**Re-Evaluating Program Review in a Guided Pathways Framework**

**Table Exercise: Imagine and Share Out**

1. How can your standard **program review process** be made more meaningful and truly address a student focused goal?
2. What **data/information** would be needed for program review to be more meaningful and student-focused?

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| Sample Program Review Areas | Before Guided Pathways | Potential Changes with Guided Pathways informed Program Review |
| Educational Programs | *Department Focused*  Departments examine their own degrees and certificates – number of graduates, course pass rates, course enrollments, | *Student Focused*  Departments examine Program Maps for the entire degree or certificate – 18-20 units of major/major elective courses, GE courses (IGETC – 11 courses/34 units and CSU GE Breadth = 48 units—some double counting can occur) |
| Student Learning and Student Achievement |  |  |
| General Education |  |  |
| Faculty | *Institution Focused – Compliance*  FON, 50% Rule, 75-25 Goal | *Student Focused – Student Needs*  Are there enough full-time faculty to teach and refine courses in departments that have courses that are in high demand for GE? for majors in other departments? |
| Student Support Services |  |  |
| Financial Resources |  |  |
| Institutional Planning and Evaluation |  |  |
| Scheduling | *Department Focused*  Department examines the scheduling of their own courses; looks at faculty/staff/administrator needs in scheduling courses; | *Student Focused*  Department examines scheduling of all courses in Program Map; looks at student needs in when courses are offered; considers scheduling for full-time and part-time students; for small colleges, a rotation of course offerings day/time; |

**Notes:**