Putting the Pieces Together and Establishing Connections

Standards and Special Topics Committee

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Standards & Special Topics Committee

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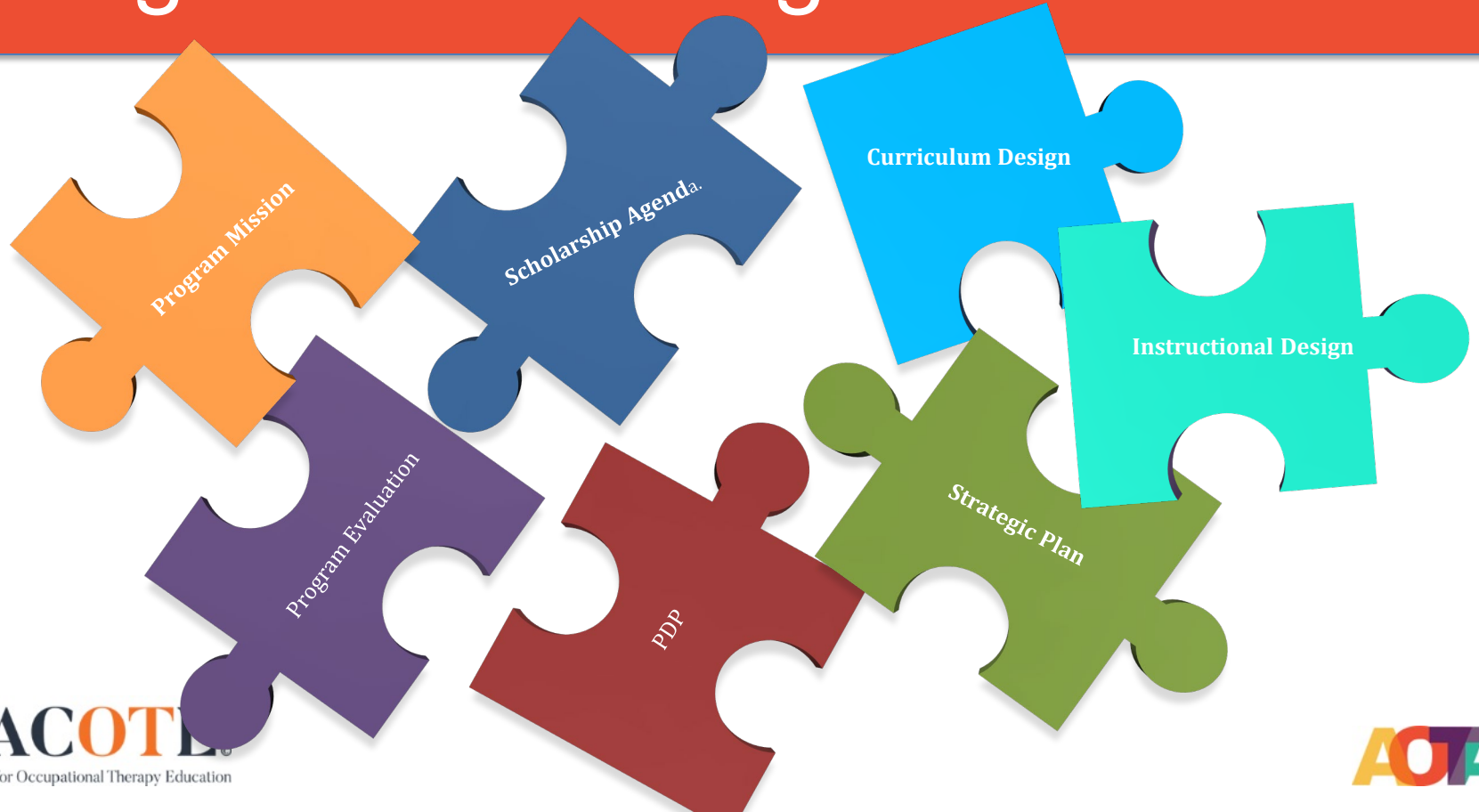- Sabrina Matthews

Putting The Pieces Together

Objectives:

