

Administrative Services, Instructional Services, and President's  
Office Program Review Manual - Program Review - Ohlone College

Administrative Services, Instructional Services, President's Office

3/4/2011

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**Ohlone College**  
**CurricUNET Program Review**  
Administrative Services, Instructional Services, President's Office  
**Manual**

Program Review Mantra: **Keep it realistic, manageable, and sustainable!**

**Table of Contents**

<b>Contents</b>	<b>Page</b>
Program Review Process	3
Getting Started in CurricUNET	4
Program Description and Scope	6
College Mission	8
Student Learning Impacts & Assessment	10
Student / Program Achievement	15
Program Analysis	21
Program Improvement (PIOs)	27
PIO Assessment	29
Outside Review	31
Attachments	31
CurricUNET Approval Process	32
CurricUNET Program Review Search	34
Using the CurricUNET PIO Reporting Tool	35

**Administrative Services, Instructional Services, President's Office**  
**CurricUNET Program Review Process**

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 learning outcomes or impacts, student/program achievements, and complete all assessments required for the program review. Then they create program improvement objectives. The key to all of this is “improvement” in student learning and success.

Enjoy the process and have some fun!!

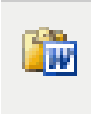

**Process**

- 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. Once assessments are completed, summarize the key accomplishments and key areas for improvement of the Program Analysis page. Prioritize the improvements to be made and then complete the Program Improvement Outcome section.
  
- 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.
  - SLOAC and Program Review Coordinator – Deb Parziale
    - Contact Deb for assistance on writing and assessing outcomes and use of 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.**
  
- *Annual Assessment updates and PIOs are due February 1<sup>st</sup> of each year.*

**Program Review Mantra: Keep it realistic, manageable, and sustainable!**

## Getting Started in CurricUNET

<b>CurricUNET Program Review</b>	<p><b>Link:</b>  <a href="http://www.curricunet.com/ohlone_reviews/">http://www.curricunet.com/ohlone_reviews/</a></p> <p><b>Recommended Browsers:</b>  <b>PC:</b> Internet Explorer, Firefox, Safari. (Governet recommends Firefox)  <b>Mac:</b> Safari. (Governet recommends that Firefox is NOT used for the Mac, because it will not render PDFs)</p>
<b>User Name and Password</b>	<p>If you have access to the regular CurricUNET - Curriculum Module:</p> <ul style="list-style-type: none"> <li>• Use the same user name and password.</li> </ul> <p>If you are new to CurricUNET:</p> <ul style="list-style-type: none"> <li>• The user name is the same as your Ohlone username:</li> <li>• First initial, last name.</li> <li>• The password is “password” or “welcome”. Once you log into the system, change your password by going to “Prefs – Personal Info”.</li> </ul> <p>If you can’t get in, contact Deb Parziale.</p>
<b>Icons</b>	<p><b>Pencil Icon:</b> Edit - for making revisions to your program review.  <b>WR Icon:</b> For viewing the program review as a “Word Report” (WR). This is actually a PDF file.  <b>Scissor Icon:</b> Delete - Use Carefully!  *: Required Field.  ?: Help Box</p>
<b>Help Boxes</b>	<p><b>Help:</b> Click on “More” for information on how to complete each section.  <b>“?”:</b> Click on “?” for help related to each field box.</p>
<b>Getting Started</b>	<p><b>Program Reviews:</b> Once you have accessed the Program Review Module, click on “<i>Build Program Reviews.</i>” Then select either “<i>Create New Program Review</i>” or the program you wish to <i>edit</i> from the list that is displayed.</p> <p><b>Program Lists:</b> The list displayed is in alphabetical order <i>first</i> according to area (Administrative Services, Instruction/Disciplines, Instructional Services, Student Development, and President’s Office) and <i>then</i> according to program/department name.</p> <p><b>Originator/Co-contributors:</b> The “Originator” will add department members who want to make edits within CurricUNET as “Co-contributors.” The “Originator” or “Primary Writer” can be changed.</p>

<p><b>Save/Add/Finish</b></p>	<p><b>Save/Add:</b> <i>Always</i> use the “save” or “add” button to maintain all information entered. If you don’t, your work will be lost.</p> <p><b>Finish:</b> Use the “finish” button when you have completely entered all information on a page. Upon selection of “finish”, a check mark will be entered in the “Review Checklist” on the right side of the CurricUNET page. When all checklist areas have check marks, the “Audit” tab will appear and the Program Review is ready to enter the Approval Process.</p>
<p><b>Text Fields</b></p>	<p>Each “Text Field” has editing capabilities.</p> <ul style="list-style-type: none"> <li>• The Text Editor has a feature that allows you to copy information from word into the text editor and then insert into CurricUNET. The icon has a W placed over a clipboard. Select this icon, click on the window, paste your word information in the text box, and select insert. This will allow a smooth transition from your word document into CurricUNET.</li> </ul> 
<p><b>Copy/Paste Issues</b></p> <p><b>Word</b></p>	<p><b>To relieve formatting issues when copying from Word:</b></p> <ul style="list-style-type: none"> <li>• The copy and paste feature from a word document to the CurricUNET data base creates a formatting issue in the WR. (HTML coding issue) <ul style="list-style-type: none"> <li>○ One method to relieve formatting issues when using a PC: <ul style="list-style-type: none"> <li>▪ Copy from word document into “Notepad.” (Notepad is located by clicking on start menu, programs, accessories, and notepad.</li> <li>▪ Save (This deletes HTML code)</li> <li>▪ Copy from Notepad and paste into CurricUNET.</li> </ul> </li> <li>○ One method to relieve formatting issues when using a MAC, copy into Text Edit, Save, and then copy into CurricUNET.</li> <li>○ Use Text Editor Tool.</li> </ul> </li> </ul> 

# CurricUNET Program Review Guidelines for Administrative Services, Instructional Services and President's Office

## Program Description and Scope

*Focus: Program Overview*

**Page Navigation:** Complete each question. Some have drop down tables to choose from. Others need to have text entered directly. An editing tool is available for your convenience.

