ILLINOIS

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High-Quality CTE Programming: Taking Another Look at Program Approval and Review Policies

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Outline Of Today's Presentation

- Program Approval Project
- Introducing Program Review Changes
- Evaluating the Process of Program Review
- Five Design Challenges
- Advancing Program Review
- Next Steps

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Today's Presenters

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Key Takeaways

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

- The ICCB is invested in ensuring programming is high-quality from approval through review.

- Program review is not just an ICCB compliance activity.

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

High-Quality CTE Program Approval Project

Project Goals

Positively impact the quality and relevance of postsecondary CTE programs by:

- Using Advance CTE's Policy Benchmark Tool to assess existing program approval and review policies and strengthen those policies and processes;
- Engaging local campuses to support and pilot implementation of updated program approval and review policies; and
- Sharing lessons learned in updating and improving program approval policies with the broader CTE community.

Timeline

Spring 2018
- Program Review Evaluation and Focus Groups
- Coordination of College Pilots and Project Planning
- State Policy Self-Assessment

Fall 2018
- Meet with Pilot Sites/ Pilot Sites will evaluate and provide recommendations for state policy
- ICSPS will conduct field work to further identify gaps, best practices, technical assistance needs and get a thorough understand of high-quality CTE program development.

Spring 2019
- Meeting 2 with Pilot Sites- Program Approval and Review Revisions, Collect Feedback, and Pilot
- Collect feedback from Chief Academic Officers
- Finalize alignment between program approval and review policies for CTE

Summer 2019
- Resource Creation/ Update POS Expectations Tool
- Technical Assistance
- Statewide Training

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Policy Benchmarking Tool

- Designed and released by Advance CTE in 2017, mirroring tenets in their *Putting Learner Success First: A Shared Vision for the Future of CTE*

- Includes non-negotiable elements of an effective policy for approving and evaluating CTE programs of study

- Designed for State leaders to identify gaps in their current state policies and practices and prioritize policies that validate programs of study in a way that shows they are high quality and are aligned with the state's vision and definition of success.

https://careertech.org/resource/program-approval-policy-benchmark-tool

Policy Benchmarking Tool Rubric

1 – Emerging: This policy component is not yet defined or is just beginning to emerge; current state policy meets most of the criteria listed.

2 – Building: This policy component has some bright spots, but there are still many improvements to be made; it meets some of the criteria under 1, but there are key considerations that allow for more optimism.

3 – Promising: This policy component is fairly well developed, though there are still some improvements to be made; it meets some but not most of the criteria under 4, and is considered to be more developed than a 2.

4 – Strong: This policy component is extremely well developed and effective, even if there are still minor adjustments to be made; it meets most of the criteria listed under 4.

Policy Benchmark Tool

Questions to Consider	1 (Emerging)	4 (Strong)	Rating and Rationale
1. Rigorous Course Standards and Progressive, Sequenced Courses		Overall Rating: 1 ● 2 ○ 3 ○ 4 ○	
1A) How effectively does your current policy ensure alignment between CTE program standards and relevant industry standards?	• Program and/or course standards, whether developed at the state or local level, have not recently been evaluated for alignment to relevant industry standards. • There are numerous gaps in alignment to industry standards within and/or across CTE programs. • Local CTE programs align and revise CTE program and/or course standards and industry standards at their own discretion, with little to no guidance from the state, so there is no way of knowing the degree of alignment.	• The state has a defined and ongoing process in place for aligning CTE program and/or course standards with industry standards, which is validated by industry partners. • CTE program and/or course standards are aligned with state-approved industry requirements for skills and competencies based on state and regional needs. • Local CTE programs examine program and/or course standards at specific state-approved intervals and are aware of the degree of alignment that exists and how to increase it.	Rating 1 ☐ 2 ☐ 3 ☐ 4 ■ Rationale
1B) How effectively does your policy ensure that CTE programs are thoroughly integrated with relevant academic college and career readiness standards?	• CTE program and/or course standards are considered entirely separate from or do not align with academic standards and instruction or employability standards. • The state completed a crosswalk of CTE program and/or course standards to academic standards, but it is seen only as a guidance document or resource rather than a requirement. • Program and/or course standards are typically narrowly focused on occupation-specific skills and do not address cross-cutting employability/career-ready skills.	• Academic standards and CTE standards are considered equally significant for all CTE programs and courses in the state. • Individual schools and institutions use state-level guidance to ensure that program and/or course standards are integrated with academic standards consistently. • Program and/or course standards show a clear integration of academic and technical content, as well as state-approved employability standards.	Rating 1 ☐ 2 ☐ 3 ☐ 4 ☐ Rationale