1. Articulate the alignment among the curriculum design, scholarship agenda, instructional design with the mission and goals of the program.
2. Describe the interrelatedness of the program's strategic plan, faculty growth and professional development plans, and program evaluation, and how they support ongoing quality assurance.
3. Discuss documentation/artifacts that clarify alignment and interrelatedness of all key dimensions of the program.
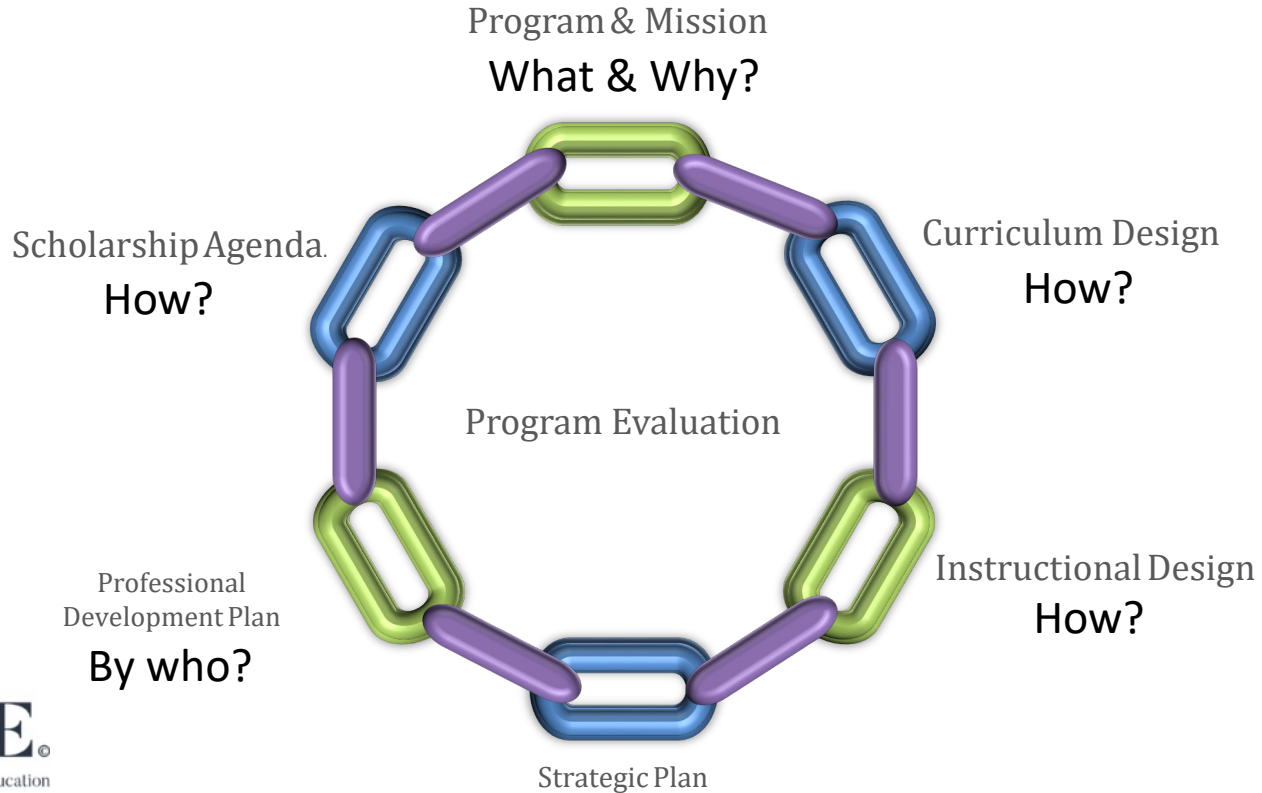
Plan

I. Introduction – 2 minutes

II. Review of Select Standards – 10 minutes

III. Break-out Session/Case Study – 20

IV. Debrief – 10 minutes

V. Wrap-up & Questions – 8 minutes

Putting The Pieces Together

Interrelationship

Program & Mission
What & Why?

Curriculum Design
How?

Scholarship Agenda.
How?

Program Evaluation

Instructional Design
How?

Professional
Development Plan
By who?

Strategic Plan

Program Mission

Standard A.5.4 Program Mission:

A statement that explains the unique nature of a program and its purpose.