## CurricUNET Questions:

- **Program Review Title**
  - Create a title which reflects the nature of the program review.
- **Academic Year**
  - Select the academic year during which the review is completed.
- **Review Type** - Select the *appropriate area* when creating a new program review.
  - **Administrative Services**
  - Instructional/Disciplines
  - **Instructional Services**
  - **President's Office**
  - Student Services
- **Programs/Departments**
  - Select the Program or Department for which you will be completing a program review.
  - Note the number in parenthesis is an Ohlone budget code called "Activity Center". 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.**
  - Indicate if the program must meet any additional external regulations (beyond what is required for the college.)
  - Many services areas have state regulations they must follow.
  - Examples:
    - Purchasing and Contracts: Statutes from 13 different California legal codes; California Code of Regulations; local, state, and federal compliances; state regulations; California CC Chancellor's Office policies/regulations.
    - Distance Education: WASC, Systems Office Guidelines.
- **Provide a brief narrative that describes the services provided.**
  - Briefly describe your program or service area.
- **Describe how the program specifically serves students, faculty, staff or other.**
  - How does your program serve students, faculty and staff?

- ***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?***
  - Identify current trends, needs, and/or technological advances in your area. How has the curriculum been revised to meet these needs?
  
- ***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.***
  - How does your program impact the college or other programs?
  
- ***Discuss the impact of the program on the community and the impact of the community on the program.***
  - How does your program impact and/or relate to the community? Include any Professional Development offerings that are planned and conducted by program personnel, impact the community.

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

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

### **Page Navigation:**

- CurricUNET contains the college mission, vision, values, goals and objectives.
- Check all the core college values that are supported and reinforced within your program.
- Select the college goals that are supported by your program. When you select a goal, the college objectives will be displayed. Select the college objectives that are supported by your program.
- Complete each question. An editing tool is available for your convenience.

### **CurricUNET Questions:**

- ***Select college core values, goals, and objectives supported by your program.***
  - Check all core college values that are supported and reinforced within your program.
  - Ohlone College definition :
    - College Values: State what the college holds to be important; form the rationale for college goals.
- ***Briefly describe how the program supports the college mission, vision, and selected college values.***
  - Give specific examples of how your program supports the college mission, vision, and selected values. All are included on the top of this page within CurricUNET.
  - Ohlone College Definitions:
    - College Mission: Statement of purpose and scope of the college: externally limited to the first two years of college education: defines student population. Primary mission from California Community Colleges includes transfer, basic skills and English as a Second Language, career and technical education, and economic development.
    - College Vision: Statement of where the college is going and what we wish to be in the future as an institution.
    - College Values: State what the college holds to be important; form the rationale for college goals.
- ***Briefly describe how the program supports selected college goals.***
  - Select the college goals that are supported by your program. When you select a goal, the college objectives will be displayed.
  - Give specific examples of how your program supports selected college goals. Specifically include relevant program accomplishments and commendations. This information is useful for institutional, as well as program assessment. Note: Label the college goal you are referring to.
  - Ohlone College Definition:

- College Goals: College-wide, big picture directions for the institution. They state what will be achieved but not how.
- ***Briefly describe how the program supports selected college objectives.***
  - Label the college goal and objective you are referring to, e.g., 1.1 (goal 1, objective 1) or 1.2 (goal 1, objective 2), etc.
  - Give specific examples of how your program supports selected college objectives. Specifically include relevant program accomplishments and commendations. This information is useful for institutional, as well as program assessment.
  - Include all relevant program accomplishments and commendations in each area.
  - Ohlone College Definition:
    - College Objectives: Specific, measureable statements of what will be achieved in one-year increments to reach the college goals.

## **Student Learning Impacts and Assessment**

*Focus: How program supports student learning and success*

### **Page Navigation:**

- There are two assessment questions for each student learning impact to be answered. To edit a Student learning impact and its assessment information, click on the pencil icon.
  - *First* enter the Program Student learning impact (SLIs) and then select "Add" at the bottom of the page.
  - *Second* complete your assessment of each outcome. Select the "pencil" icon pencil icon next to the SLI to display the two assessment questions. Answer each question. Remember to click on "save" at the bottom of the page prior to leaving the page.
- To make revisions, click on pencil icon.
- To display the information entered, select the SLI in the colored box.
- To change the order of the outcomes, select item to be moved and drag it to appropriate location.
- To delete a student learning impact and its assessment information, click on the scissor icon.
  
- Notes:
  - At least one student learning impact must be assessed each year.
  - All student learning impacts must be implemented and assessed with improvements noted by May 2015. All faculty/staff are required to write a plan to assess *each* impact by May 2011.
  - Assessment of student learning impacts is an on-going process with annual updates.

### **CurricUNET Questions:**

- **List expected student learning impacts.**
  - Examples
  - Mailroom: (1) Supports student learning and success by providing printed materials as requested by faculty. (2) Provides general information to students as needed.
  - Purchasing & Contracts: Although the Purchasing department is not directly involved in the instruction process, it does indirectly support the learning function by having the appropriate materials available for use in all classrooms and labs so that students can succeed in their studies. By working closely with the Bond and Facilities departments, the bids, contracts and/or purchase orders are processed to provide students with safe and updated facilities, classrooms, and equipment that is conducive to learning. Section 5 details these impacts.
- **Enter assessment results for “Student Learning Impacts” and analyze student success.**
  - Distance Learning Outcome: Increase the percentage of classes delivered via the internet. This will provide more choices, enable students to participate away from the classroom, and accommodate busy students' study and work schedules.
  - Distance Learning Assessment Results: Below are statistics gathered that show the increase in Online.edu service sections since 2007.

