Cultivating Communities of Practice: Elements of Effective Program Review
Institutional Mission

Programmatic Mission

Outcomes

Inputs

Process

Align Resources

Allocate Needed Resources

Implement Program (or change)

Assessment

Design Program Changes

Identify Gaps

Analysis of Outcomes

Accrediting Commission for Community College and Junior Colleges Western Association of Schools and Colleges
Analysis of Outcomes

Understanding the meaning of the data collected

Judgments about what is good enough (institution-set standards)

Institutional and system governance groups must be informed

Some colleges collect data through the district/system; others collect data independently
**Identify Gaps**

Comparison of actual outcomes with intended or targeted outcomes/institution-set standards

What worked to attain intended outcomes?

What part(s) of the program need to be changed to attain intended outcomes?
Design Program Changes

To inputs and processes
To support services, programs, and course outcomes
To human, physical, technological and financial resources

Programmatic changes must be in line with mission

Planned changes must inform the process of budget allocation

System consultation is pivotal
Reallocate Needed Resources

Program review and planning inform/direct resource reallocation

*District/system support necessary to ensure that program review leads to meaningful improvements at the college*
Facilitators

- Dr. Kathleen Rose, Superintendent/President
- Scott Sandler, English
- Nikki Dequin, Kinesiology & Athletics
- Jennifer Grohol, Social Science
- Jane Maringer-Cantu, AEC
- Doug Achterman, Library
Students & Learning

- Where do students experience learning?
  - In the classroom
  - Outside of the classroom
    - Interacting with student support programs
    - Co-curricular activities/programs
    - Extra-curricular activities/programs
    - On-campus employment
Student Learning Outcomes (SLO)

- WHY ASSESS?
  - Assessing Student or Program Learning Outcomes (SLO/PLO) = Improving Learning / Teaching / Services

- HOW TO ASSESS:
  - Gather your data through an embedded question on an exam, a homework assignment, a performance, a project or by using a rubric, etc.

- WHERE DO WE REPORT:
  - Use the Student Learning Outcomes Assessment Reporting site under the Intranet.
Why Assess?

**WHY?**

**HOW?**

**WHAT?**

- Meaningful
- Compulsory
Design Nesting Exercises

- Habits of Mind
- Practices & Tasks
- Thinking Skills
- Content
Learning Outcome: Plan and construct an original research project through developing a hypothesis, synthesizing information, constructing an argument, and applying research techniques, such as locating, evaluating and summarizing sources, and integrating research findings into an MLA formatted annotated works cited research essay.
Design Nesting (Instruction)

- Design Nesting
- HABITS OF MIND
- THINKING SKILLS
- PRACTICES & TASKS
- CONTENT
  - Evaluating Sources
  - Learning Outcome
Design Nesting (Instruction)

**THINKING SKILLS**
- Identify features/criteria in evaluating sources (intention/bias, relevance, credibility/authority)
- Distinguish between primary & secondary sources
- Identify where information comes from

**CONTENT**
- Evaluating Sources

**Questions**
- What will the student know or be able to do?
- How would you know if you saw it?
Design Nesting (Instruction)

PRACTICES & TASKS
- Group sourcing of resources (groups create source lists & build consensus before sharing with class)
- Annotated Works Cited
- Evaluation worksheets
- Metacognitive research journal

THINKING SKILLS
- Group discussion activities

CONTENT
- Evaluating Sources

How will you help the students learn it?
HABITS OF MIND

THINKING SKILLS

PRACTICES & TASKS

THINKING SKILLS

CONTENT

Finding humor

Thinking about thinking

Questioning & problem posing

Thinking flexibly

Evaluating Sources

Problem-solving skills or behaviors you want students to develop

Teaching students goes beyond teaching content
Design Nesting (Student Services)
THINKING SKILLS

Plan out schedule according to time, offerings & locations

Align decisions with academic goals

Prioritize for easier decision making

Scan class schedule

Read course description

Identify majors & education patterns (UC, CSU, AA)

CONTENT

Register for Classes
Design Nesting (Student Services)

**PRACTICES & TASKS**
- Find 2 classes together & then have students find 2 that align with goals (UC, CSU, AA)
- Work with General Ed patterns worksheet
- Log onto system together. Walk through how to add & drop.
- Ask questions & have students problem solve

**THINKING SKILLS**
- Have students do it on their own “Now you take the wheel”
- Review catalog & schedule together
- Register for Classes

**CONTENT**
- Review catalog & schedule together

- Register for Classes
Design Nesting (Student Services)

HABITS OF MIND
- Applying past knowledge to new situations
- Questioning
- Striving for Accuracy
- Managing impulsivity
-Persisting

PRACTICES & TASKS

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CONTENT

Register for Classes
Where are you with SLOs?

Which statement best describes us?

- We are utilizing student learning outcome assessment results for significant change in our courses and programs.
- We have well developed student learning outcomes for both instruction and student services.
- We have written student learning outcomes, and we assess all of them regularly.
- We have written student learning outcomes, but we haven’t assessed all of them yet.
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Where are you with ILOs?

- Special thanks to the Dept. Chair ILO task force:
  - Michelle Bresso
  - Peter Wruck
  - Nikki Dequin
  - Scott Sandler
  - Jenny Grohol
  - Doug Achterman
  - Leslie Tenney
  - Arturo Rosette
  - Jane Maringer-Cantu
**We need your feedback with our new proposed ILOs?**

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<tr>
<th>A. Think Critically &amp; Creatively</th>
<th>B. Communicate Effectively</th>
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<td>ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.</td>
<td>ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.</td>
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<th>C. Practice Social Responsibility</th>
<th>D. Cultivate Well-being</th>
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<td>ILO C. Develop ethical, social and civic awareness.</td>
<td>ILO D. Construct personal, educational, and career goals and identify lifestyle choices that promote self-reliance towards physical, mental and social health.</td>
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Our next steps...

- What are your immediate next steps?
  - Meet with your departments
  - Assess where you are
  - Plan your next move
  - Discuss one or more options from the Menu Topics handout and be prepared to report.