Program Review Training

Facilitators:

Veronica Lopez, Program Review Committee Faculty Co-chair
Yujiro Shimizu, Faculty Researcher
Jeff Sacha, CTL Faculty Liaison
Jennifer Laflam (she/her), Program Review Committee Administrator Co-chair

Fall '23

ARC Indigenous Land Acknowledgment

We acknowledge the land which we occupy at American River College as the traditional home of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Nisenan, Maidu, and Miwok people.

Program Review Committee

Committee Members	Areas
Veronica Lopez (Co-Chair)	Academic Senate Vice President
Dr. Jennifer Laflam (Co-Chair)	Dean
Yuj Shimizu	Faculty Researcher
Kristina Casper-Denman	Faculty
Janet Hanstad	Faculty
Amanda Aranda	Faculty
Mary Goodall	Classified
Ryan Bonomo	IT Classified
Dr. BJ Snowden	Administrator
Vacancies	Equity, Instruction and SS; Classified Researcher; SS Classified

Engagement Guidelines

- Be fully present and engaged.

- Share responsibility for the discussion. Interact in the chat.

- None of us have "arrived" as equity experts.

- Center questions/comments around student success.

- Expect and accept the lack of non-closure. There is always more work to be done.

Adapted from Dr. Deborah Willis, University of Michigan & Glenn Singleton's Courageous Conversations

Goals

- **Overview of Program Review**

- **Review Senate Approved Questions**

- **Identify opportunities with DI Data**

- **Q & A**

# Importance of Program Review

- Accreditation
- Accountability
- Communication
- Celebration

Program Review and Annual Unit Plan (AUP)

Create short-to-medium goals helping to achieve a long-term goal/vision
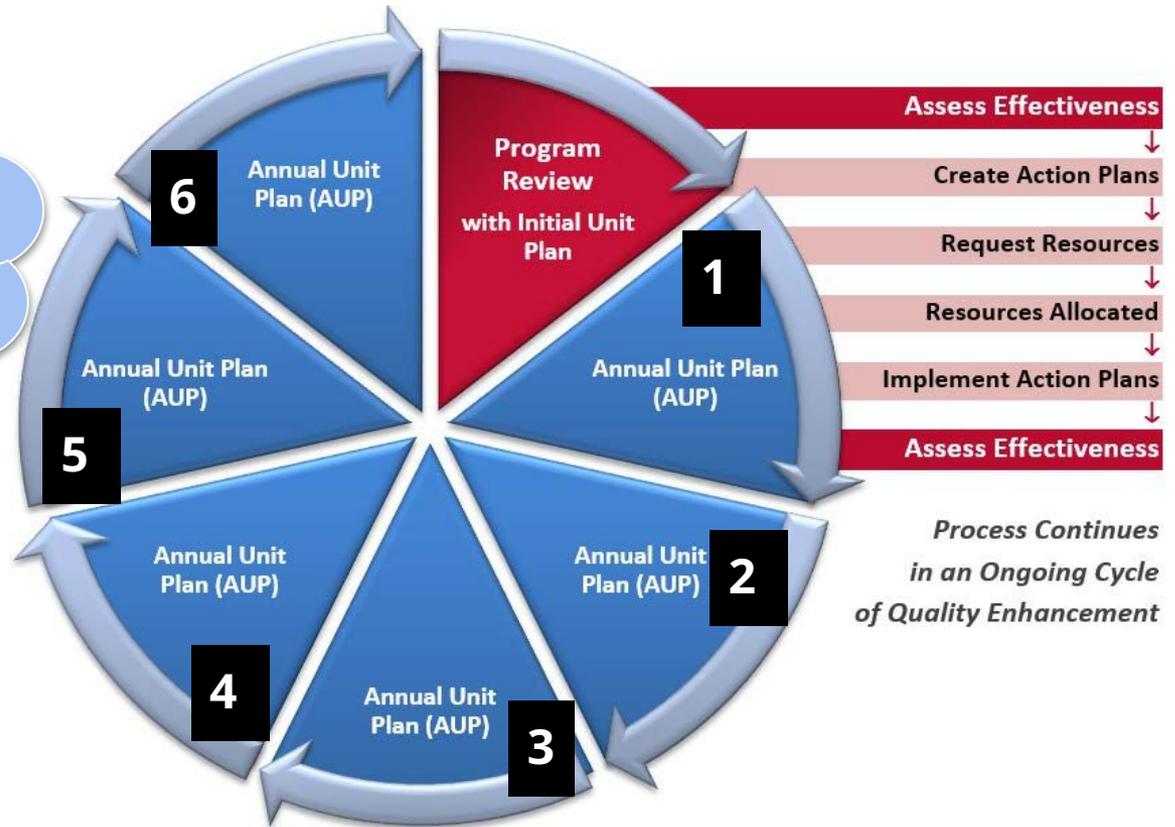
Evolution of Program Review