- 2007 147 sections online inside CMS system WEBCT  
(Hybrid/WebEnhanced/Fully Online)
  - 2008 695 sections online (Hybrid/WebEnhanced/Fully Online )
  - 2009 830 sections online (Hybrid/WebEnhanced/Fully Online)
  - 2010 TBD
  - Statistics recorded within the Course Management System (WEBCT).
  - Annual student surveys since 2005 indicate a growing appreciation and continual satisfaction with online courses by the majority of Ohlone online students.  
Surveys are archived at [www.surveymonkey.com](http://www.surveymonkey.com)
  - Professional Development Outcomes: Faculty and staff who participate in a variety of learning opportunities will be better prepared to provide stimulating and empowering student learning activities.
  - Professional Development Results:
- **Results:** See Attached Opinion Surveys - Spring 2009 - Selected Questions for Students, Full-time Faculty, Adjunct Faculty, Classified Staff and Management. Summary of results is listed below:

#### **Student Opinion Survey - Spring 2009:**

\* My instructors are highly skilled and come to class well prepared. Agree: Strongly yes (35.2%); Yes 55.7%) Important: Strongly yes (66.6%); Yes (31.2%) (Response count-1161)

\*My instructors gave practical examples of how theories apply to real life. Agree: Strongly yes (27.0%); Yes 53.3%) Important: Strongly yes (45.8%); Yes (43.9%) (Response count-1162)

\*My teachers are responsive to my individual needs. Agree: Strongly yes (20.2%); Yes (57.0%) Important: Strongly yes (46.2%); Yes (43.0%) (Response count-1159)

\*My instructors encourage me to be actively involved and participate in class. Agree: Strongly yes (25.2%); Yes (55.8%) Important: Strongly yes (30.6%); Yes (46.3%) (Response count-1154)

\* My instructors encourage students to examine different points of view. Agree: Strongly yes (18.7%); Yes (59.0%) Important: Strongly yes (35.9%); Yes (47.7%) (Response count-1147)

\*My instructors engage me in learning by using technology in the classroom. Agree: Strongly yes (19.3%); Yes (52.1%) Important: Strongly yes (28.4%); Yes (44.3%) (Response count-1147)

#### **Faculty Opinion Survey Spring 2009**

\* I incorporate technology into my classroom instruction: Agree: Strongly yes (39.8%); Yes (51.8%) Important: Strongly yes (47.6%); Yes (43.9%) (Response count-83)

\* I incorporate collaborative learning into my classroom instruction. Agree: Strongly yes

(27.7%); Yes (60.2%) Important: Strongly yes (37.8%); Yes (50.0%) (Response count-83)

\* I am annually involved in professional development. Agree: Strongly yes (41.0%); Yes (44.6%) Important: Strongly yes (53.1%); Yes (43.2%) (Response count-83)

### **Staff Opinion Survey - Spring 2009:**

\* I am annually involved in professional development Agree: Strongly yes (21.0%); Yes (34.0%); No (41.0%) Important: Strongly yes (49.0%); Yes (37.8%) (Response Count-101)

\* I clearly understand how my role contributes to student success: Agree: Strongly yes (53.5%); Yes (36.6%) Important: Strongly yes (66.0%); Yes (32.0%) (Response Count-101)

**Analysis:** Approximately 85% of students responding to this survey feel instructors are highly skilled and qualified, apply theory to real life, are responsive to individual needs, encourage active involvement & critical thinking, and use technology in the classroom. 100% of full-time faculty stated they are annually involved in professional development. 37% of Classified Staff are involved in professional development. Need to promote more professional development activities for staff.

### **Analysis Spring 2010:**

More workshops are available for staff during Learning College Week and throughout the semester.

- Qualitative vs Quantitative Assessment:
  - Definitions from California Academic Senate, 2009:
  - *Qualitative data:* Data collected as descriptive information, such as a narrative or portfolio. These data often collected in open-ended questions, feedback surveys, or summary reports, are more difficult to compare, reproduce, and generalize. It is bulky to store and to report, however, it is often extremely valuable and insightful data, often providing potential solutions or modifications in the form of feedback.
  - *Quantitative data:* Data collected as numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g. 4 = strongly agree to 1 = strongly disagree). This data is easy to store and manage; it can be generalized and reproduced, but has limited value due to the rigidity of the responses and must be carefully constructed to be valid.
- Collection of evidence or assessment is divided into two categories: Direct and Indirect.
  - *Direct Assessment* is based on an analysis of student behaviors or products which demonstrate student impact success.

- Examples: portfolios, performance evaluations, product creation, team project that targets the student impact.
  - *Indirect Assessment* is based on an analysis of reported perceptions about the effect of the student impact. The perceptions may be self-reports by students, or they may be made by others.
    - Examples: Satisfaction, perception, or exit surveys completed by students, graduates, alumnae, employers or others; reflective self-assessment essay; interviews; focus groups.
  - Assessment may be collected throughout the program (formative) and/or at end of the program (summative).
    - *Formative Assessment* generates useful feedback for development and improvement. The purpose is to provide an opportunity to perform and receive guidance that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or a final exam. (California Academic Senate, 2009)
    - *Summative Assessment* is a final determination of knowledge, skill, and abilities. This could be exemplified by exit or licensing exams, senior recitals, or any final evaluation which is not created to provide feedback for improvement, but is used for finals judgments. (California Academic Senate, 2009)
- **Future Action - select one: (Improvements)**
- **Current level of focus maintained.**
    - Select if the current student learning impact is effective as confirmed by assessment.
    - Celebrate successes! Share strategies that lead to student success with others!
  - **Strategies to promote improved student success. Specify.**
    - Select if the current student learning impact needs revision or new strategies for improvement.
    - Describe the improvements you want to implement in the future?
- **All Student Learning Impacts must have an assessment plan by Spring 2011.**
- **All Student Learning Impacts must be assessed by Spring 2015. Include schedule for completion within CurricUNET within Future Actions.**
- **The assessment plan should include the following information: how, who is responsible, and timetable for completion.**

**Discussion questions to focus on when completing the Student Impacts and Assessment section of the program review module within *CurricUNET*:**

- How are Student Learning Impacts integrated within the department to promote the desired results?
- How do you know if students have attained these desired results?
- What Ohlone data base tools are available to assess your student learning impacts? Do you regularly use these tools? How have they helped your assessment?
- Bench Marking: How do your Student Learning Impacts and assessments compare to institutionally adopted standards, standards at similar colleges, and/or national standards/criteria?
- How is assessment results used to improve student success?
- What improvements have been made since your last program review in this area?

