

In Support of Program Review:
**APPRECIATIVE
INQUIRY**



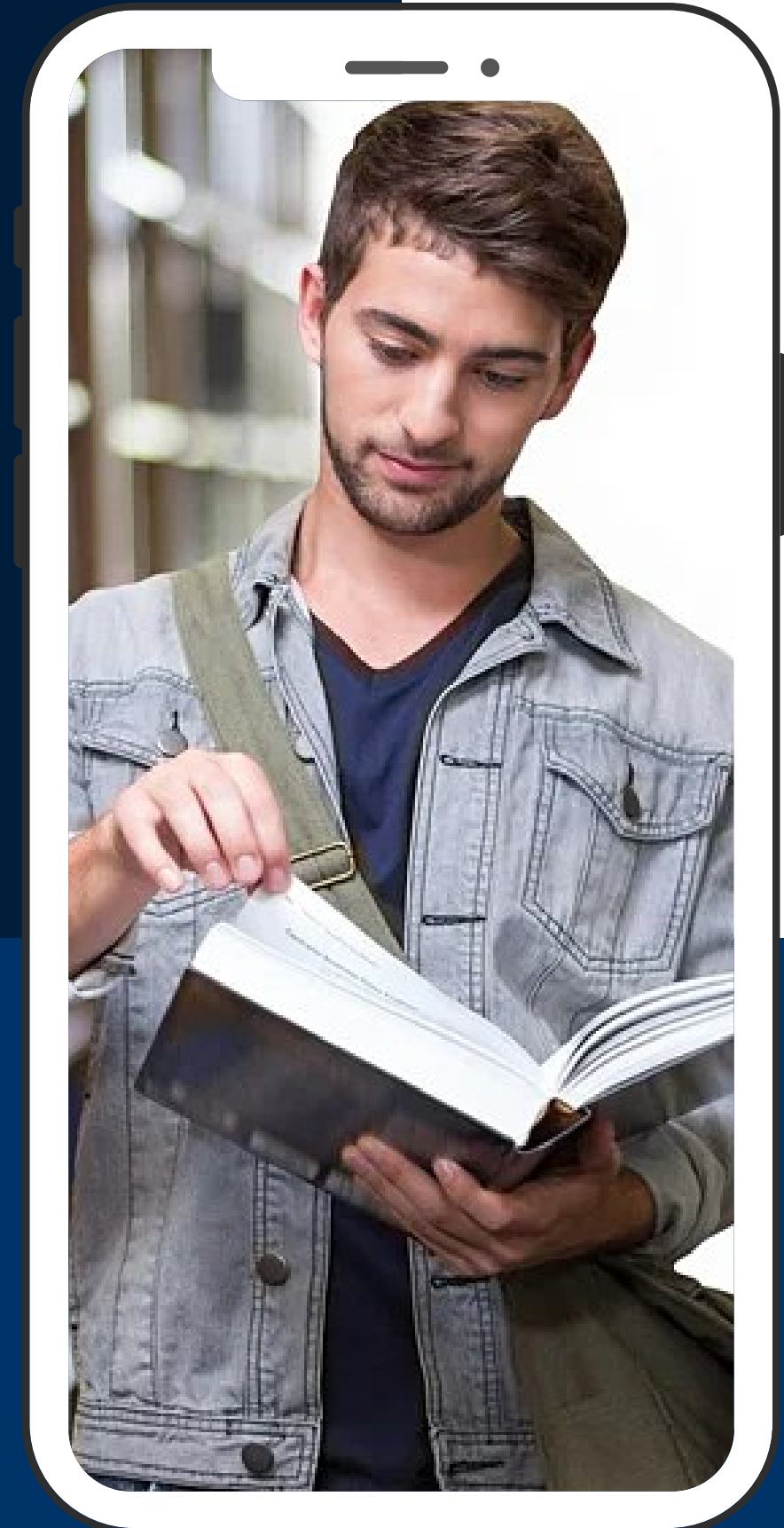


Appreciative Inquiry **WHAT IT IS**

Appreciative Inquiry is an asset-based approach to organizational and social engagement.

Methodology

Appreciative inquiry utilizes questions and dialogue to help participants uncover existing strengths, advantages, or opportunities in their programs.



FOCUS

Strengths and success to drive
positive change and motivation



ENCOURAGE

Through collaborative and constructive discussion, encourage the following actions:

- Discovery – Hone in on successes
- Dream – Co-create the future of the program
- Design – Consider and discuss possibilities
- Destiny – Consider actions for program improvement



HOW?



