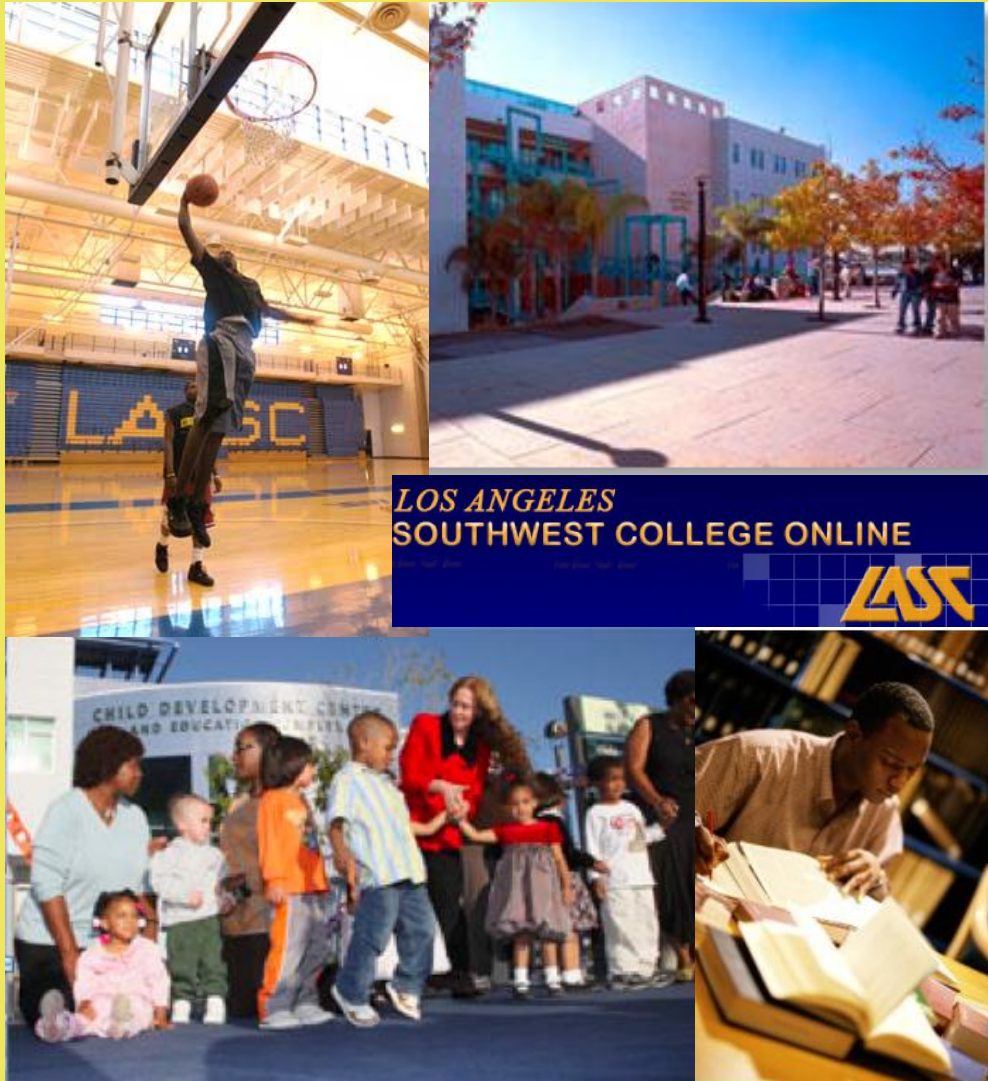


LASC 2010 Program Review Orientation



May 12, 2010
1:00-3:00 pm
Room LL202

Why Are We Doing This?



LOS ANGELES
SOUTHWEST COLLEGE ONLINE



Los Angeles
Southwest College:

Committed to
providing an
environment for
quality learning to
enrich the lives of our
diverse population.

