Program Review *Illinois*

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Outline Of Today's Presentation

Study Introduction

Environmental and Institutional Factors

Five Design Challenges

CTE Program Review Template

Advancing Program Review

Next Steps

Examining the Process of Program Evaluation

OCCRL is conducing a participatory evaluation of the ICCB program review process.

Evaluation Questions

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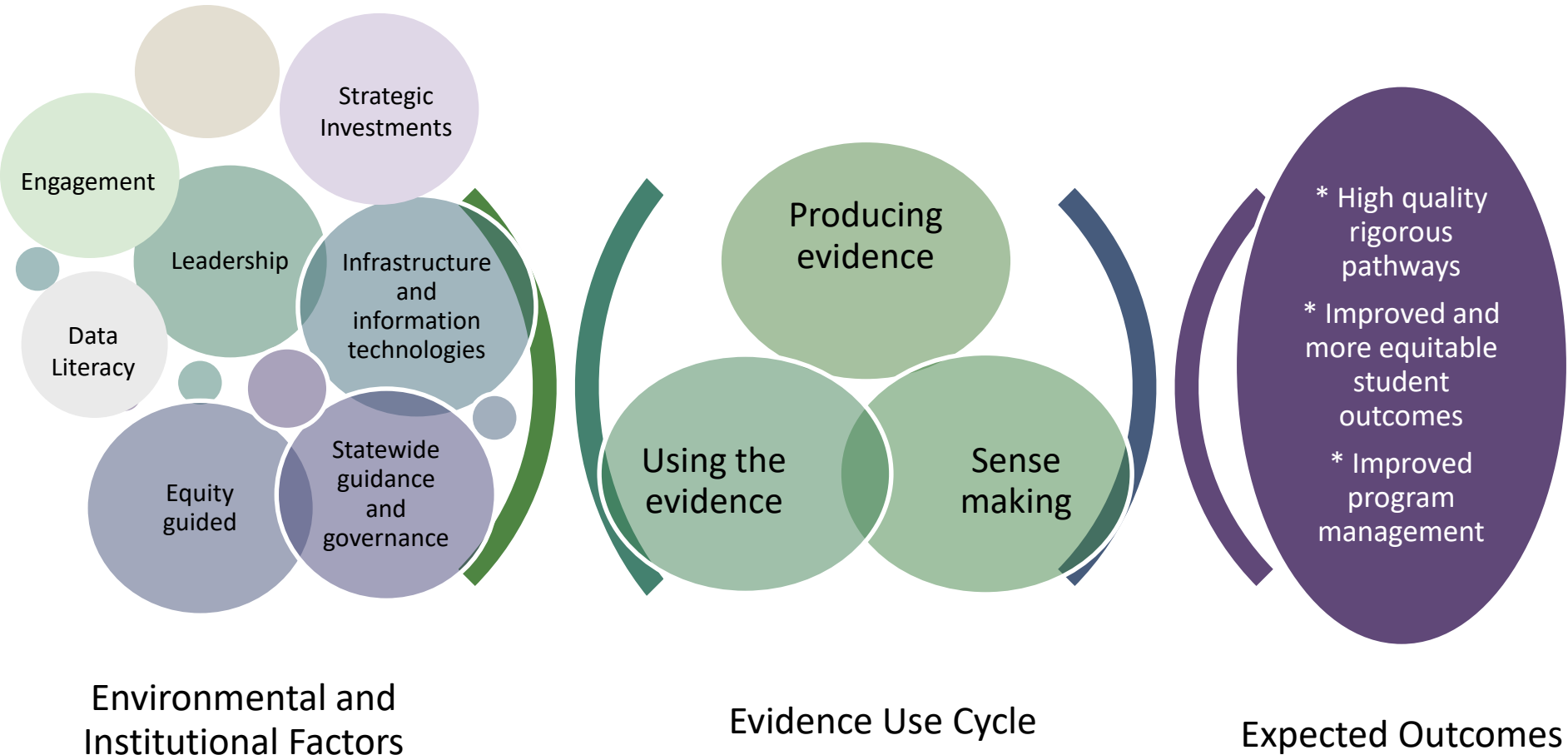
3 Identify professional development, technical support, and supplemental materials that could improve outcomes associated program review.

