Academic Department Review at CLC

Leveraging a College Process to Implement POS and PTR

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ICCB Forum for Excellence, September 2012
Agenda

- Academic Department Review (ADR)
  - Overview
- ADR Process
- Elements of Programs of Study (POS)
- Elements of Pathways to Results (PTR)
- Online Tools to Support ADR
- Q & A
ADR Overview

- All programs participate based on ICCB schedule
- Department Chair or designee compile the report, serve as main contact
- Support, guidance, and decision making related to ADR provided through governance structure
  - Assessment & Program Evaluation Committee (APEC)
- Non-academic departments participate in a different review process
ADR Overview – Goals

- To communicate and share clear goals & learning outcomes
- To improve student learning, which is impacted by curriculum & teaching methods
- To maintain relevant curriculum aligned with the college mission & stakeholder needs
- To be accountable to stakeholders & principles of cost effectiveness
- To follow a continuous improvement model
### ADR Overview – Benefits

- Allows for opportunities to establish cross-disciplinary connections
- Engages faculty in peer review
- Opportunity for curriculum review and overall reflection
- Drives budget allocations, including professional development structures
- Maintains transparency and consistency throughout the institution
- Improves the college image or brand
- Supports internal morale and celebrates strengths
- Contributes to decisions regarding cost effectiveness and efficiencies
ADR Process

Year 1
Academic Department Review Report

Years 2 - 5
Annual Updates with Dean

Year 1
Academic Department Review Report

Assessment Plan Updates
implementing methods, documenting results
<table>
<thead>
<tr>
<th>Phase</th>
<th>Timeline</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td>(September)</td>
<td>Getting Started, optional and custom data requests</td>
</tr>
<tr>
<td><strong>II</strong></td>
<td>(October)</td>
<td>Section 2 completed, Course Reference File review</td>
</tr>
<tr>
<td><strong>III</strong></td>
<td>(November–December)</td>
<td>Sections 4 &amp; 5 completed, IEPR Data and Program Resources</td>
</tr>
<tr>
<td><strong>IV</strong></td>
<td>(January–March)</td>
<td>Sections 3 &amp; 6 completed, Assessment Plan and Action Plan, Receive feedback from Review Team</td>
</tr>
<tr>
<td><strong>V</strong></td>
<td>(April–May)</td>
<td>Attend APEC meeting</td>
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</tbody>
</table>
ADR Process – Review Team

- Department Chair
- Primary Reviewer (think professional accreditation model)
- Dean or Associate Dean
- Peer Assessment Mentor
- Career Advisory Committee
ADR Process – Deliverables

1. Report
2. Assessment Plan
3. Action Plan
In small groups, answer these two questions...

1. At your institution, what happens after the year of the review to prepare for another program review in five years?

2. What is the most successful component of the program review process at your institution?
## Elements of Programs of Study (POS)

- **POS Principle #1**: Programs of Study are developed, supported, and led with guidance from collaborative partners.

<table>
<thead>
<tr>
<th>Principle Design Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leaders establish and communicate a vision, mission, and goals</strong> that are aligned with enabling federal and state policies and important components of the larger educational system.</td>
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<tr>
<td>- CLC: emphasis on program level goals</td>
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<tr>
<td>- CLC: transfer and CTE relationship to general education learning outcomes</td>
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</tr>
<tr>
<td><strong>Leaders encourage individuals at all levels to engage in shared decision making</strong>, encouraging the perspective of individuals and groups not always active in curriculum reform and organizational change.</td>
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<tr>
<td>- CLC: emphasis on involvement of adjunct faculty</td>
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<tr>
<td>- CLC: encourage strong relationship with Institutional Effectiveness, Planning and Research department</td>
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<tr>
<td><strong>Leaders commit tangible and intangible resources including personnel, money, curriculum, technology, encouragement, and moral support.</strong></td>
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<tr>
<td>- CLC: investment in online tools that demonstrate transparency and collaboration</td>
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<tr>
<td>- CLC: investment in faculty release time through collective bargaining agreement</td>
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</tr>
</tbody>
</table>
### Elements of Programs of Study (POS)

- **POS Principle #2:** Each and every student has access to equitable educational opportunities and services that enable their success.

