**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](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.1\Process%20Map%20Instructional%20Review.pdf), aligning with the mission and strategic plan. The review 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](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.1/2021-2023%20Instructional%20Review%20Template.pdf), 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.

As evidenced by the [Instructional (Program) Review - Historical Timeline](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\INSTRUCTIONAL%20REVIEW\Instructional%20Review%20Historical%20Timeline.pdf), 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 four 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. Examples of two recommendations and process maturity indicators include:

* **Recommendation: Use a universal reporting format**–In 2018, representatives of the Instructional Division, in collaboration with the Coordinator of Assessment and the Institutional Effectiveness Researcher, designed a standard [Instructional Review Template](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.1\2021-2023%20Instructional%20Review%20Template.pdf) and a [biennial review schedule](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\INSTRUCTIONAL%20REVIEW\Instructional%20Reviews%20Timeline%20(2019-2025).pdf) incorporating quarterly goal reports for all programs. In 2019, the committee aligned the review timeline with the institutional Budget and Strategic Planning schedule, and the first round of the new instructional review process commenced.
* **Recommendation: Focus attention on the assessment of student learning within the program.** As the Historical Timeline demonstrates, the new [Instructional Review Template](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.1\2021-2023%20Instructional%20Review%20Template.pdf) incorporates specific data points relating to learning outcomes, grade performance, and completion to support continuous program improvement. Barton embeds standardized data reports from the Assessment Coordinator, Institutional Effectiveness, as well as budget data from the Vice President of Administration into the review document.

As the Instructional Review Process matures, the College conducts regular evaluation to guide process improvement resulting in a comprehensive Instructional Review System. The following

* Process Evaluation Schedule
* Programmatic Data
* Resources
* User Training
* Follow Up

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

[Assessment Summary Report](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\ASSESSMENT\ASSESSMENT%20SUMMIT\Assessment%20Summit%20Report_2022%20v3.0.pdf)

* [Assessment of Student Learning Responses](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.1\Assessment%20of%20Student%20Learning%20Responses%20rev.pdf)
* [Example: 2021-2023 Instructional Review - MLT](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.1\2021-2023%20Instructional%20Review%20MLT.pdf)
  + 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, theidentifies new goals to guide process improvement.