PROGRAM REVIEW UPDATE WEBINAR

Tuesday, December 12, 2017

Presented by:
Ashley Becker, ICCB
Mackenzie Montgomery, ICCB
Whitney Thompson, ICCB
Heather Fox, OCCRL

Agenda

- Overview of the Statewide Program Review Process
- Submissions and Expectations
  - CTE
  - Academic Disciplines
  - Student Support Services
  - Cross-Disciplinary and Other Program Actions
- Feedback
- Frequently Asked Questions
- OCCRL's Program Review Scope of Work
- What's Next?
- Closing Comments

Overview

Authority:

- The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act 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).

The purpose of Statewide Program Review is to:

1. support strategic campus-level planning and decision-making related to instructional programming and academic support services;
2. support program improvement;
3. support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.

Program Manual Revisions

- In 2016, the ICCB rolled out a revised version of the FY2017-2021 Program Review Manual.

- The ICCB's expectations for program review remain the same, although the format for completing the statewide program review has changed.

- Changes were made to the program review process
  - to more closely align with program approval and recognition;
  - to better utilize the information collected including informing program actions;
  - in response to submission inadequacies; and
  - requests from colleges for a more robust and useful process to support their review.

The Process

- The Statewide Program Review process is designed to complement college-level planning and decision making.
- Colleges are encouraged to integrate program review within campus planning and quality improvement processes:
  - strategic planning of instructional programming,
  - development of the annual calendar,
  - data submission and reporting, and
  - accreditation review.
- Guidelines, templates, and schedules have been developed to assist the colleges in reviewing four (4) major instructional program areas:
- 1) Career and Technical Education,
- 2) Academic Disciplines,
- 3) Cross-Disciplinary Instruction, and
- 4) Student and Academic Support Services.

The Process

1. Systematically examine the <u>need</u>, <u>cost</u>, and <u>quality</u> of individual instructional programs;
   - Involve faculty and appropriate administrators who are directly responsible for instruction in the area as well as academic support professionals, and other divisions from across the campus as appropriate.
   - Employ relevant information such as assessment results appropriate to the unit, as well as comparative data on enrollments, completions, and costs using the most recent audited state-level data.
   - Assure that the process is well documented and use the results to inform campus planning initiatives, quality improvement efforts, and budget allocation decisions.
2. Report results and actions resulting from reviews to local boards, advisory committees, and other stakeholders as appropriate;
3. Implement strategies to address deficiencies discovered during the review process; and,
4. Adhere to a minimum review cycle of once every five years for instructional programs.

Schedule

ICCB 5-Year Program Review Schedule					
Review Area	**FY2017**	**FY2018**	**FY2019**	**FY2020**	**FY2021**
Academic Disciplines	Communications	Mathematics	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences
Student and Academic Support Services	Admissions	Learning and Tutoring Centers	Financial Aid	Disability Services	Business Services
	Recruiting	Career Centers and Job Placement		Counseling and Advising	Athletics
	Registration and Records			Library	Student Activities
Cross-Disciplinary Instruction		Remedial/ Developmental Mathematics	Remedial/ Developmental English Language Arts	Adult Education including ESL	Vocational Skills
Career and Technical Education	09 Communication, Journalism, and Related Programs	12 Personal and Culinary Services Cosmetology-1204 Culinary-1205	12 Personal and Culinary Services Mortuary Sci-1203	01 Agriculture, Agriculture Operations, and Related Sciences Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109	01 Agriculture, Agriculture Operations, and Related Sciences Ag Mech-0102
	10 Communications Technologies and Support Services	16 Foreign languages, Literatures, and Linguistics	31 Parks, Recreation, Leisure, and Fitness Studies	03 Natural Resources and Conservation	41 Science Technologies

Submissions

- <u>Due</u>: September 1st of each year.
- <u>Exceptions</u>: Any previously approved exceptions will be honored. Moving forward, the five year program review schedule will be strictly adhered to.
- <u>Extensions</u>: may be granted and should be requested by August 1 of each fiscal year by emailing: cte@iccb.state.il.us
- <u>Submissions</u>: sent to cte@iccb.state.il.us

Career and Technical Education

Career & Technical Education (CTE) Programs utilize a curriculum designed to prepare students for employment in a specific career pathway. This includes programs leading to an Associate in Applied Science (A.A.S.) degree or certificate.

