Program Review Panel

Jonita Ellis, CTE Program Improvement Manager, College of DuPage
Kathleen Gorski, Dean for Outcomes Assessment, Waubonsee Community College
Michelle Johnson, Dean of Institutional Planning, Carl Sandburg College
Marci Rockey, Project Director, OCCRL
Whitney Thompson, Senior Director for CTE, ICCB

Key Takeaways

Program review policies are being evaluated and revised using a bottom-up approach.

Program review is not just an ICCB compliance activity.

Program review should be conducted with improvement in mind, bringing together faculty and staff to discuss and solve important issues.

Statutory Authority

The Illinois Community College Board (ICCB) is mandated by the <u>Illinois Public Community College Act</u> to coordinate a statewide program review system.

The ICCB has the authority to provide statewide planning, conduct feasibility surveys, approve and disapprove programs, and discontinue programs which fail to reflect the educational needs of the district (see P.A. 78-669).

Statewide Program Review Process

Systematically examine the need, cost, and quality of instructional programs

- Involve faculty, appropriate administrators, academic support professionals, and other divisions.
- Collect and assess relevant data (enrollment, completion, unit costs, labor market)
- Assure that the process is well-documented and results are used to inform campus planning initiatives

Adhere to a minimum five-year review cycle

- Academic Disciplines, CTE, Cross-Disciplinary, Student Support Services
- Submit provided templates for programs up for review on an annual basis

Expectations for Program Review

1. Thoroughly review and respond to need, cost, and quality.
2. Responses are specific to the program being reviewed.
3. Data are being reviewed and disaggregated- examining and identifying gaps and trends (demographics, course-level, etc.)
4. Action Steps are appropriate for the findings of the review.
   - Action Steps reflect continuous quality improvement of the program and address institutional processes that affect programming.
1. Integrate the components into your internal program review process to avoid duplicative efforts.

PROGRAM REVIEW ADVISORY COMMITTEE

Member	College
Brandon Nichols, Director of Accreditation, Assessment, and Educational Development	City Colleges of Chicago
Dave Naze, Vice President for Academic Affairs	Kankakee Community College
Jonita Ellis, Coordinator of Academic Assessment and Reporting	College of DuPage
Kathleen Gorski, Dean for Outcomes Assessment	Waubonsee Community College
Kathy Malcolm, Director for Planning and Institutional Effectiveness	Black Hawk College
Michelle Johnson, Dean of Institutional Planning	Carl Sandburg College
Patty Zuccarello, Dean of Career and Technical Education	Joliet Junior College
Teena Zindel-McWilliams, Director for Institutional and Academic Planning	Richland Community College
Sheryl Otto, Associate Provost for Student Affairs (ICCCSSO)	William Rainey Harper College
Jacob Winters, Math Instructor	Black Hawk College

Why is program review important to your institution?

Jonita Ellis, College of DuPage

Kathleen Gorski, Waubonsee Community College

Michelle Johnson, Carl Sandburg College

Tell me about your program review process. What type of data do you use and what stakeholders do you engage?

Jonita Ellis, College of DuPage

What is Program Review at COD

➤ On-going Continuous Improvement Systematic to Review all CTE and Academic Programs at the College as well as Student Support and Administrative Functions

➤ Includes Program Review Annual Updates

   ❖ Program Improvement Activities progress

   ❖ Student Outcome Assessment Project(s) Status, progress and how they used the results (Closing the Loop)