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

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Theory of Change for Equity-Minded Evidence-Driven Change

Strategic Investments

Engagement

Leadership

Infrastructure and information technologies

Data Literacy

Equity guided

Statewide guidance and governance

Producing evidence

Using the evidence

Sense making

* High quality rigorous pathways

* Improved and more equitable student outcomes

* Improved program management

Environmental and Institutional Factors

Evidence Use Cycle

Expected Outcomes

(Adapted from: Arenth, et al. 2017; Bragg et al. 2016; Copland et al, 2009)

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2018 Program Review Events

#1. The Program Review Process: February 2018

- Environmental and institutional factors that influence program review

#2. Program Review Data: April 2018

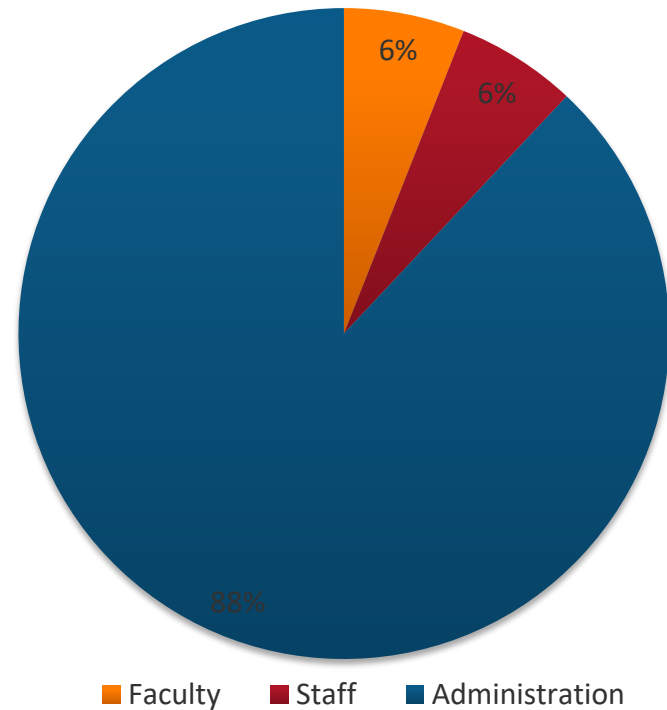- The evidence use cycle utilized by institutions to review and improve their programs

#3. Improving the Program Review Process: June 2018

- Critiquing, envisioning, and designing and improved program review process

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Participant Demographics

- 49 participants

- 21 colleges

- 29 attended all focus groups

- Majority were women

- 3rd focus group was least attended (n = 35)

Representation

Faculty — Staff — Administration

6% 6% 88%

ENVIRONMENTAL AND INSTITUTIONAL FACTORS

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Leadership

A culture of evidence is championed throughout the college through informal and formal leadership.

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Leadership - Preliminary Findings

Who leads program review at your institution? Who facilitates?

- Answers indicated multi-stakeholder involvement w/ a wide variety of **individuals** and **committees** leading & facilitating program review:

    o CAO

    o Assessment Office (ex: Assessment Coordinator)

    o Institutional Research

    o Faculty

    o Program Improvement Committee (PIC) or "Critical Friends Review"

- Implications of seniority and institutional knowledge

- *Facilitation vs. leadership* distinction was problematic for most participants

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Leadership - Preliminary Findings

What are qualities & components of effective leadership?

- Starting with an "end" and having a plan to get there (i.e *vision?*)

- Communication (transparency & accuracy)

- Accountability (supervisors & supervisees)

- Approaching leadership as *service* (students, campus, & community)

- Leadership is **everyone's** job (ownership & buy-in across campus)
  - Manifested through engagement & commitment

- Setting clear expectations (re: roles, timelines, & outputs)

- ***"Appreciation & respect for colleagues while helping them get to where they need to be"***

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Equity Guided

A commitment is shared throughout the college to systemic and localized changes to improve equity for underserved students.

