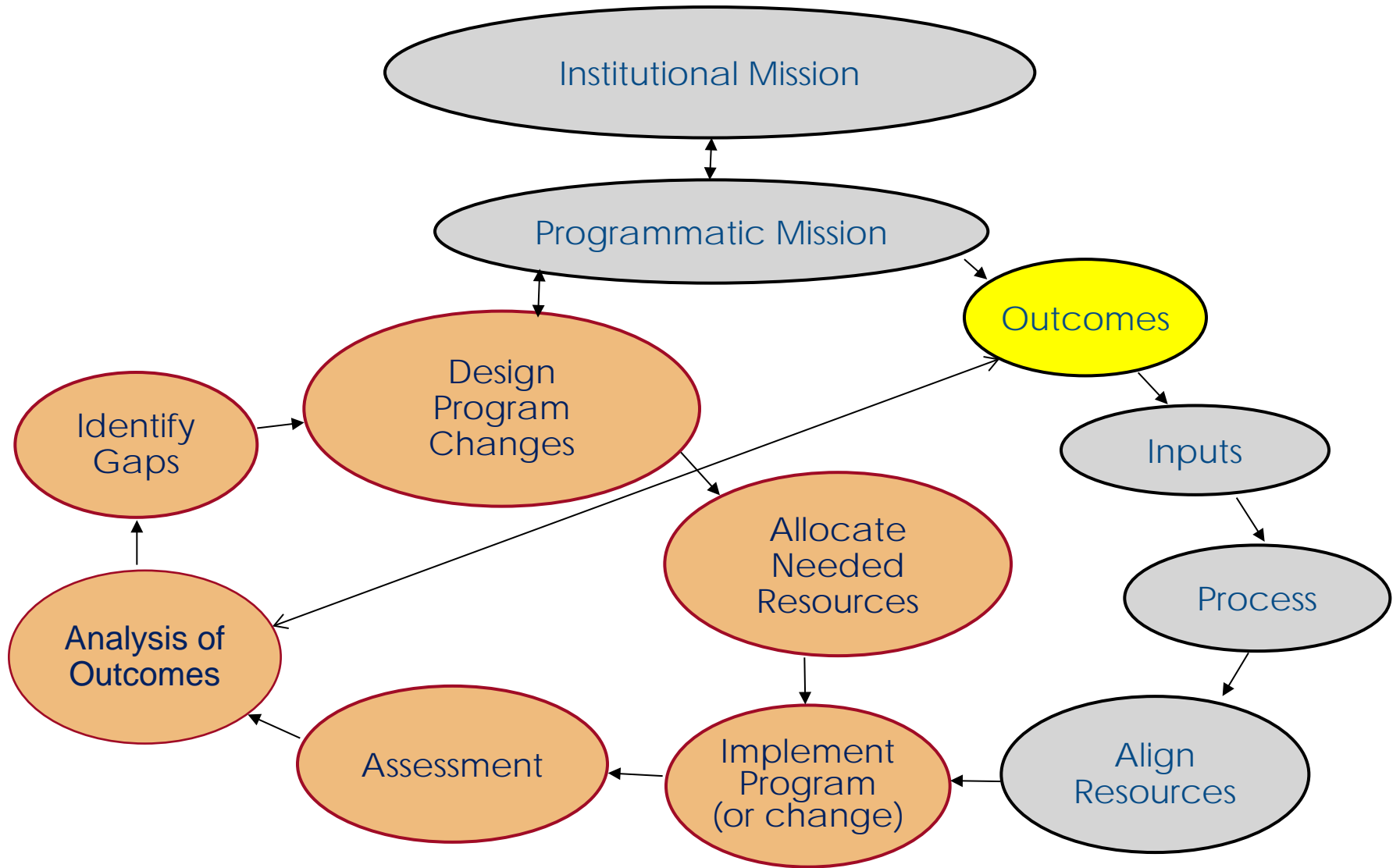




# Cultivating Communities of Practice: Elements of Effective Program Review

[www.accjc.org](http://www.accjc.org)



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

# Outcomes

**Student Achievement**

**Student Learning**

**Institution-Set  
Standards**

## 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*

# Making the Connection: Outcomes & Assessment



January 26, 2018



# 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

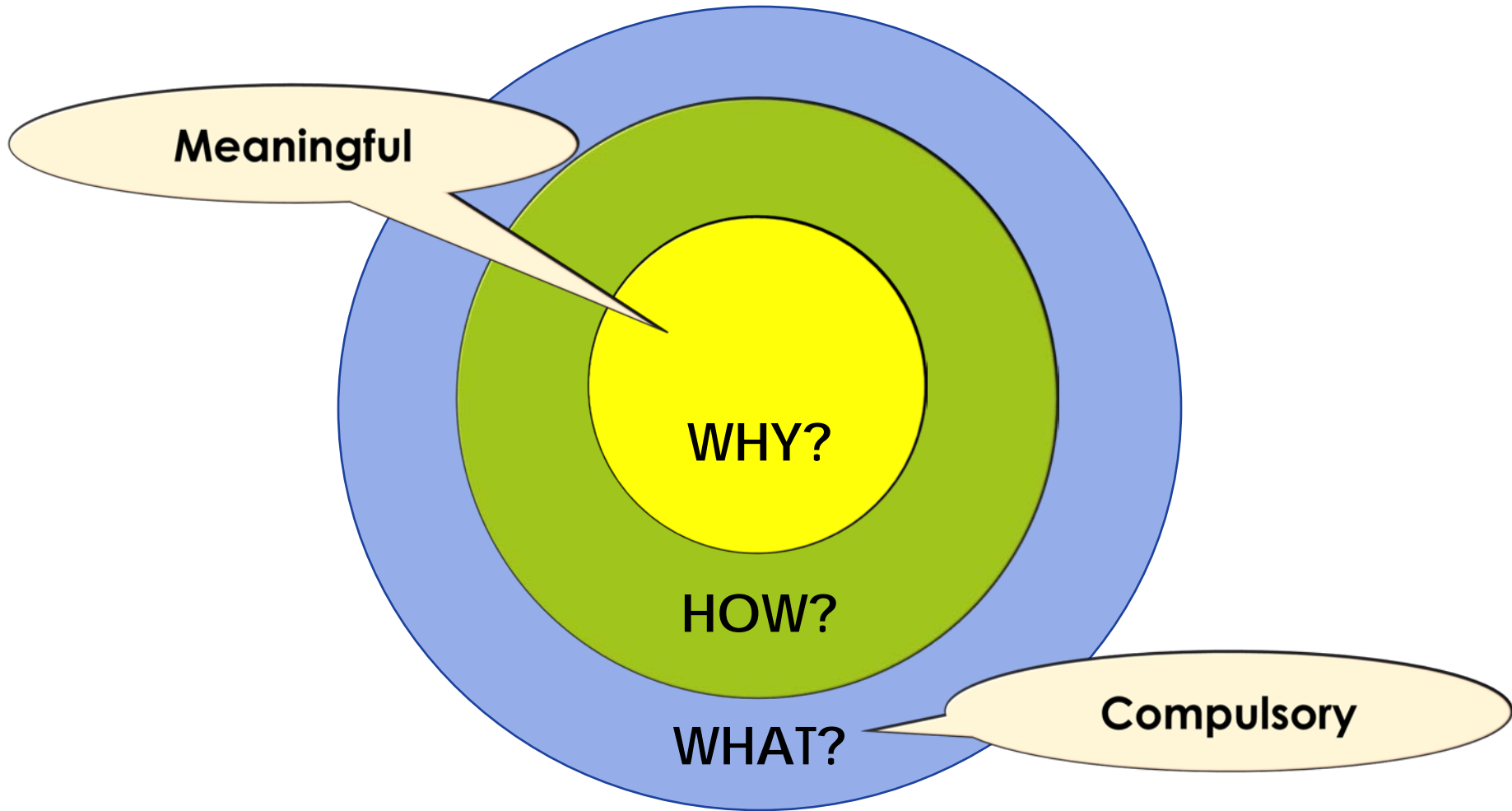
## ▣ HOW TO ASSESS:

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

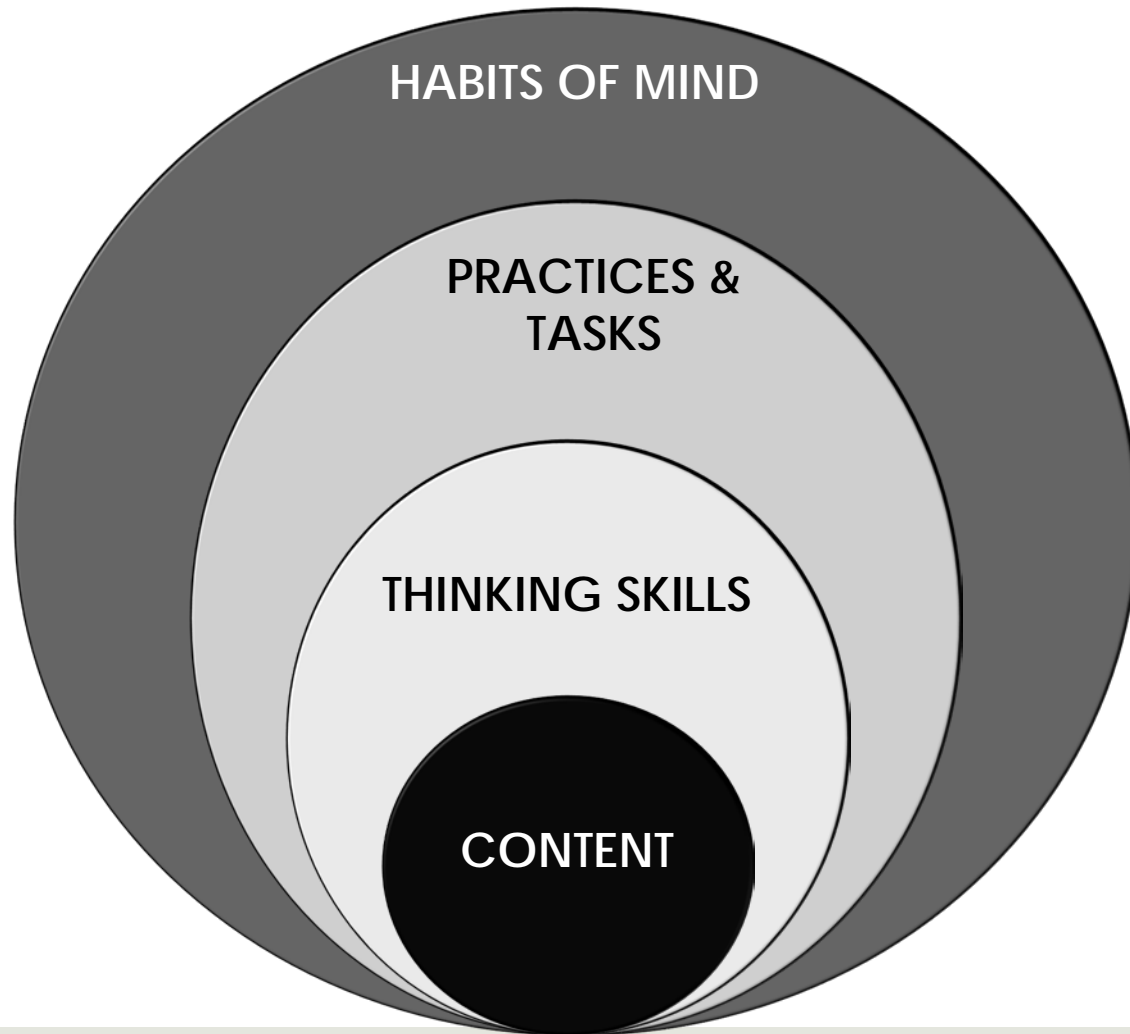
## ▣ WHERE DO WE REPORT:

- ▣ Use the **Student Learning Outcomes Assessment Reporting** site under the Intranet.