Required to take a "deeper-dive" to explore all elements of each program which include analyzing and reporting on the following:

- Pre-requisites and course sequences
- Occupational demand
- Dual credit opportunities
- Industry recognized credentials
- Student and employer satisfaction
- Assessment
- Longitudinal data on enrollment, completion, and equity gaps

Career and Technical Education

Career & Technical Education				
College Name:				
Fiscal Year in Review:				
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?				
To what extent are these objectives being achieved?				
Past Program Review Action What action was reported last time the program was reviewed?				
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).				
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).				
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.				

Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What is the district and/or regional need?	
1.4 How will students be recruited for this program?	
1.5 Where will students be recruited from?	
1.6 Did the review of program need result in actions or modifications? Please explain.	
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	
2.2 How does the unit cost compare to the college average?	
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	
2.5 Did the review of program cost result in any actions or modifications? Please explain.	
Indicator 3: Quality	Response
3.1 What are the program's strengths?	

Career and Technical Education

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Data Analysis for CTE Program Review					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE Program					
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.					
What disaggregated data was reviewed?					
Were there gaps in the data? Please explain.					
What is the college doing to overcome any identifiable gaps?					
Are the students served in this program representative of the total student population? Please explain.					
Are the students served in this program representative of the district population? Please explain.					

Are the students served in this program representative of the district? Please explain.	
Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	

Expectations

- Integrate the components into your internal program review process to avoid duplicative efforts.
- Thoroughly respond to need, cost, and quality.
- Answer questions clearly and concisely.
- Responses are specific to the program being review.
  - No generalized sample language used throughout
- Disaggregate data and examine gaps
- Action Steps are appropriate for the findings of the review.
- Action Steps reflect continuous quality improvement of the program, but also to institutional processes that affect programming.

Academic Disciplines

- The academic disciplines are the courses and sequences of courses in Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. These reviews should focus on the quality of individual courses and clusters of courses, as well as how successful the discipline area as a whole is in achieving its goals.

Academic Disciplines

- Similar expectations remain.
- ADDED: Course-specific longitudinal data on enrollment, retention, and completion.
- General Education Courses typically reviewed as cross-disciplinary should be reviewed here.

ACADEMIC DISCIPLINE AREA					
COURSE TITLE					
COURSE DESCRIPTION					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED					
CREDIT HOURS PRODUCED					
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.					
WHAT DISAGGREGATED DATA WAS REVIEWED?					
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.					
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.					

Expectations

- Colleges are to analyze disaggregated data including course-level and demographic data to identify trends and equity gaps.

- Based upon the analysis, Colleges are expected to provide the ICCB with an intended action steps that detail the steps to be completed by the college to ensure the college is improving in any areas of deficiencies.

- Additionally, the college should provide a rationale summary of the review findings and a rationale for any future modifications. Also, must identify any resources needed and who is responsible for ensuring these modifications are implemented and completed.

Remedial/Developmental Education

- The review of Remedial/Development Education has been separated into 2 review cycles:
  - FY 2018: Remedial Math
  - FY 2019: Remedial English Language Arts
  - Instrument is formatted similar to the Academic Disciplines Review Instrument.

Expectations

- Colleges are to analyze disaggregated data including course-level and demographic data to identify trends and equity gaps.

- Based upon the analysis, Colleges are expected to provide the ICCB with an intended action steps that detail the steps to be completed by the college to ensure the college is improving in any areas of deficiencies.

- Additionally, the college should provide a rationale summary of the review findings and a rationale for any future modifications. Also, must identify any resources needed and who is responsible for ensuring these modifications are implemented and completed.

Student and Academic Support Services

- Student and Academic Support Services are non-instructional activities that support instruction and include admissions, recruiting functions, registrar functions, learning and tutoring centers, career centers and job placement, financial aid, disability services, counseling and advising, library, business services, athletics, and other student activities.

- It is suggested that colleges review all of their student and academic support services. Colleges should also evaluate the quality and cost effectiveness of all their student and academic support services.

Student and Academic Support Services

- No Changes.
- Self-Assessment can still be utilized.