Academic Program Review:



Ensures high-quality instructional programs



Informs LASC planning and budgeting



Helps ensure that accreditation standards are met

Timeline



Spring 2010

April 2010: Revised template approved by Academic Senate

May 2010: Faculty orientations
Work on reviews begins
Student feedback collected

June 1, 2010: Module 5 (SLOs) submitted



Fall 2010

August 2010: 2009-2010 Data (Modules 1-3) available

Sept. 2010: Program review marathon for initiators
(2 weeks)
Technical review readers comment on drafts

October 2010: Program reviews are finalized and approved

Template Overview

The template is a Word form that includes:

- An introduction related to the program
- Ten modules
- A conclusion

Much of the content of the template is similar to previous program reviews.



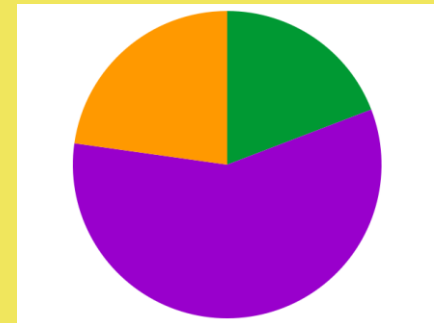
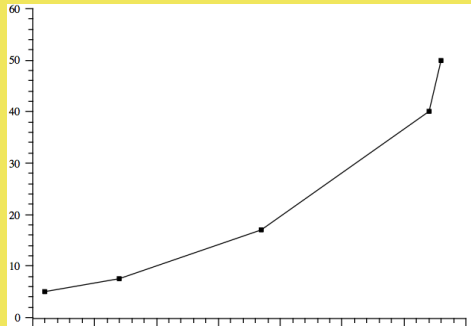
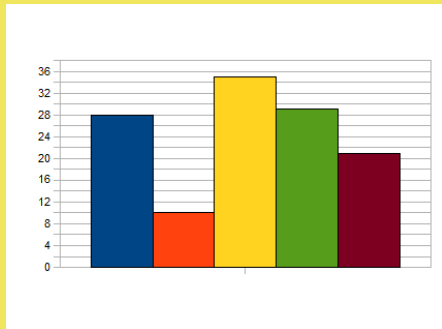
How do you access the electronic document?



What are the hyperlinks in the document for?

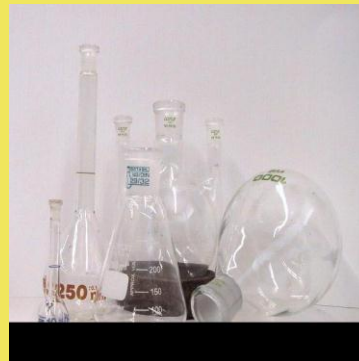
Introduction to the Program

- Overview of the Program Mission
- Module One: Response to Demand
- Module Two: Demographics & Student Success



Module 3: Program Resources

- Facilities, equipment, supplies
- WSCH per FTEF: Measure of efficiency
- Professional development



Module 4: Educational Programs

- Outdated and Inactive Courses
- New Courses
- Vocational Programs



Module 5: SLOs

Identifying and Assessing Student Learning Outcomes at the Program Level

Program SLOs

What is a “Program”?

- Any organizational unit that exists to assist students in achieving specific learning outcomes