# Why Assess?



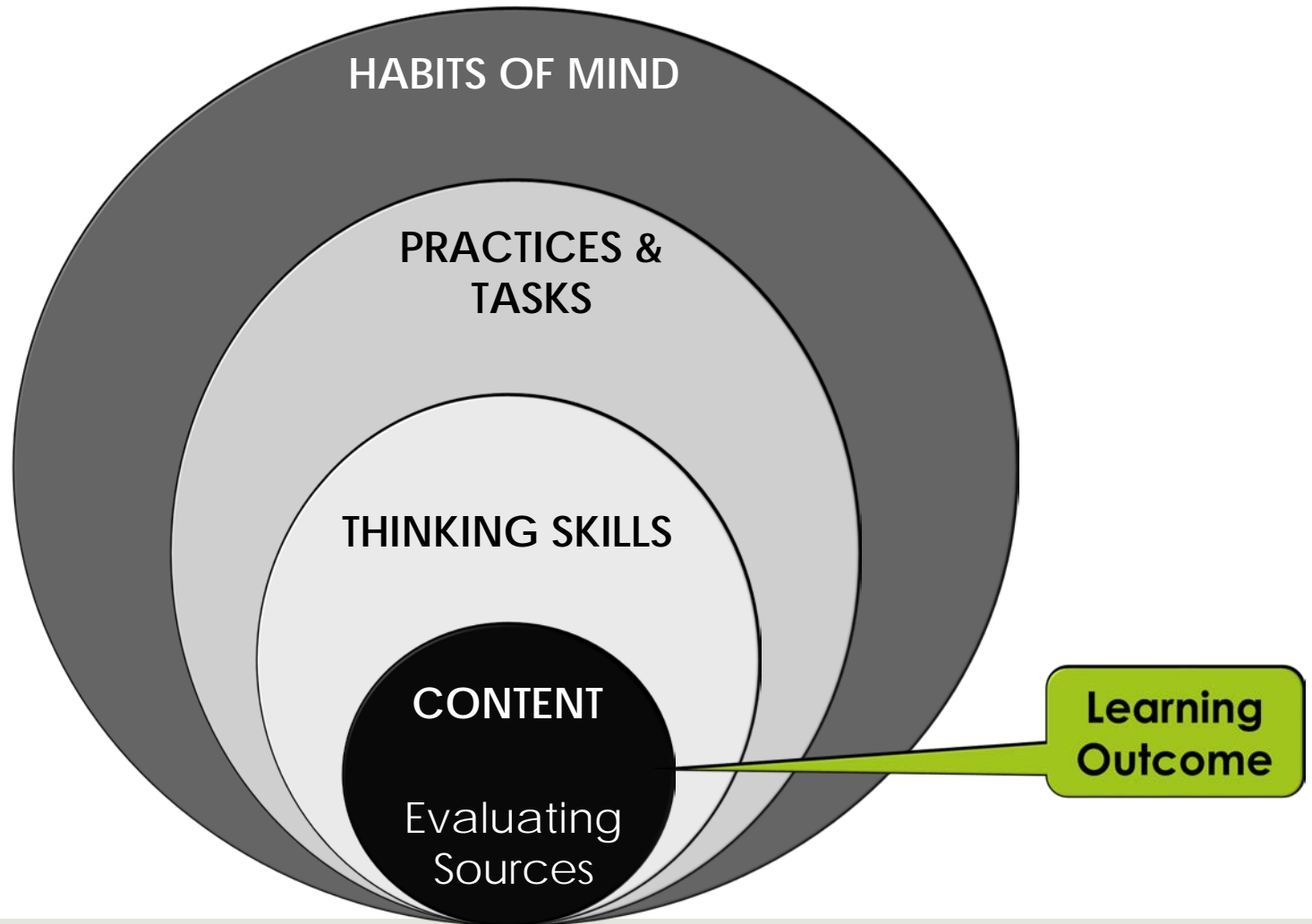
# Design Nesting Exercises



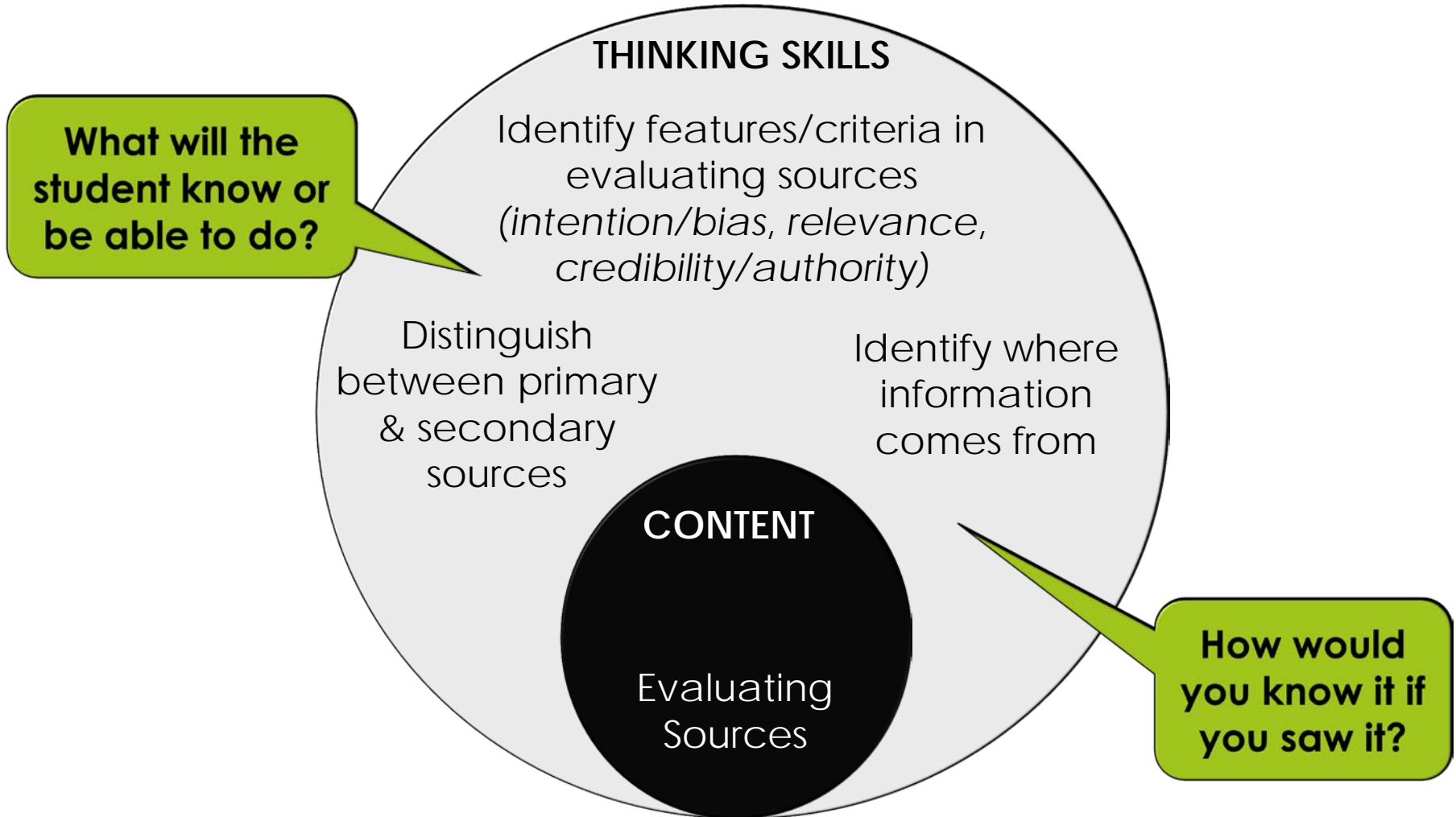
# English 1A Learning Outcome

- **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)

