Overview

At Ohlone, Program and Services Review, Course Development and Review, Program and Course Assessment of Student Learning Outcomes, and Assessment of Institutional Student Learning Outcomes are integrated to form a practical and sustainable system. Our focus is on review and assessment that provides pragmatic direction for continuous program and course improvement.

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Program and Services Review

Process Cycle: Annual

Program and Services Review is an annual process of evaluation and planning. Each fall programs and services from across the college, including Academic Affairs, Student Services, Administrative Services and the President’s Office engage in this process. Although the name Program and Services Review is used to accentuate that all areas of the college are reviewed, the name Program Review is used by many in referring to the overall process. The CurricUNET Program Review Module is used by all program and service areas for completing their Reviews. Program Improvement Objectives are then factored in to the budget development process each spring. Academic Program Reviews also document Program and Course Student Learning Outcomes Assessments. Some Student Services Reviews document assessment of Student Services Learning Outcomes, and some Administrative Services Reviews document assessment of Student Learning Impacts.

Program and Course Development and Review

Process Cycle: Program and Course Development: As Needed
Process Cycle: Program Review: Annual (see above)
Process Cycle: Course Review: Every Six Years (Or Less If Needed)

The Faculty Senate, through its Curriculum Committee, and the Curriculum Committee’s General Education and Distance Education Committees, oversees all aspects of Program and Course Development and Review. As per Education Code and Title V regulations, the Board of Trustees “Relies Primarily” on the Faculty Senate for all Program and Course Development and Review recommendations. The CurricUNET Program and Course Approval Modules are used to facilitate and document these curricula processes.

All Official Course Outlines of Record identify Course Student Learning Outcomes and all Degree and Certificate programs identify Program Student Learning Outcomes in the module. The module has open public access and the Program Student Learning Outcomes are published in the College Catalog. As stated above, assessment of Program and Course Student Learning Outcomes are documented in the CurricUNET Program Review Module.

Course Student Learning Outcomes and Assessment

Process Cycle: Every Three Years

The Student Learning Outcomes and Assessment Committee (SLOAC) and the Faculty Senate have established a baseline inventory of regularly offered courses (primary and non-special topics) called the Master Course List for Assessment, which forms the context for assessment of Course-Level Student Learning Outcomes. This Master Course List provides a realistic list of courses, and course clusters, across disciplines to be assessed.

The Two-Year Action Plan established in the spring of 2011 provides a complete background and description of the development of the Master Course List for Assessment. The process of identifying courses and course clusters involves active participation by Deans and discipline faculty, along with ongoing review by the Student Learning Outcomes and Assessment Committee and the Faculty Senate.

The Master Course List for Assessment is organized into the following six categories:

1. General Transfer
2. Basic Skills
3. Structured CTE Cohort Programs
4. Semi-Structured CTE Programs
5. Course-Based CTE
6. Languages
A three-year cycle of course assessment has been established to allow for the improvement loop to take place. Prior to each semester faculty and Deans identify courses to be assessed during that semester. Also, Academic Deans work with faculty to document the status of assessments conducted in the prior semester. Departments may decide to use a shorter cycle or a longer cycle up to four years, if the nature of the improvement plans warrant. The Student Learning Outcomes and Assessment Committee, working with the Academic Deans, tracks course assessments and ensures documentation is available for review.

**Program Student Learning Outcomes and Assessment**

**Process Cycle: Annual as part of Program Review (see above)**

All degree programs have Student Learning Outcomes established and documented in the CurricUNET Course Approval Module and published in the College Catalog. Program Student Learning Outcomes are assessed regularly as part of the annual Program Review cycle. Each academic Program Review documents a Student Learning Outcomes Matrix with shows the relationship between Course Student Learning Outcomes and Program Student Learning Outcomes and whether the Student Learning Outcomes are demonstrated at the Introductory, Practice or Mastery levels. Often Course Student Learning Outcomes Assessment can also serve as Program Student Learning Outcomes Assessment, especially when Course Student Learning Outcomes are at the Master level of a Program Student Learning Outcome(s), which is the case with many Capstone courses.

**Institutional Student Learning Outcomes and Assessment**

Student learning at the college or institutional level is evaluated using to approaches: A. Analysis of Student Achievement Data; and B. Assessment of Student Learning Outcomes in the context of Ohlone’s General Education Plan A Pattern.

**A. Student Achievement Measures**

**Process Cycle: Annual**

The 2010-15 College Strategic Plan Goal 1 sets a series of student achievement objectives, which are assessed annually. Student achievement measures are also reported annually by program for use in Program Review. The college also pursues the achievement metrics of the Accountability Report of Community Colleges (ARCC), assessment the metrics each year, and reports the results to the College Council and the Board of Trustees.

**B. General Education Plan A Student Learning Outcomes**

**Process Cycle: Ongoing/Flexible**

Institutional Level Student Learning Outcomes at Ohlone are those covered under the college’s General Education Plan A Pattern. Plan A has seven Learning Areas, each with a defined scope and Student Learning Outcomes. An analysis of student enrollment patterns has led to the identification of “target courses” used by most students to meet Plan A requirements. The Student Learning Outcomes for these courses typically align with the General Education Student Learning Outcomes for the areas, and assessments can be designed to measure how well General Education Student Learning Outcomes are being achieved by students in those courses. Relevant General Education Plan A courses should be assessed as part of the course assessment process, which is on a 3-year cycle; however, departments may determine their own best practices for General Education assessment, as long as a regular timeline is established.

If course Student Learning Outcomes are aligned with program Student Learning Outcomes and, when applicable, General Education Plan A Student Learning Outcomes, then assessment at the course level will result in assessment of the course, program, and General Education Student Learning Outcomes.