- *serves as basis for curriculum & strategic plan*
- *aligned with/ supports institution's mission*

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Strategic Plan

Standard A.6.1 Strategic Plan:

- Based on program evaluation and environmental analysis

- Articulates the program's future vision

- Addresses the mission of the program and institution

- Guides program development

- Includes goals and measurable action steps

- Periodically reviewed and updated

Curriculum Design

Standard A.5.5 Curriculum Design:

- Reflects the mission and philosophy of the program and the institution

- Includes educational goals and curriculum threads

- Provides rationale for the selection, scope, sequence of content,

- Provides the basis for program planning, implementation, and evaluation.

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Instructional Design

Aligned with and ensures appropriate delivery of content of the curriculum

Includes:

- Syllabi

- Instructional materials

- Assessment of learning

- Statement of teaching-learning principles and methods based on targeted learning outcomes

Scholarship Agenda

Standard A.5.6 Scholarship Agenda:

- Documented agenda of scholarship by the program
- Captures scholarship in the areas of teaching, research, and/ or service.
- Engages faculty in **academically relevant works** that simultaneously
  - *meet (institutional) campus mission and goals*,
  - meet the *needs of the program*, and are
  - reflected in the curriculum design.

Professional Development Plans (PDP)

Standard A.6.2 Professional Development Plan

Documents ways in which faculty
- contributes to attaining the program's strategic goals
- fulfills designated responsibility
- maintains evidence of currency in teaching responsibility

Evidence of updates as goals are met or circumstances change

Program Evaluation

Standard A.6.3 Program Evaluation:

An **ongoing system** for routinely and systematically collecting and analyzing data to determine the extent to which the program is meeting its stated goals

Effective program evaluations:

- Clarify the methods of evaluation including, timing, criteria, and benchmarks
- Are based on sufficient qualitative and quantitative data
- Are analyzed, summarized, and reported to guide decision-making
- Have action plans that connect to the strategic plan, curriculum, scholarship agenda, and faculty professional development plans.