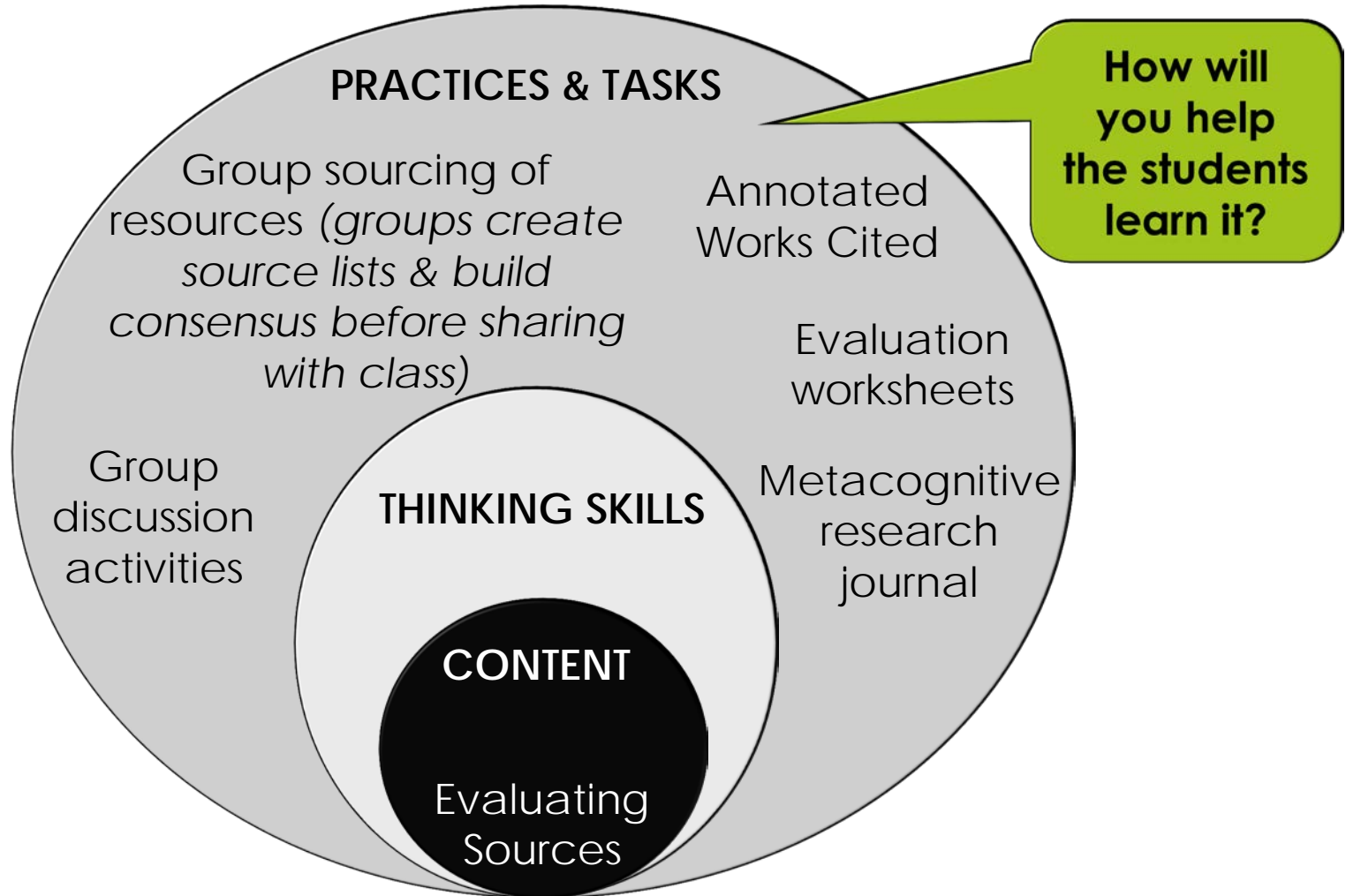


# Design Nesting (Instruction)

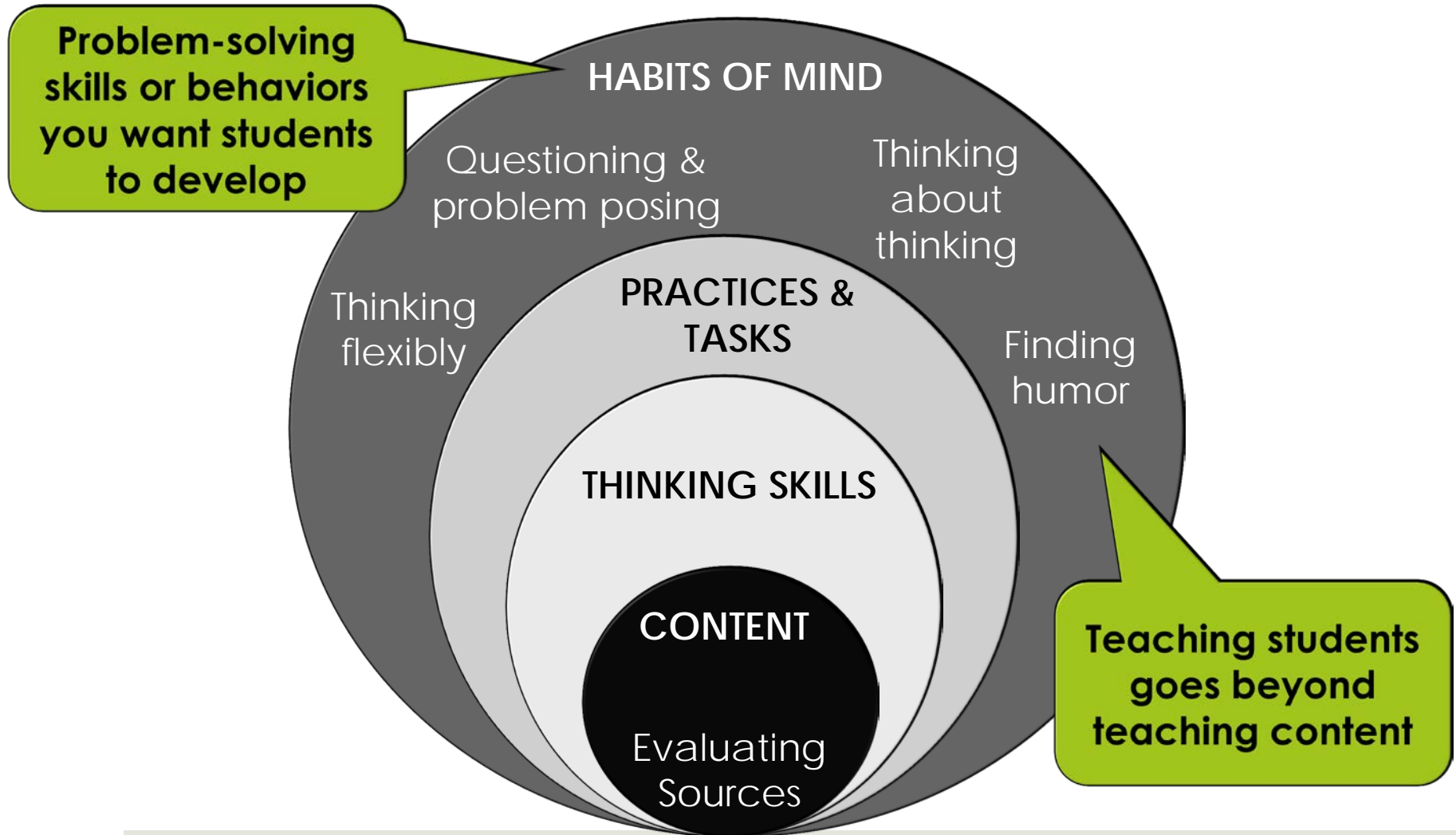


