

# Programs of Study Self-Assessment: Starting the Journey on the Right Foot

December 10, 2008

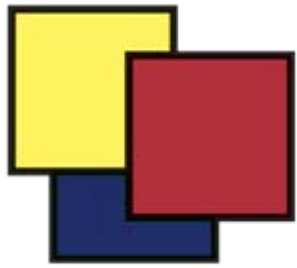
I-Hotel at the University of Illinois

ILLINOIS COMMUNITY COLLEGE BOARD



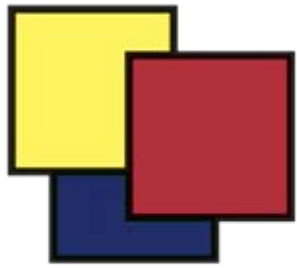
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# Welcome Today's Agenda

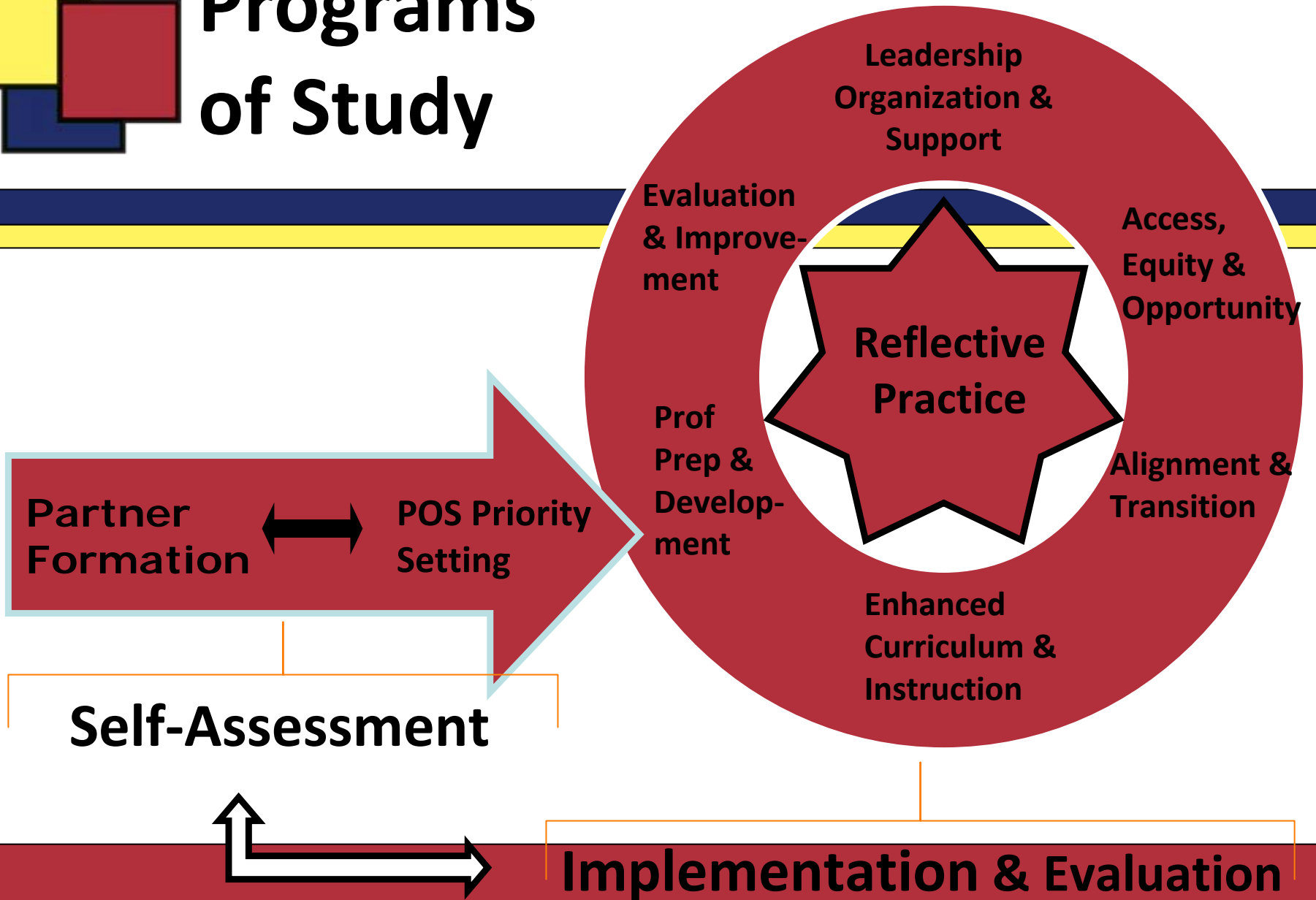
- Welcome and introductions
- Review of clusters, POS & PDTs
- Guiding Principles and Self-Assessment
- Panel
- Action Plan
- Closing Remarks
- Reflections on the day