<table>
<thead>
<tr>
<th>Principle Design Element</th>
<th>Processes are in place to identify and overcome gaps and barriers for learners in order to foster access to education and inclusion in educational programs including flexible time and location of programs.</th>
</tr>
</thead>
</table>
|                          | - CLC: equity data review is required as part of ADR  
|                          | - CLC: delivery method/location and course success data is provided |

<table>
<thead>
<tr>
<th>Principle Design Element</th>
<th>Special population sub-groups are clearly identified so that their progress and success can be quantified and compared with other populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- CLC: all data broken down by equity categories (gender, ethnicity, PT/FT status)</td>
</tr>
</tbody>
</table>


**Elements of Programs of Study (POS)**

- **POS Principle #3**: Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.

**Principle Design Element**

- Non-duplicative curriculum is ensured through secondary and postsecondary collaboration for greater efficiency and alignment.
  - CLC: Career advisory committees must have secondary representation.
  - CLC: Dual credit agreements reviewed annually, articulation agreements renewed every three years.

**Principle Design Element**

- Curriculum is aligned with relevant educational, state, and industry standards and certifications.
  - CLC: Professional accreditation status/documents become part of ADR archive.
  - CLC: Transfer disciplines encouraged to document trends in four-year institutions.
Elements of Programs of Study (POS)

- **POS Principle #4**: Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.

  Programs integrate academic and career and technical content to create contextual instruction that engages student interest and improves learning outcomes.

  - **CLC**: all disciplines must identify if general education learning outcomes are a primary objective, secondary objective, or not applicable for the department.

- **Principle Design Element**: Programs include multiple measures of assessment designed for diverse learning styles that accurately determine acquisition of both academic and technical knowledge and skills.

  - **CLC**: assessment of student learning a major deliverable of ADR
  - **CLC**: results of assessment and action resulting from those results are expected to be documented
Elements of Programs of Study (POS)

**POS Principle #5:** Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.

**Principle Design Element**
Professional development activities are high-quality, sustained, intensive, comprehensive, and instruction-focused in order to have an impact on classroom instruction.

- CLC: data and evidence from ADR drives professional development at the department, division, and institution level

**Principle Design Element**
Professional development combines, when possible, resources with other regions and organizations to maximize resources.

- CLC: administering new ICCB Regional Network Grant for Northeast Region
- CLC: November 30th - Peer to Peer Workshop for CTE Faculty Undergoing Program Review – Let’s Help Each Other!!
Elements of Programs of Study (POS)

- **POS Principle #6**: Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

<table>
<thead>
<tr>
<th>Principle Design Element</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td><strong>All programmatic activities, including professional development, are evaluated for improvement and accountability using multiple forms of assessment and measurement.</strong></td>
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<tr>
<td><strong>• CLC</strong>: annual workshop for APEC to review survey results, analyze report outcomes, and reflect on current best practices</td>
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</tr>
<tr>
<td><strong>Data are used to inform a culture of program improvement that uses data to improve instruction and programs.</strong></td>
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</tr>
<tr>
<td><strong>• CLC</strong>: data are intentional, usable, and demonstrate direct connection to program improvements</td>
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</tr>
<tr>
<td><strong>• CLC</strong>: data are leveraged to make resource decisions</td>
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</table>
### Elements of Pathways to Results (PTR)

Pathways to Results (PTR) is an outcomes-focused, equity-guided process to improve student transition to postsecondary education and employment. Applied to Perkins’ Programs of Study, PTR focuses on addressing equity gaps between diverse learner groups and continuously improving processes critical to Programs of Study that extend from the secondary to the postsecondary level. PTR is led by education, employer, and community partners whose shared goal is success for all students.
Elements of Pathways to Results (PTR)

Engagement and Commitment

Outcomes and Equity Assessment

Review and Reflection

Process Improvement

Process Assessment
Elements of Pathways to Results (PTR)

Change in Data for ADR Resulted!!

