

An Ohlone Story

CurricUNET Development and Implementation

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Overview

In 2001 Curriculum development and approval consisted of a paper and labor intensive process that did not lend itself to dialog. Word based Official Course Outlines, with revisions marked in red, were sent to the Curriculum Office for processing. The Curriculum Office sent these word documents to “Word Processing” for typing. The typed versions were returned to the Curriculum Office which forwarded them to the curriculum screening and subcommittees and then to Curriculum Committee for review and approval. Now this entire process is automated and web based. This story will detail the process used to adopt CurricUNET to process Official Course Outlines.

CurricUNET is an on-line, automated curriculum authoring, editing, management and approval tool. With this real time data management system, all official course and program outlines are web-based, reviews and approvals occur on-line with a real time status of workflow. The articulation process is web based. CurricUNET automated clerical work, course review and the established a direction for course review. Currently the Curriculum Committee is exploring the use of CurricUNET for Program Review.

Relationship to College Values

- *Lifelong learning opportunities for students, college personnel and the community*
- *Open access to higher education and actively reach out to underserved populations*

All course outlines can be viewed on the web. (www.curricunet.com/ohlone) Adjunct faculty appreciate the ease in access to the Official Course Outline for their assigned course(s). Counselors have immediate access to all course outlines, which includes an updated “Information for Counselors” section, while meeting with students. The public can review all course and program outlines on the web to determine course or programs of interest. This feature assists students to obtain course outlines for use in transfer from one college to another.

- *Maintain high standards in constant pursuit of excellence*

The ease in ability to update and approve course and program outlines results in increased in course currency, incorporating faculty innovation and creativity.

- *Practice innovation and actively encourage risk-taking and entrepreneurship*

CurricUNET is a new and innovative electronic method of processing curriculum. San Diego Community College District was the first college to use this method and received the Technology Focus Award, recognizing exemplary technology initiatives, from the California Chancellor’s Office. Ohlone was the third college to adopt CurricUNET. Now more than 50 colleges are using this new technology.

In 2003, the “Database Conversion/Entry” process resulted in the conversion of the electronic word Official Course Outlines into CurricUNET. A Computer Science faculty member, with consultation with project developers, developed a class project called the “XML Converter.” Students within his course developed a new method for this database conversion process. CurricUNET programmers used this new

methodology and found it to be a tremendous success. The “XML Converter” has become the standard for data conversion for other colleges.

- *Demonstrate stewardship for our human, financial, physical and environmental resources.*

Management supported this project by funding the customization and design phase, providing release time for the Project Coordinator, and promising funding for maintenance support over the years to come. This electronic method saves on personnel and environmental (now paperless) resources.

- *Promote team work and open communication*

Team work and open communication were essential to assess the old paper-pushing cycle of approval, determine a new methodology, customize and implement the new method and reassess the new method. (See details below.)

Contribution to Achieving College Goals

- *Learning College Model*
- *Continuous learning for all personnel*

The process of evaluating the old method of curriculum development and determining, customizing, implementing, and assessing a new method was definitely a learning opportunity for all connected with the project and eventually the entire college community. The “train the trainer” model served the campus well and has become the model for rolling out other new developments and projects. Students benefit from current course outlines which incorporate student learning outcomes, new learning methodologies and assessment techniques.

Demonstration of the Meeting of One or More of the Accreditation Standards

When creating or revising a course or program, the originator must indicate how it relates to the college mission and goals within CurricUNET and verbally defend that position at the Curriculum meeting. (*Standard II: A1*)

CurricUNET requires faculty to develop course, program and certificate student learning outcomes (SLOs) and methods to assess these SLOs. Additionally methods of instruction and types of assignments are incorporated within the course outlines. All are discussed and analyzed at the Curriculum Committee prior to approval. (*Standard IIA: 1 a, b, c*)

Definitions for student learning outcomes (SLOs), assessment and evaluation were jointly developed and approved by the Faculty Senate and Curriculum Committee. These definitions with examples, along with Title 5 and Ohlone College curriculum guidelines are integrated within the CurricUNET “help boxes.” “Help boxes” provide the standards for completion of the course outline. The intent is for each SLO to be supported by appropriate content, assignments, and evaluation/assessments. Additionally requisites, instructional methodologies and delivery modes are incorporated within the outline. Course outlines must meet these standards for approval. Assessment of student learning outcomes is the method used to evaluate each individual student and determine the course grade. (*Standard IIA:2 a, d, h, i; Standard IIA:6*)

CurricUNET facilitates new course development and the course review process. All certificates, programs and degrees are in process of being entered into the CurricUNET system. Ohlone College is exploring a framework for program review. (*Standard IIA: 2f*)

CurricUNET is a technology resource that is used to support student learning programs and improve institutional effectiveness. See description below for how the decision was made to adopt this program. (*Standard III: 1c*)

