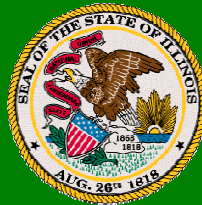# Programs of Study Self-Assessment: Starting the Journey on the Right Foot
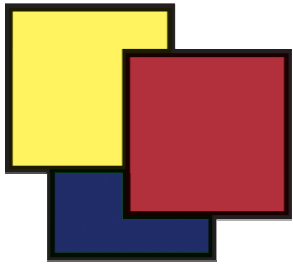
June 11, 2009

Lincoln Land Community College

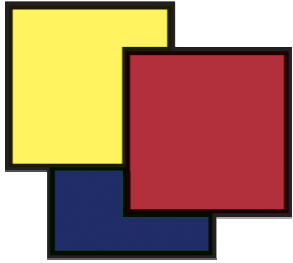ILLINOIS COMMUNITY COLLEGE BOARD   ILLINOIS STATE BOARD OF EDUCATION

OCCRL
office of community college research and leadership

Welcome
Today's Agenda

- Welcome – Debra Bragg (OCCRL)
- Introduction to Perkins IV and POS – Brian Durham (ICCB)
- Guiding Principles, Design Elements, and Self-Assessment – Kathleen Oertle (OCCRL)
- Self-assessment and action planning
- Report Out – Cathy Kirby (OCCRL)
- Closing remarks - Mark Williams (ISBE)

Increased National Awareness about Student Achievement

- Devalued high school diploma

- Growing achievement gap

- High drop out rates at the secondary level

- High remediation rates

- Low completion rates at the postsecondary level
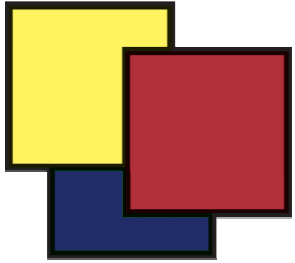
Themes in Perkins IV

1. **Accountability** for results and program improvement at all educational levels

2. **Coordination** within the larger CTE system

3. **Integration** of academic and technical education

4. **Connection** between secondary and postsecondary education, including the baccalaureate level

5. **Involvement** of business and industry
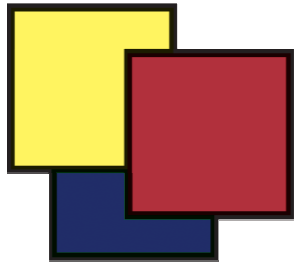
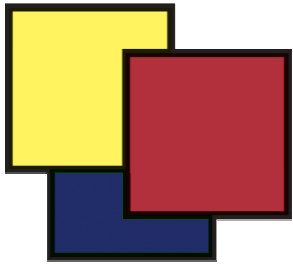# Career Cluster Rollout in Illinois

Health Science

Manufacturing

Information Technology

Transportation, Distribution & Logistics

Partnerships are encouraged to develop Programs of Study within ANY pathway or Cluster that makes sense for them, based on educational strengths and local/area industry needs.

Career Clusters and POS

- **Career Clusters & Career Pathways** (POS Pamphlet)

- **Programs of Study** – Sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary elements which include both academic and CTE content, curriculum alignment to challenging standards, rigorous content, and lead to the attainment of an industry recognized credential, certificate, or degree.
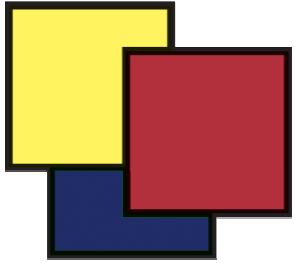
GUIDING PRINCIPLES

- Background and Origin of Guiding Principles and Design Elements

- Principle Overview

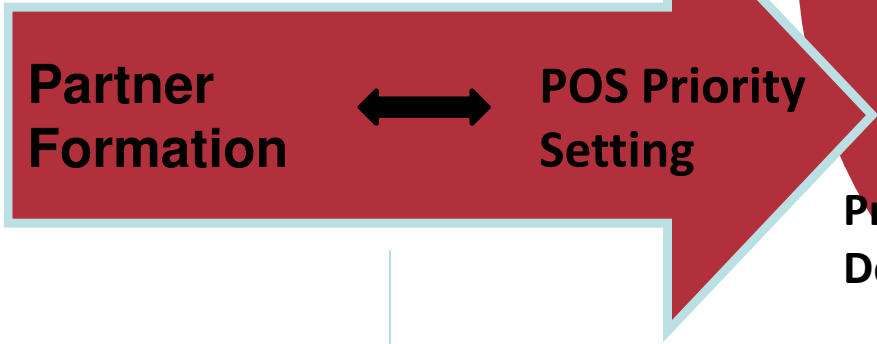- Design Elements – A starting point!