- Data sets will include details about the demographics and other related characteristics to provide a comprehensive view of the students, faculty, and success rates in the academic department. A five year trend and individual year reporting will be presented where possible. Data may be broken down and displayed by:

  - Ethnicity
  - Gender
  - Full Time/Part Time Status
  - Age
  - Course Delivery Type (online, hybrid, face to face)
  - Campus
## Audience Participation!

In small groups, answer one of these questions…

1. **PTR Participants:** describe an institution level change that occurred as a result of engaging in PTR.

2. **Non-PTR Participants:** describe a successful outcome for CTE Programs after engaging in a continuous improvement project.
Online Tools to Support ADR

Assessment and Academic Department Review

ASSESSMENT OF STUDENT LEARNING

Annual Assessment Reports (Institution Level)

- 2009
- 2008

Assessment Plans by Academic Department
This tool provides access to academic department assessment plans. Department Chairs and/or designees have rights to edit plans.

General Education Resource Web Site
This site offers teaching and learning resources related to general education for both students and faculty.

ACADEMIC DEPARTMENT REVIEW

1. Academic Department Review Tool
This tool is for academic departments up for a five (5) year review. All reports are available for viewing, while edit rights are only for those affiliated with the academic department.

2. Assessment Plans by Academic Department
This tool provides access to academic department assessment plans. Department Chairs and/or designees have rights to edit plans.

3. Annual Update Tool
This tool allows academic departments to enter progress on action plans. Updates are due between November–February each year.

Academic Department Review Rubrics
These rubrics guide the work of the Assessment and Program Evaluation Committee (APEC) in reviewing final reports for Academic Department Review. They are also a resource for faculty writing the reports to better understand the expectations of the review.

- Career Program Report Rubric
- Transfer Program Report Rubric
Online Tools to Support ADR (1)

ACADEMIC DEPARTMENT REVIEW

- Click "view" to see the most recently completed review for that department.
- If you see an "edit" button, you have rights to enter or revise information for that academic department review.
- Click on the underlined column header to sort by that column.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>TITLE</th>
<th>DIV</th>
<th>TYPE</th>
<th>REVIEW YR</th>
</tr>
</thead>
<tbody>
<tr>
<td>view</td>
<td>ABR  Automotive Collision Repair</td>
<td>EMPS</td>
<td>career</td>
<td>2011</td>
</tr>
<tr>
<td>view</td>
<td>ACC  Accounting</td>
<td>BUS</td>
<td>career</td>
<td>2011</td>
</tr>
<tr>
<td>view</td>
<td>ADE  Adult Education/ESL</td>
<td>ACEDV</td>
<td>career</td>
<td>2013</td>
</tr>
<tr>
<td>view</td>
<td>ANT  Anthropology</td>
<td>SOCSCI</td>
<td>transfer</td>
<td>2011</td>
</tr>
<tr>
<td>view</td>
<td>AOS  Administrative Office Systems</td>
<td>BUS</td>
<td>career</td>
<td>2013</td>
</tr>
<tr>
<td>view</td>
<td>ARC  Architectural Technology</td>
<td>EMPS</td>
<td>career</td>
<td>2013</td>
</tr>
<tr>
<td>view</td>
<td>ART  Art</td>
<td>COMARTS</td>
<td>transfer</td>
<td>2010</td>
</tr>
<tr>
<td>view</td>
<td>AUT  Automotive Technology</td>
<td>EMPS</td>
<td>career</td>
<td>2011</td>
</tr>
<tr>
<td>view</td>
<td>BIO  Biological Sciences</td>
<td>BHS</td>
<td>transfer</td>
<td>2009</td>
</tr>
<tr>
<td>view</td>
<td>BUS  Business Administration</td>
<td>BUS</td>
<td>career</td>
<td>2010</td>
</tr>
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</table>
1. Please provide a short overview of the Academic Department.

