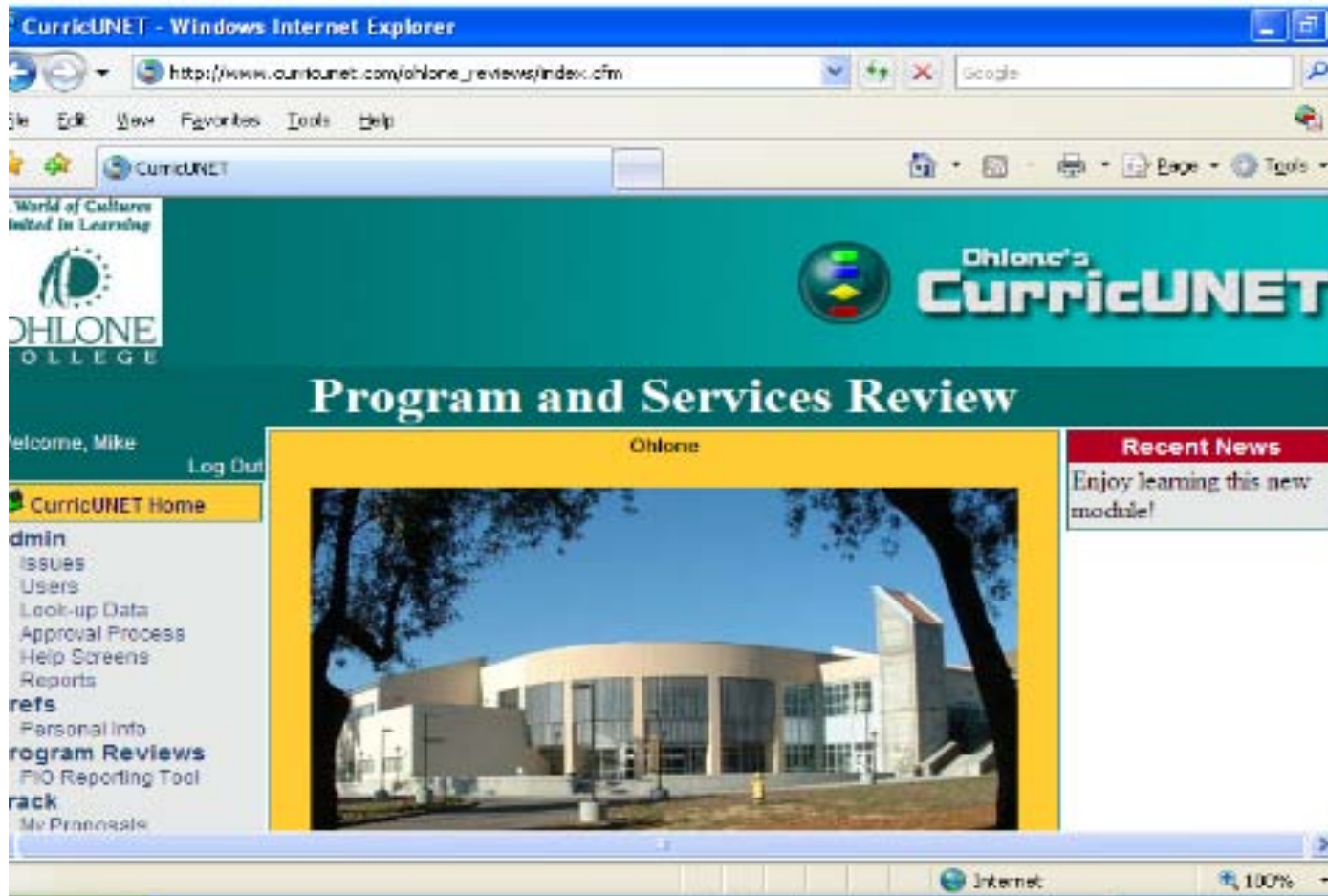