Programs of Study
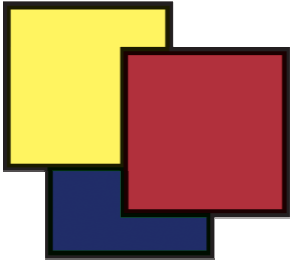
Leadership Organization & Support

Evaluation & Improvement

Access, Equity & Opportunity

Reflective Practice

Partner Formation ↔ **POS Priority Setting**

Prof Prep & Development

Alignment & Transition

Enhanced Curriculum & Instruction
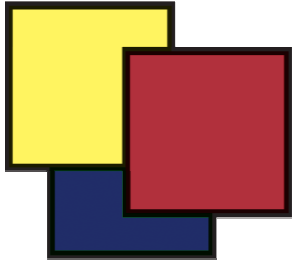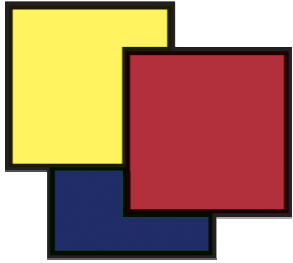
Self-Assessment

Implementation & Evaluation

Leadership, Organization, and Support

✓ Clear mission, vision, goals, and expectations

✓ Commitment of top leadership

✓ Commitment of necessary personnel with agreed upon roles and responsibilities

• Shared resources and collaboration among partners

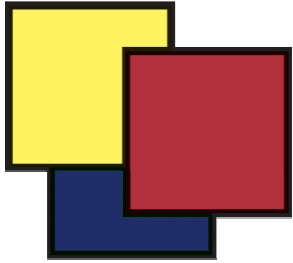• Joint advisory committees, shared decision-making, and technical assistance

Access, Equity, and Opportunity

✓ Programs recruit, enroll, and retain students, including underserved, under-represented, and special population students

✓ Special population sub-groups are clearly identified so progress can be quantified

✓ Support services and resource networks are available

• Universal design incorporated to help students overcome gaps and barriers to successful transition

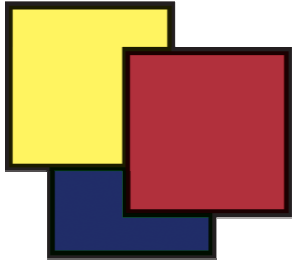• Processes are in place to help students overcome barriers

10

Alignment and Transition

✓ Curricula aligned to local, state and national education and industry standards

✓ Articulation agreements facilitate seamless transition and non-duplicative curriculum

✓ Data-sharing agreements measure individual student progress and transition

• Program alignment provides multiple entry, exit, and re-entry points that lead to certifications, stackable credentials, and degrees

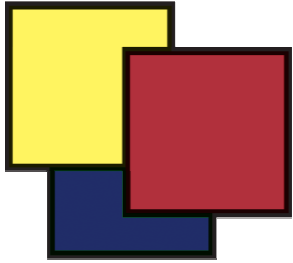• Coherent sequence of courses and multiple opportunities to build "college knowledge"

Enhanced Curriculum and Instruction

✓ Program has integrated and rigorous CTE and academic content

✓ Dual credit opportunities are offered for CTE and academic courses

✓ Instruction is contextualized to enhance student learning

• Curriculum includes career exploration, development and guidance

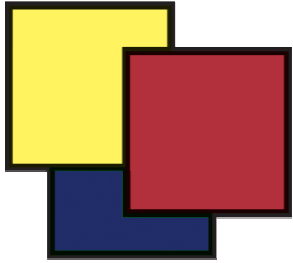• Program utilizes work-based learning and expands use of technology

Professional Preparation and Development

✓ Professional development based on needs assessment and data on program effectiveness

✓ Focus on classroom instruction and improving student outcomes

✓ Secondary and postsecondary collaboration to encourage curriculum alignment and integration

• Recruitment, selection, and retention of qualified teachers

• Intensive, comprehensive, continuous training of all Partners

Program Improvement and Accountability

✓ Procedures and processes ensure collection of valid and reliable data

✓ Program activities are evaluated and data are shared for improvement and accountability

✓ Data are cohort-based and disaggregated to determine the performance of sub-groups

• Data and evaluation are used for planning, improvement, development, and implementation

• A culture of continuous improvement is fostered

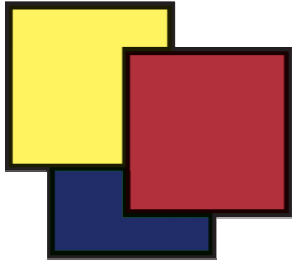# Self-Assessment:
A Reflective Process

- What is self-assessment?
  - It is a continuous process by which organizations or individuals gather information to learn more about themselves
  - It enhances learning and understanding through reflecting on practices
  - It entails systematic and regular review of activities and performance usually for the purpose of improvement
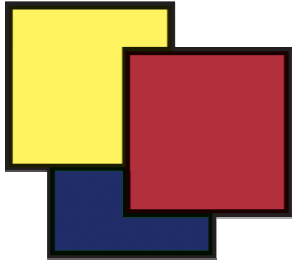
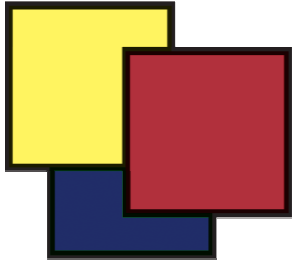# Self-Assessment and Continuous Improvement