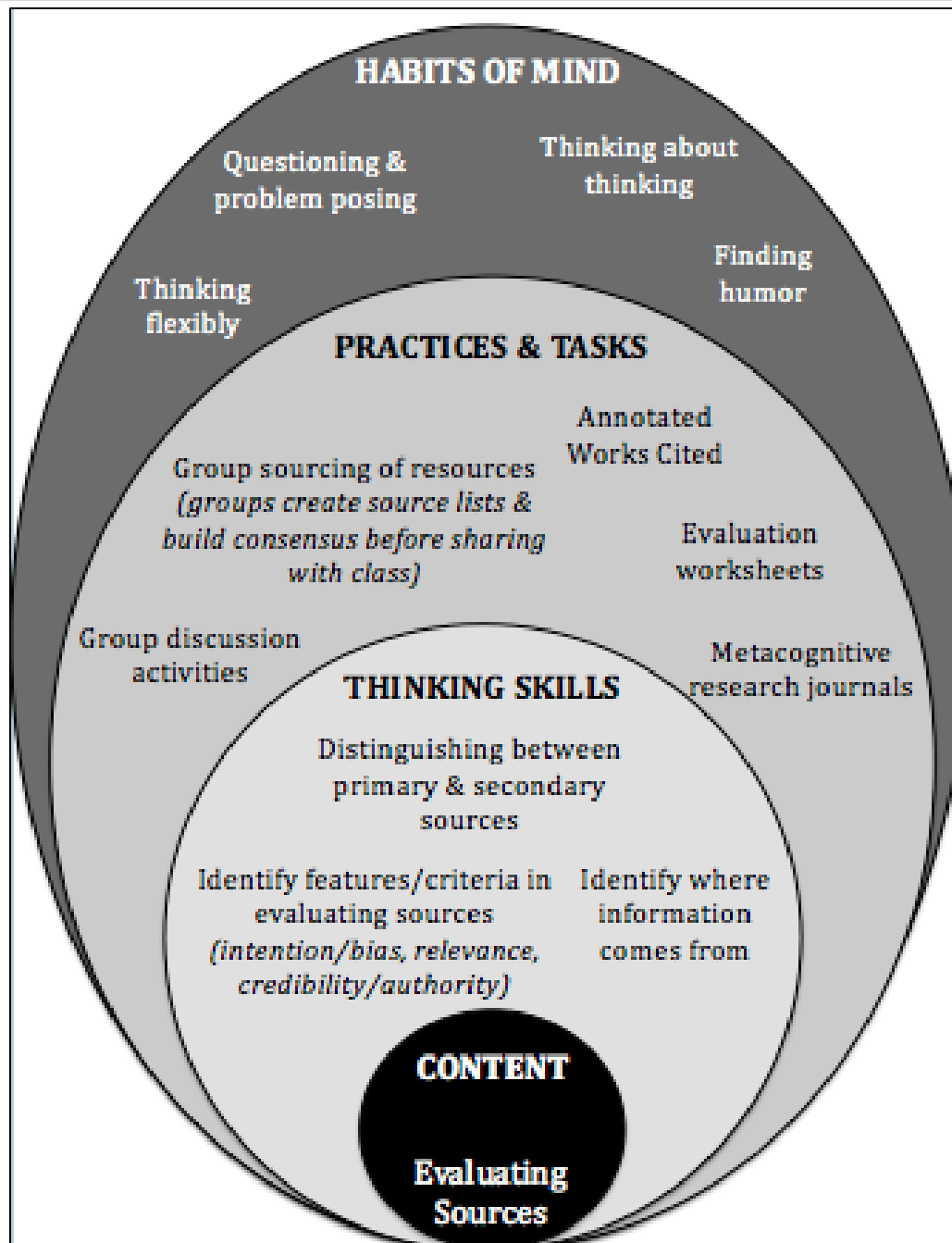


# Design Nesting (Instruction)

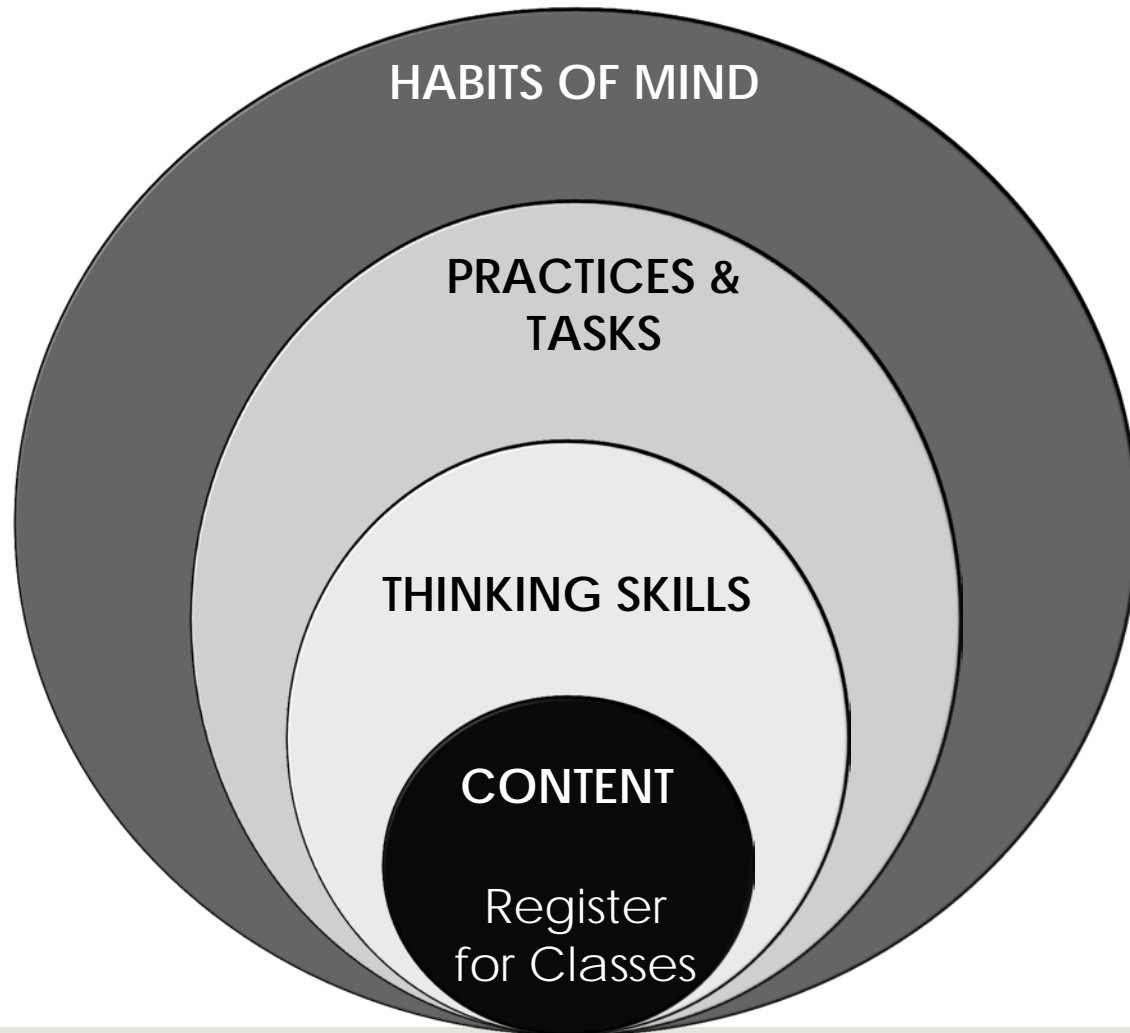