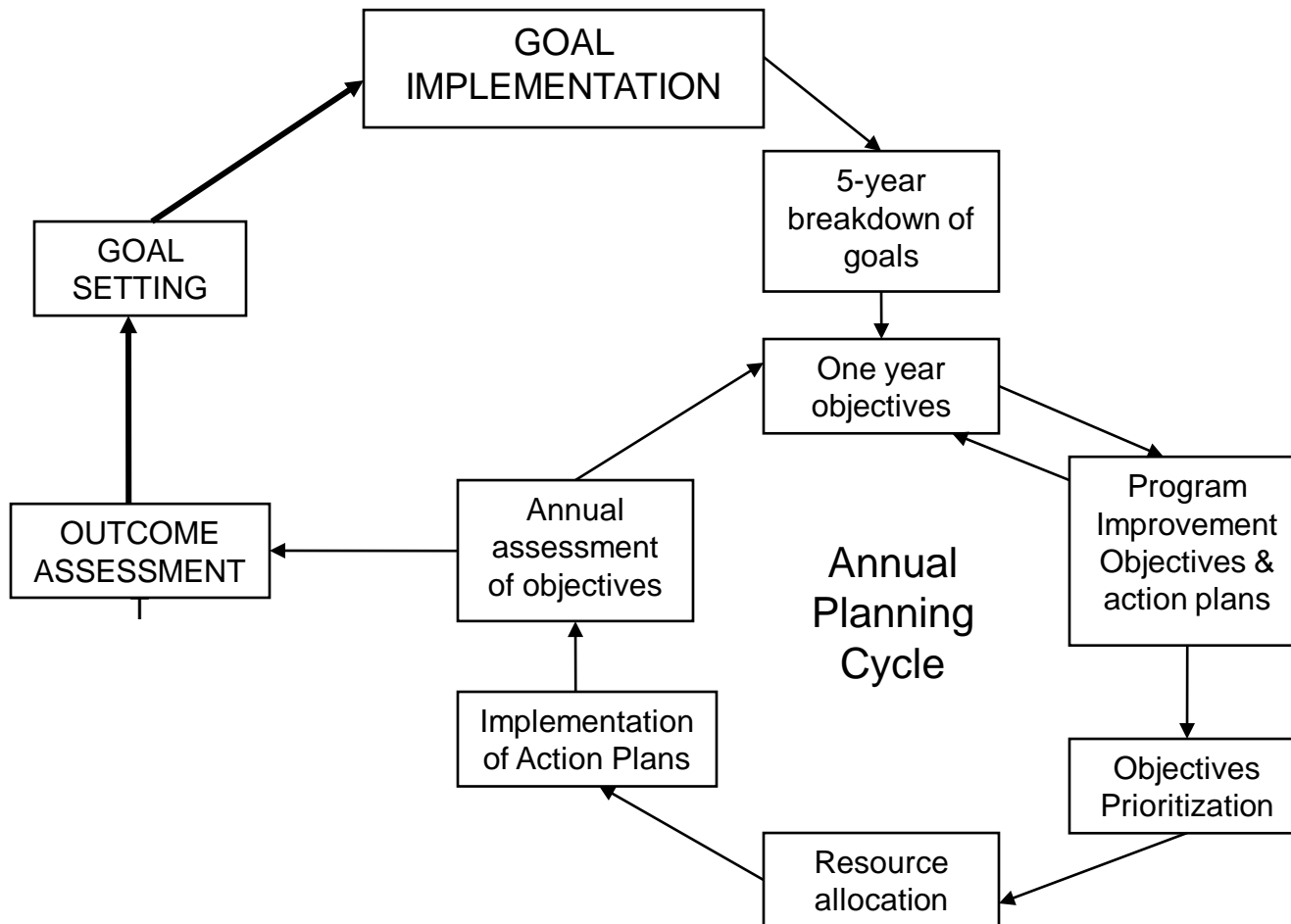