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Equity Guided - Preliminary Findings

Inclusion of Equity
- "It's nice to see equity and equity gaps explicitly articulated in program review"
- "Being aware of equity issues but how are we specifically addressing what's causing inequities"

Changes Implemented
- New staff positions
- Increased student supports
- Curriculum review and development

Disaggregated Data
- Enrollment, Completion, Outcomes
- Race/ethnicity, gender, sex, age, enrollment status, first-gen status, parent education level

Lessons Learned
- Structural Issues
- Different definitions (i.e.. success, retention, completion)
- Need to improve data collection, communication, and reporting

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Engagement

Diverse viewpoints and roles are engaged and contribute to ongoing improvement processes.

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Engagement - Preliminary Findings

Who contributes most to program review at your institution?

Participants completed & discussed *"Who Contributes?"* worksheet

- ○ **Admin.**
  - ✓ Highest Ranking= 85%
  - ✓ Lowest Ranking= 10%
  - ✓ Mode = 25%

- ○ **Faculty**
  - ✓ Highest Ranking= 75%
  - ✓ Lowest Ranking= 15%
  - ✓ Mode = 40%

- ○ **Staff**
  - ✓ Highest Ranking= 45%
  - ✓ Lowest Ranking= 0% (n = 4)
  - ✓ Mode = 30%

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Engagement - Preliminary Findings

How do colleges collaborate & promote stakeholder engagement?

- Program review team meetings held in fall and/or spring

  o Discuss timelines, data, drafts, & deliverables

- Team site used incl. past reviews

- Release time and/or overload provided to key contributors

- Ensuring that all who are reviewing their programs have the "where's" & "why's"

- Understanding, Non-judgment, & Transparency (be able to *"write the warts"*)

  o ***"Report where you are, where you want to be, & how you plan to get there"***

- Who is **not present** during program review?

  o Students, Employers, & Recruiters

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Engagement - Preliminary Findings

Faculty Participation

Participants reported apparent **disconnect** between faculty content expertise & comfortability with assessment:

- Fall kick-off event to maximize participation from faculty
    - Including program review orientations during Prep. Week
- **One institution:** Newly hired faculty have a one-on-one session (with Organizational Assessment Coordinator) as part of their orientation to understand the importance of student learning assessment
- **Another Institution:** Faculty tasked with engaging employers to better understand skills/knowledge needed to become employable in that industry (CTE-specific)
    - incl. discussions on EMSI and revamping curriculum, if necessary

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Statewide Guidance and Governance

The state provides clear supportive standards and policies that support both accountability and data-driven change.

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Statewide Guidance and Governance
Preliminary Findings

ICCB Program Review Manual

- 81% found manual easy to use and relevant to each aspect of program review

- 76% said some aspects of the manual were unclear
  - "There are some questions. I don't know how to answer that. This question doesn't make sense"
  - Heavy use of jargon

- 71% said the templates provided were helpful

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Statewide Guidance and Governance Preliminary Findings

ICCB Support for Program Review Process

- 32% said they received adequate information on available supports

  - "It is not an open door. It is one person who has a key to the resources and we go to that person and that facilitate all that"

- 43% found the supports provided to be helpful

- 34% found the options of support available to be adequate

  - "Support is not filtered down"

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Statewide Guidance and Governance
Preliminary Findings

Direct Support from ICCB Staff

- 49% said they were able to easily access ICCB staff
  - "The best resource from my experience has been actually calling ICCB and getting answers from them"

- 51% said ICCB staff were timely in responding to inquiries

- 59% said ICCB staff were knowledgeable of the program review process

- Answers to direct support questions were mainly some variation of Agree or Not Applicable

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Data Literacy

Institutionally and individually the college supports access to data and the data literacy necessary to frame inquiries and to effectively collect, operationalize, analyze and interpret data.

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Data Literacy - Preliminary Findings

What is the importance of data literacy?

- *"Data validates assumptions"*

- *"Your data is your reality, and sometimes your perception and your reality just don't line up, but you can't argue with the data"*

- Data should inform all decision-making

- Importance of qual. **and** quan.