# Design Nesting (Instruction)

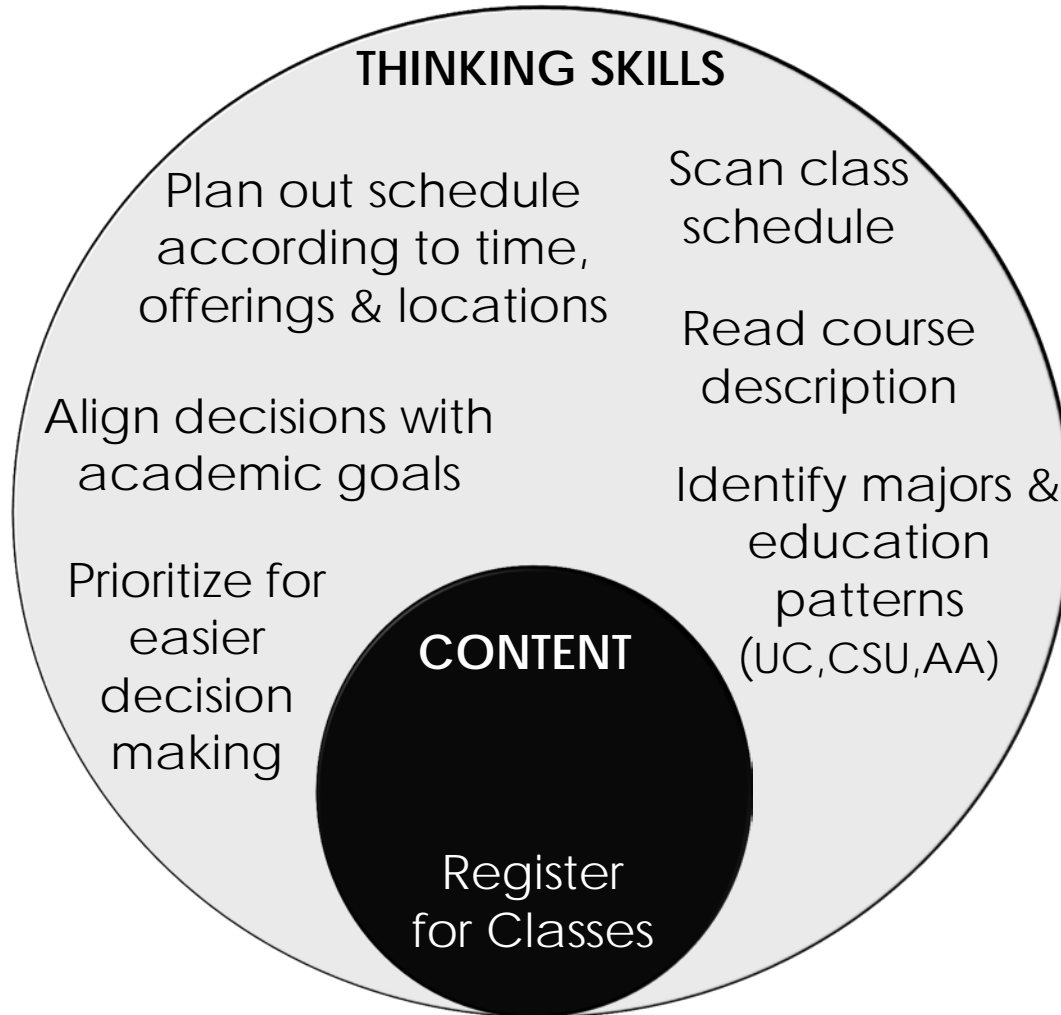




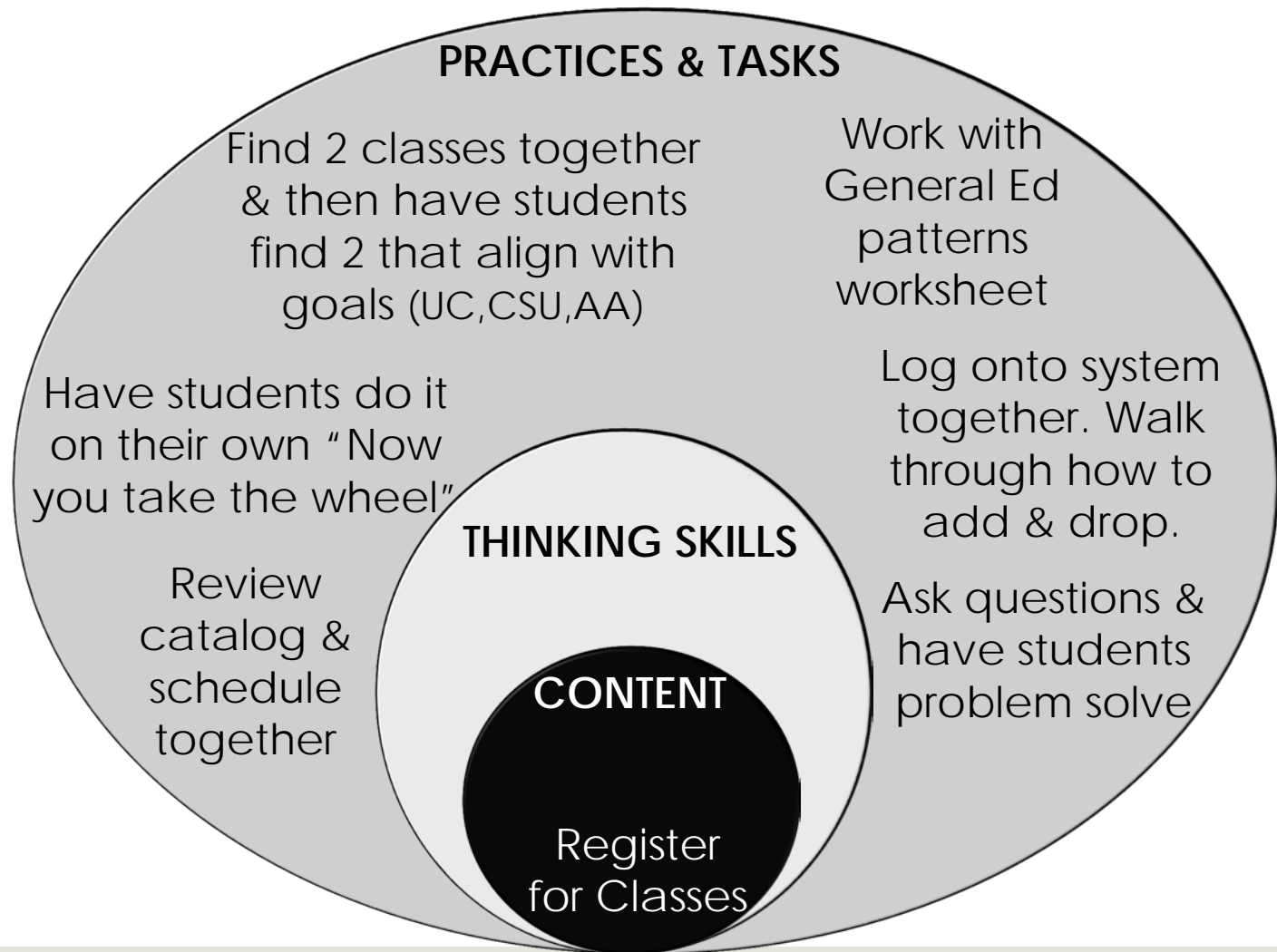