OLD

	Year	Student & Academic Support Services Reviews
1	2012	Admissions/Recruiting; Registration/Records
2	2013	Learning & Tutoring Centers; Career Centers/Job Placement
3	2014	Financial Aid
4	2015	Disability Services; Counseling/Advising; Library
5	2016	Business Services; Athletics; Student Activities

NEW

Review Area	FY2017	FY2018	FY2019	FY2020	FY2021
Student and Academic Support Services	Admissions	Learning and Tutoring Centers	Financial Aid	Disability Services	Business Services
	Recruiting	Career Centers and Job Placement		Counseling and Advising	Athletics
	Registration and Records			Library	Student Activities

Expectations

- A brief overview of the program or service under review and its goals tied to student outcomes.

- Any updates or modifications from the previous review.

- Current strengths and weaknesses of the program or service.

- Details of findings from the current review.

  - Reflect on the degree to which the program is meeting student needs.

- Intended actions steps from current review.

Cross-Disciplinary

- **Removed** General Education and Transfer Functions
- Split Remedial/Developmental Education into two review years
- Vocational Skills and Adult Education remains the same except *when* reviewed in the 5 year schedule.

REVIEW SCHEDULE

OLD

		Year	Cross-Disciplinary Reviews
	1	2012	General Education *(all transferable)* **X**
	2	2013	Adult Education and ESL
	3	2014	Remedial/Developmental Education
	4	2015	Vocational Skills
	5	2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs **X**

NEW

Review Area	FY2017	FY2018	FY2019	FY2020	FY2021
Cross-Disciplinary Instruction		Remedial/ Developmental Mathematics	Remedial/ Developmental English Language Arts	Adult Education including ESL	Vocational Skills

Other Program Actions

- Annually, colleges will report important program changes and improvements that did not result from program review, but are made as a result of campus planning and/or quality improvement. This includes, but is not limited to, addition of new programs and modification or elimination of existing programs outside of program areas under review for the current year.

- If significant modifications were made or substantial recommendations were made by ICCB staff in a prior review cycle and an update is required.

- Use the Prior Review Supplemental Information form.

Feedback

Generally the submissions were satisfactory.

Areas for Improvement

- Keep responses clear and concise.
- Ensure Action Steps are appropriate and sufficient based on the findings.
- Use of data templates seems disjointed (lack of using cohort data).
- Utilize data when reviewing Student and Academic Support Services.

When to expect ICCB feedback-Spring 2018

Frequently Asked Questions

1. For the data analysis sections, what years of data should be reviewed?
   - The most recent 5-year longitudinal data available. OR
   - What historically fits with your internal program review process

2. When a college has a program that houses a degree and a certificate which are falling into different CIP codes, and as a result different review years, can the college conduct a review of both during the year assigned to the degree CIP code?
   - Although the manual states that the ICCB will only honor previously approved and documented exceptions to the 5 Year Program Review Schedule, in this instance which may be rare, it is logical for the reviews of both the degree and the certificate in question to be conducted in the same fiscal year. When this occurs the college should make this clear in the review submission.

Frequently Asked Questions

3. For the CTE review template, does "Number of Students Enrolled" refer to the number of students enrolled in the *program* (i.e. AAS, Cert, etc.) or the number of students enrolled in the *program courses*?

   - Colleges should report on the number of students enrolled in the program as a concentrator to avoid counting students who may be taking various program courses as electives. A program concentrator earns at least 12 credits within one fiscal year in a single program area sequence. The program area sequence should conclude with an award of a community college credential. Students can also be deemed a program concentrator if they complete a short-term (less than 12 hours) credential within a fiscal year.

4. How is *completer* defined and where is this information located?

   - Completers are successful student completions of approved programs. More than one completion can be reported for a student in a fiscal year due to stackable credentials within a program of study. Hence, a student could accumulate three (3) completions if the student earned one (1) Certificate of a Year or More and two (2) Certificates of Less than a Year. Information related to completions by community college can found via ICCB's Data Book. Select the needed year and then Section III. Tables III-7, Table III-8, and Table III-9 provide completions by community college.