Program Review

Planning at the Grass Roots Level



Program review is the vehicle through which grass roots constituents inform college planning. Program review is now completed in CurricUNET and will enable the college to move to an annual program review cycle that can be integrated with budget planning.



Program review is an important piece of the college's annual planning cycle.

CurricUNET - Windows Internet Explorer

http://www.curricUNET.com/online_reviews/review/e_review/e_overview.dfm

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CurricUNET

Program and Services Review

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Program Description & Scope	
Program Review Title	Curriculum
Review Type	Instructional Services
Programs/Departments	Curriculum and Scheduling (66004,60201)
Authority Code	75-Director, Curriculum and Scheduling
External Regulations	Yes
	Curriculum is at the very core for which an institution of higher education exists, and programs and courses are, therefore, subject to stringent regulatory policies to insure that the education one receives at any community college is legitimate, rigorous, balanced, appropriate, and consistent with the educational standards met by colleges and universities throughout the state and across the nation.

Review Checklist

Main

- Description & Scope
- College Mission
- Student Impact Assessment
- Student/Program Achievement
- Program Analysis
- Program Improvement
- PIO Assessment
- Outside Review Results
- Attach Files

Legend

-  Word Report
-  Edit
-  Delete
-  Move up/down

Internet 100%

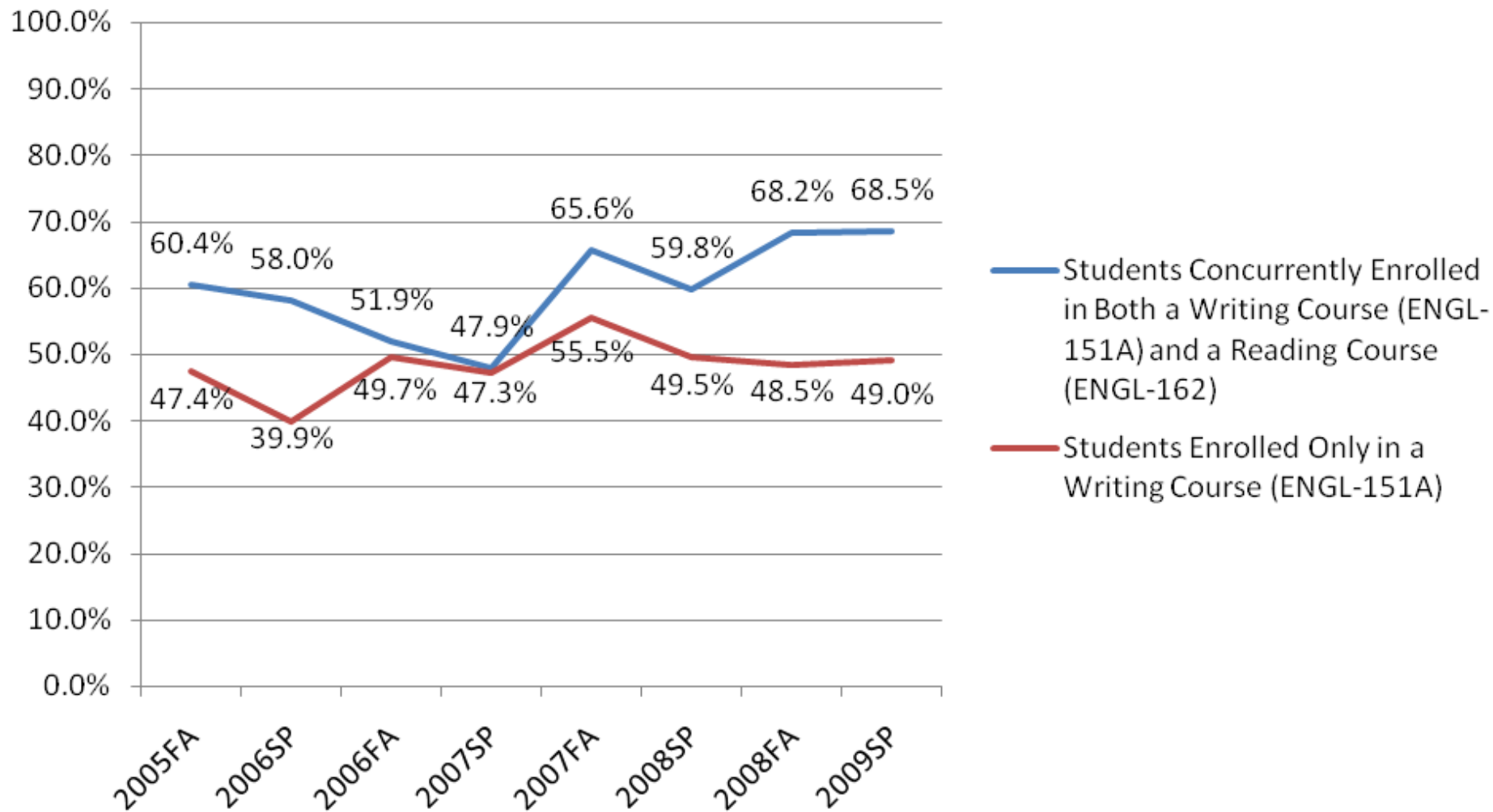
Program review is not a list of accomplishments but an integrated analysis of program impact on students, student learning outcomes, support of college mission and goals, assessment, validation by outside review, and action plans for program improvement.

