

Program Review Driving Curricular Revisions

ASCCC Curriculum Institute 2018

July 13, 2:15-3:30pm, Riverside, CA

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- Dr. Daniel Keller, Dean of Curriculum and Instructional Support Services, Los Angeles Community College District
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Why program review?



The carrot

- ▶ How aligned are our academic programs in achieving the mission of the college?
- ▶ What are the educational needs of students in our region?
- ▶ What are the workforce needs in our region?
- ▶ What programs do we have?
 - ▶ Are they thriving (high enrollment & completers)?
 - ▶ Are they struggling? If so why?
 - ▶ Can a curricular fix rejuvenate the program?
 - ▶ Is the program still relevant?

The stick

► Accreditation

- 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.
- II.A.16: The institution **regularly evaluates** the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The stick

- ▶ § 78016 (a) Every **vocational or occupational** training program offered by a community college district shall be reviewed **every two years** by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
 - ▶ (1) Meets a documented labor market demand.
 - ▶ (2) Does not represent unnecessary duplication of other manpower training programs in the area.
 - ▶ (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- ▶ (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

Translating needs into curriculum

- Needs
 - Advisory committee recommendations
 - Lower-division transfer patterns
 - Contract, AB288, community interest, etc.
- Objectives, learning outcomes
- Programs and courses

Data

- ▶ Completer trends
- ▶ Factors that affect them
 - ▶ Convenience of registration
 - ▶ Availability of courses (open sections, scheduling)
 - ▶ Financial aid
 - ▶ Support services
 - ▶ Other



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Doing it better

Required Coursework

- ▶ Credit vs. noncredit
- ▶ Core vs. elective
- ▶ Units, hours, and program length
- ▶ Are there some courses that should be added?
- ▶ Are there courses that are unnecessary?
- ▶ How do the required courses map to the program learning outcomes?

Limitations on Admission

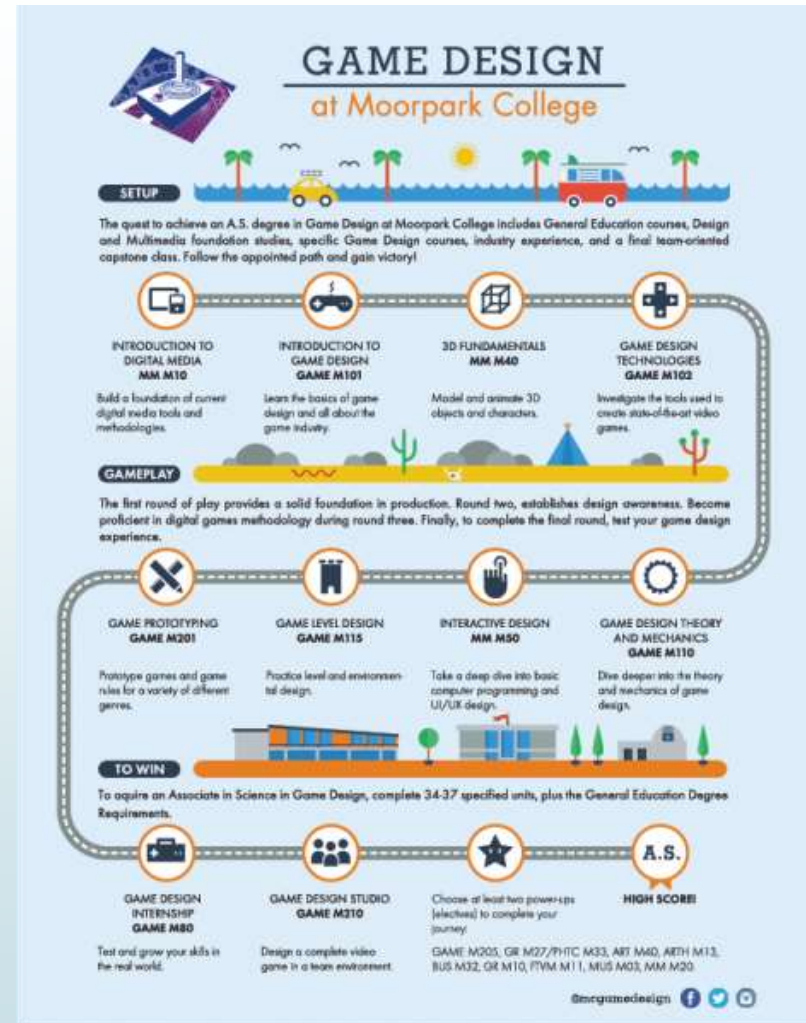
- Mandated vs. self-imposed
- Clinical hours
- Prerequisite coursework
- Corequisites
- Certifications and clearances

Course Sequencing

Pre/Corequisite structure

SAM coding (of CTE courses)

Pathways



Hours and Units

- More time or better time?
 - Class time vs. number of classes
 - Out-of-class expectations
- Cost
 - Per-unit tuition, fees
 - Opportunity cost (time away from work)
- Full vs. part-time students
- Length of program



- Suitability
- Student success
 - Convenience vs. attrition
 - Support services

Support

Courses

Noncredit vs. credit
Pre- vs. Corequisite
Other

Services

Mentoring
Tutoring



What are some best practices at your college?