## Student/Program Achievement

### CurricUNET Questions:

- **List area-specific outcomes.**
  - List student achievement outcomes *and/or* outcomes specific to your program or service. (Recommended 1 or 2; maximum 4 to 6).
  - **Program Student Achievement Outcomes** (For Instructional Services Area):
    - Consist of a series of measures including course completion, course retention, persistence, program completion, and others. This data is generated by the Ohlone College Research Office. Other examples to consider include degree and certificates awarded, graduates' transfer rates, success in another institution, employment data, student program evaluation surveys, student satisfaction surveys, FTEF, FTES, WSCH, other.
    - Examples of student achievement outcomes:
      - Students complete core program requirements.
      - Percent (or actual number) of students who have successfully completed Personal Development courses.
  - **Program Outcomes** (For Administrative Services, Instructional Services, and President's Office Areas)
    - Give broad, overarching direction to the program.
    - Support program improvement, including issues related to timeliness, efficiency and participant satisfaction.
  
- **Identify internal and external benchmarks and regulations.**
  - The goal is to assess your program and create cycles of improvement. Most programs have best practices to guide them.
  - First identify the best practices or performance standards for your program. Then describe how assessment of your area-specific outcomes relates to these best practices. What is working? Would you recommend any changes?
  - Consider using internal guidelines and policies and procedures from other colleges or state agencies in your assessment.
  
- **Enter assessment results for area-specific outcomes and analyze trends.**
  - Include the data from the Ohlone research web site with your analysis.
  - 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>
      - This section provides data for Student Services.
      - Contact Mike Bowman, Dean of Research and Planning if you would like additional data.
    - 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>
- **Student Achievement**
  - Example: In 2008-09, there was an 80% program completion rate. (*16 students completed*; 20 admitted). This is well above state average. Factors contributing to program withdrawal: 2 students left due to personal or family issues, 2 not successful in meeting program requirements. Latter students counseled and reassessed. Both were encouraged to take an additional English course to promote future success.
- **Program Achievement - Assessment methods to consider:**
  - Analyze changes in data, identify trends, and provide possible contextual explanations for these changes.
  - Managers are encouraged to utilize ongoing assessments, external and internal audits, as well as mandated reports as sources of data to be considered. Whenever possible, comparative data from other institutions should be considered as well.
  - Assess the integration of workflow between departments and how effectively information flows from one department to the next in a process involving more than one department. Describe how work is organized both within the department and in relation to other departments and outside entities.
  - Consider access to services, use of services (contacts), use of electronic services, response or processing time, decrease in schedule changes, ARCC data, MIS data, student program evaluation surveys, student satisfaction surveys, other.

Example: Purchasing and Contracts:

Outcome:	Timeline:	Results:
Outcome #1: Re-focus the work of the District Buyer by the Implementation of on-line requisition.	Testing and implementation: May 2005-July 2005  Full implementation: August 2005	A Beta test was conducted using volunteer departments. Most users discontinued using the system mostly because the interface was not easy to use. A new web based interface has been developed, so plans are underway to implement in 2009-2010.
Outcome #2: Focus on bond related projects.	Through 2008	Successfully completed 98% of Bond related contracts. Only completion of SSB, Secondary Effects, and Newark Sign remain to be completed. Wider distribution of CalCard Credit Cards for staff/faculty use for routine or small purchases has helped to decentralize the

		procurement process, reducing workload on Purchasing staff; thus allowing more time to concentrate on the Bond contracts & purchases.
Outcome #3: Review current processes, revise if necessary and eliminate un-needed procedures. Use piggyback contracts when available and cost effective.	January 2005-June 2006	New Board policies adopted reflecting the "permissive code". New, more flexible procedures have been implemented and posted on a new Purchasing web page. Wider distribution of CalCard Credit Cards for staff/faculty use for routine or small purchases has helped to decentralize the procurement process, reducing workload on Purchasing staff. Hazardous Materials Consultant hired to revised HMBP and Chemical Hygiene Plans.
Outcome #4: Update outdated forms and have appropriate forms available on the Business Services website.	January 2005-September 2005	In 2007-08 most of the Purchasing related forms have been revised and made available for on-line download or fill-in forms. New Director has provided some OJT to Buyer in Datatel use, buying techniques, and legal compliance.
Outcome #5: Training of Purchasing staff and provide training to campus community for purchasing department procedures.	December 2004-December 2005	Hazardous Materials Consultant hired to provide training and expertise on handling hazardous materials and compliance issues. Purchased UCC and other books/manuals.
Outcome #6: Travel procedures.	April 2005-December 2005	With the introduction of the Cal Card District credit card, travel procedures in Purchasing have been streamlined and reduced to providing hotel reservations.

Example: Professional Development – College wide outcomes developed to coordinate with college goals. Results included within CurricUNET and on Professional Development website.

### Ohlone College Professional Development Outcomes 2008-10

1. All college employees engage in a Learning College culture of shared ideas, explore new ways of learning, and participate in the daily exercise of each of us being learners ourselves. College personnel identify and unite together in achieving our primary focus: student success.
2. Faculty develop, use, and assess effective teaching methodologies within their classes.
3. Management, faculty, and staff use research and assessment resources effectively.
4. Management, faculty and staff demonstrate cultural competence and develop sensitivity and skills in living, learning, and working in a diverse community.
5. Management, faculty, and staff engage in environmental sustainability practices.

- **Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.** (Note: The academic budget/fiscal year is July 1 through June 30.)
  - Questions to ponder:
    - Consider the total budgeted amount and how the money was spent.
    - Did you have enough money to meet program goals/outcomes?
    - Did you have more money than what was needed or spent?
    - Did you spend just to spend?
    - Could the money be spent more effectively? If yes, describe.
    - How can resources be reallocated within the program/department to improve student success?
    - Are additional resources needed, e.g., advising and support services? Library and learning resources? Tutors? Professional Development?
- **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.**
  - Consider if you are making the best use of current program resources.
- **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.**
    - Celebrate successes and share stories with others.