- Program Review FAQ (February 2017)

Potential Changes for Future Reviews

- Based on college feedback:
  - Program review listserv
  - Program review-specific inbox for submissions
  - Resources/examples/guides
  - Revision of Student Services Self-Assessment
  - New method of compiling information and submissions (not Microsoft Word)

  - Minor tweaks to the review tools (questioning, data sections, etc.) stemming from external evaluation
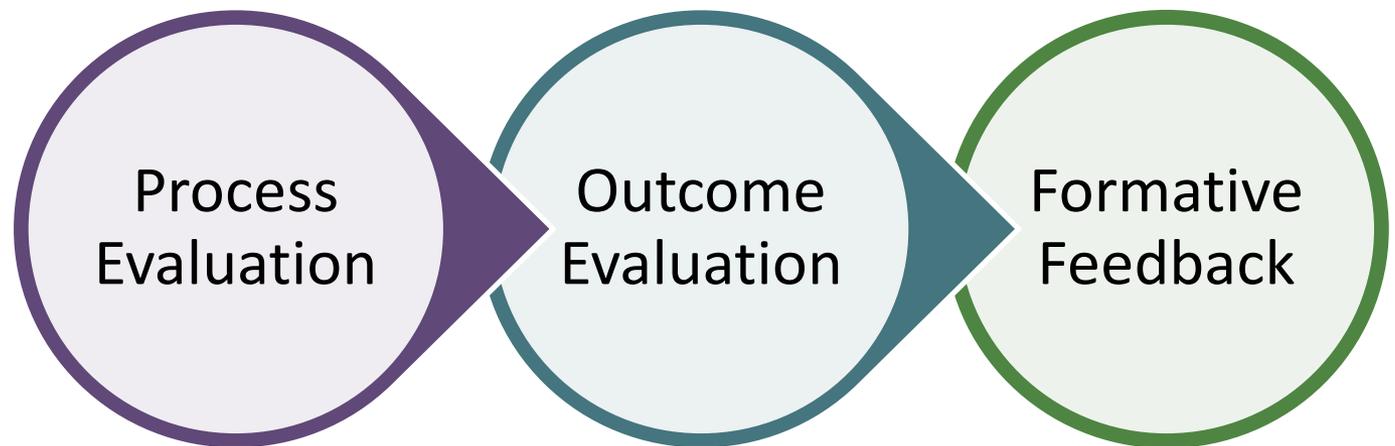
Questions?

- For program specific questions, please contact the following staff:
  - CTE, Vocational Skills, Submission:
    - Whitney Thompson, Director for Career and Technical Education whitney.thompson@illinois.gov/ 217.558.0318
  - Academic Disciplines, Remedial Education:
    - Ashley Becker, Senior Director for Academic Affairs ashley.becker@illinois.gov/ 217.524.5503
  - Adult Education including ESL:
    - Jennifer Foster, Deputy Director for Adult Education and Workforce jennifer.foster@illinois.gov/ 217.785.0171
  - Student and Academic Support Services:
    - Mackenzie Montgomery, Director for Student Services mackenzie.montgomery@illinois.gov/ 217.557.7119
  - Data-related Concerns:
    - Nathan Wilson, Senior Director for Research and Policy Studies Nathan.wilson@illinois.gov/ 217.558.2067

Program Review *Illinois*

Evaluation of the Program Review Process

OCCRL is conducting an evaluation of the ICCB program review process.

Examining the Process of Program Evaluation

Process Evaluation

- How can the program evaluation process in Illinois be improved?

- What support structures could be put into place to improve the efficacy and efficiently of the program evaluation process?

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Examining the Outcomes of Program Evaluation

Outcome Evaluation

- To what extent does the program evaluation process support data-driven decision making about programs in Illinois?

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Why is OCCRL doing this work?

Key Concepts and Literature

Transformational & Theories of Change

Capital Theories (Social, Cultural, Political Physical, Human).

Evidence-Driven Decision Making

Organizational Change and Systems Thinking

Cultures of Evidence and Change

Evaluation Goals

1 — Improve the efficiency and efficacy of the program review process by identifying challenges, redundancies, omissions, and providing recommendations for refining the process.

2 — Examine variation of the program review process across institutional contexts and institutional identities to understand how the process is utilized across diverse institutions throughout Illinois.