Program Examples

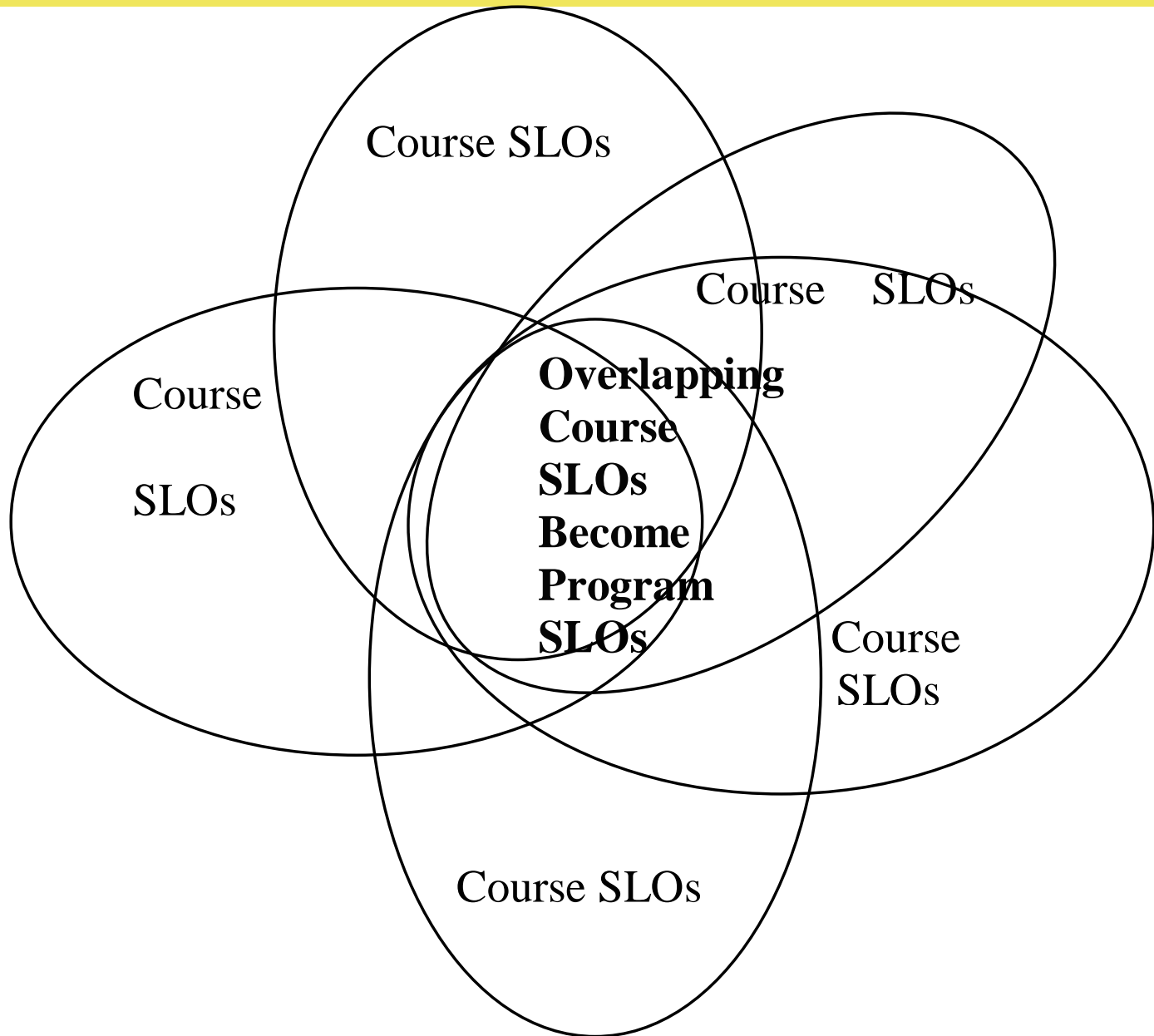
- A discipline or cluster of disciplines in program review (e.g., Biological Sciences, ESL, etc.)
- Group of courses leading to a certificate or degree (e.g., AA in English, Professional Spanish Skill Certificate)
- Administrative or student service area (e.g., Personnel Office, Financial Aid Office, EOP&S, etc.)

Getting Started

- What roles will program graduates hold and what must they be able to do “**out there**” in the real world or in the next course or upper division work?
- How will the outcomes be demonstrated “**in here?**”
- What skills and concepts need **to be learned?**