- Getting ppl. comfortable w/ data (finding ways for everyone to be on the same page)

- Standardizing how variables are measured across programs (i.e. operationalization)

- *"Who's voice is considered in analyzing data?"*

- Moving from a "story-telling culture" (i.e. anecdotal) to a "data-informed culture"

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Data Literacy - Preliminary Findings

* Self-reported skill proficiency measure in four areas (5 as highest rating)

Data Capacity Survey Results			
Area	**Average**	**High**	**Low**
Accessing Existing Data	3.70 (intermediate)	5	2
Collecting Data	3.88 (intermediate)	5	1.75
Analyzing Data	4.07 (advanced)	5	2.57
Interpreting Findings	4.06 (advanced)	5	2.57

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Infrastructure and Information Technologies

Systems are available to support collecting, storing, accessing, analyzing, and disseminating data throughout the college.

Infrastructure and Information Technologies Preliminary Findings

Role of IT

- Data integrity
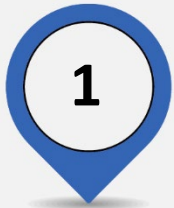- "Practicality, accessibility, and feasibility"

IT Support

- Organization of the infrastructure poses a challenge
  - "It's not available as quick as somebody who wants to make a decision"

- Having dedicated data personnel to collaborate with data warehouse increases response time to inquiries
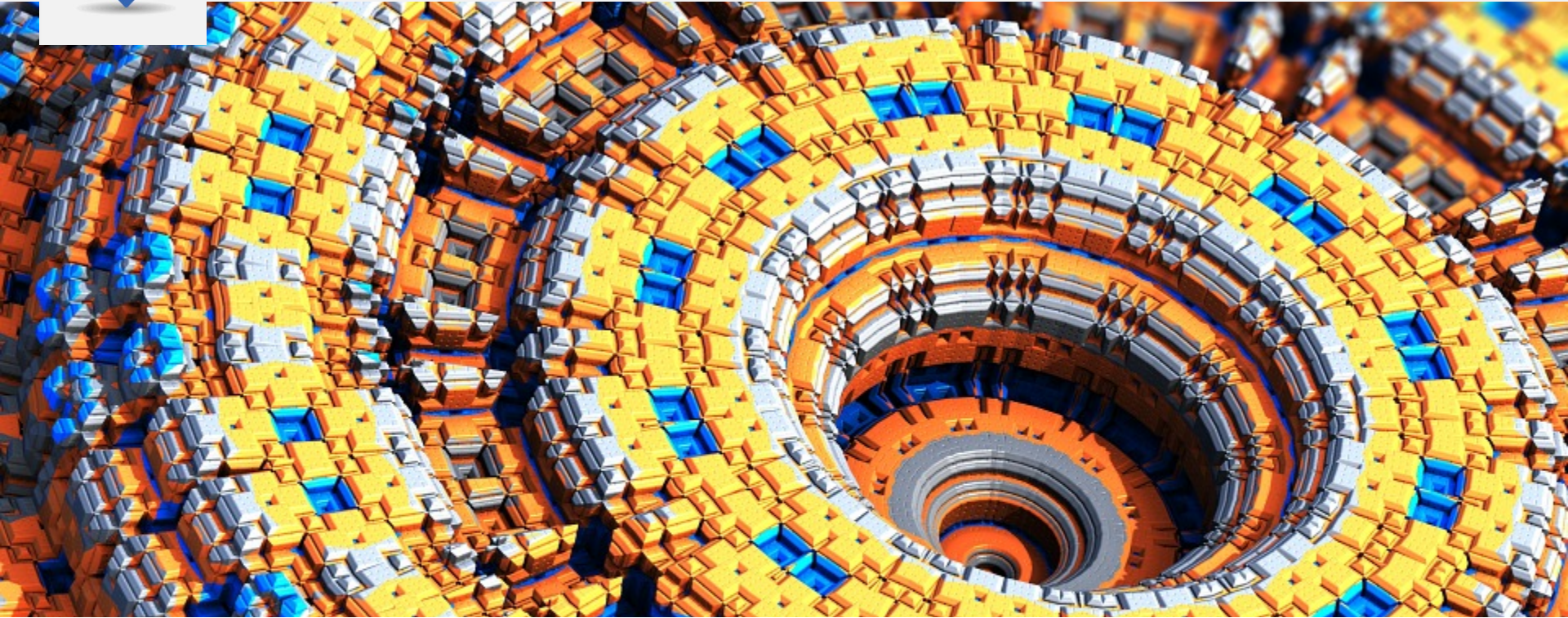
Data Systems

