ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

"Program Review and SLO Assessment Data: The Stepping Stones to Classroom Innovation."

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Breakout Description and Outcomes

"The analysis of student learning outcomes results is intended to drive teaching and classroom design innovation. Since innovations often rely on additional funding and other resources to get off the ground, and at most colleges, program review is your mechanism to request funding, using student learning outcomes data to support course and program innovations in program review is vital leverage. In this breakout faculty attendees will learn strategies and approaches to using SLO data as grassroots advocacy for your innovations."

Participants will discuss guiding principles and practices for using outcomes data in program review and strategies for implementation.

Where Are You Now?

What are the perceptions faculty and staff have of program review at your college?

How do faculty and staff collect and store outcomes data at your college?

How are outcomes data being used in the classroom? In the administrative units?

How do you integrate outcomes assessment data in the program review process to inform program planning?

How does program review integrate with budget planning?

Why Put Outcomes Assessment in Program Review

Outcomes assessment requirement of the Eligibility Requirements and Standards

- ER 11: Student Learning and Achievement

  - "...The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes..."

Why Put Outcomes Assessment in Program Review

Outcomes assessment requirement of the Eligibility Requirements and Standards

- IB1 "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."

- IB2 "The institution defines and assesses **student learning outcomes for all instructional programs and student and learning support services**."

Why Put Outcomes Assessment in Program Review

Outcomes assessment requirement of the Eligibility Requirements and Standards

- IB5 "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."

Why Put Outcomes Assessment in Program Review

Outcomes assessment requirement of the Eligibility Requirements and Standards

- IIID1 "Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. **The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services.** The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Why Put Outcomes Assessment in Program Review

- Outcomes assessment incorporates the students' voices and needs

- Ties program improvements to quantifiable data

- Serves as a narrative for budget development

- Strengthens resource justification with data

- Allows for tracking of resource expenses to planning

- Provides evidentiary documentation for accreditation

Mission and Strategic Goals

- Have you integrated this "big picture" into program review?

- At your college, what is the relationship between your data and your mission?

- What is the relationship between data and your strategic goals? EMP? FMP?

- Mission should drive strategic planning goals

- Institutional strategic planning goals should be informed by data/outcomes assessment analysis

Institutional Outcomes Data: Questions to Ask

- Do you have Institutional outcomes for teaching and learning or service areas?

- How do you define institutional dialog?

- How does dialog occur regarding those results?

- What evidence can you produce to show that dialog occurs?

- Where are you on Institution Set Standards?

SO...How DO WE Do It? Course and Program Level

- Develop and assess outcomes at the course and program level and in administrative sectors

- Interpret and analyze data

- Create a "data story" to explain impact and recommended actions

- "Data story" recommendations inform, support, justify resources

Case Study: Augustana College

- Augustana College, liberal arts institution related to the Evangelical Lutheran Church with 2500 students and 250 faculty members.

- Assessment Review Committee, focus on Impact of GE Assessment Results

  - six faculty members

  - the registrar

  - the institutional researcher

  - chaired by an associate dean

Case Study: Augustana College

- Data Points

  - transcript and syllabi analyses

  - senior surveys

  - alumni surveys

  - analyses of senior papers and projects

Case Study: Augustana College

- Key Features:

  - Departments are contacted each Fall about their assessment activities and submit an update each Spring

  - Committee generates a monthly newsletter entitled the "Assessment Advocate" sent to all faculty with sample assessments.

  - Teaching and learning initiatives grow from the assessment of GE outcomes, such as First Year Experience classes and student support and learning services.

  - Committee driven decision for including courses in the GE patterns

  - Committee newsletters and other documents serve as evidence for accreditation

Case Study: Augustana College

Would this work for you? What would it look like?

Case Study: Carnegie Mellon University

- Carnegie Mellon University (CMU) is a private research university with seven schools and colleges and with more than 11,000 undergraduate and graduate students and 4,000 faculty and staff

- Key Features:

  - an institutionalized research-oriented and data-informed university decision-making process driven by deans and departments

  - Highly decentralized approach; each program, college, department begins where they need to begin.