The Curriculum Committee Chair, a faculty member, was the initial person to promote and move forward the research and decision making process to adopt CurricUNET. During this entire process, the Chairwoman was supported by the Vice President of Instruction and Student Services and by the Provosts of Instruction and Student Services This clearly demonstrates administration's ability to create an environment for empowerment, innovation and institutional excellence. (*Standard VI: A1*)

Expression of Accreditation Themes

Research Process: In Fall 2001, the curriculum committee piloted an on-line method of authoring, revising, and screening course outlines using available resources. The need for a new, electronic process was determined after noting cross platform computer issues, confusion regarding instructions and process, lost outlines, lack of consistent follow through and the need to manipulate data after the fact. During Spring 2002, research into software used to process curriculum documents and product electronic forms began in earnest. Research was conducted in a variety of ways: met with Ohlone College faculty, deans and Director of Curriculum and Scheduling to determine needs, attended curriculum workshops, investigated processes used at other colleges and businesses, considered ability to interact with current and future technologies, and considered budget constraints (including personnel resources) with administrators. Additionally there were several meetings to review the CurricUNET platform. (*Theme: Evaluation, Planning, and Improvement*)

Approval Process: In May 2002, a two day workshop, led by the Governet personnel who designed CurricUNET, was held at Ohlone College. Requirement analysis and ongoing planning as well as contract negotiations between Governet and Ohlone College continued over the summer. Funding was approval by the President's Staff in August. (*Theme: Institutional Commitment*) During Fall 2002, information on the CurricUNET developments was presented to the Faculty Senate and the Curriculum Committee with approval of the plans at subsequent meetings. (*Dialog*) The CurricUNET project was approved by the Board of Trustees in December 2002. (*Theme: Institutional Commitment*)

Customization of course and program outlines and approval process: During the academic years 2001-2003, curriculum processes were revised and streamlined. There was an intentional review of the Official Course Outline with the intent of creating an integrated course outline based on student learning outcomes. An Appreciative Inquiry process of change was used. The Curriculum Committee and subcommittees examined what was working well and discussed stories of best practice. What did finish look like? The Committees also reviewed what was not working well, what needed to be revised, deleted, and added. Revisions to the course outline included attention to Title 5 regulations, accommodation for disabilities and quality of instruction. This work formed the foundation for the customization of the CurricUNET software. (*Theme: SLO, Evaluation, Planning, and Improvement and Dialog*)

Beginning January, 2003, the "System Design" process began in earnest by the CurricUNET Steering Team with assistance from the Curriculum Committee and subcommittees. Release time was given to the Curriculum Chair, the Project Coordinator, to lead this process. (*Theme: Institutional Commitment*) Again, the Appreciative Inquiry method of change was implemented. The Curriculum Committee devoted one meeting a month to review and discuss design concepts. The Faculty Senate was apprised of the progress on a monthly basis and asked for their contributions. Curriculum subcommittees (General Education, Distance Learning, Cultural Diversity, Information Competency), the Deans and others were asked for feedback or input regularly. All curriculum forms were reviewed and revised and then

integrated into CurricUNET. *Themes: Dialog; Organization; Evaluation, Planning, and Improvement*)
Additionally, periodic meetings were held with the Provosts of Instruction and Student Services and Information Services personnel. *(Theme: Institutional Commitment)*

Work flow diagrams for each approval processes (new course, course revision major and minor, deactivation, selected topics, and additional approvals (General Education Plan A, Cultural Diversity, Information Competency, Distance Education) were developed. The new course outline was piloted by a select group of Computer Science and CAOT faculty and managers. Revisions were made based on review. *(Theme: Dialog and Evaluation, Planning, and Improvement)*

The “Database Conversion/Entry” process resulted in the conversion of the electronic word Official Course Outlines into CurricUNET. Additionally the CurriUNET Task Force initiated the data entry for nucleus datasets required for startup (users, menu tables, etc.). The Curriculum Office staff produced the first CurricUNET User’s Manual with the assistance of Governet. Following the initial implementation phase, the Curriculum Office took over the responsibility of maintaining, assessing and updating CurricUNET. *(Theme Organization)*

Implementation: Full implementation occurred in Fall 2004. Implementation resulted in fully functioning on-line curriculum processing ability and facilitated a higher level curriculum processing with the incorporation of student learning outcomes and assessment within an integrated course outline. *(Themes: Evaluation, Planning, and Improvement and SLOs)*

Post Implementation Assessment: CurricUNET continues to be assessed and upgraded on a routine basis. Improvements made include revisions to the User Manual, creation of simple instruction sheets, revisions to the approval process, minor refinements to the course and program outlines, development of new reports and adding program information. *(Theme: Evaluation, Planning, and Improvement)*