- Highlighted use of collaborative systems
  - Assessment is a shared responsibility
  - Access to what other departments are doing via their assessments
  - "putting everything in one place"

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FIVE DESIGN CHALLENGES

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1

Challenge: CTE Enrollment

One of the challenges that colleges have highlighted is accurately identifying the students enrolled in a specific program of study. This creates a major barrier to institutions to use program level data in their decision making process.

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1
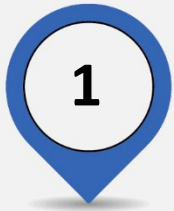
CTE Enrollment

Colleges offered several strategies for improving program enrollment data

- CTE specific advisors
- Meetings with advisors each semester or at set milestones in the program
- Using degree auditing systems to cross-check majors
- Examining how majors are tracked/updated in the system
- Associating student majors w/ names for faculty

Associate of General Studies students who are really "pre" CTE

There needs to be clear definitions on timeframe, who counts "entrance" and exit for enrollments to be comparable across programs and institutions

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2

Challenge: Stackable Credentials

Identify students in multiple programs of study, especially stackable certificates.

2

Stackable Credentials

Consider adjusting existing state data collection to allow for multiple enrollments (e.g., A1 data) and drawing on this data for program review.

Review stackable credentials as a group, where certificates are reviewed with the related associate's degree.

Address:
- What is the rationale for any certificate in the pathway?
- Does each credential in the pathway hold industry value (e.g., improved employability)?
- Is each credential viable?

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Challenge: Program Review Cycle

3

Mixed sentiments on the current program review cycle, both in terms of the length of the cycle and grouping of programs.

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Program Review Cycle

3
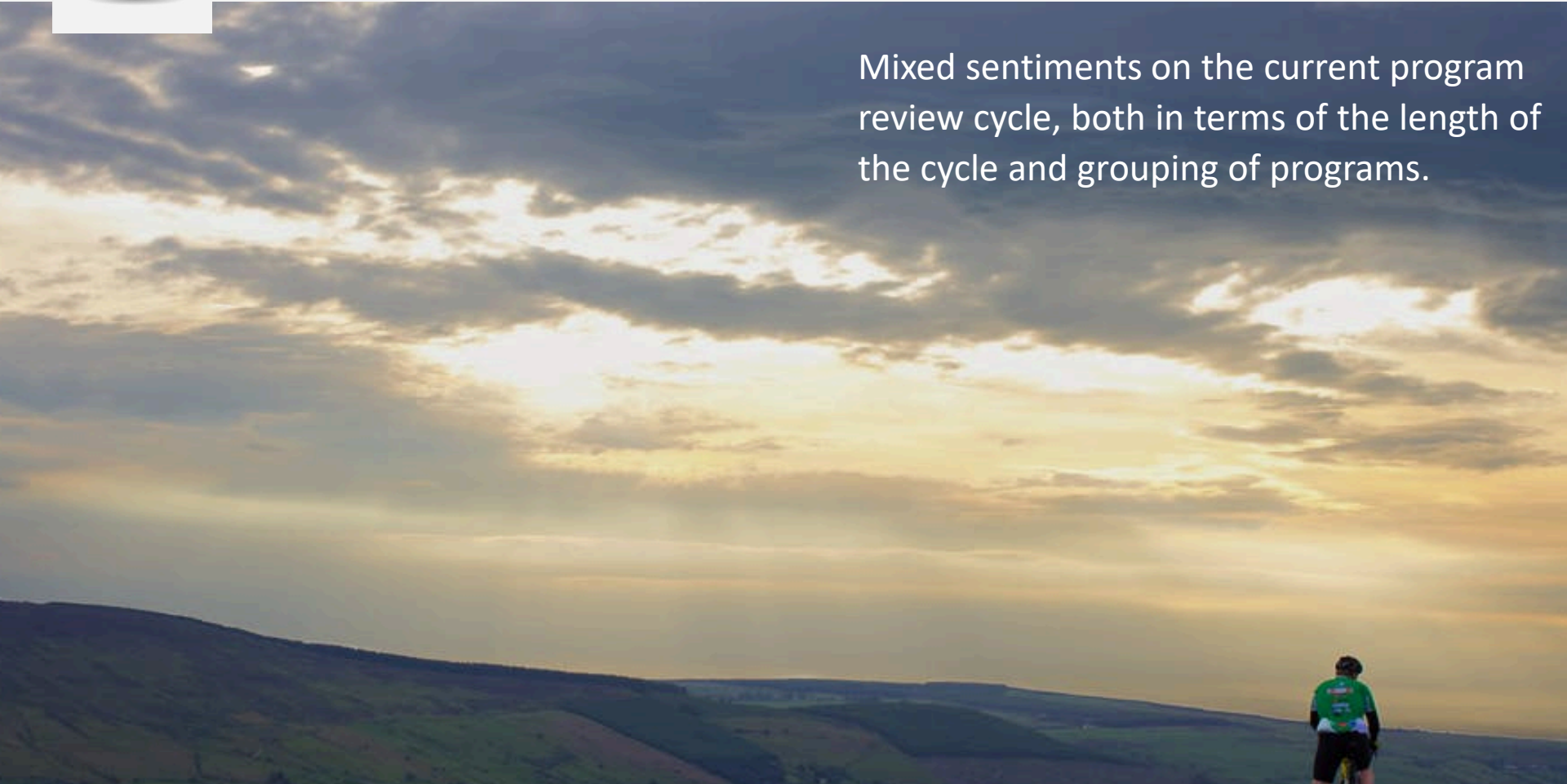
"One of the things we've determined is that the five-year works with the multi-year analysis steps built-in. Some sort of an annual review framework and some guidelines for that would be helpful, but it was determined that we still need the five-year cycle. Likewise, the annual goal review built in, so that we can address the intended action items and review them and determine the use of data to report out regarding the program review. So that was related to the first two questions." PRI Participant