ICCB Self-Assessment

Overall Rating				
	1-Emerging	2-Building	3-Promising	4-Strong
Rigorous Course Standards and Progressive, Sequenced Courses			✓	
Secondary & Postsecondary Alignment/Early Postsecondary Offerings			✓	
Industry Involvement and Alignment			✓	
Labor Market Demands			✓	
High-Quality Instruction			✓	
Experiential Learning			✓	

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State Policy Assessment

1. Rigorous Course Standards and Progressive, Sequenced Courses

programs of study reinforces sequencing; good integration of employability skills; lack of contextualization; no state CTE standards

2. Secondary & Postsecondary Alignment/Early Postsecondary Offerings

a lot of dual credit; articulation for transfer but not CTE; equity issues; need to meet demand while maintaining rigor

3. Industry Involvement and Alignment

Need for formal advisory committee policy; lots of employer engagement, but how rigorous?; Advisory Committee Guidebook; need for connecting students to employers through WBL

4. Labor Market Demands

thorough use of LMI, but how localized?; Do faculty members understand what this data means?; We used to provide workshops

5. High-Quality Instruction

Driven by accreditation; embedded in approval policies; ensure flexibility; CTE instructors need more training in pedagogy

6. Experiential Learning

Encourage experiential learning, but don't require; need more engagement with CTSOs

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System Engagement

Participate in collaboration meetings to:

1. Respond to the ICCB's assessment of the statewide program approval policy and process using the Benchmark Tool, while participating in an assessment of program development and identify the following:

    a. Partners and roles in program approval

    b. Alignment between program approval and program review

    c. Best practices of creating quality CTE programs

    d. Technical assistance and resource needs in creating high-quality CTE programs for approval

2. The colleges will then provide feedback and recommendations to inform the first draft of revisions.

3. Colleges will pilot the revised program approval process.

4. Assist ICSPS Fieldwork

5. Program Approval Statewide Training: Attend and participate in the statewide training that will occur in August/September of 2019.

System Engagement

- Black Hawk College
- College of Lake County
- John A. Logan College
- Kankakee Community College
- Kishwaukee College
- Lincoln Land Community College
- Oakton Community College
- Parkland College
- Rend Lake College
- Waubonsee Community College

College Assessment

Overall Rating				
	1-Emerging	2-Building	3-Promising	4-Strong
Rigorous Course Standards and Progressive, Sequenced Courses			✓	
Secondary & Postsecondary Alignment/Early Postsecondary Offerings		✓		
Industry Involvement and Alignment		✓	✓	
Labor Market Demands			✓	
High-Quality Instruction			✓	
Experiential Learning			✓	

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Next Steps

October-February: ICSPS will conduct field work to fully document your CTE program development process, identify technical assistance needs, identify best practices, and among other information not gleaned from these meetings.

Streamline with program review, where appropriate

March-April: Colleges will pilot the revised process

August/September 2019: Statewide training

Resource Creation

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Questions?

Introducing Program Review Changes

Program Review for the ICCS

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).
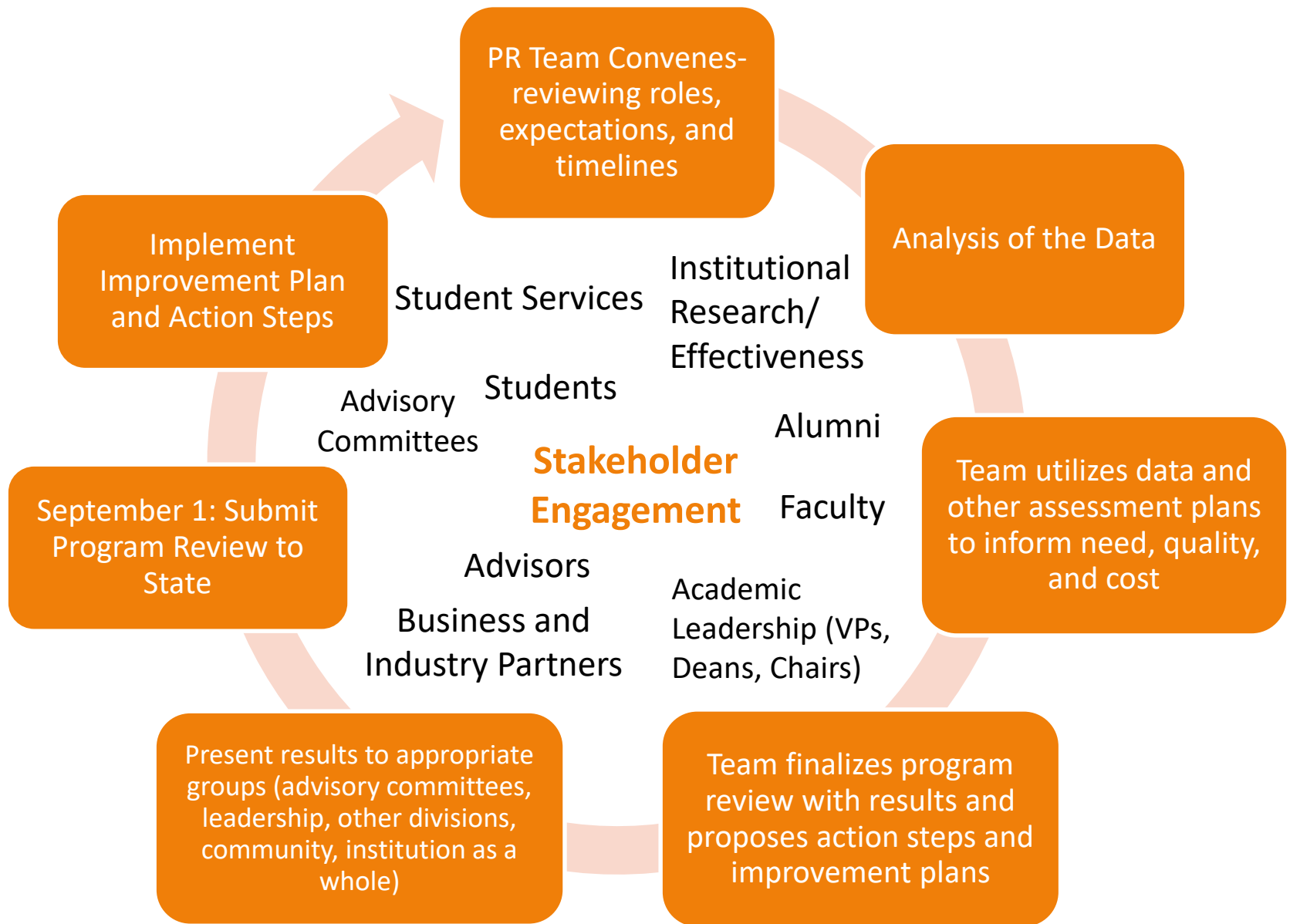
The purpose of Statewide Program Review is to:

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.

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.

The Process

Review Cycle

	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

- See full schedule in manual for all CTE programs
- Submissions are due September 1st of each year to programreviewsubmission@iccb.state.il.us

Historical Context

- 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.

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.

Evaluating the Process of Program Review

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?

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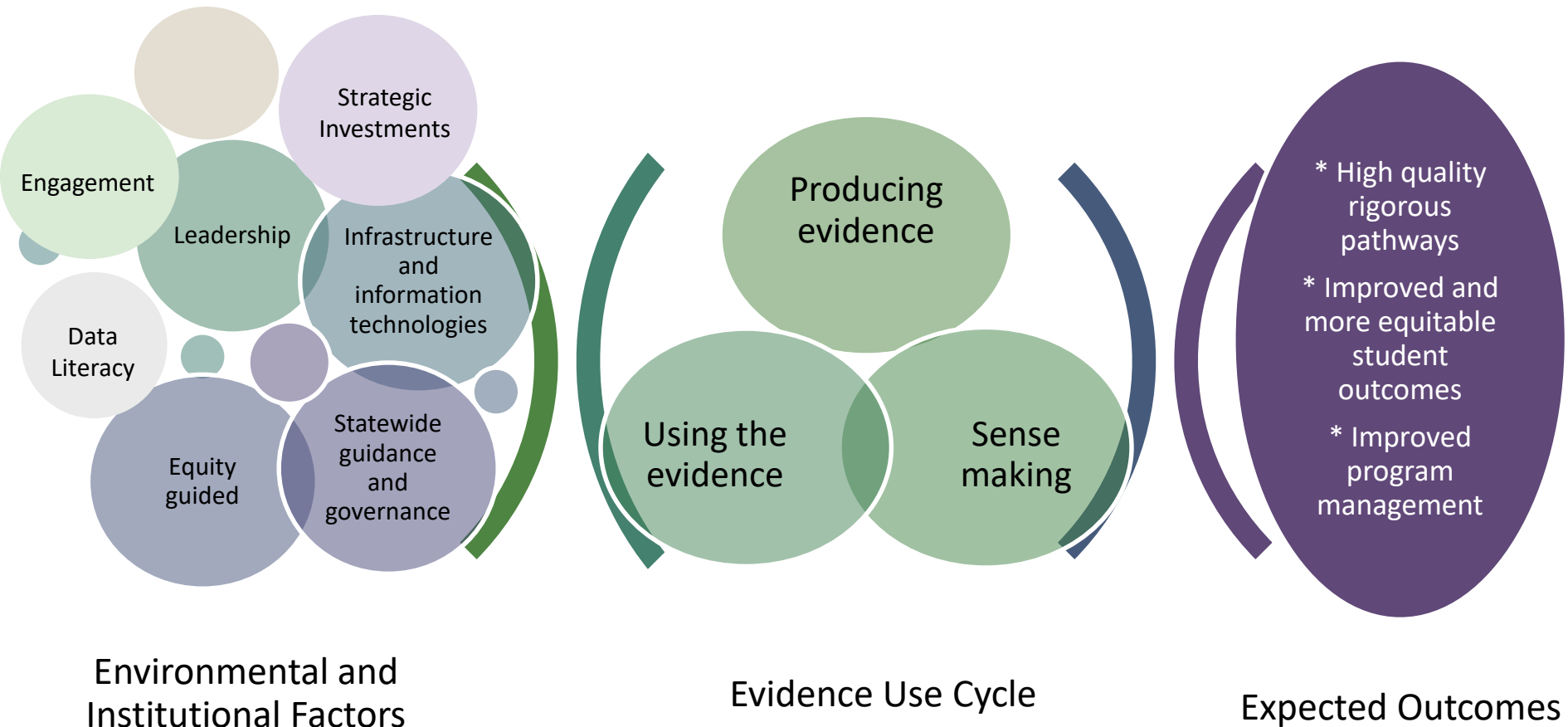
3 — Identify professional development, technical support, and supplemental materials that could improve outcomes associated program review.