Discuss how the program supports the college mission, vision and one or more of the college values.

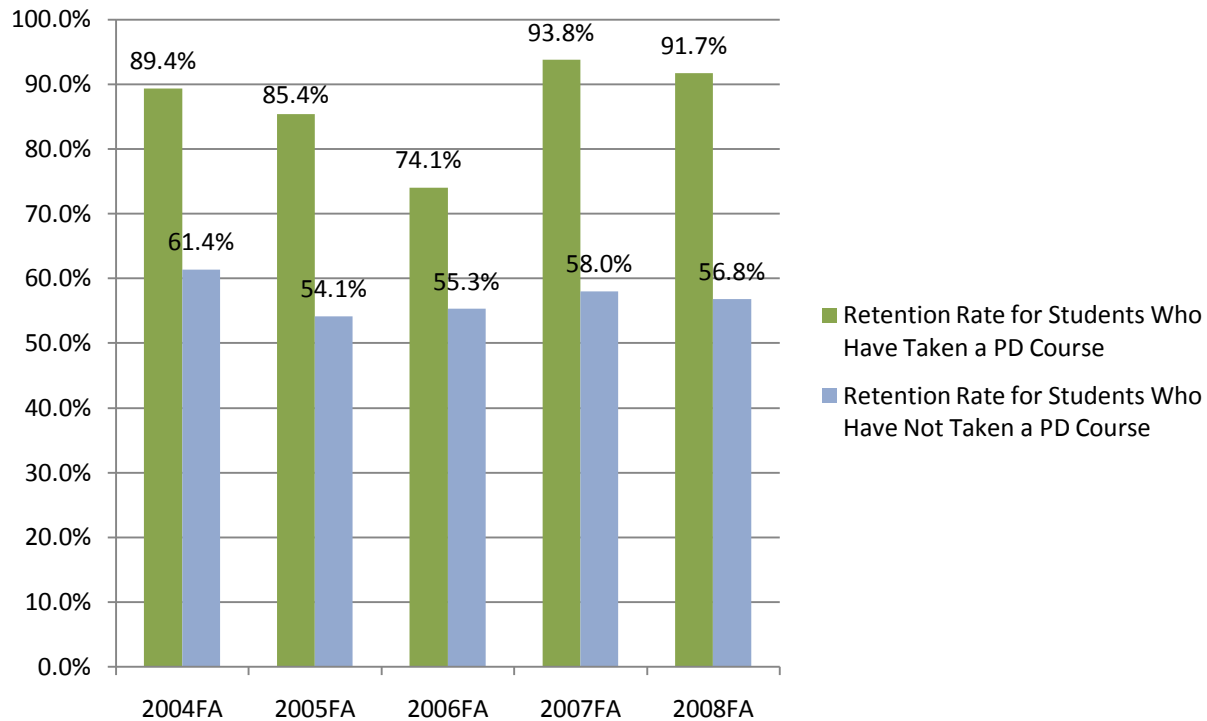
As the main conduit for instructional services, the Curriculum Office has a key role in how instruction is offered at the college, thereby supporting the mission statement. The Curriculum Office assists the division offices with the classes that they offer each term, provides data to help ensure that a wide range of classes are offered, and serves as a resource on the Curriculum Committee. As part of the Curriculum Committee the Curriculum Office works with the faculty to approve courses that meet students' needs and helps them succeed.