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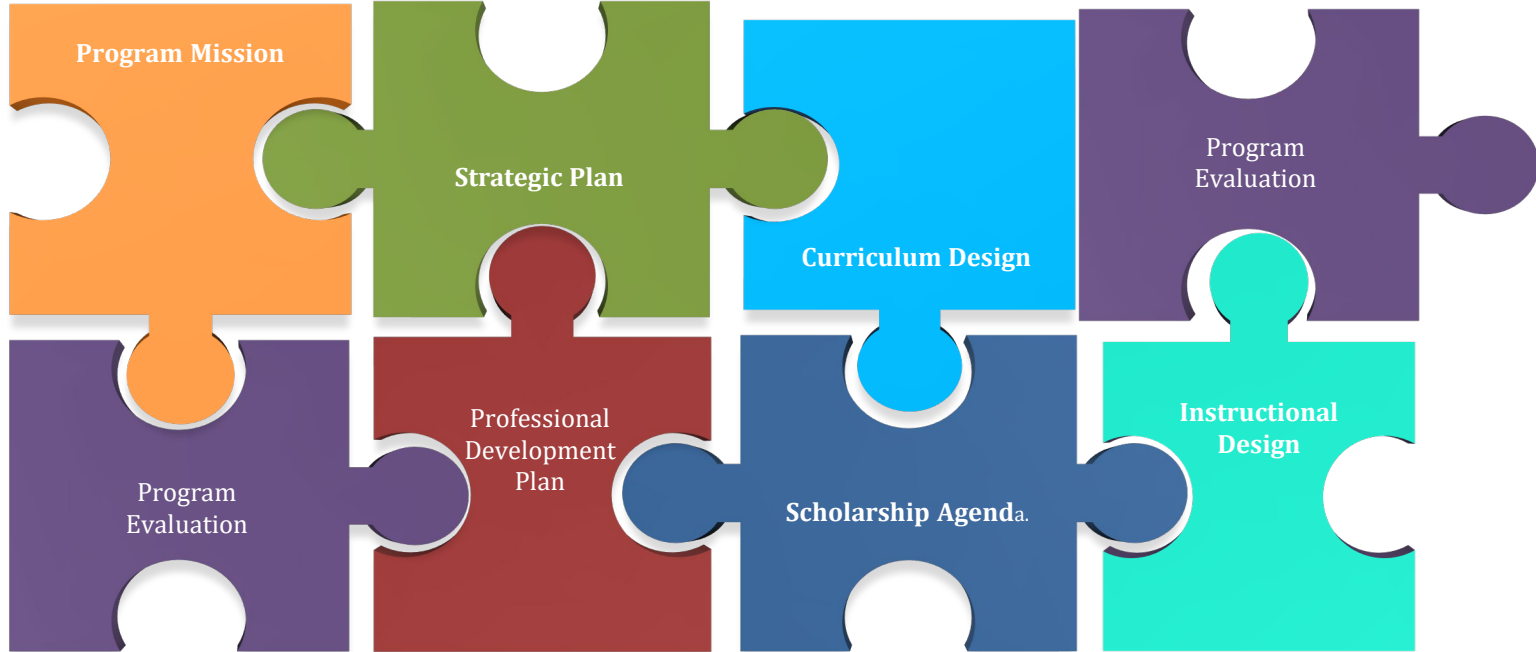
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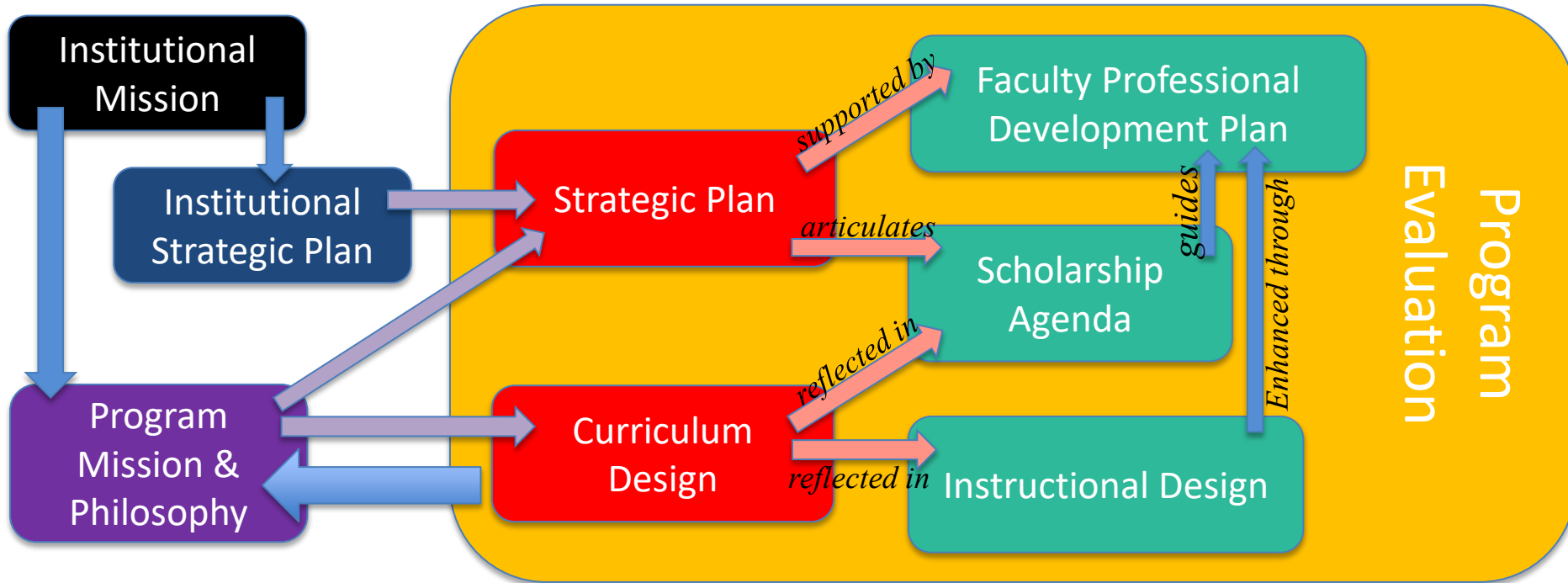
BREAK OUT SESSION

Putting Principles into Action

1. In groups of 6-8, participants review a fictitious program using the materials provided.

2. Discuss responses to reflective questions. Share insights.

3. Generate new points of inquiry. Share questions.

4. Share ideas for others to consider.

Ground Rules

- ACOTE Board Members are here to facilitate and not offer their individual interpretations or consultations.

- Focus the discussion on the case and not on own's individual programs. The goal is to glean from the insights generated in your small group discussions, any new strategies that may be transferrable to one's own context.

- Bring your relevant suggestions and questions for the whole group to discuss.

