Barton Community College engages in a comprehensive, biennial [Instructional (Program) Review](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20%28Program%29%20Review%20Process%20Map.pdf) process, aligning with the mission and strategic plan. The [review schedule](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Timeline%20%282019-2025%29.pdf) 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](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_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. ([Examples](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_2021-2023%20Instructional%20Review%20Examples%20-%20Multi.pdf) from the most recent Instructional Review cycle illustrate the completed Instructional Review Report.)

As evidenced by the [Instructional (Program) Review Process - Historical Timeline](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_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 instructional 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 instructional review process and related components. The following example demonstrates the College’s actions. (Other [action examples](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Additional%20Recommendations%20for%20Program%20Review.pdf).)

* 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](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Program%20Assessment%20Report%20Examples.pdf) 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](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Program%20Assessement%20Report%20and%20Response%20Example.pdf) to support continuous program improvement. The Instructional Reviews document decisions and expected actions based upon the data.

To ensure that the Instructional Review Process matures, the College conducts regular monitoring and evaluation. The Instructional Review Process incorporates the following elements:

* Operations are characterized by [repeatable, predictable processes](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20%28Program%29%20Review%20Process%20Map.pdf) and regularly evaluated for optimum effectiveness. The process map clearly illustrates the operations including data collection, data analysis, budgeting, and strategic planning. A bi-monthly review cycle, requiring a Follow-Up Report ensures continuous focus on identified goals and plans.
* Processes and measures track progress on [key strategic and operational goals](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_2021-2023%20Program%20Goals%20All.pdf). Instructional Review addresses [specific requirements for goal setting](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Goal%20Setting.pdf), required resources, and specific actions to achieve the goals. Additionally, to ensure continuous effort, programs submit [quarterly progress reports](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Timeline%20%282019-2025%29.pdf).
* To facilitate the student learning outcomes component of the review process, the Coordinator of Assessment develops [training videos](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Training%20Videos.pdf) to guide using assessment data for strategic planning and budgetary decisions to meet program goals and learning outcomes.
* Establishment of two process-related committees to provide process oversight and support.
	+ [Instructional Review Committee](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Committee.pdf) – Example: [Meeting Minutes](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Committee%20Minutes.pdf)
	+ [Program Level Assessment Committee (PLAC)](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Program%20Level%20Assessment%20Committee.pdf)
* Instructional Review Process and Analysis [artifacts](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Instructional%20Review%20Related%20Shared%20Artifacts.pdf) shared among instructional units.
* [Potential Professional Development](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Professional%20Development%20Topics.pdf) topics resulting from Instructional Review analysis
* [Continuous Improvement](https://docs.bartonccc.edu/accreditation/2022%20CRITERION%204/4.A%20EVIDENCE%20UPLOADED/4.A.1/4.A.1%20VPI_Continuous%20Improvement%20for%20Instructional%20Review%20Process.pdf) for Instructional Review