Institutional Renewal in a Guided Pathways Framework: Program Review

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Overview

By the end of this session, participants should be able to answer and discuss these questions:

• What is program review?
• How does a Guided Pathways framework inform your program review?
• What types of data and information could be examined for a more student-focused program review process?
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How familiar are you with your college's program review process?

A. Program review? What is that?

B. I've completed 1 or 2 reviews but am not sure what happens after that

C. I am pretty familiar with the entire process
What is Program Review?

It is a process by which we:

• Maintain high quality programs addressing currency with transfer and career requirements

• Support student learning and college operations integrating these with programs to provide a student perspective – What do students need in order to complete their stated goals?

• Comply with Ed Code, Title 5, the PCAH, and accreditation standards

• Reflect the College Vision, Mission, Core Values, and student population
What is Program Review?
-continued-

It is a process by which we:

• Commit to ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement

• Refine programmatic goals, assessment, and curriculum

• Inform the planning and budgeting processes (facilities, IT, professional development, staffing, and faculty needs)
Purpose of Program Review

- Faculty-driven program review is essential to the integrity of the college community and its educational purpose. (ASCCC)
- The [program review] process is driven by the search for ‘educational quality’ or ‘educational truth.’ It is done with the intent of increasing the awareness of faculty and administrators about their educational practice so they can improve the quality of teaching and learning, and thereby enhance the student educational experience. Thus the product of program review is a better understanding of the effects of academic programs on student learning. (WASC/ACCJC)

Source: RP Group Inquiry Guide: Maximizing the Program Review Process
Program Review Process

Step 1: Select Programs
Step 2: Select Indicators
Step 3: Identify Cycle
Step 4: Select Forms
Step 5: Identify PR Cmt.

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How are "programs" defined in your college's program review process?
What is a Program?

- **Title 5 §55000(m):** An “Educational program” is an organized sequence of courses leading to a defined objective, degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

- **ACCJC Eligibility Requirements and Standards:** The word, “program” is used $21 + 83 = 104$ times…but NOT defined
Why Program Review?

• Title 5 §55003(b)(4): … at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

• PCAH, 6th Edition: Colleges are required to periodically review curriculum in a process called program review. Program review is a planning process whereby departments determine the future needs and goals of their educational programs. Both new and revised curriculum should reflect the fulfillment of this planning.
Why Program Review?

• **California Ed Code §66050**: … *It is also the intent of the Legislature that the segments of higher education recognize that quality teaching is the core ingredient of the undergraduate educational experience. The segments of higher education are encouraged to improve the quality of undergraduate education as a central priority of California’s public colleges and universities.*
Why Program Review?

Regional Accreditation – ACCJC: The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement.

Standard I.B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.9: ...The institution integrates program review, planning, and resource allocation...
Why Program Review?

*How else can we know what is working and what needs improvement?*
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Is your current program review meaningful and student-focused?

Yes
No
Not sure
Standard Program Review…How can we make this Guided Pathways informed?

Key performance indicators (KPIs) provide signals for how efficient and effective the programs are meeting the mission of the college and support student success.
Program Review and Guided Pathways
Pillar 1

How do you know if you have **clarified the path for students**?

- Check your program maps for:
  - Match between course sequence and scheduling (wait lists)
  - Articulation changes/updates
  - Links to latest labor market information
- Survey students on their understanding and use of program maps
- Identify paths students actually take (backwards map course taking from award completion)
- Examine student services process maps
Program Review and Guided Pathways
Pillar 2

How do you know if your students are finding and getting off to a good start on their path?

- Number of students in your program/majors
- Number of students taking program coursework, but not in the declared program
- Early momentum points
  - Units attempted/completed, persistence, completion of transfer-level or required coursework
- Survey students about their:
  - Process to select a program of study (major)
  - Confidence in their major selection
  - Onboarding experience (to institution; to major/meta-major; to course placement, selection, and enrollment)
Program Review and Guided Pathways

Pillar 3

How do you know if your students are staying and progressing on their path?

• Later momentum points for students in your program/majors
  • Term-to-term persistence (at the college and in the major)
  • 30, 45, or 60 units completed
  • Completion of core program courses
  • Course success rates
  • Time to completion and average number of units earned
• Identify where (and why) students get stuck or lost along the path
• Use of support services
• Early alert usage and results
• Survey students about their:
  • Concerns they have about being able to complete or move to the next stage
  • Level of engagement in their learning in and out of class
Program Review and Guided Pathways
Pillar 4

How do you know if your students are learning?

• Instructional efficiency measures (FTES, WSCH/FTES, FTEF, student/faculty ratio, PT/FT faculty ratio)
• SLO completion rates
• Culminating portfolios, capstone projects
• How are students doing in the next course, institution, or workplace?
• Surveys asking current students and graduates about their:
  • Participation in hands-on learning opportunities (service learning, project-based learning) and the impact
  • Employment (working in field, living wage)
  • Perceptions regarding the value of the education they received
Program Review and Guided Pathways
What Would It Look Like?

• How would incorporating guided pathways into your program review process help you better understand how to improve your program?

• Select a GP pillar and identify how you could begin to incorporate it into your program review process.

• How might program review look different if you began to incorporate guided pathways? What would need to be added? Removed? Changed?
idea here is to pick one of these questions for them to consider.

dcooper, 10/4/2019
Table Exercise: Imagine and Share Out

1. How can your standard program review process be made more meaningful and truly address a student focused goal?

2. What data/information would be needed for program review to be more meaningful and student-focused?
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How can program review be more student-centered?
Considerations…

• Traditional measures have relied on measures of efficiency such as productivity, enrollments, and program completions…it is more than just this with Guided Pathways informed Program Review.

• It is critical to disaggregate data used for program review in order to identify possible inequities

• How can program review be more meaningful and student-focused?
Evaluating Program Review

Changing perspectives...

What is working and what can be improved?
Thank You!
Resources

- RP Group Bridging Research, Information, and Culture Initiative (BRIC) Inquiry Guide: Maximizing the Program Review Process
- ASCCC Paper, 2009 – Program Review: Setting a Standard
- ACCJC Eligibility Requirements, Standards, and Commission Policies