- *Strategies to improve achievement indicators and/or recommendations for change in budget allocations. Specify.*
  - Include improvements that will be made.
- *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.*

### **Additional Resources**

- There is a glossary of terms for program review on the research site under Departments, Courses, and Sections. <http://www.ohlone.edu/org/research/courses.html>
- Other Ohlone Links:
  - Ohlone Curriculum Committee: <http://www.ohlone.edu/org/curriculumcomm/>
  - Ohlone CurricUNET – Curriculum Module: <http://www.curricunet.com/Ohlone/>
  - Ohlone Program & Services Review: [http://www.curricunet.com/ohlone\\_reviews/](http://www.curricunet.com/ohlone_reviews/)
  - Ohlone SLOAC: <http://www.ohlone.edu/org/sloacomm/>
- Links outside of Ohlone:
  - CCC Academic Senate: <http://www.asccc.org/>
  - CCC Chancellor’s Office: <http://www.cccco.edu/>
  - CCC Research and Planning Group: <http://www.rpgroup.org/>
  - CCC Occupational Education: <http://www.cccaoe.org/>
  - Data Mart: <http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>
  - Data Mart-see video at: <http://www.youtube.com/watch?v=k23luNXpN8U>
  - CA Gov Employment Development Department: <http://www.labormarketinfo.edd.ca.gov/>
  - US Bureau of Labor Statistics: <http://www.bls.gov/>
- Articulation Links:
  - ASSIST: <http://www.assist.org/web-assist/welcome.html>
  - OSCAR: [http://silver.assist.org/curric\\_prod/SilverStream/Pages/pgOLogon.html](http://silver.assist.org/curric_prod/SilverStream/Pages/pgOLogon.html)

### **Discussion questions to focus on when completing the Student and/or Program Achievement section of the program review module within CurricUNET:**

- **Student Achievement Outcomes**
  - Ohlone College Definition: Student Achievement outcomes consist of a series of measures including course completion, course retention, persistence, program completion, and others. Other examples to consider include degree and certificates awarded, graduates' transfer rates, success in another institution, employment data,

- student program evaluation surveys, student satisfaction surveys, FTEF, FTES, WSCH, other. This data is generated by the Ohlone College Research Office.
- What are the student achievement outcomes for this department?
  - How do you know if the desired student achievement outcomes are achieved? (Analyze changes in data, identify trends, and provide contextual explanations for each measure used)
  - Benchmarking: How do your student achievement outcomes and assessments compare to institutionally adopted standards, standards at similar colleges, and/or national standards/criteria?
  - How are the assessment results used to improve student learning and success?
  - What improvements have been made since your last program review in this area?

➤ **Program Achievement Outcomes**

- What is the desired effect of the department? How do you know this is achieved?
- Benchmarking: How do your program goals and assessments compare to Ohlone standards, standards at similar colleges, and/or national standards/criteria?
- Program efficacy (effectiveness) and efficiency
  - How do your trends in budget expenditures relate to student outcomes, impacts, and achievements, and program achievement?
  - How do the roles of the personal within your department relate to student outcomes, impacts, and achievements, and program achievement?
- How are the assessment results used to improve student learning and success?
- What improvements have been made since your last program review in this area?

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

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

*Useful for improvement priority setting.*

### **CurricUNET Questions:**

Analyze and summarize your findings from the previous sections, focusing on the program student learning outcomes or impacts and student/program achievements sections. This information will be useful for setting priorities and determining which Program Improvement Objectives (PIOs) you want to focus on first.

- ***Describe program achievements and successes.***
  - Summarize all your program achievements and successes since the last program review. This information will be compiled with the results from all other Ohlone programs into an annual report which will be sent to the college president.
  
- ***Describe plans for improvements for student impacts and/or student/program achievement.***
  - Review and analyze the areas needing improvement as described in the previous sections with special attention to the student outcomes/impacts and achievements, and program achievements.
  - Prioritize the program improvements to promote student success. From this prioritized list, you will develop your PIOs in the next section and determine which Program Improvement Objectives (PIOs) you want to focus on first.

## **Program Improvement Objectives (PIO)**

Program Improvement Objectives (PIOs) are your program's plans and actions for improvement. PIOs are derived from your *annual* assessments of the program student outcomes, student impacts, student achievements and / or program achievements. A summary of these assessment results is included on the Program Analysis page in CurricUNET. This page lists program strengths and areas for improvement. After prioritizing desired program improvements, you are ready to write the PIO(s). The PIOs will be assessed and updated *annually* as well. All program personnel are welcomed / encouraged to participate in the process!

The PIO consists of four components:

1. Objective Statement - The actual program improvement *objective* is a sentence starting with an action verb describing the "what" and "why". Ultimately the key purpose of all program improvement objectives is to improve student success.
2. Action Plan
  - a. Action Steps - The steps you'll take to accomplish the PIO - the "how".
  - b. Resource Requests – Description of the staff, equipment, technology, facilities, and /or other resources requested to be able to complete the objective.
3. Assessment Plan - Description of how you plan to assess the success / effectiveness of the program improvement.
4. Rationale and relationship to College - The PIO is the key to relating your program review to departmental and college planning and budget. Therefore, the rationale for the PIO is critical. Clearly describe how your PIO will help to achieve one or more of the college goals and college objectives, has impact beyond your department, and contributes to student learning, service and /or success.

If the PIO does not require resources, it may be implemented by department personnel immediately.

If resources are required, the PIO will go through a resource prioritization process that involves department personnel, deans and directors, administration, the PIO Prioritization Committee, the Resource Allocation, Facilities, and Technology Committees, the Budget Committee, and the College Council. Other groups may also be involved in this prioritization process. For example, if full-time faculty are requested, the Faculty Senate will be involved. The Board of Trustees may need to approve some of the funding requests for PIOs. The PIO Prioritization process continues to be discussed and updated at the College Council. The college community will continue to receive updates on the process. When writing your PIOs, include all PIOs needing resources even though the college does not have funds at this time to meet all PIO requests. When the college does have funding, a PIO must be in place for funding to occur.

**All PIOs are due February 1.** *Each year PIOs will need to be updated and assessed by February 1.* This date is set to align with the college budget planning process.