The Curriculum Office supports the vision statement by its innovativeness, including innovative scheduling, enrollment planning, and involvement in new academic opportunities. Chlone's plan for the 16-week semester was considered exemplary by the Chancellor's Office and was used as the template for which 16-week proposals by other community colleges would be measured. The Curriculum Office was integral in working with other offices and departments in an inclusive manner to figure out how to implement a shorter semester in compliance with Title 5 regulations and to ensure all

Comparison of Success Rates for Students Concurrently Enrolling in Writing and Reading Courses - ENGL-151A and ENGL-162



Comparative Retention Rates for All Students Enrolled in a PD Course



Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

In 2007-08 the FTES for the history courses had a 45.0% gain over 2006-07, and a 40.7% gain over the previous four year average (see attached FTES chart and instructional data for History and Poli Sci). In 2007-08 the FTES for political science courses had a 12.0% gain over 2006-07, but a 20.0% decline from the previous four year average. The growth in FTES is particularly impressive considering that a history course and a political science courses ceased to be a general education requirements for students completing an associate degree using Ohlone's Plan A in 2005.

The department has grown each year in terms of its number of sections offered. There were 69 sections of history courses offered in 2007-2008, an increase over the 2006-2007 and 2005-2006 academic years. There were 17 sections of political science courses offered in 2007-2008, an increase over the number offered in 2006-2007, but a slight decrease in the number offered in 2005-2006.

Both the increase in FTES and sections of history and political science courses offered show that student demand has increased. The retention rate and the success rate in the course (defined as students passing the course with A, B, C, or credit) also help to assess in a limited way the student success in the department as a whole.

Rewrite degree audit programming using syntax that is simplified and more user-friendly so that students and counselors will be able to better understand program evaluations using electronic educational plans in WebAdvisor and be better able to plan for program completion.

Enter your Program Improvement Objective: Begin the improvement objective with a verb. Include what you plan to achieve ("What") and the rationale ("Why") in one sentence. The "How" will be entered in the Action Plan.

Rewrite degree audit programming using syntax that is simplified and more user-friendly so that students and counselors will be able to better understand program evaluations using electronic educational plans in WebAdvisor and be better able to plan for program completion.

Action Plan: List action steps needed to complete the Program Improvement Objective. (How) Program Improvement Objective may be completed in one, two, or three years. Complete what is appropriate.

Year 1: 1. Audit courses in Datatel to ensure that equate codes and cross-reference data are accurate. 2. Rebuild degree audit in a way that points to a single course where there may be several equivalent courses

One outcome of the program review process, after the analysis and assessment of the program has been completed, is to create Program Improvement Objectives (PIOs).

project will require reassigned time for staff outside the Curriculum Office.

Year 2:

Year 3:

Equipment (Include items that fit under department budget codes)

Year 1: No additional equipment required.

Year 2:

Year 3:

Technology (Include items that fit under IT budget codes)

Year 1: No additional technology required, although eventually the project will require implementation of technology already available but not in use, as well as instruction on how to use the technology.

Year 2:

Year 3:

Facilities (Include items that fit under the Facilities budget codes)

Year 1: No additional facilities required.

Year 2:

Year 3:

Other (Include other resources needed)

An action plan for completing the PIO is completed. The PIO informs, from a grass roots level, annual planning and budget allocation, based on priorities established by College Council.

Ohlone College

Program Review Report

- **Program Description and Scope:**

1. *Program Review Title:* Curriculum
2. *Review Type:* Instructional Services
3. *Program/Departments:* Curriculum and Scheduling (66004,60201)
4. *Authority Code:* 75-Director, Curriculum and Scheduling
5. *External Regulations:* Yes X No

Describe:

Curriculum is at the very core for which an institution of higher education exists, and programs and courses are, therefore, subject to stringent regulatory policies to insure that the education one receives at any community college is legitimate, rigorous, balanced, appropriate, and consistent with the educational standards met by colleges and universities throughout the state and across the nation.

7. *Describe how the program specifically serves students, faculty, staff, or other.*

Students who come to Ohlone with the intent of transferring to a CSU or UC--or even to an independent four year college or university--expect to be able to develop an educational plan that will enable a seamless transfer to the college or university of choice. To afford students some certainty that the courses they take at Ohlone will be regarded as equivalent to the courses they would be required to take at the transfer institution, agreements between Ohlone and the receiving universities must be in place, be constantly updated, and be known to students at the time they plan. By meeting these needs, articulation effectively serves students. Thousands of course-to-course agreements are in place among Ohlone and the 10 UC campuses and the 23 CSU campuses. As new courses are created at Ohlone or as new majors are created at the UC/CSU, new articulation requests are submitted to maintain currency in articulation. Numerous courses are submitted each year and approved to be UC transferable or to count toward CSU or UC general education