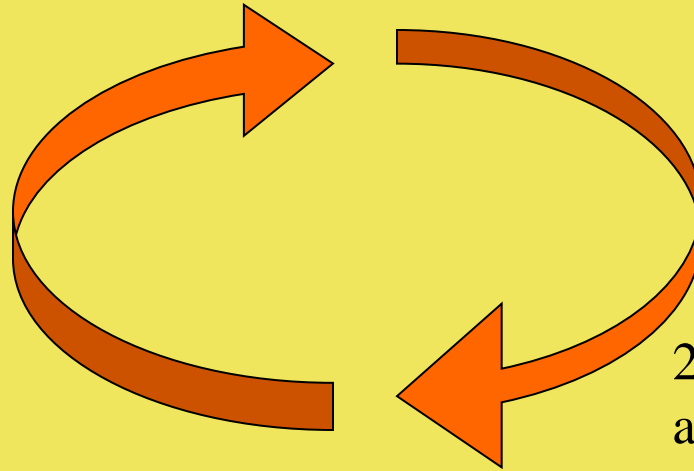
When writing program outcomes:

- state the program purpose or mission
- consider other areas or programs that feed into or interact with your program
- analyze community expectations for the program
- survey program descriptors and accomplishments
- review the components (e.g., [core courses](#)) of the program and
- determine participant expectations



Assessment Cycle

1. Articulate goals for student learning



2. Gather evidence about how well students are meeting the goals (and discuss/interpret this evidence)

3. Use this information to improve and to make learning visible

Common Assessment Methods

- Tests
 - Locally developed or Standardized
- Performances
 - Recital, Presentation, or Demonstration
- Cumulative
 - Portfolios, Capstone Projects
- Surveys
 - Attitudes and perceptions of students, staff, employers
- Rubrics
 - A scoring method for presentations, written papers, etc.
- Embedded Assessment
 - Using existing exams, projects, etc. within the class
- Narrative
 - Staff and student journals, interviews, focus groups

Embedded Assessments

- Embedded assessments make use of the actual work that students already produce in their courses (tests, papers, presentations, projects, etc).
- It is not the grades that are important. It is an evaluation of the assignments with the specific outcomes (SLOs) in mind.

Steps in Embedding Exam Questions

- Determine the specific outcome to assess.
- Decide in which courses the outcome will be assessed.
- Conduct an inventory of the exam questions already being used.
- Determine the number of questions needed to adequately assess the SLO.
- Integrate the exam questions into all sections of the course.
- Devise a way to evaluate the results (point total, scoring sheet, rubric, etc)
- Discuss the results with the entire program faculty.

Rubrics

- A rubric is a set of criteria and a scoring scale that is used to assess and evaluate students' work.
- Rubrics can be used to evaluate embedded essay questions or other examples of student work such as papers, oral presentations, portfolios, etc.
- Excellent way to norm faculty expectations and evaluation.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
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Questions to ask for your Assessment Plan

- Who is the target audience of my outcome?
- Who will collect and analyze the data?
- Where will it be done?
- How will data be collected?
- When and how often will it be done?
- Who will reflect on the results? When?
- How will results and implications be documented?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

Compare Statements for a Chemistry Program SLO:

- Be able to successfully perform an acid-base titration.
- Given appropriate equipment, a known solid standard acid, a standard base solution of approximate concentration, and a pure solid monoprotic acid, 1) standardize the base solution and 2) determine the molar mass of the solid acid. Minimum performance criterion is an accuracy of 10 ppt; 90% will perform at the 5 ppt level.

Links to Examples of Program SLOs

- http://www.grossmont.edu/student_learning_outcomes/
- http://www.valenciacc.edu/instassess/PLOA/outcomes_AS.cfm

Module 6: Student Feedback

- Collect feedback from students this semester
 - Surveys
 - Focus groups
 - Interviews
- Analyze feedback on program strengths and weaknesses

Module 7: SWOC

- Program Strengths
- Program Weaknesses
- Program Opportunities
- Program Challenges

Objectives

- Review objectives from 2008 mini-review
 - Completed?
 - In-progress?
 - Not implemented?
- 2010 Program Objectives
 - Should be aligned with college goals
 - Should be measureable, have a projected date for completion and a person responsible

Resource Requests

- Prioritize resource requests
- Should be tied to program objectives and strategic plan objectives

Concluding Comments

- What else should be known about your program?
- What three (3) recommendations do you have for the program?