*Annual Planning Cycle:* Each year, to coincide with budget deadlines, the college engages in a process to determine a prioritized list of improvements it would like to undertake to achieve college objectives. This process engages all programs and services by asking that they submit Program Improvement Objectives that are the products of their program reviews. These Program Improvement Objectives are accompanied by action plans and resource needs. The college prioritizes the objectives according to how effectively they contribute to college goals and objectives and uses the list for determining resource allocation. Because the list includes all college programs and services, the result is an annual representation of needed college improvements. The purpose is to provide the college with a clear understanding of needed improvements and to spend its resources accordingly. (Ohlone College Educational Master Plan, January 2010)

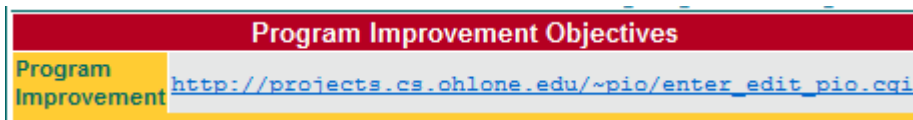
**All current year PIOs and assessment of the previous year's PIO must be completed by February 1<sup>st</sup> of each year to participate in the college budget and planning prioritization process.**

PIOs are included on the "PIO Reporting Tool" as long as the CurricUNET Program Improvement (PIO) page (1) includes the updated "academic year", "authority code", and "program with activity center code" (automatically populated from the Description and Scope page), and (2) is "Finished" (as evidenced by a check in the Review Checklist). This occurs regardless of where the review is in the approval process. (pending, launched, active)

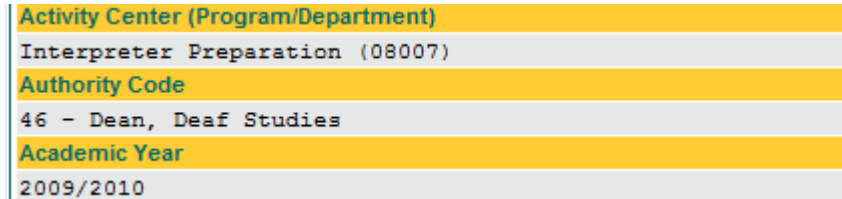
You may enter as many program improvement objectives (PIOs) as you think are valuable, realistic, and you have time to complete. You may enter a new PIO while continuing to work on previous PIOs.

### CurricUNET Program Improvement (PIO)

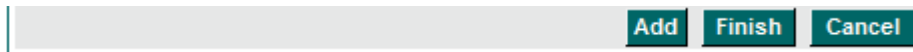
- The first box contains a link to the PIO results that were entered during the 2008-09. These results may be copied and entered into CurricUNET.



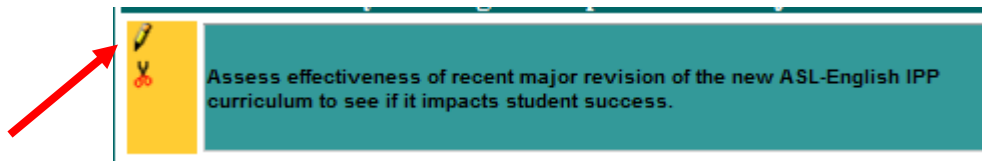
- The Activity Center (Program, Department), Authority Code, and Academic Year will automatically populate from the information entered on the Program Description and Scope Page.



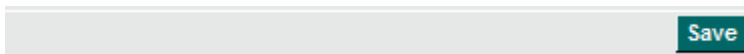
- Enter your PIO, complete action plan (both steps and resources requested), describe your PIO assessment plan, and indicate which college goal and objective is supported with a written rationale. Include information on how the PIO supports student learning, service or success and if it will benefit other programs as well. Remember to click on "Add" at the bottom of the page.



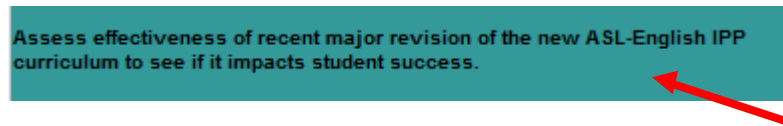
- To revise your PIO, select the pencil icon to the left of the PIO in the colored box.



- Make your revisions and then click on "Save" at the bottom of the page.



- To view your PIO after it has been saved, click on the PIO (in the light green box) and all information related entered related to the selected PIO will be displayed.



## CurricUNET Questions:

- ***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.***
  - Use information gained from your assessments of student learning impacts and student/program achievements to determine areas for program improvement. Then develop your PIO.
  - Consider taking three to five processes in your department and think about how you could improve them. (e.g., more efficient and effective) Then develop a PIO.
  - How to write a PIO - examples:
    - Develop (Verb) an ABC Degree Certificate Program (What) and in response to documented needs from the ABC industry (Why).
    - Implement (Verb) common course assessments and outlines (What) to establish a highly coordinated Basic Skills Program. (Why)
  
- ***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.***
  - Action Plan Examples:
    - Year 1 - Form advisory committee, obtain consultant input, conduct needs assessment, hire full-time faculty, develop program SLIs.
    - Year 2 - Offer initial courses, develop lab.

### ***The next five questions relate to resource requests.***

- ***Staffing:*** Be specific in describing the staffing resources needed.
  - Staffing Examples:
    - One full-time staff - Include role and rationale for need based on current data.
    - Perhaps this is a time to complete an analysis of roles in relation to college need and recommend some retraining.
    - Include requests for reassigned time, sabbatical leaves, etc.
  
- ***Equipment (Included items that fit under Department Budget codes)*** - Be specific in describing the equipment resources needed.
  
- ***Technology (Include items that fit under the IT budget codes)*** - Be specific in describing the technology resources needed.
  - Technology examples:
    - Include name of software, number of licenses, approximate cost, etc.
    - 20 laptop computers with cart - Include type of laptops, laptop features needed, approximate cost, etc.

- **Facilities (Include items that fit under the facilities budget codes)** - Be specific in describing the facilities resources needed.
- **Other** - Be specific in describing the other resources needed.
  - Other examples:
    - Year 1 – Consultant.
- **Assessment Plan: List Assessment Strategies**
  - Describe your planned method of assessment.
  - Examples: Needs assessment results, program SLI assessment.
- **Which district strategic goal(s) does this program improvement outcome apply? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**
  - Select the college goal and provide your rationale in the text box. Include information on how the PIO supports the college goal and objectives, student learning and success, and how it may benefit other programs as well.
  - PIOs will be prioritized based on their relationship to college goals and objectives, their impact to the program and/or beyond their particular department, and how they contribute to success/learning.
  - 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:**

**EXAMPLE: Administrative Services Area – Purchasing and General Services (67701)**

***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.***

PIO: Refocus the work of the District Buyer by the implementation of the on-line requisition. On-line requesting continues to be the single best hope in the reductions of manual processes and the streamlining of the procurement procedures.

