

Annual Program Review (APR)

Who prepares it?

The department/unit

What does the APR look like?

- Ongoing Curriculum Review is a part of the Program Review Process for departments/units that provide instruction.
- The Curriculum Committee will conduct the curriculum review process; the Annual Program Review will document curricular changes.
- The Annual Program Review addresses curricular changes made that year and includes a mechanism to ensure curriculum review occurs at least every six years for every course (currently curriculum review occurs prior to program review (every six years).
- The Annual Program Review Uses current unit plan format with limited additional questions (**These are examples.** Whenever possible, the form will allow questions to be answered by checking boxes rather than using a narrative.):
 - What curricular changes has the department/unit made including adding or deleting courses; adding prerequisites; changing units; and modifying, adding, or deleting degrees and certificates?
 - What curricular changes has the department/unit made in online and distance education?
 - What department/unit best practices might help other college departments/units? Include contact information.
 - How do the Retention/Success rates of Face-to-Face courses vs. Online/Distance Ed courses compare?
 - How do the Retention/Success rates of large classes vs. small classes compare?
 - How do the Retention/Success rates of Basic Skills Courses vs. essential transfer courses (i.e. Engl-2, Phil-9...) compare?
- The APR includes hiring requests (faculty and new and replacement classified staff). The APR pulls together all the various requests. FCDC still ranks position requests.
- The APR examines department/unit effectiveness and possible improvements if needed, based on assessment data, including student success and retention rates, as well as other Student Success Indicators.
- The APR makes every effort not to duplicate the external program reviews that CTE programs must complete.
- **The APR evaluates the APR Process:**
 - What did you find beneficial about this process?
 - How can we improve the process?

What must the APR reference?

- College goals (developed by College Council—May 20, 2011)
- Budget criteria (developed by Budget Committee—May 20, 2011)
- Assessment data (includes student success indicators and SLOs data)
- Improvements or changes as a result of completing the cycle by documenting the changes made in the department/unit due to the department's evaluation process.

Who receives and responds to it?

- Department/Unit Administrators
- Program Review Committee (PRC)
 - The Program Review Committee (PRC) will have one Faculty Co-Chair and one Administrative Co-Chair. Committee composition will include:
 - 8 full-time faculty, appointed by the Academic Senate, with representation in the following areas:
 - 1 Career and Technical Education (CTE)
 - 1 General Education (GE)
 - 1 Basic Skills
 - 1 Student Services
 - 1 Library
 - 1 Faculty Chair and Directors Council (FCDC)
 - 1 Assessment Committee liaison
 - 1 at-large
 - Up to 4 classified staff appointed by CSEA. CSEA recommends the following representation:
 - 1 Student Services
 - 1 Instructional
 - 1 Administrative
 - 1 CSEA President or designee
 - Up to 4 administrators appointed by the College President. The committee recommends the following representation:
 - 1 Student Services
 - 1 Instructional
 - 1 Facilities
 - 1 Information Technology
 - 1 Student representative appointed by the Student Government Association (SGA).

This will achieve the ideal composition of at least 50% faculty and no more than 25% each of classified staff and administrators. If the Academic Senate deems more (or fewer) faculty are necessary to the operation of the committee, the composition percentage must apply and classified and administrative membership adjusted accordingly. Training in the process of program review at Bakersfield College will be provided for committee members. Members are encouraged to serve for a term of at least three years and may serve more than one term.

How do they respond to it?

- Checklist based on college goals, budget criteria, assessment data, and improvements as a result of completing the cycle by documenting the changes made in the department/unit due to the department's evaluation process.
- Summary response to all APRs which synthesizes common themes and issues, which will help organize the IPR cycle.
- Summary response includes Appendix of Best Practices, with contact information.

Who develops the rubric or checklist?

A work group composed of interested faculty, classified staff, and administrators.

Who gets the Rubric Response?

The department/unit

Who gets the Summary Response?

- The Senate President, who informs the Academic Senate
- The College President, who informs Administrative Council
- College Council, which represents all groups, including classified staff.

How else is the Summary Response reported to the college community?

In writing via

- Public folders
- Website
- College Committees

Who responds to the Summary Response?

- The College President and College Council in discussion.
- The College President in writing.

Who receives the College President's written response?

The college community.

How does the APR link to the budget?

Through the use of the budget criteria.

What is the timeline?

The APR must be integrated in the budget cycle.

Fall: APR

Spring: Integrated Program Review (IPR), beginning 2012-13

Who conducts training?

The work group trains the Program Review Committee.

The Program Review Committee trains the people who will fill out the Annual Program Review.