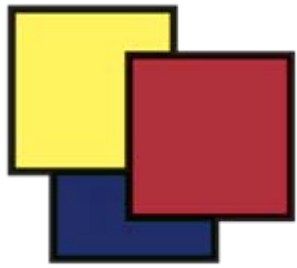


# GUIDING PRINCIPLES

- Background & Origin of Guiding Principles and Design Elements
- Principle Overview

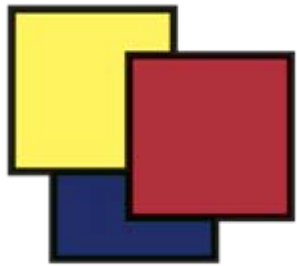
# Programs of Study





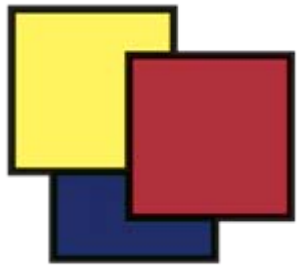
# Leadership, Organization and Support

- 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



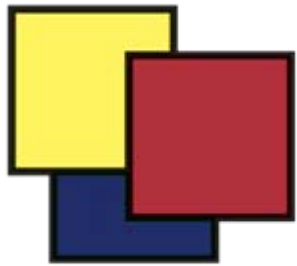
# Access, Equity and Opportunity

- Programs recruit, enroll, and retain students, including underserved, under-represented, and special population students
- Universal design incorporated to help students overcome gaps and barriers to successful transition
- Support services and resource networks are available
- Special population sub-groups are clearly identified so progress can be quantified
- Processes are in place to help students overcome barriers



# Alignment and Transition

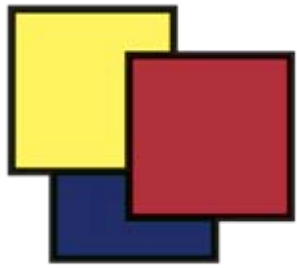
- Curricula aligned to local, state and national education and industry standards
- Articulation agreements facilitate seamless transition and non-duplicative curriculum
- Program alignment provides multiple entry, exit, and re-entry points that lead to certifications, stackable credentials, and degrees
- Data-sharing agreements measure individual student progress and transition
- Coherent sequence of courses and multiple opportunities to build “college knowledge”



# Enhanced Curriculum and Instruction

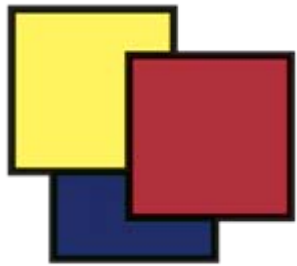
- Curriculum includes career exploration, development and guidance
- Program has integrated and rigorous CTE and academic content
- Program utilizes work-based learning and expands use of technology
- Dual credit opportunities are offered for CTE and academic courses
- Instruction is contextualized to enhance student learning