***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:*** Testing and implementation: fall 2009. Full implementation: December 2009.

***Year 2:*** Conduct workshops to educate and train college employees on the use of the on-line requesting process.

***Year 3:*** Continue to conduct workshops to educate and train college employees on the use of the on-line requesting process.

***Resources Needed:***

***Staffing: Year 1:*** Financial Services staff to set up parameters and test sites.

***Equipment: Year 1:*** Procurement of software.

***Technology: Year 1:*** Information Technology staff.

***Facilities:*** Leave blank if not needed.

***Other:*** Leave blank if not needed.

***Assessment Plan:*** Fully operational on-line requisition plan. Survey users.

***PIO Rationale***

***College Goal 4: Use Human, fiscal, technological and physical resources responsibly, effectively, and efficiently, to maximize student learning and achievement.*** Faculty and staff will spend less time “shopping” for materials and tracking orders, leaving more time for student contacts.

***Assessment Results:*** Are entered the year following implementation in the PIO Assessment page of CurricUNET.

## **Example: President's Office Area - Professional Development (67300)**

***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.***

PIO: Create professional development programs and opportunities for classified staff to meet their educational needs. (Accreditation Planning Agenda, 2008) Note: This PIO was developed in spring 2008.

***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:*** Develop and implement a Classified Flex Day; develop and provide opportunity for Classified Staff Innovation Projects in Professional Development; implement CSEA Classified Flex Plan.

***Year 2:*** Implement annual Classified Professional Development Day; provide expanded number of workshops for staff during learning college week; continue to dialog on best time to offer staff professional development activities.

***Year3:*** Implement annual Classified Professional Development Day; provide expanded number of workshops for staff during learning college week; continue to dialog on best time to offer staff professional development activities.

### ***Resources Needed:***

***Staffing: Year 1, 2 & 3:*** Support staff from HR to help coordinate and implement Classified Staff professional development activities.

***Equipment:*** Leave blank if not needed.

***Technology:*** Leave blank if not needed.

***Facilities:*** Leave blank if not needed.

***Other:*** Leave blank if not needed.

***Assessment Plan:*** Online assessment of Classified Professional Development workshops; written assessments of each Innovation Project; follow through with CSEA Classified Flex plan and documentation of CKUs.

### ***PIO Rationale***

College Goal3: *Promote continuous, needs-based, learning and professional development opportunities for all district personnel.* In the spring 2008 opinion survey, only 37% of the Classified Staff indicated they participated in annual professional development. The goal is to have Staff develop their own professional development plans and then go to workshops or take courses to fulfill their plans.

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

*Focus: Complete after PIO implemented to assess its impact*

### **Page Navigation:**

- Each PIO entered in the Program Improvement (PIO) section will automatically be populated in this section.
- Select the PIO to be assessed and answer the four questions displayed. Answer each of the four questions for each PIO entered.
- PIO assessment will be completed annually by February 1. Assess PIOs entered from previous year. Revise, add, or delete PIOs as needed.

### **CurricUNET Questions:**

- ***Enter assessment results with analysis.***
  - Both qualitative and quantitative data is useful. Definitions from California Academic Senate, 2009:
    - ***Qualitative data:*** Data collected as descriptive information, such as a narrative or portfolio. These data often collected in open-ended questions, feedback surveys, or summary reports, are more difficult to compare, reproduce, and generalize. It is bulky to store and to report, however, it is often extremely valuable and insightful data, often providing potential solutions or modifications in the form of feedback.
    - ***Quantitative data:*** Data collected as numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g. 4 = strongly agree to 1 = strongly disagree). This data is easy to store and manage; it can be generalized and reproduced, but has limited value due to the rigidity of the responses and must be carefully constructed to be valid.
- ***Describe how the PIO achieved one or more college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.***
  - Provide data to describe PIO results. Include an analysis and summary of findings.
- ***Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.***
  - Resources include budget, staffing, equipment, technology, facilities and other.
  - How were the resources used? Were the resources a help in successfully completing your PIO?
  - Give the reasons why any resources were not used.
- ***Status***
  - ***Completed***

- ***Current level of focus maintained.***
  - Select if PIO is on-going. Describe.
- ***Strategies to promote improvement.***
  - Select if PIO needs revisions and will be continued. Describe.
- ***Not started or discontinued. Comment.***
  - Give rationale.

## **Outside Review Results**

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

**Administrative Services** – Check with your VP to determine when this section needs to be completed.

The purpose of the Advisory Committee 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 outcomes contributes to program/service improvement and impacts student success.
- Approve the Administrative Service Report for submission to the Vice President of Administrative Services and College President.

## **CurricUNET Questions:**

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

## **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.
- Allowed filetypes: .xls, .xlsx, .jpg, .gif, .jpeg, .png, .jpe, .bmp, .tif, .doc, .rtf, .pdf, .docx, .xls, .xlsx, .ppt, .pptx, .swf, .avi, .txt
- 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.

## CurricUNET Approval Process

<b>Approval Process Launch Process</b>	<p><b>Originator:</b></p> <ul style="list-style-type: none"><li>• Complete all sections/pages of the program review. Select “Finish” at the bottom of each page to display a “check mark” in the “Review Checklist”.</li><li>• You need to select “Finish” for all areas listed in the Review Checklist, even pages that are optional, e.g. Outside Review (for Instructional Areas) to display the check mark.</li><li>• When all pages are completed, a green “Audit” Button will appear on the left side of the page. Click on the “Audit” button. You will receive the following message: “Your proposal is complete and the audit was successful. Now follow the link to “My Approvals”, select “Originator” role, and approve the first step of the approval. Approving this first step will notify the next positions/steps.”</li><li>• Click on “My Approvals”</li><li>• Select role: “Originator”</li><li>• Select “Next”</li><li>• Your program review will appear on a list.</li><li>• Select “Action” and then select “Launch” and “Save”</li><li>• Now your program has been launched into the Approval Process.</li></ul> <p><b>Tracking your Proposal:</b></p> <ul style="list-style-type: none"><li>• Go to the home page and click on track “My Proposals”. Click on “Check Status” next to your proposal and view comments.</li></ul> <p><b>Dean/Director (and AVP) Review:</b></p> <ul style="list-style-type: none"><li>• Log in and go to Track - My Approvals".</li><li>• Select "Dean/Director" role and select "Next".</li><li>• Select the “WR” icon to read the review report.</li><li>• Select "Action" button next to the program.</li><li>• Select “Revisions Needed” and write a comment about the revisions you would like to see in this review; <i>OR</i></li><li>• Select "Approve" for action and hit save</li></ul> <p>Once you have approved the review, an email will be automatically sent to the Vice President or President for review and approval.</p>
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**Vice President/President Review**

