

**Instructional Program/ Discipline Review
Report Guidelines, 2007-08**

COVER PAGE

Program/Discipline: _____

TOPS Code: _____

Preparer: _____

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Preparer: _____

Signature

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Review & Dissemination Team: _____

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Review & Dissemination Team: _____

Signature

Date

Comments:

Division Dean: _____

Type/Print

Division Dean: _____

Signature

Date

Comments:

Vice President: _____

Type/Print

Vice President: _____

Signature

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Comments:

Received in VP of Instruction Office: _____

Executive Assistant

Date

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In preparing the Program/Discipline review report for your Instructional Program or Discipline, please use a format that fits on an 8 1/2 x 11 sheet of paper and includes information on the seven sections listed below.

1. Program Description and Scope

- Provide a brief narrative that describes the instructional program.
- Describe how the program specifically serves students, faculty, staff, and/or the community.
- Describe how the program addresses current needs and applies current technologies.
- Discuss the impact of the program on the college and the impact the college and/or other college programs have on the program being reviewed.
- Discuss the impact of the program on the community and the impact of the community on the program.

2. Relationship to Ohlone College Mission and Goals

- State how the program supports one or more of the Ohlone College goals.
- *If* there are plans for the program to support other college goals, specify these plans.

3. Program Student Learning Outcomes

- Define a limited number (recommend 10 or less) of student learning outcomes at the program level.
- Indicate the process used to determine the student learning outcomes. Indicate any rationale for maintaining or changing established outcomes. Program faculty *are encouraged* to work together to reach consensus when defining the program student learning outcomes.
- Design assessments to measure learning outcomes. To accomplish this, the following *may* be considered:
 - Identify outcome(s) to measure.
 - Clarify purpose for the assessment.
 - Determine assessment method to employ and delineate performance standards.
Examples to consider: capstone course, vendor or industry certification examination, institutional or departmental testing, portfolio assessment, performance assessment of behaviors a student should be able to competently perform by the end of the program, skills assessment, culminating project, placement tests used for course entry and exit decisions, *other*.
- Decide type of assessment data to be collected.
Examples to consider: course retention and course completion rates, degrees and certificates awarded, graduates' transfer rates, success in another institution, employment data, student program evaluation surveys, student satisfaction surveys, *other*.

4. Assessment of Student Success in Reaching Program Outcomes

- Assess student level of achievement for selected learning outcomes using stated assessment strategies. Analyze changes in data, identify trends and provide possible contextual explanations for these changes.

5. Assessment of Program Through Review of the Teaching Learning Process.

To accomplish this, the following *may* be considered:

- Relevance, appropriateness and currency of student learning outcomes.
- Assessment of teaching strategies.
- Results of classroom assessment techniques.
- Assessment of curriculum revisions, *if applicable*.
- Assessments of how assignments, criteria, and standards for sequenced courses relate.

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- Assessment of trends in student scores over time, including strengths and needed improvement.
- Adequacy of resource utilization; include requests *if* there are new resources needed.

6. Assessment of Program Improvement Since Previous Program Review

(Note this step will be implemented during the second program review cycle using these guidelines)

- Discuss results of the implementation of the recommended outcome measures.
- Analyze how these results have promoted student success in reaching program learning outcomes and/or contributed to program improvement.
- Analyze discrepancies between outcomes and performance levels.
- Analyze the impact of the addition of resources, *if any*.
- Determine strengths to be continued and areas for improvement (opportunities for innovation).
- For areas needing improvement, state specific plans including outcomes measures and a time frame for implementation.

7. Describe Review and Dissemination Team Involvement

The purpose of the Review and Dissemination Team is twofold: 1) to meet at least once as a group during the review process to provide feedback on the report and serve as the first level of review, and 2) to provide an opportunity to educate others about the program or discipline.

Specific responsibilities include:

- Serve as a resource to the program being reviewed.
- Receive, evaluate, and validate all the Program Review materials submitted.
- Review how the assessment of student learning outcomes contributes to student success and program improvement.
- Collaborate with program faculty to write the Instructional Program Review/Discipline Report.
- Approve the Instructional Program/Discipline Review Report for submission to the President and Vice President of Instruction.

