- c. Discuss the preparation and performance of faculty and students. Provide a summary description of all full-time and part-time faculty and instructional support staff, their academic preparation, professional experience and maintenance of current knowledge, teaching specializations. Discuss relevant faculty and staff

development activities. In Appendix III, include a Faculty Data Sheet for each full-time and part-time faculty and instructional support staff who has taught for the program since the last program review.

- d. Provide a summary of program accomplishments (e.g., recognition, passage rates, accreditation, etc.). Provide data and discussion on certification exam passage rates since the last review.
- e. Provide a summary of faculty achievements (e.g., grants, publications, awards, leadership in national associations, professional certifications, etc.) that are relevant to the program.
- f. Provide a summary of student achievements (e.g., publications, presentations, awards, etc.).
- g. Discuss the adequacy of faculty. Discuss if the program has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
- h. Provide a detailed description of the program's assessment model and discuss how assessment data are used for program improvement. Include a discussion on program benchmarks and descriptions of both direct and indirect methods of assessment used to meet program learning outcomes. Discuss any co-curricular learning opportunities students participate in and acquire knowledge from that is external to the program's academic requirements and how co-curricular learning is assessed. Provide as Appendix IV a curriculum map showing which courses address each program learning outcome.
- i. Provide a summary of assessment findings (both direct and indirect; curricular and co-curricular) for the past five years including a summary of findings from annual programmatic outcomes assessment reports and results submitted since the last program review or post-audit. Describe program changes made based on review of assessment data. Provide specific examples of how assessment results have been used to improve the quality of the program since last review. Also, discuss any planned assessment changes. Provide examples of how course evaluations, surveys, and other indirect forms of assessment are used to inform changes in teaching and learning. Provide as Appendix V approved programmatic outcomes assessment plans and reports for the period included in this program review.
- j. Discuss program weaknesses or deficiencies from previous program review or post-audit, if any, and the status of improvements implemented or accomplished.
- k. Discuss current program weaknesses or deficiencies, if any, and plans to address concerns. Describe any challenges or external factors that may affect program

success. Discuss plans for program improvements, including timeline for implementation.

V. Necessity

- a. Identify whether the program is necessary for BridgeValley's service region.
- b. If program is duplicated in the service region, justify the need for duplication of program in several geographic service regions.
- c. Briefly describe current employment opportunities and future workforce need. Discuss future opportunities for placement of the program's graduates and address any developments within the profession, local community, or the Commonwealth that identifies an anticipated need, or lack thereof, for the program in the future.

VI. Additional Information and Outside Assessments

- a. Provide additional comments not addressed in other areas that would be helpful for a full program assessment. Additional supporting documents/data/evidence will be placed in Appendix VI.
- b. External Reviewer's Assessment: Include comments/recommendations from external reviewers. Documents will be included in Appendix VI.

VII. Conclusions and Recommendations

- a. Provide a synopsis of significant findings, including findings from external reviewer(s).
- b. Discuss what actions will be taken in the next five (5) years to improve in underperforming areas. Include goals and action plans and planned measurement.
- c. Make a programmatic recommendation for continuance at current or reduced level, discontinuance, or corrective action planned.

VIII. Appendices

- a. Appendix I: Program Curriculum
- b. Appendix II: Advisor Committee
- c. Appendix III: Faculty Data Sheets
- d. Appendix IV: Curriculum Map
- e. Appendix V: Outcomes Assessment Plan and Reports
- f. Appendix VI: Additional Supporting Documentation

APPENDIX III
Faculty Data Sheet

(Copy and Insert Additional Faculty Data Sheets as Needed)

Name _____ Rank _____

Program Role: Full-time Faculty Part-time Faculty Instructional support

Academic Preparation:

Highest Degree Earned _____ Date Degree Received _____

Qualifying Degree or Credential _____

Qualifying Degree or Credential Conferred by _____

Area of Teaching Specialization _____

Professional Experience:

Professional registration/licensure w/ expiration date:

Years of employment at present institution:

Years of employment in higher education:

Years of related experience outside higher education:

Years of non-teaching experience:

Description of relevant trainings and development activities used to maintain current professional/teaching knowledge:

Compatibility of Credentials with Teaching Assignment:

- (a) If degree or credential is not in area of current assignment, explain how the team member qualifies to teach for the program.
- (b) In a table, list courses taught since last program review. For each course taught, include year and semester taught, course number and course title, course delivery mode, and student enrollment. If team member participated in a team-taught course, identify each course and what percent was taught.