- Log in and go to Track - My Approvals".
- Select correct role and select "Next".
- Select the “WR” icon to read the review report.
- Select "Action" button next to the program.
- Select “Revisions Needed” and write a comment about the revisions you would like to see in this review; *OR*
- Select "Approve" for action and hit save

Once this approval process has been completed, the Program Review is locked and no further revisions can be made.

The review can then be copied, so edits can be made for the next review.

## CurricUNET Program Review Word Report - Search

Everyone has the ability to read the word report of any of the Program Reviews entered into the Ohlone College Program Review module, even if you do not have a user name or password. The read-only version of the word report is available to the public.

Steps to access an Ohlone College Program Review report within the CurricUNET module:

1. Go to the Ohlone CurricUNET Program Review web site:  
[http://www.curricunet.com/Ohlone\\_reviews](http://www.curricunet.com/Ohlone_reviews)
2. Click on “Search Reviews” and the following box will be displayed:

Program Review Search	
Program Review Title	<input type="text"/>
Review Type	-- Please Select --
	<input type="button" value="OK"/>

3. Program Review Title: Enter a name or leave blank. This area does not need to be completed to be able to read a report.
4. Review type:
  - a. Select the review type:
    - i. Administrative Services
    - ii. Instructional/Disciplines
    - iii. Instructional Services
    - iv. President’s Office
    - v. Student Development
  - b. If you leave the Program Review Title blank then all reviews within each of the area types listed above will be displayed.
  - c. Click on the “WR” icon to read the word report. These reports are in a read-only format.

## Using the CurricUNET Program Review PIO Reporting Tool

The PIO Reporting Tool sorts all college goals with related PIOS and rationale *as a group for each academic year*. The information related to each PIO (e.g. action plans, resource requests, assessment plans and actual assessments) can be selected *individually*.

- Go to the CurricUNET Program Review web site
  - [http://www.curricunet.com/ohlone\\_reviews/](http://www.curricunet.com/ohlone_reviews/)
- Log-in
  - User name – same as Ohlone email user name
  - Password – same as CurricUNET curriculum module or “password” or “welcome”
- Click on PIO Reporting Tool (under Reports)
- The PIO Reporting Tool will be displayed.

**Program and Services Review**

Welcome, Deb [Log Out](#)

**PIO Reporting Tool**

Select one or more fields

<input type="checkbox"/> Goals	<b>Action Plan:</b>	<b>Facilities:</b>
<input type="checkbox"/> Type	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 1
<input type="checkbox"/> Authority Code	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 2
<input type="checkbox"/> Dean	<input type="checkbox"/> Year 3	<input type="checkbox"/> Year 3
<input type="checkbox"/> Programs/Departments	<b>Staff:</b>	<b>Other:</b>
<input type="checkbox"/> PIO Text	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 1
	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 2
	<input type="checkbox"/> Year 3	<input type="checkbox"/> Year 3

Academic Year: <input type="text" value="2009/2010"/>	<b>Equipment:</b> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<b>Assessment Plan:</b> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3
	<b>Technology:</b> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<b>PIO Assessment</b> <input type="checkbox"/> Assessment Results <input type="checkbox"/> Impact <input type="checkbox"/> Analysis of Resource Use
		<b>Future Actions</b> <input type="checkbox"/> Completed <input type="checkbox"/> Current level of focus maintained <input type="checkbox"/> Strategies to promote improvement <input type="checkbox"/> Not Started or Discontinued

Choose sorting order:

Sort by: <input type="text" value="-- Please Select --"/>	<input type="checkbox"/> Ascending	<input type="checkbox"/> Descending
Then by: <input type="text" value="-- Please Select --"/>	<input type="checkbox"/> Ascending	<input type="checkbox"/> Descending
Then by: <input type="text" value="-- Please Select --"/>	<input type="checkbox"/> Ascending	<input type="checkbox"/> Descending

PDF    Excel    HTML

## Directions:

- Make the selections you wish to view.
- Select the Academic Year.
- Goals – Refers to the College Goals.
- Type
  - I = Instructional
  - AS = Administrative Services
  - IS = Instructional Services
  - PO = President’s Office
  - SD = Student Development
- Authority Code and Dean/Director are displayed together. Authority Code is the budget number that allows that person to spend allocated budget funds.
- Programs/Departments – All programs that have a program review entered into CurricUNET will be displayed.
- PIO Text – The actual program improvement objective.
- Action Plan – List of action steps needed to complete the Program Improvement Objective. May be listed over a three year period of time (Year 1, Year 2, and Year 3).
- Resources needed – Resources requests in the following categories. Each may be listed over a three year period of time (Year 1, Year 2, and Year 3).
  - Staffing
  - Equipment
  - Technology
  - Facilities
  - Other
- Assessment Plan –Included when the PIO is *first* written.
- PIO Assessment – Completed the year *after* the PIO is implemented.
  - Assessment Results
  - PIO Impact
  - Analysis of Resource Use
- Future Actions – “Closing the Loop” – Describes status of PIO and any improvements.
  - Completed
  - Current level of focus maintained
  - Strategies to promote improvement
  - Not started or discontinued
- Choose Sorting Order:
  - You may choose the order in which in want information arranged in your report. Choices included: Goals. Type, Authority Code, Dean, Programs/Department, PIO Text.
- The report can be displayed in PDF, Excel, or HTML format. Check the format you prefer.
- Click on “View Sorted Results” to see your report.