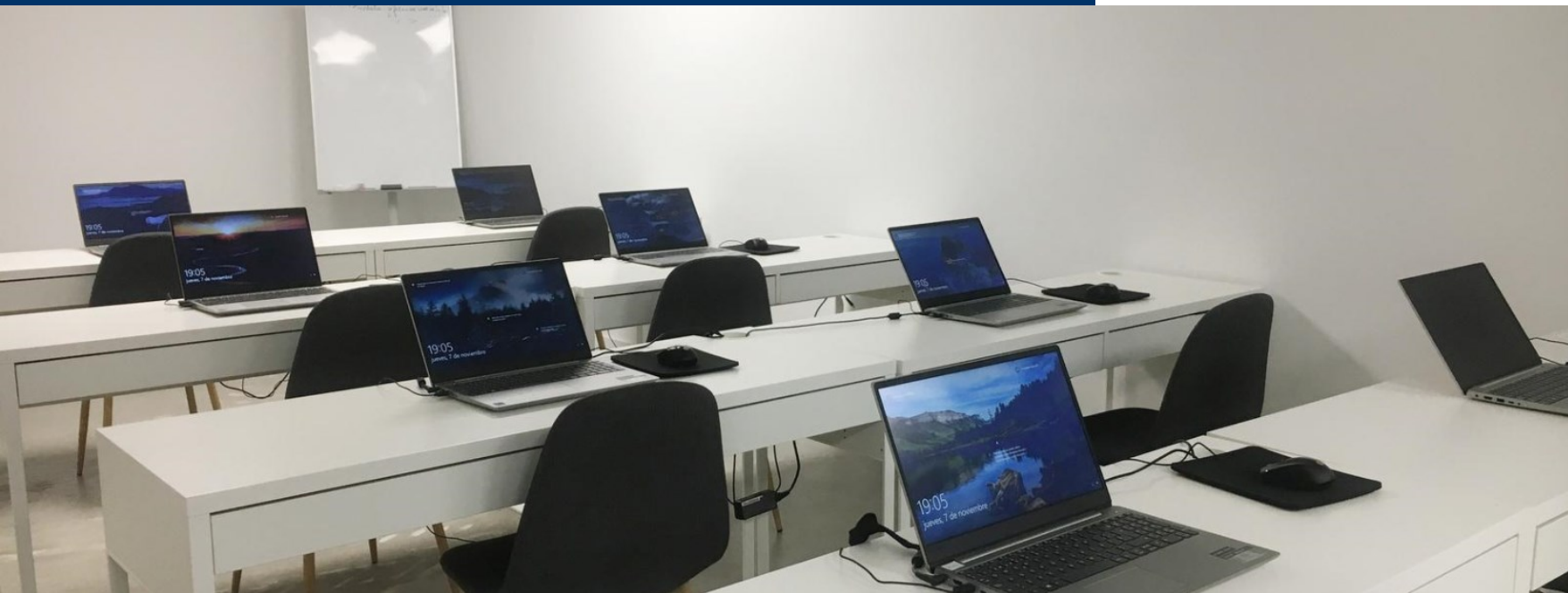
COMMENT FRAMES:

- “Impressed by” – acknowledge what is working
- “Concerned by” – potential areas of improvement and actions
- “Wondering or seeking clarification” – seek to understand

IMPRESSED BY...

Examples

- Background presents dance department as a well rounded and thoughtful program, going beyond dance skills to include issues of community, and professional development.
- The review team is diverse with discipline experts including a nonprofit representative from the Spindrift School of Performing Arts, curriculum experts, alumni and current dance students and majors.
- Alvin Ailey Horton technique integrated into DANC121 and 400 to represent Black styles of modern dance. Afro Cuban dancing integrated into DANC152 and 157.



CONCERNED BY ...



Good: Since there is competition from the sister college's, can we look to offer some classes that they do not?

Better: There appears to be competition from the sister colleges with respect to dance class offerings. How might competition be reduced so that Skyline offerings stand out to attract and retain students?

WONDERING... SEEKING CLARIFICATION...



Good: I did not totally understand the enrollment vs staffing part thoroughly.

Better: I did not totally understand the enrollment vs staffing part thoroughly. Is there a clear line between having more full time faculty and increasing enrollments by being able to offer more classes that are in demand? If so, this could be made more clear in a ROI equation perhaps.

BREAKOUT GROUPS

Familiarize yourself with the program:

- Reminder about google docs to take team notes
–
https://docs.google.com/document/d/1Wo1n1lmiS9r7ZPDs8iSv4184Zf_eLAHI8RPpecO9fsI/edit?usp=sharing
- Quiet time to review materials and explore the Platform (10 min)
- Group time: What questions or comments come to mind as a result of reviewing the draft using the Appreciative Inquiry Framework(10min)



What CPR Faculty/ Staff Are Asked to Draft by Oct. 13th

To make the most of the upcoming Oct. 13 consultation with your [IEC CPR Team](#),

- for instructional programs, we recommend that you review the data and draft responses for the following questions:
 - ACCESS – 3A and 3B
 - EFFECTIVENESS- 4A and 4B.
- for student/learning support service programs, we recommend that you review the data and draft responses for the following questions:
 - ACCESS – 3A *and* 3B or 3C/ 3D
 - EFFECTIVENESS- 4A, 4B, 4C or 4D. (For 4A, ideally you have PSLO results for the most recent year; of course more is better as patterns may reveal themselves.)