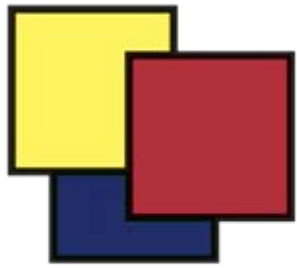
# Professional Preparation and Development

- Recruitment, selection, and retention of qualified teachers
- 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
- Intensive, comprehensive, continuous training of all Partners



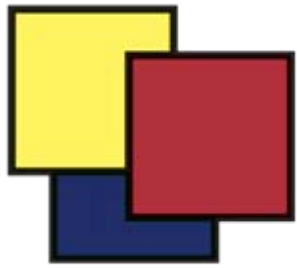
# Program Improvement and Accountability

- Procedures and processes ensure collection of valid and reliable data
- Data are cohort-based and disaggregated to determine the performance of sub-groups
- Program activities are evaluated and data are shared for improvement and accountability
- Data and evaluation are used for planning, improvement, development, and implementation
- A culture of continuous improvement is fostered



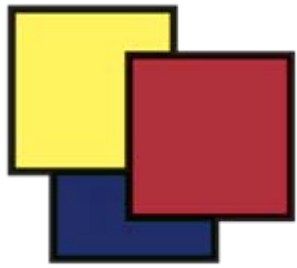
# Self-Assessment: The Journey

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



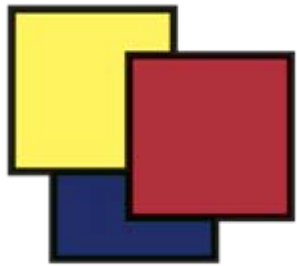
# Section I: The (Education) Partners

- 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?



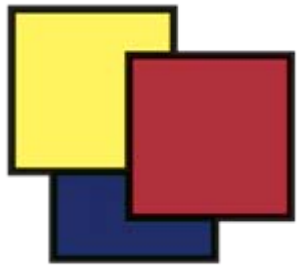
## Section II: Employers and Other Partners

- 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?



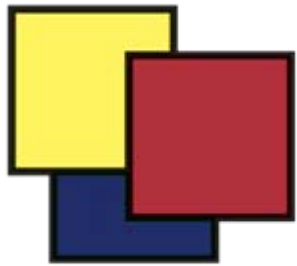
## Section III: Curriculum Inventory

- 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

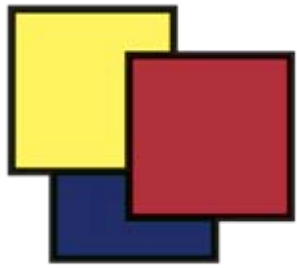


## Section V: POS Principles and Design Elements

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

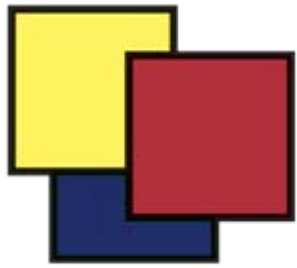




## Section VI: POS Review

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?



# PANEL OF PRACTITIONERS

Judy Dietrich

Cynthia Garcia

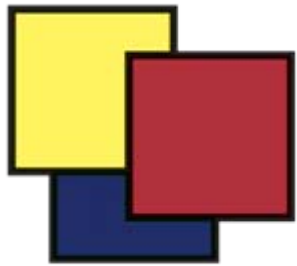
Jim Genandt

Sherry Hott

Karen Johnson

Mary Leach

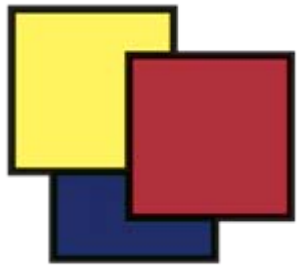
Dora Welker, Moderator



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# SELF-ASSESSMENT ACTION PLANS

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# 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 . . .”