Where we were: ➡ **Where we going:**

- Finishing college redesign
- Aspiring to transition from a prescriptive process to a meaningful process
- Compliance-driven

- Equity-minded
- Recognizing DI Successes
- Opportunity for Growth
- DI are multifaceted
- Alignment of resources

Program Review Timelines

Date	Role	Action
December	Authors	- Friday, December 1, 2023 12:00-1:30 PM ◦ Program Review Training
January	Authors	- Thursday, January 11, 2024 from 10:30-11:50 AM ◦ Program Review Training - Monday, January 22, 2024 from 3:00-5:00 PM ◦ Program Review Training
March	Authors	- Friday, March 8, 2024 ◦ Program Review Due
April	Authors	- Dates TBA ◦ Program Review Presentations

Goals

- Overview of Program Review

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Why Were the Program Review Questions Updated?

- Better alignment with ARC's Strategic Goals*

- Normalize reflection on race and racism in higher education.

- Support practitioners who are aware of the role race and racism play in higher education, but aren't sure what to do about it.

- Based on user feedback (last Spring '23)

- Focus on equity

- Streamlined use of DI data

Key Terms
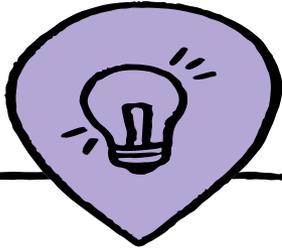
Equity

Overall: When everyone gets what they need to succeed

Classroom: Starts with building relationship and trust with students
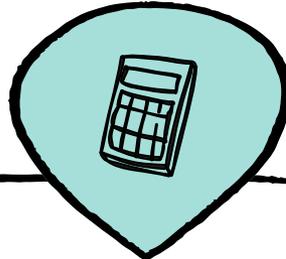
Disproportionate Impact (DI)

When the outcomes for a group are lower than the outcomes for all others not in that group at a statistically significant level.

CC Chancellor's Office, 2013
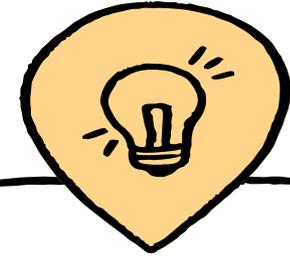
Educational Debt

"...the cumulative impact of fewer resources and other harm directed at students of color."

Educational Debt (Ladson-Billings 2006)

Scaffold Approach

Practitioner values, beliefs, and attitudes
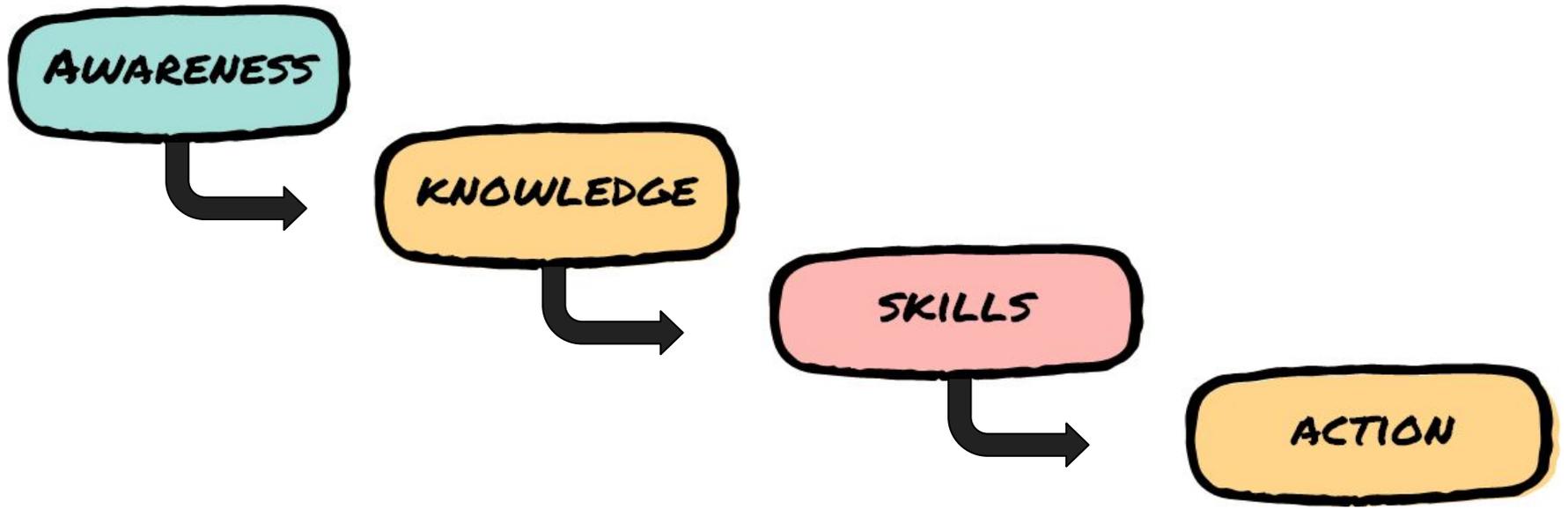
We start where we start