- Self-Assessment lays the foundation for continuous improvement by:
  - Helping to locate areas for improvement as well as strengths
  - Helping to foster a systems perspective by examining connections and relationships
  - Providing information on processes as well as outcomes
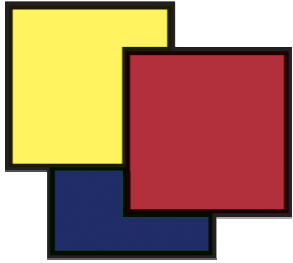 - Involving all stakeholders in the process

Self-Assessment: The Journey

- Section I – The Partners
- Section II – Employers and other Partners
- Section III – Curriculum
- Section IV – POS Readiness
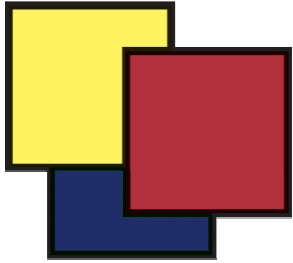- Section V – POS Design Elements
- Section IV – POS Review

Section I:
The (Education) Partners

- What is the purpose of the Partnership?
- What does it mean to be a Partner who collaborates?
- Do we have the right Partners (who else needs to be involved)?
- What would others say about the qualities of the Partnership?
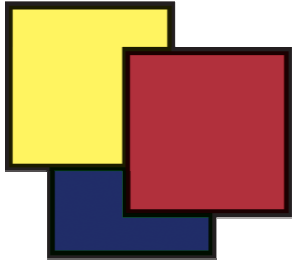- How are commitment and capacity shared?

Section II: Employers and Other Partners

- What goals do we hope to achieve as members of this Partnership?

- What resources do the Partners contribute?

- Are there additional Partners/resources?

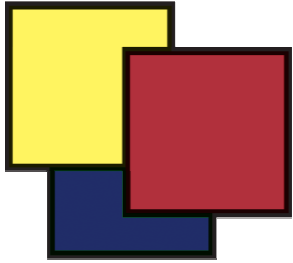- In what ways could other Partners maximize collaboration?

Section III: Curriculum

- Career cluster
- Current CTE program
- CTE courses (orientation, training levels)
- Most advanced academic course requirements
- Articulated and dual credit courses

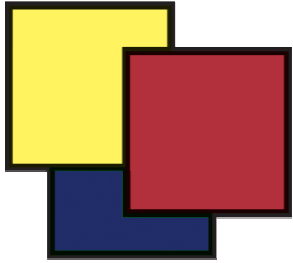# Section IV: POS Readiness Criteria

- Strong employment demand
- Substantial student interest and demand
- Organization has adequate capacity and commitment
- Partnership has adequate capacity and commitment
- Program curriculum is established or feasible to establish

Section V: POS Principles and Design Elements

Assess level of implementation of design elements associated with POS Principles:

- Leadership, organization and support
- Access, equity and opportunity
- Alignment and transition
- Enhanced curriculum and instruction
- Professional preparation and development
- Program improvement and accountability

Section VI: POS Review
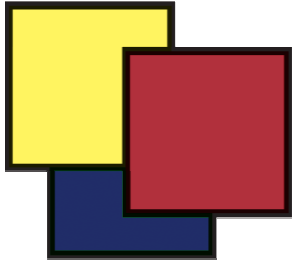
For each principle, ask now and in future:

- Purpose – what is purpose?

- Strategy – What actions shall we take?

- Outcome – How shall we judge our success?

- Review – What are the strengths and needed improvements?
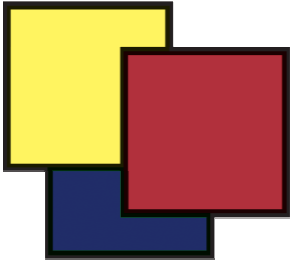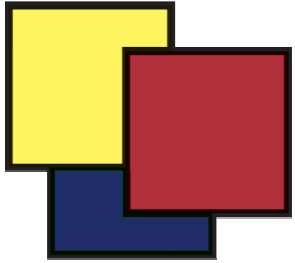
SELF-ASSESSMENT ACTION PLANS

Using Action Plan Templates

- 1 action plan corresponds to each section of the Self-Assessment (6)

- Section I & II (Partners)

- Section III (Curriculum)

- Focus on process and reflection

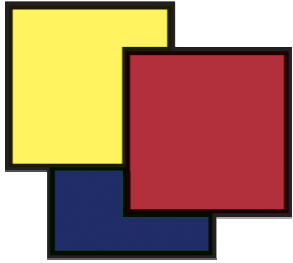- Use tools and resources as necessary

Reporting Out

What are your next steps?

FINAL THOUGHTS

Have you ever heard (or said yourself):

"So, what's the big deal about Perkins IV Programs of Study? We've been doing this kind of thing for years . . ."