"We think that ICCB should *recommend* an annual process, but not *require* an internal process.... just being able to say ICCB recommends this, it can help them in doing that, but doesn't dictate what that looks like and doesn't require a formal report to the state. And that's why we need the flexibility like you've talked about." PRI Participant

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4

Challenge: ICCB Support & Feedback

The need for professional development and other supports has risen many times throughout the focus groups.

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Challenge ICCB Support & Feedback

- Professional development needs to be directed towards the different stakeholder groups, prioritize program coordinators and faculty, and those new to the process

- Formats: modularized training, recorded videos, other just in time and as needed supports

- A rubric that ICCB could use for feedback, not on content but quality of response/place

- Best practices by discipline and around program review

- Help bridge connections between programs, a mentorship of sorts

- Vet practices and policies from other states

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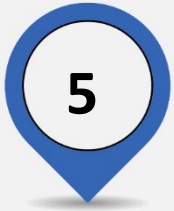
5 Challenge: Disaggregated Data and Equity Gaps

The new program review manual includes the review of disaggregated data and identification of equity gaps for CTE programs.

Many colleges have shared that they were unprepared to be asked these questions and found this section of the review challenging.

MIND THE GAP

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Disaggregated Data and Equity Gaps

5
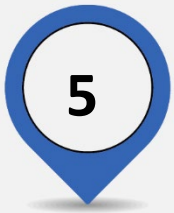
- Measuring inequities purely based on data is challenging. Specifically in programs with small numbers of students.

- This may be more actionable at discipline or institutional levels.

- Questions about equity are a quality issue and could be more readily addressed (qual & quant) in this section, at the program level.

- Context is important here, as the inequities we struggle with across programs and campuses are different.

- Colleges struggled to know what ICCB is looking for in this information. Those who did look at data focused on inequities in enrollment.

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CTE PROGRAM REVIEW TEMPLATE

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Format of the Template

- Having a static PDF form is hard to work with.

- Ideally - Being able to working collaboratively (comments, multiple users) together on the document is preferable, with levels of permissions.

