

**Ohlone College**  
**Program Review Guidelines 2009-10**  
**For Use with the CurricUNET Module**

The CurricUNET Program Review module is used to create, revise, and maintain all program reviews beginning in the 2009-10 academic year. Many guidelines are the same as in the past. Others areas are revised to better link program review with college planning and budget, including the Program Improvement Objectives (PIO) pilot program developed in 2008-09. Department personnel work together as a group, discuss student outcomes or impacts and student/program achievements, and complete all assessments required for the program review.

Enjoy the process and have some fun!!

These guidelines are for *all* College Programs. The Instructional Programs/Disciplines (I) guidelines are first, followed by modifications needed for the Instructional Services (IS), Student Development (SD), Administrative Services (AS), and President (P) areas.

**Process**

- Department personnel work together as a group, discuss student outcomes or impacts and student/ program achievements, and complete all assessments required for the program review.
  
- One person is selected to enter the review into CurricUNET. This person is called the “Originator” or “Primary Writer”. This person is also the “Contact” person and the communication link between department personnel, their Dean/Director, the Curriculum Chair, SLOA Coordinator, and Program Review Coordinator.
  - Mike Bowman, with Dr. Browning, provides overall coordination of the planning and program review processes for the college.
  - The Curriculum Committee continues to provide oversight on Instructional Program Review, particularly on program SLOs and assessment, with assistance from Student Learning Outcomes and Assessment Committee (SLOAC).
    - Curriculum Chair – Rachel Sherman
      - Contact Rachel for assistance on the CurricUNET *Curriculum* Module.
    - SLOAC and Program Review Coordinator – Deb Parziale
      - Contact Deb for assistance on the CurricUNET *Program Review* Module.
  - The Deans and Directors continue to work with faculty and staff on doing the Program Reviews.
  - Faculty and staff continue to be the “doers” of the reviews.
  
- All are encouraged to save a copy of your program review “word report” each year.

# CurricUNET Program Review Guidelines

## **Program Description and Scope**

*Focus: Program Overview.*

- Program Review Title
- Academic Year
- Review Type: Select *one* of the following when creating a new program review:
  - Administrative Services
  - Instructional/Disciplines
  - Instructional Services
  - President's Office
  - Student Development
- Programs/Departments: *Note the budget activity center code is included. This number will be used to relate the program review to the college budget.*
- Authority Code: *Select the title of the manager in your area. The manager's authority code allows that person to spend allocated budget funds.*
- External Regulations: Yes \_\_\_\_ No \_\_\_\_
  - If yes, briefly describe.
- Provide a brief narrative that describes the instructional program/discipline.
  - SD, AS, IS & P - Provide a brief narrative that describes the services provided.
- Describe how the program specifically serves students, faculty, and staff.
  - IS & P - Describe how the program specifically serves students, faculty, staff, or other.
- Describe how the program addresses current needs and applies current technologies.
  - SD, AS, IS & P - Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?
- Discuss the impact of the program on the college and/or other programs.
  - SD, AS, IS & P - Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.
- Discuss the impact of the program on the community and the impact of the community on the program.

## **College Mission** (Same for all areas)

*Focus: Program alignment with college mission, vision, values, goals, and objectives.*

- Briefly describe how the program supports the college mission, vision, and selected college values.
- Briefly describe how the program supports selected college goals
- Briefly describe how the program supports selected college objectives.

## **SLO & Assessment**

*Focus: Student learning and success.*

- List expected student learning outcomes at the program level.
- Assessment of each Program SLO (*Your planned method of assessment*)
  - Indicate program assessment strategies used. Check all that apply:
    - Rubrics
    - Capstone course
    - Portfolio
    - Culminating project
    - Performance assessment
    - Skills assessment
    - Department testing
    - Placement tests used for course entry and exit decisions
    - Vendor or industry certification examination
    - Other (Describe)
  - Describe the criteria and standards used to appraise student work collected with selected assessment strategy. (*Performance standards for student work*)
  - Assess student success in reaching program SLO using qualitative and quantitative data. (*Actual data assessment*)
  - Describe revisions in curriculum or teaching strategies used to promote student success made since last program review. The help box contains assessment ideas to consider. (*Improvements*)
  - Future Action - select one: (*Improvements*)
    - Current level of student learning maintained.
    - Strategies to promote improved student learning. Specify.
- SD - SLO Assessment
  - List expected Student Development student learning outcomes.
  - Assess Student Development SLO using qualitative and quantitative data. The help box contains methods to consider. (*Actual Assessment*)
  - Future Action - select one: (*Improvements*)
    - Current level of focus maintained.
    - Strategies to promote improved student development outcome success. Specify.
- AS, IS, P - Student Learning Impacts
  - Focus: How program promotes student learning and success.*
  - List expected Student Learning Impacts.
  - Assess “Student Learning Impacts” using qualitative and quantitative data. (*Actual Assessment*)
  - Future Action - select one: (*Improvements*)
    - Current level of focus maintained.

- Strategies to promote improved student impacts. Specify.

### **SLO Matrix (For Instruction only)**

*Focus: Curriculum alignment between courses and programs.*

- Each program student learning outcome is automatically listed across the top of the matrix by number (e.g., #1, #2). The actual program learning outcomes are listed below the matrix.
- Select program/department courses from the drop down box. Each course selected will be added to the left side of the matrix when “Add Courses” is selected.
- Map courses to Program SLOs. Verify that course SLOs, content, assignments, and evaluation contribute to student success at the program level.
  - Link to course outline word report is available.
  - Select from the key (1-Introduced; 2-Practiced with feedback; 3-Demonstrated at the mastery level) to indicate how the course best relates to each program SLO.
    - Note: Program/Department faculty need to work together to determine what each of the levels (1, 2, & 3) mean within their department.
- Consider how the department’s “Stand Alone Courses” are being assessed.
- Courses may be reordered using the drop and drag feature. Select the course to be moved and drag it to new location.