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

Environmental and Institutional Factors

- Strategic Investments
- Engagement
- Leadership
- Infrastructure and information technologies
- Data Literacy
- Equity guided
- Statewide guidance and governance

Evidence Use Cycle

- Producing evidence
- Using the evidence
- Sense making

Expected Outcomes

* High quality rigorous pathways
* Improved and more equitable student outcomes
* Improved program management

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

Participant Demographics

- 49 participants
- 21 colleges
- 29 attended all focus groups
- Majority were women
- 3rd focus group was least attended (n = 35)

Representation

6% 6%

88%

■ Faculty   ■ Staff   ■ Administration
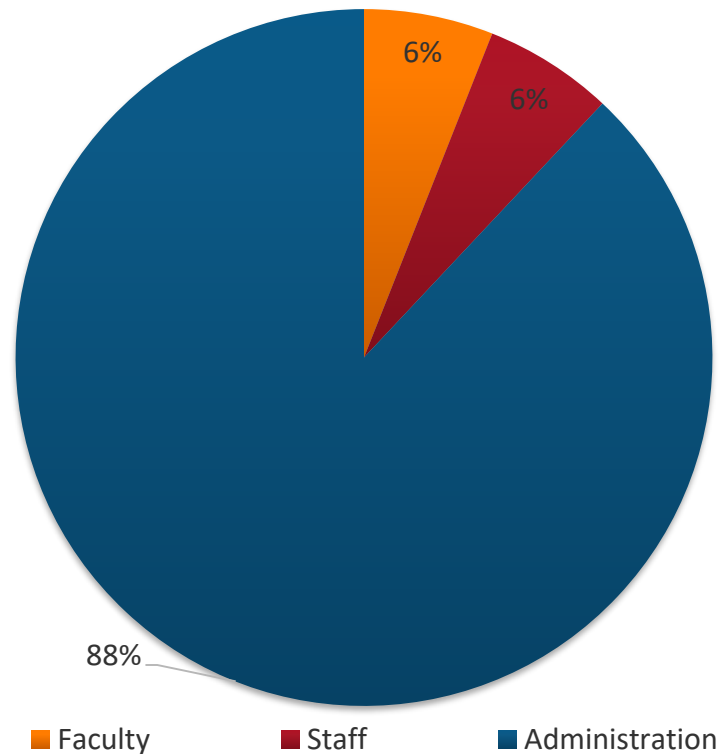
FIVE DESIGN CHALLENGES

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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2

Challenge: Stackable Credentials

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

3

Challenge: Program Review Cycle

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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3

Program Review Cycle

"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." PRI Participant

"We think that ICCB should *recommend* an annual 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.

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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ADVANCING PROGRAM REVIEW

"Concise is Nice"

- Toolkit with clear language is essential:

  - data dictionary for standardized operationalization

  - glossary of terms

  - 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

  o Recommend an annual update for all programs

  o 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

NEXT STEPS

Program Review Template Revisions

- Steps so far:
  - Program review listserv to streamline communication (400)
  - Data discussions
- Work with OCCRL to create resources, revisions, etc. to assist colleges in this process (1st Round in May)
  - Clarification of language
  - Reorder
  - Create glossary of terms
  - Provide professional development and sharing best practices
- Long-term-other revisions, creation of resources, Student Services template redesign, alignment with HLC standards

Program Review Evaluation Report & Briefs

Full evaluation report is anticipated to be published at the end of the month.

Targeted brief series is in development for release early 2019.

https://occrl.Illinois.edu/pri

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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

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.

Resources

[ICCB Program Review Website](#)

- FAQ, Manual, Templates, Webinar training

[OCCRL's Program Review Illinois Website](#)

Thank you!

Questions?