The Automotive Collision Repair (ABR) program is one of two automotive career programs currently offered at the college. The ABR program provides students with an option of an Associate in Applied Science degree, and four different specialized Career Certificates. Making these options available to the Automotive Collision Repair students the college is meeting Goal #2.5, increase enrollment in career programs leading to high paying / high demand jobs, of CLC's mission and goal statement. The Associates degree provides students with the foundational core, and general education courses needed to pursue a career in the collision repair industry. The specialized Career Certificates are designed to allow students to quickly gain the knowledge and skills in one or more specific area(s) of the collision repair industry.

The ABR program is Gold Class Certified by the Inter-Industry Conference on Auto Collision Repair (I-CAR) and an I-CAR Academic Alliance Program Member, the program uses the I-CAR Live curriculum and students have the opportunity to earn I-CAR industry recognized training credit. The ABR program is master certified in all four areas of collision repair by the National Automotive Technicians Education Foundation (NATEF). The extensive list of learning outcomes as listed by NATEF can be summarized as follows:
**GOAL:** Goal 3 Graduating students will have the necessary skills to acquire, verify, analyze, and report findings on digital evidence using industry-standard practices.

<table>
<thead>
<tr>
<th>Assessment Method and Timing</th>
<th>Performance Criteria</th>
<th>Results</th>
<th>Action Taken</th>
<th>Next Steps</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Final Exam</td>
<td>80% of students will score 70% or better</td>
<td>52/67 = 78% of students scored 70% or better on the Objective Final Summer 2010, Fall 2010, Spring 2011, Fall 2011</td>
<td>Questions with 50% or more incorrect answers were identified.</td>
<td>Concepts &amp; techniques identified will be examined and a different teaching methodology will be applied.</td>
<td>Dainton</td>
</tr>
<tr>
<td>Practical Final Exam</td>
<td>80% of students will score 70% or better</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Outcome: Students will understand the FAT file system and basic digital evidence recovery techniques.

| Objective Final Exam        | 80% of students will score 70% or better | 29/42 = 69% of students scored 70% or better on 100 question CIT 256 Final Fall 2010, Spring 2011, and Fall 2011 terms | Questions with 50% or more incorrect answers were identified. | Concepts & techniques identified will be examined and a different teaching methodology will be applied. | Dainton |

Outcome: Students will demonstrate recovering digital evidence from a FAT volume using best practices.

| Objective Final Exam        | 80% of students will score 70% or better | 21/33 = 64% of students scored 70% or better on the CIT 256 Final Practical Spring 2011 and Fall 2011 terms | Rubric items with 70% or less points earned will be identified | 70% or less rubric items will be examined and different teaching methodologies will be applied. | Dainton |

Outcome: Students will demonstrate recovering digital evidence from a NTFS volume using best practices.
Online Tools to Support ADR (3)

ACADEMIC DEPARTMENT REVIEW

Section 6: Proposed Action Plan and Future Improvements

ABR (career)

1. As a result of this Academic Department review, please outline what actions will be taken to improve instruction, modify curriculum, adjust assessment efforts or provide overall Academic Department improvement during the next five years.

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**Action Items**

<table>
<thead>
<tr>
<th>Academic Department Improvement</th>
<th>What is driving this change?</th>
<th>What is the anticipated outcome?</th>
<th>Anticipated Completion Date</th>
<th>Resources Required</th>
<th>Primary Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refinishing Vehicles</td>
<td>During the summer of 2010 many vehicles belonging to the automotive dept. experienced vandalism, of these vehicles four were stripped down by ABR students so the vehicles could be used by the refinishing classes. These vehicles need to be on rolling chassis to allow instructors and students to move them freely from storage to the spray booth and with the lab</td>
<td>Having full size vehicles will better assist instructors with the delivery of the curriculum. The four refinishing vehicles will be used by all three courses as practice vehicles by students prior to using real life work.</td>
<td>FY14</td>
<td>Funding for construction of chassis fixtures.</td>
<td>Cavazos</td>
</tr>
</tbody>
</table>
Thank you for attending!

Dr. Ali O’Brien
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College of Lake County
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