Putting the Pieces Together and Establishing Connections

Standards and Special Topics Committee

April 1, 2022
Standards & Special Topics Committee

- Sal Bondoc
- Vanna Lombardi
- Kristy Worrell
- Fonda Scott
- Sherry Purdy

- Kelli Reiling Ott
- Sherry Kolodzieckjak
- Kristy McLeod
- 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

Program Mission

Scholarship Agenda

Curriculum Design

Instructional Design

Program Evaluation

Strategic Plan

PDP
Interrelationship

Program & Mission

What & Why?

Curriculum Design

How?

Scholarship Agenda

How?

Instructional Design

Professional Development Plan

By who?

Strategic Plan

Program Evaluation

How?
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
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
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.
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
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.
Putting The Pieces Together

Program Mission

Strategic Plan

Curriculum Design

Program Evaluation

Instructional Design

Program Evaluation

Professional Development Plan

Scholarship Agenda
Interrelationships

Institutional Mission

Institutional Strategic Plan

Program Mission & Philosophy

Strategic Plan

Curriculum Design

Scholarship Agenda

Instructional Design

Faculty Professional Development Plan

Enhanced through

articulates

supported by

reflected in

reflected in

guides
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.
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 one'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.
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?
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
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