The recommended minimum number of team members is five and the maximum is nine. Some programs have an existing advisory committee. Members from advisory committees are excellent candidates for validation teams. There are many ways to obtain feedback from review and dissemination teams, such as email, but each team should meet as a group at least once. Regardless of whether a program has an advisory committee, the membership of each review and dissemination team should include the following members:

- The Division Dean and Program Coordinator, if available.
- A faculty member who is part of the program,
- A faculty member who is not part of the program.
- A student who is enrolled in the program (approved by ASOC), and
- At least one, but no more than three members from the community.

Members from existing advisory committees who meet these criteria are eligible. If obtaining members from outside the college is not feasible for a particular program, members of the campus community can replace these positions.

The Division Dean and Program Coordinator, if available, are permanent appointments to the review and dissemination team. All other team members serve for the duration of the Instructional Program Review process. The Division Dean and/or Program Coordinator select the other team members, except for the student member appointed by the ASOC.

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Additional Information

These Instructional Program and Discipline Review Report Guidelines are based on a “Working Document” approved by the Faculty Senate on October 20, 2004. It is called a Working Document as the Senate intends to review the Guidelines each year.

These Guidelines are intended to provide a format for the Instructional Program and Discipline Review Report and suggestion for identifying and assessing student learning outcomes at the program level. *Creativity and innovation are encouraged when interpreting these guidelines and applying them to each unique discipline.* Program assessment is a systematic process of collecting, analyzing, and interpreting information, which provides continuous feedback about *student success in reaching program learning outcomes*. It provides a method to determine if students have integrated learning from each course into a cohesive whole. Assessment can also promote *continuous program improvement* through review of the teaching/learning process.

Faculty Senate/CAPAC SLOPE Definitions

A joint task force of the Faculty Senate and CAPAC (Student Learning Outcomes Professional Enthusiasts = SLOPE) developed operative definitions of the terms: assessment, goals, student learning outcomes, objectives, and evaluation. These working definitions are used to facilitate communication since words are ambiguous and subject to many interpretations.

Assessment is aimed at *improving the teaching/learning process*. It is the systematic collection, analysis, and interpretation of information, which provides continuous feedback about the success in reaching the stated objectives, goals, and learning outcomes. Everyone is involved in the assessment process.

Goals are aimed at facilitating teaching and learning within the *college system*. They are global and broad measurable statements that clearly focus on the philosophy and purpose of the college, programs, and services.

Student Learning Outcomes are *student* focused. They are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a *student* has attained upon completion of a course or program and upon receiving student services.

Learning outcomes:

- Focus on what the student can do
- Demonstrate the student is competent
- Include a measurable expectation
- Use active verbs (Bloom’s Taxonomy)

Objectives are specific *incremental steps* that clearly work toward the accomplishment of the goals and student learning outcomes. They are measurable and short-term in nature.

Evaluation is the judgment of a *student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied. (For Course Outline use).

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References:

Andreea Serban and Jack Friedlander, ed., *Developing and Implementing Assessment of Student Learning Outcomes*. San Francisco: Jossey-Bass, 2004. (Copies of Chapter 4: Assessment at the Program Level are available in the Office of the VP of Instruction)

Barbara Walvoord and Virginia Johnson Anderson, *Effective Grading A Tool for Learning and Assessment*, San Francisco: Jossey-Bass, 1998 (Copies of Chapter 11 Strengthening Departmental and Institutional Assessment are available in the Office of the VP of Instruction)

League for Innovation in the Community College, *White Paper, An Assessment Framework for the Community College, Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness*, v1.0, August 2004
(<http://www.league.org/welcome.htm>)

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OHLONE COMMUNITY COLLEGE DISTRICT

OHLONE COLLEGE VISION, VALUES AND GOALS 2004-2009

VISION STATEMENT

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success

CORE VALUES

We provide life long learning opportunities for students, college personnel and the community
We open access to higher education and actively reach out to underserved populations
We promote diversity and inclusiveness
We maintain high standards in our constant pursuit of excellence
We value trust, respect and integrity
We promote team work and open communication
We practice innovation and actively encourage risk-taking and entrepreneurship
We demonstrate stewardship for our human, financial, physical and environmental resources

COLLEGE GOALS

1. Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events
2. Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates
3. Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability
4. Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College Model
5. Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures
6. Promote and maintain a clean, safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability
7. Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants and the college foundation