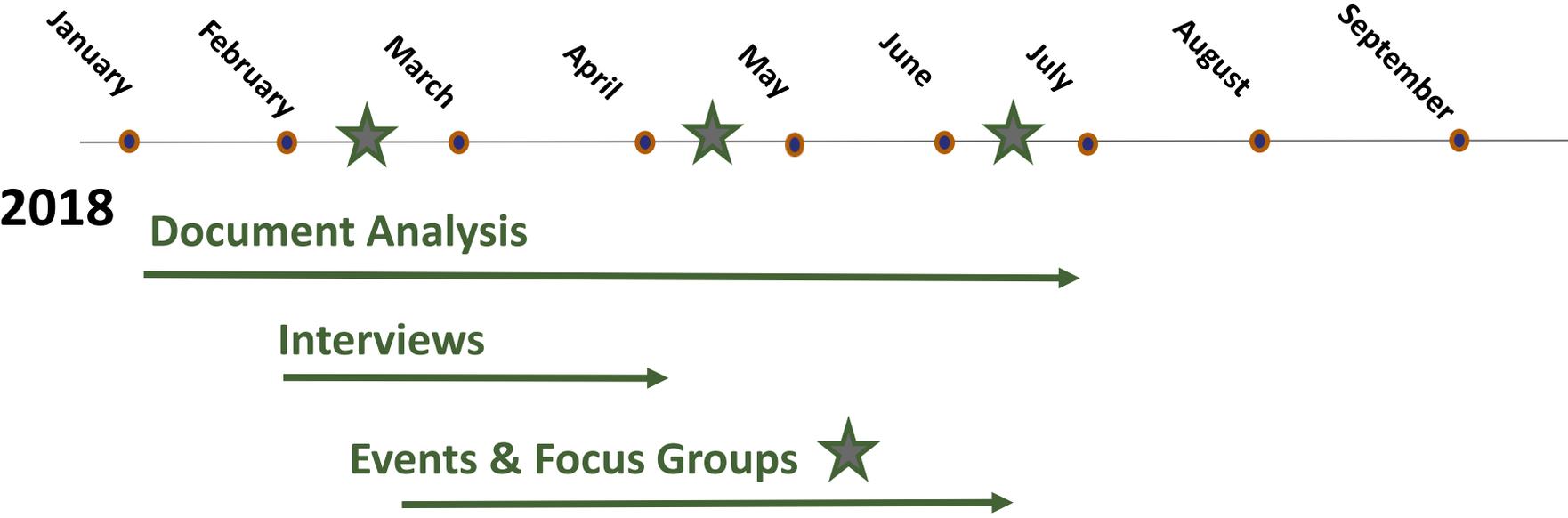**3** — Identify professional development, technical support, and supplemental materials that could improve outcomes associated program review.

4 — Improve the application of program review findings in colleges campus-level programmatic planning and decision-making.

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Methods and Timeline

Mixed-methods study employing interviews, focus groups, and document analysis

January February March April May June July August September

2018

Document Analysis

Interviews

Events & Focus Groups

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2018 Program Review Events

#1: The Program Review Process: February 2018

- The internal process (learning from one another and best practices on how to collect and present information for submission)

#2: Program Review as an Improvement Process: April 2018

- Analysis and improvement (analyzing and disaggregating data/creating improvement plans to modify program or processes, etc.)

#3: Improving the Program Review Process: June 2018

- Critiquing, narrowing, and providing recommendations for the manual and accompanying tools based on past sessions and OCCRL's evaluation

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Dissemination of Findings

In August 2018, OCCRL will host a webinar where we will share our findings and recommendations based from the evaluation.

Also look for information on our project website, blogs, and via OCCRL newsletters

https://occrl.illinois.edu/pri

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Your Questions, Input, Ideas?

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Office of Community College Research and Leadership
University of Illinois at Urbana-Champaign
College of Education

I ILLINOIS

Champaign Office
51 Gerty Dr
Champaign, IL 61820

Chicago Office
Illini Center
200 S. Wacker Drive, 19th Floor
MC-200
Chicago, IL 60606
www.occrl.illinois.edu
occrl@illinois.edu

Dr. Eboni M. Zamani-Gallaher, Director
ezamanig@illinois.edu

🐦 @OCCRL

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Focus Groups- Call for Participation

- Participation in 3 Focus Group Meetings (Spring 2018)
- Colleges selected will receive travel reimbursement
- Seeking out colleges with expertise in program review processes
- College staff participating must include 2-3 colleagues of the following:
  - Institutional Research staff
  - Administrator/Dean/Faculty member responsible for coordinating and completing Program Review
  - CTE Dean or Faculty
  - Student Services or other support staff
- Please send a letter detailing your interest, level of expertise, dedication to the project, and group members to cte@iccb.state.il.us by January 5, 2018.

Questions?

- Email cte@iccb.state.il.us
- Questions will be answered through the release of the FAQ or due to specificity will be answered directly.

Thank you and happy holidays!

[ICCB Program Review Webpage](#)