****

**Making Program Review Student Centered through Guided Pathways**

| **Program Review Areas** | **Before Guided Pathways**  **(Department/Institution Centered)** | **Potential Changes for a Student Centered Program Review** |
| --- | --- | --- |
| **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**  …Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. …  Pillar 1 – Clarify the Path  Pillar 2 – Enter the Path  Pillar 3 – Stay on the Path  Pillar 4 – Ensure Learning | * Basic Skills Cohort Progress * Retention/Success Rates * Transfer Velocity * Transfer Volume * Grade Distribution * Program Awards * Wage Trackers * Demographics * Headcount enrollment data (34 C.F.R. §602.19) * Collection and analysis of key data and indicators of student achievement | * Do students find value in the education provided? Course level, program level, college experience * Do students feel prepared for the workplace, transfer, or whatever their goal may be? * Are students able to access courses and programs that meet **their** educational goals? |
| Evidence of:   * academic study of sufficient content, breadth, and length; * levels of rigor appropriate to the programs and/or degrees, including baccalaureate degrees offered; * statements of expected student learning outcomes relevant to the disciplines; and * assessment results which provide sufficient evidence that students are achieving key institutional and program learning outcomes. |  |  |
| **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. |  |  |
| **I.B.1.** The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student **equity**, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. |  |  |
| **II.C.6.** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear **pathways** to complete degrees, certificate and transfer goals. (ER 16) |  |  |
| **II.A.2.** Faculty…regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive **program review**, using studentachievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies,and promoting student success. |  |  |
| **II.A.7.** The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs ofits students, in support of **equity** in success for all students. |  |  |
| **III.A.12.** Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment **equity** and diversity consistent with its mission. |  |  |

**Notes:**