EXEMPLARY COLLEGE

This case was developed for the purpose of meeting the objectives of this course. The examples provided should in no way be construed as "exemplary" but rather an assemblage of information that may be observed of any program.

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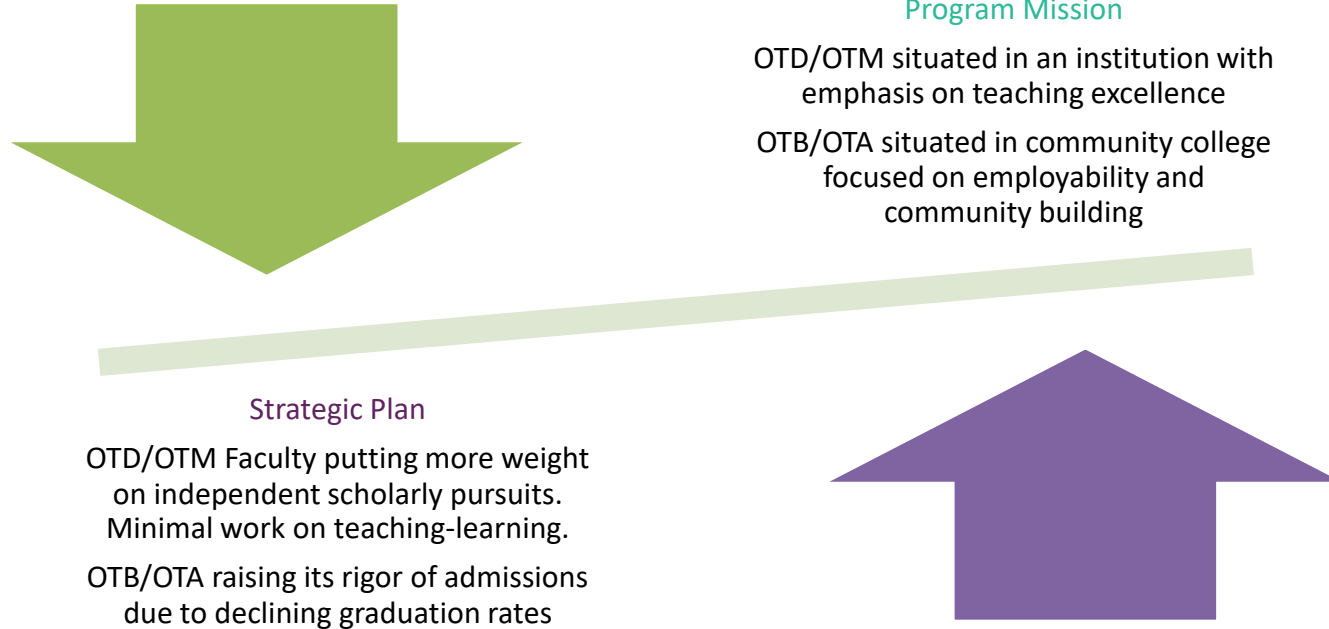
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Reflective Questions (15 minutes):

1. How does the scholarship agenda align with the mission?

2. How do the program's strategic goals support its mission and informed by the environmental scan?

3. How do the PDPs (as a whole) support/complement the program's mission, scholarship agenda, strategic goals?

4. How do the metrics in the program evaluation plan determine whether the program is meeting its stated goals? Evaluate the usefulness of the program evaluation report relative to determining the achievement of the program's strategic goals and program learning outcomes?

Sharing Insights (5 minutes)

If you were the PD of Exemplar University, what questions might you need to clarify? What pieces were incongruent?

Example of Incongruence

Program Mission

OTD/OTM situated in an institution with emphasis on teaching excellence

OTB/OTA situated in community college focused on employability and community building

Strategic Plan

OTD/OTM Faculty putting more weight on independent scholarly pursuits. Minimal work on teaching-learning.

OTB/OTA raising its rigor of admissions due to declining graduation rates

Sharing Ideas (5 minutes)

If you were to advise the PD, what suggestions might you share for their consideration?

Other Take Home Messages

Program Evaluation Plans and Report
- Build a **culture** of assessment → QA/CQI model
- Establish set routine of collecting, analyzing, ***reporting, and modifying***

Faculty Development Plans
- Not a job checklist but individualized contribution to the program scholarship agenda and program mission
- Currency is not just about practice expertise but also teaching-learning practice