Center student voices/ experiences

Lean into the discomfort; bravery required

Centering Student Success

Your racial and cultural identities and your past experiences are important

Embrace your reflective skills

Prioritize confidentiality

Acknowledge your privilege(s)

Program Review and Annual Unit Plan (AUP)

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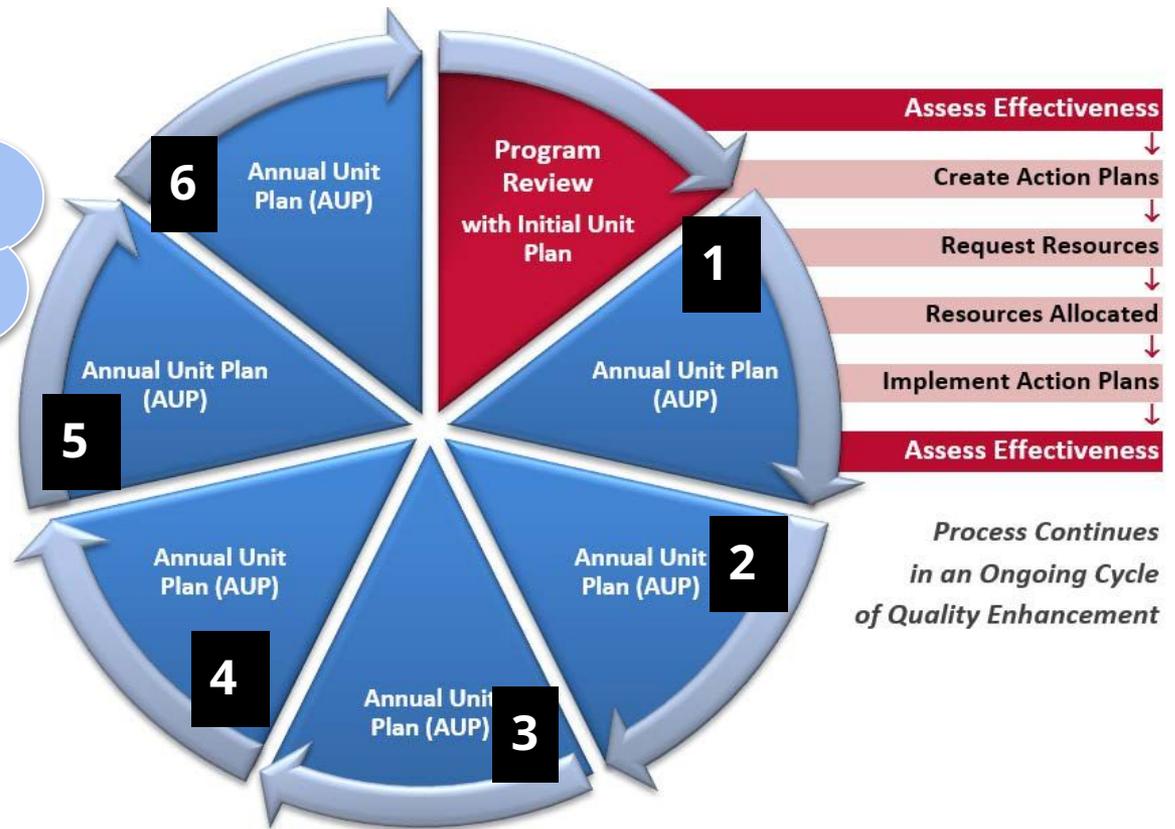
NEW Program Review Questions

Introduction

1. In 3-5 sentences, describe your unit to an audience of potential students. Many units take this information from their website. If it has been a while since your unit has updated its website, take this opportunity to design a brief description of your unit for today's students.

Strategic Analysis and Reflection

2. Who is disproportionately impacted* in your unit?
3. What equity-advancing actions have your programs already taken?
4. What will be your unit's strategies for eliminating disproportionate impact (DI)?
5. What support do you need to eliminate disproportionate impact DI?