# Design Nesting (Student Services)



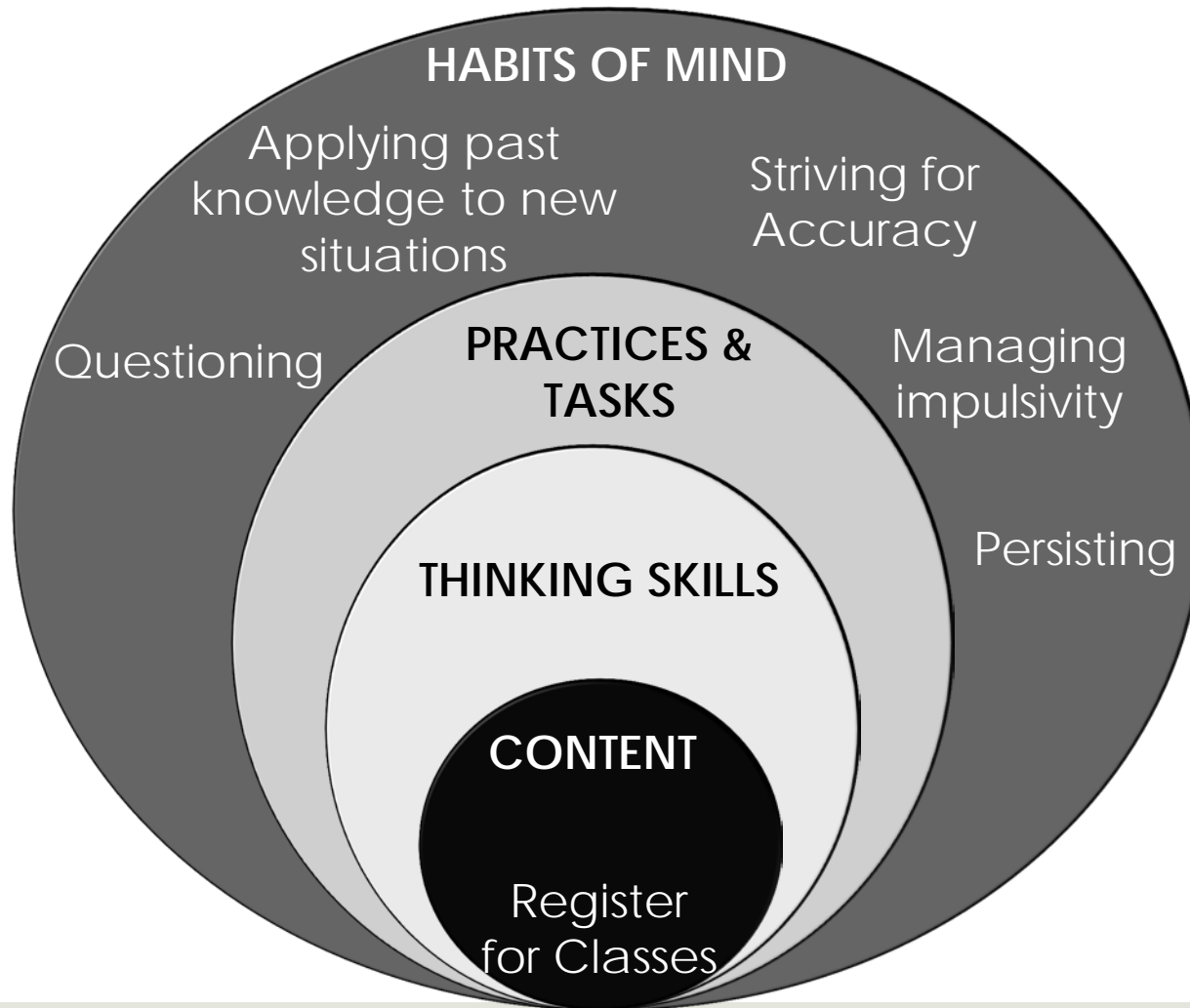
# Design Nesting (Student Services)