**Student Achievement** - A series of measures including course completion, course retention, persistence, program completion, and others.

*Focus on research and budget data.*

Links to the Ohlone College Research and Planning Website:

- Home : <http://www.ohlone.edu/org/research/>
- Program Review: <http://www.ohlone.edu/org/research/courses.html>
- Instructional Summary Data by department:  
<http://www.ohlone.edu/org/research/coursesdatabydept.html>
- Program Review Budget Report:  
<http://www.ohlone.edu/org/programreview/docs/20100210programreviewactualsreport.pdf>
- List expected student achievement outcomes (optional).
- 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).
- Analyze program budget trends and expenditures. Comment on how the program can best use these resources. (*Note: The academic budget/fiscal year is July 1 through June 30.*)
- Additional Program Data File Attachments (*Add tables of data with analysis in this section*)
- Future Actions – Select one:
  - Current levels of student achievement indicators maintained and/or current budget allocations maintained. Comment.

- Strategies to improve student achievement indicators and/or recommendations for change in budget allocations. Specify.
- **SD & IS – This area called “Student/Program Achievement”**  
**AS & P – This area called “Program Achievement”**
  - List area-specific outcomes.
  - Identify internal benchmarks and regulations from outside agencies.
  - Assess area-specific outcomes using qualitative and quantitative data. The help box contains assessment methods to consider.
  - Analyze program budget trends and expenditures. Comment on how the program can best use these resources. (*Note: The academic budget/fiscal year is July 1 through June 30.*)
  - Additional Program Data File Attachments (*Add tables of data with analysis in this section*)
  - Future Actions – Select one:
    - Current levels of achievement indicators maintained and/or current budget allocations maintained. Comment.
    - Strategies to improve achievement indicators and/or recommendations for change in budget allocations. Specify.
- *Note: Some have indicated they would like to create “Annual Plans” for their programs. If this is your desire, add your annual plan as an attachment to the Achievement page.*

### **Program Analysis**

*Focus: Summary of program successes and areas for improvement.*

*Useful for improvement priority setting.*

Based on your assessments in the previous sections, focusing on SLOs (**AS, IS, P: student impacts**) and student/program achievements, analyze and summarize your findings. This information will be used to develop your Program Improvement Objectives (PIOs).

- Describe program achievements and successes.
- Describe plans for improvements for student learning outcomes (**AS, IS, P: student impacts**) and/or student/program achievement.

### **Program Improvement (Same for all areas)**

*Focus: Program Improvement objectives with action plans, resources needed, rationale for improvement.*

*Notes:*

- *You may enter as many program improvement objectives (PIOs) as you think are valuable, realistic, and you have time to complete. You may enter a new PIO while continuing to work on previous PIOs.*
- *Access to the PIO data base from 2008-09 is available if you would like to copy and paste the PIO you developed last year into the CurricUNET Program Review Module.*  
[http://projects.cs.ohlone.edu/~pio/enter\\_edit\\_pio.cgi](http://projects.cs.ohlone.edu/~pio/enter_edit_pio.cgi)

- Budget Activity Center Code (Program/Department)
- Authority Code
- Academic Year
- 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.
- 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
  - Year 2
  - Year 3

***Note: the next few questions refer to resources needed to complete your PIO***

- Staffing
  - Year 1
  - Year 2
  - Year 3
- Equipment (include items that fit under department budget codes)
  - Year 1
  - Year 2
  - Year 3
- Technology (include items that fit under IT budget codes)
  - Year 1
  - Year 2
  - Year 3
- Facilities (include items that fit under facilities budget codes)
- Other (include other resources needed)
- Which district strategic goal(s) does this program improvement outcome work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals, has an impact beyond the particular department, and contributes to student learning/success. (*Note: College Goals for 2010-2015 are used*)
  - Goal 1: Through innovative programs and services, improve student learning and achievement. Rationale:
  - Goal 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs. Rationale:
  - Goal 3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel. Rationale:
  - Goal 4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement. Rationale:
  - Goal 5: Lead and educate the community in environmental sustainability. Rationale:
  - Goal 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives. Rationale:

- Goal 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities. Rationale:
- Goal 8: Engage all members of the college community in active, continual institutional improvement. Rationale:

**PIO Assessment** (Same for all areas)

*Focus: After PIO implemented, assess its impact - Leave Blank for NOW unless you have implemented the PIO you wrote last year (2008-09).*

*Complete each set of questions for each PIO. Note: the PIO will automatically populate.*

- Use quantitative and qualitative data to describe PIO results.
- Describe how PIO helped achieve one or more of the college goals, had an impact beyond the particular department, and contributed student success/learning.
- Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
- Future Action - select one:
  - Completed.
  - Current level of focus maintained. Describe.
  - Strategies to promote improvements. Specify.

**Outside Review Results**

*Focus: Provides program with input from people outside of program.*

*Meet with Advisory Committee, student focus groups, etc. to review and disseminate program review results.*

- Date of review.
- List each team members name and title.
- Discuss key feedback provided by team and how it was incorporated into the report.

*Variations for each area: Instructional/Discipline – Optional; AS – Complete as scheduled, IS – Optional, P – Optional, SD – Required*

**Attachments**

- *Use this option to attach any additional information to support your program review.*
- *Many types of files can be attached including word, excel, power point, PDF, video, pictures.*
- *Attach PDF files if attachment should not be modified by the viewer.*
- *Add large tables to report as an attachment. Large tables will not fit within the module.*
- *Attachments may be reordered using the drop and drag feature. Select the attachment to be moved and drag it to new location.*