Additional Issues (Optional)

6. What other issues or concerns have affected your unit and are important for you to bring up?

Calling in students

Introduction

AWARENESS

KNOWLEDGE

SKILLS

ACTION

1. In 3-5 sentences, describe your unit to an audience of potential students. Many units take this information from their website. If it has been a while since your unit has updated its website, take this opportunity to design a brief description of your unit for today's students.

Examples

> **1. In 3-5 sentences, describe your unit to an audience of potential students. Many units take this information from their website. If it has been a while since your unit has updated its website, take this opportunity to design a brief description of your unit for today's students.**

- [Humanities and Religious Studies](#)

- [Early Childhood Education](#)

Other considerations:
- How does it help Deans advocate for your department?
- what will the student experience be like in your department while at ARC (topics covered, skills developed, etc.)
- what careers or opportunities will your department set students up for after leaving ARC?

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Create Solutions Through Inquiry

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Strategic Analysis and Reflection

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Defining the Problem with an Equity Lens

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Working Through the Data

- **What does the data say?**
  - Identify groups?
  - Is there DI?

- **What does the data not say?**
  - How the DI occurred.
  - How to reduce and eliminate DI.
  - Impact of external factors.

Institutionally Focused

- Institutionals Barriers

- Policies and regulations

- Communication

- Tradition

- Dominant Narratives

- Assumptions

Example

Course	Student Group	Enrollment at census (credit courses)	Success rate*	Comparison Success rate*	Percentage point gap: Value*	Percentage Point Gap: Chart
___00	African American	353	61%	75%	-14	
	Hispanic/Latino	967	68%	75%	-7	
	Native American	18	44%	73%	-29	
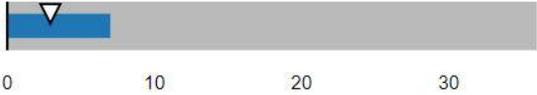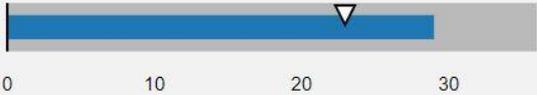
Using Agency for Change

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Examples

3. What equity-advancing actions have your programs already taken?

• Incorporated "soft-deadlines" approach for my courses. ○ [Learned from Pasadena Community College](#)	• Created Learning Communities in collaboration with Umoja/Puente/PRISE/PRIDE
• Incorporated some elements of Grading for Equity ○ [Grading for Equity](#) by Joe Feldman	• Engaged in PD such as Equity Action Institute, Culturally Relevant Online Teaching Institute, or Accessible Course Creation Academy
• Updated syllabus to be more student-centered ○ CTL PD Training	• Worked with area HomeBase to build relationships with students, referral system
• Adopted OER/ZTC or low cost textbooks and materials	• Attended the SpeakOUT Summer Institute

Opportunity to Deconstruct and Change

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Prioritize Strategies That…

- Use asset/strength-based approach
  - "student's unique strengths and differences are thought of as resources that can be called upon to meet learning goals."
  - What are the opportunities for focusing on student talents?

- Avoid deficit-based approach
  - Interpreting student motivations, actions, skills, and cultures as the source of inequitable outcomes.
    - "Students aren't motivated"
    - "Students lack certain skills"

Examples

4. What will be your unit's strategies for eliminating disproportionate impact (DI)?	

• Create more assignments whereby students can see themselves in this field.
  ○ CTL Transforming Assignments PD
  ○ Collaborate with other colleagues
	• Collected student voices, especially those from DI populations

• Work to change my pedagogical approach, from lecture-based to case-study, tactile learning	
• Working with advisory or industry partners to develop internship/job opportunities	
• Revised Curriculum to increase cultural relevance	

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Support to Sustain Equity-Minded Work

AWARENESS

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5. What support do you need to eliminate disproportionate impact DI?

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Examples

3. What support do you need to eliminate disproportionate impact DI?	
● Professional Development focused on science courses	● Funding to purchase textbook sets
● Facilities, Classrooms, Labs, Equipment, Technology	● Support to creating culturally relevant assignments.
● Smaller class sizes, based on research on best outcomes.	● Data-informed discussions with Dean to collaborate on equity-focused strategies outside of the classroom
● Continued or expanded technology support and resources for students (free laptops, wi-fi, access to proprietary discipline-specific technology	

Conclusion

- Committee work still continues...
  - Visionary, hope, and community
  - Adapt questions for Student Services, CE Academic units (example, Apprenticeship etc.)

- Authors will receive survey in May 2024 to get input on the Program Review process