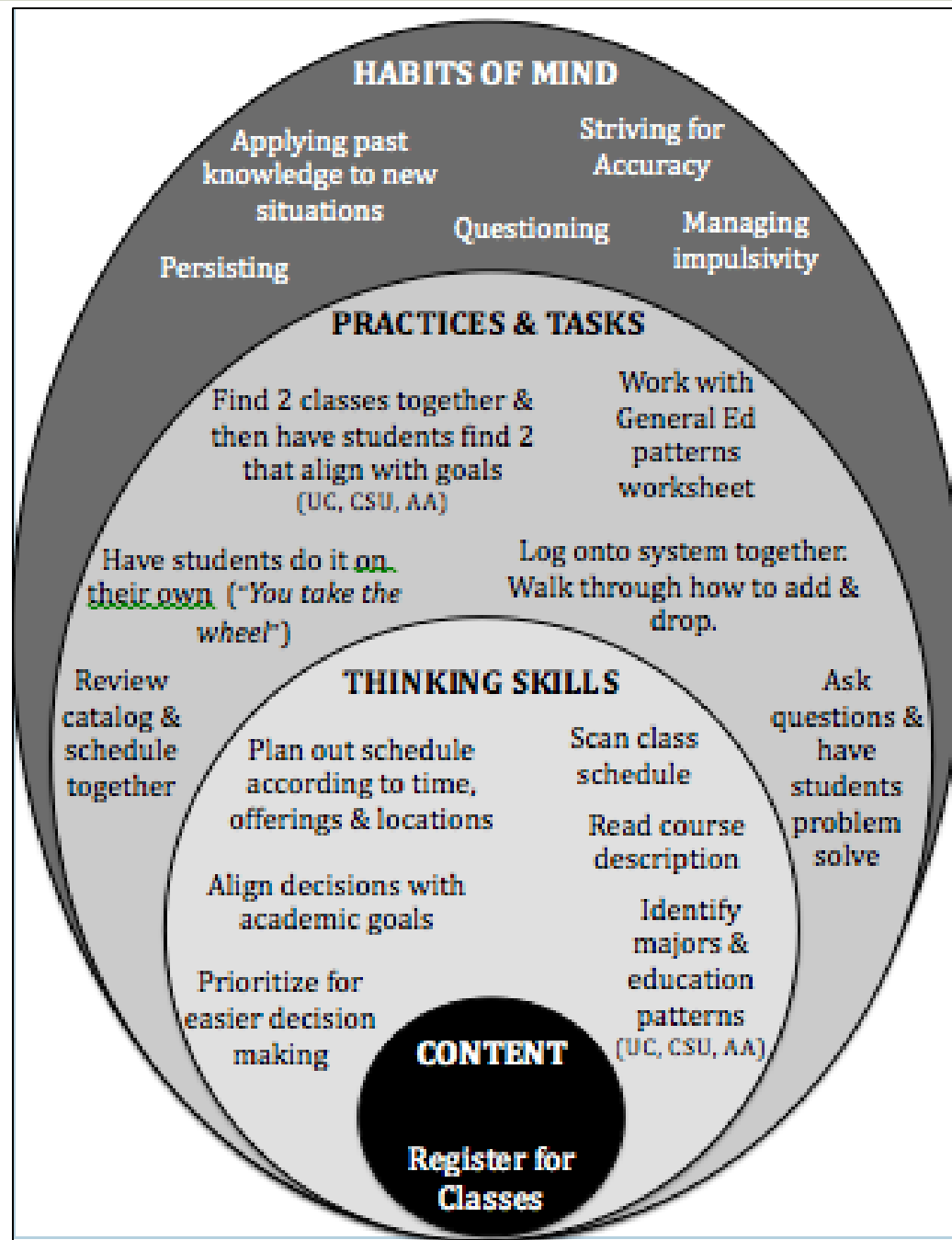


# Design Nesting (Student Services)



# Design Nesting (Student Services)







# 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.

# Where are you with PLOs?

- Which statement best describes us?
  - We are utilizing program learning outcome assessment results for significant change in our programs.
  - We have well developed program learning outcomes for both instruction and student services.
  - We have written program learning outcomes, and we assess all of them regularly.
  - We have written program learning outcomes, but we haven't assessed all of them yet.

# 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?

## **A. Think Critically & Creatively**

ILO A. Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.

## **B. Communicate Effectively**

ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.

## **C. Practice Social Responsibility**

ILO C. Develop ethical, social and civic awareness.

## **D. Cultivate Well-being**

ILO D. Construct personal, educational, and career goals and identify lifestyle choices that promote self-reliance towards physical, mental and social health.

# 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.