I don't think my program is relevant any longer...

- ▶ Now what?
- ▶ How can I best utilize this FTE for students?
- ▶ What is the difference between a viability study and program discontinuance?
- ▶ Why is “why” so important?



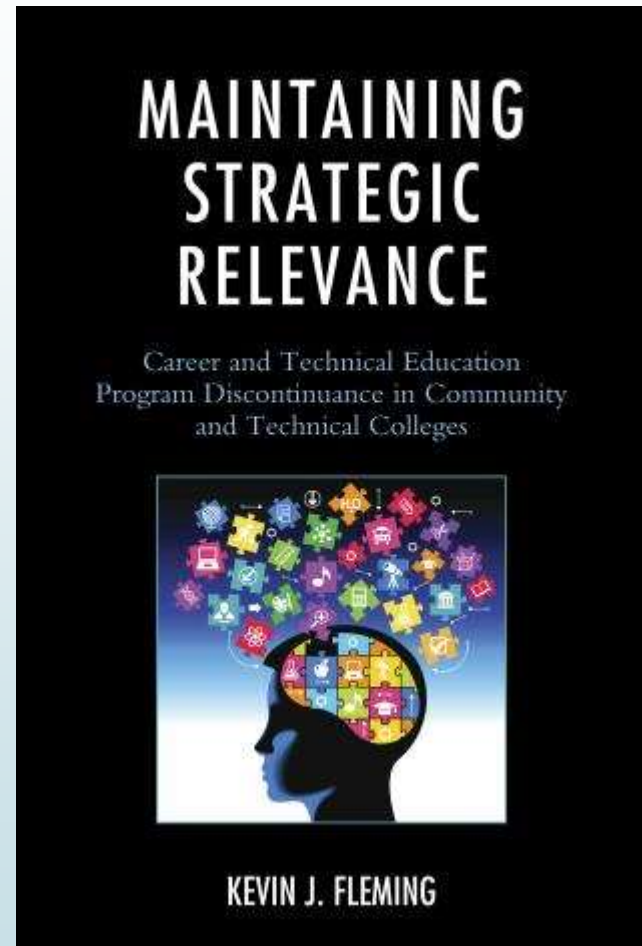
Why?

- ▶ Enrollment is down, completers are down—why?
 - ▶ Causes
 - ▶ Solutions
- ▶ Committing resources for the right amount of time

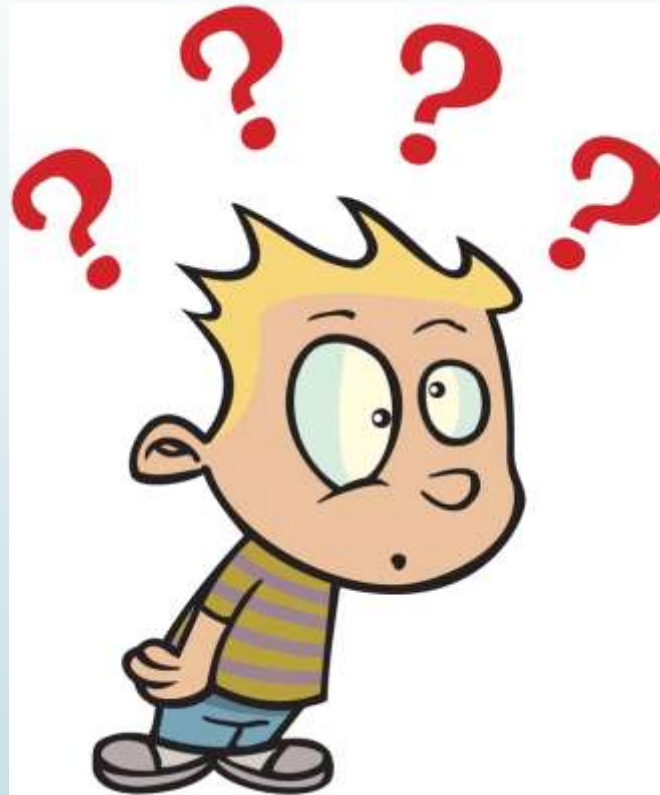


If discontinuance is the right choice...

- ▶ How do you make it benefit your students?
 - ▶ “Teach-out” process
 - ▶ Course substitution
- ▶ Strengthening other programs



What have you done in this situation?



References

- ▶ [ACCJC Eligibility Requirements for Accreditation](#)
- ▶ [Adopt "Program Review: Setting a Standard"](#)
- ▶ [Adoption of "Program Review: Developing a Faculty Driven Process"](#)
- ▶ [Doing What Matters Program Viability Tool Kit](#)