  - Cross-campus faculty resource as the hub of assessment support.

Case Study: Carnegie Mellon University

- Faculty in various departments use methods customized to their discipline and their local culture (e.g., capstone courses in engineering, performances in drama)

- Real-world projects as assessment tools

- Prominence of applied projects in courses and programs has fostered their use as artifacts for assessing student learning

Case Study: Carnegie Mellon University

- President's Advisory Boards (PABs).

- Composed of professionals in the discipline as well as CMU trustees and alumni who bring their talents, experience, and wisdom to bear.

- Every four to five years assess strengths and weaknesses of programs, to examine educational quality, future needs, and to make recommendations.

- Eight external members; two members of the university's board of trustees, one of whom chairs the advisory board with an external academic co-chair.

Case Study: Carnegie Mellon University

- PABs provide a written report to the department that is reviewed and actions developed.

- 4 to 5 year cycle provides reasonably frequent comprehensive review of assessment results, while allowing time to implement change and evaluate results.

- Trustees have the opportunity to learn in depth about programs.

- PABs energize and support the institutional assessment and improvement cycle.

- PABs serve as important mechanisms for enacting and furthering assessment and improvement initiatives.

- Reports and meeting minutes serve as evidence of dialog and assessment

Case Study: Carnegie Mellon University

Eberly Center for Teaching Excellence and Educational Innovation

- Classroom and assessment planning

- Educational technology innovations

- Common problems all instructors face and strategies to explore

- Pedagogy and learning theory

Case Study: Carnegie Mellon University

Would this work for you? What would it look like?

Outcomes Data and Budget Planning

- Where does outcomes data fall in your budget planning?

- How does the timing of your outcomes assessment and program review support your budget development process?

- Are other types of data being used in budget planning?

- Can you track data-informed planning and the resource expenses incurred to execute the planning in order to measure effectiveness of planning and institutional processes?

Case Study: Reedley College

- Desire to move away from the "rollover budget" that lacked data-driven decision-making and did not serve the college planning process.

- Created an annual budget planning worksheet.

- Distributed in early fall. Look back three years and at current budget

- Requests for funding must link to program review goals which must be based on outcomes and other qualitative/quantitative data and strategic plan goals.

Case Study: Reedley College

- Requests are prioritized.

  - 0=State Mandated and required by accreditation, licensing, or regulatory requirement

  - 1= Essential to the operation of the program, Health and Safety Resolution

  - 2 = Important, but not essential or required

  - 3 = Expand or enhance program (wish list)

  - Creates a list to apportion general fund, lottery, instructional equipment and Perkins funding.

Overall Guiding Principles and Random Thoughts

- **Respect departmental approaches** to assessment.

- Identify **what most interests faculty in assessment and leverage** this in the promotion of assessment activities.
- Take advantage of accreditation self-study and strategic planning processes, and **leverage existing institutional structures** to stimulate assessment improvements.
- Provide **professional development and structured opportunities** to faculty and departments for support and feedback on their assessment work.
- Encourage **faculty and staff to exchange ideas about creative approaches to assessment** and how these influence their practice.

Overall Guiding Principles and Random Thoughts

- **Create a group of campus assessment experts,** through an assessment committee that is made up of faculty from throughout the campus as well as top administrators. Allow this group to monitor the program reviews but also to become the campus experts on assessment.
- **Openly share assessment information with faculty** at faculty retreats and with all stakeholders through an **on-line, easily accessible website**. By doing so, an institution will foster using the data, since multiple people need to be involved to discuss what the data mean for the institution.
- Remember that **some assessment is better than none at all**. No need to create large projects, but instead create smaller manageable assessment projects. These projects will allow for the campus to see the fruits of its labor sooner, and, hopefully, will encourage larger scaled projects.

QUESTIONS?