- Being able to remove comments, approve and then submit to ICCB.

- Linkable, with the ability to upload artifacts to share with ICCB (and peers).

- Shareable, so other colleges could view and learn best practices.

- Must be piloted and must be prepared to address issues rapidly

"So there's a question about data and what disaggregated data did you use for example. Well what if we just made a spreadsheet and uploaded it with disaggregated data that we used?"

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Cost Effectiveness

- Programs struggle with how to define and calculate costs. Lack consistency across programs and colleges.

- There are multiple levels of costs (ROI, department, institution, student).

- Assessing programs for costs without the balance of revenue?

- Colleges use program review in their budgeting process. Add a question about anticipated budgetary needs. "What, if any, specific budgetary needs do you anticipate having over the next five years?"

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Need

- This section requires access to good regional labor market data. Some colleges can afford this data others can't.

- College are unsure what of the institutional activities, that are outside of the immediate program, (e.g., recruitment, marketing) they should or should not include in these reviews, especially in the need section.

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QUALITY ✓

- Some of the question in this section that read more like a checklist of components then a real indicator of *quality. (question 7 – model)*

- Some of the "components" like "innovations" are vague and unclear.

- Provide operational definitions for key terms, e.g., faculty-to-student ratio.

- Clarify what is needed to describe assessment methods and meant by success (q 3.17)

- Student satisfaction data is more often institutional or departmental then programmatic, due to challenges getting responses to surveys etc.

- The quality of an advisory committee needs to be more than the frequencies for which it meets (3.21).

- The current review doesn't capture any change past or intended to curriculum, the quality of that curriculum, or the associated learning outcomes.

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Data Analysis

- The data should earlier in the review, and the questions should be embedded within other sections of the report.

- Consider labeling the section equity and be more transparent.

- Interplay between reporting on program and college identified equity gaps and the efforts to address them.

- Faculty are not skilled at identifying or addressing equity gaps more guidance is needed.

- What is next after identifying an equity gap?

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ADVANCING PROGRAM REVIEW

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"Concise is Nice"

- Toolkit with clear language is essential:

    o data dictionary for standardized operationalization

    o glossary of terms

    o descriptive and illustrative examples or rubrics (clarity & consistency)

- Build data quality so colleges can benchmark with each other (i.e. compare b/t institutions)

- Communicate – Communicate – Communicate, Early, Often, & Clearly

"We need a base to start with so we can all have a shared understanding." PRI participant

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"You Help Us to Have the Important Conversations"

- Not required or recommended – hard to advocate for

- Its essential that colleges learn from each other – help support sharing of best practices.

- These conversations are important. Keep supporting them and encouraging them.

- The improvements to the templates fostered new conversations at the colleges and these conversations were important.

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Leverage the Schedule and the Process

"An ongoing continuous model, not just every five years. In terms of one aspect we really liked. The schedule with the opportunity that we could, perhaps, leverage and benefit having all programs reviewed in the state at the same time." PRI participant

- Implement a more continuous process
    - ○ Recommend an annual update for all programs
    - ○ Leverage the 5-year point to disseminate best practices by discipline
- Aligning the process with HLC standards

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"We Need Input from Our Peers"

"There is an untapped potential of resources in this room." PRI participant

- Use the expertise in the state to support quality program review

- Changes should be vetted and piloted before being implemented

- Provide professional development with implementation

- Keep improvement moving forward!

"We need time to be on our side… we need to be more proactive instead of reactive." PRI participant

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NEXT STEPS

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Initial Finding Summary – FY 18/19

Today:
- Webinar
- Evaluation report

FY19:
- 2-3 briefs
- Democracy College podcast

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Program Review Advisory Committee

Purpose: To provide formative feedback to ICCB about program review process, including feedback/pilots of proposed changes

8 professionals with substantive experience with program review
- 4 serve 2 years, 4 serve 3 years
- Quarterly meetings
  - 3, 2-hr. virtual
  - 1, 4-hr. in person

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Online Learning Community

This community will feature a series of forums that allow members of the community, including OCCRL and ICCB, to share within the community knowledge and tools to help support proactive and authentic program assessment and improvement.

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