Program Review at COD
3 Phases – Based on 5-year Cycle
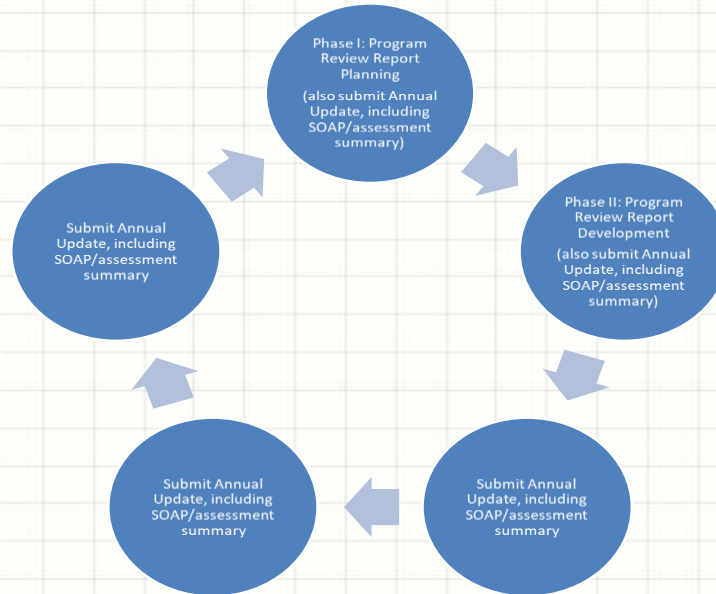
1 • Program Review Planning

2 • Program Review Report Development

3 • Continuous Improvement (Annual Review and Report)

Each circle represents one year in the Program Review Cycle

Who is involved in Program Review at COD

- Faculty Driven - Collaborative Effort between faculty and administration
- With input and feedback from key stakeholders including but not limited to students, graduates, advisory committee members and business/industry employers

Data from Multiple sources is used

Program Focused

- ❖ Review of previous PR Reports
- ❖ Labor Market Data
- ❖ Enrollment & FTE Trends
- ❖ Facilities & Equipment Analysis
- ❖ Stakeholder Feedback/Survey
- ❖ Advisory Committee Minutes
- ❖ Program Cost Analysis
- ❖ Active Course File Review
- ❖ Course/Program Transfer Art.
- ❖ Accreditation Reports & Feedback

Student Focused

- ❖ Student Demographic Profiles
- ❖ A1 Program Majors
- ❖ SOAP Analysis
- ❖ Grade Distribution Analysis
- ❖ Student Feedback Surveys
- ❖ Program Deg/Cert Comp
- ❖ Graduate Surveys
- ❖ COD Course Statistical Data

How is program review integrated and aligned with other institutional processes to inform decision-making?

Michelle Johnson, Carl Sandburg College

Alignment

- **Program Development**
- **Budget Development**
- **Strategic Planning**
- **External Accreditors**
- **Higher Learning Commission**

Criterion 3- Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A. The institution's degree programs are appropriate to higher education.

> 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

> 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

Criterion 4- Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Criterion 4- Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

What types of assessment should be considered in program review? How should assessment inform program review processes and vice versa?

Kathleen Gorski, Waubonsee Community College

What is the charge of the Program Review Advisory Committee? What types of improvements can the field look forward to?

Marci Rockey, OCCRL

Program Review Advisory Committee- Purpose

In collaboration with the Illinois Community College System and the Illinois Community College Board, the Advisory's work focuses on the following priorities:

1. Improve the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process.
2. Identify, develop, and/or refine professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review.
3. Create opportunities for institutions across the state to share experiences, procedures, and resources, as well as, provide feedback about the program review process.

Program Review Advisory Committee

Activities to date:

- Created a charter for the Advisory Committee (to be finalized by September 2019)
- Discussed mechanisms for increasing faculty and student voice
- Identified short-term and long-term professional development and technical assistance activities/resources for the FY2017-2021 Program Review Cycle
- Provided feedback on Program Review Manual revisions disseminated June 2019
- Convened subcommittee on annual/interim program review

What resources are available to faculty and administrators to learn about or improve the program review process?

Marci Rockey, OCCRL

Program Review Illinois Resources

- Webinars
- Program Review Illinois Report
- Briefs
  - Student Voice
  - Leadership
- Video on incorporating Pathways to Results
- Podcast featuring Rock Valley College

occrl.illinois.edu/pri

https://www.iccb.org/academic_affairs/program-review/

Scope of Work

- Facilitate peer networking via two Spring events
- Collaborate with ICCB to convene quarterly Advisory Committee meetings
- Build on the previous study to improve the efficiency and efficacy of the program review process
- Explore the creation of an online learning community for ICCB and community college practitioners
- Consult with and support ICCB on updating the current manual and supporting ma
- Develop CTE program review professional development videos

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Office of Community College
Research and Leadership

Questions and Discussion