

**Instructional Program Review
CurricUNET Manual - Program and
Services Review - Ohlone College**

Instructional / Discipline Area

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**Ohlone College
CurricUNET Program Review
Instructional/Discipline Manual**

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

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Guidelines for Instructional / Disciplines 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 outcomes and student/program achievements, and complete all assessments required for the program review. Then they create program improvement objectives. The key is “improvement” in student learning and success.

Enjoy the process and have some fun!!

These guidelines are for *Instructional / Disciplines Programs*.


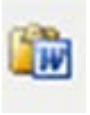
Process

- Department personnel work together as a group, discuss student outcomes 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 continue to work with faculty and staff on doing the Program Reviews.
 - Faculty 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 1st of each year.*

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

Getting Started in CurricUNET

CurricUNET Program Review	<p>Link: http://www.curricunet.com/ohlone_reviews/</p> <p>Recommended Browsers: PC: Internet Explorer, Firefox, Safari. (Governet recommends Firefox) Mac: Safari. (Governet recommends that Firefox is NOT used for the Mac, because it will not render PDFs)</p>
User Name and Password	<p>If you have access to the regular CurricUNET - Curriculum Module:</p> <ul style="list-style-type: none"> ➤ Use the same user name and password. <p>If you are new to CurricUNET:</p> <ul style="list-style-type: none"> ➤ The user name is the same as your Ohlone username: ➤ First initial, last name. ➤ The password is “password” or “welcome”. Once you log into the system, change your password by going to “Prefs – Personal Info”. <p>If you can’t get in, contact Deb Parziale.</p>
Icons	<p>Pencil Icon: Edit - for making revisions to your program review. WR Icon: For viewing the program review as a “Word Report” (WR). This is actually a PDF file. Scissor Icon: Delete - Use Carefully! *: Required Field. ?: Help Box</p>
Help Boxes	<p>Help: Click on “More” for information on how to complete each section. “?”: Click on “?” for help related to each field box.</p>
Getting Started	<p>Program Reviews: 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>Program Lists: 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>Originator/Co-contributors: 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>Save/Add/Finish</p>	<p>Save/Add: <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>Finish: 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>Text Fields</p>	<p>Each “Text Field” has editing capabilities.</p> <ul style="list-style-type: none"> • The Text Editor has a feature that allows you to copy information from word into the text editor and then insert into CurricUNET.  <p>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.</p>
<p>Copy/Paste Issues</p> <p>Word</p>	<p>To relieve formatting issues when copying from Word:</p> <ul style="list-style-type: none"> ➤ 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"> ○ One method to relieve formatting issues when using a PC: <ul style="list-style-type: none"> ▪ Copy from word document into “Notepad.” (Notepad is located by clicking on start menu, programs, accessories, and notepad. ▪ Save (This deletes HTML code) ▪ Copy from Notepad and paste into CurricUNET. ○ One method to relieve formatting issues when using a MAC, copy into Text Edit, Save, and then copy into CurricUNET. ○ Use Text Editor tool. 

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***

- The title reflects the nature of the program review. The program review may be comprehensive including all degrees, certificates, general education courses, and stand alone courses within the program *OR* separate program reviews may be written as deemed necessary by department personnel.
- Examples:
 - The Deaf Studies Department is writing one review combining four separate program areas that attract different student populations.
 - The Chemistry Department has elected to write two program reviews: Chemistry Technology and Preparation; Chemistry Transfer.

➤ ***Academic Year***

- Select the academic year during which the review is completed.

➤ ***Review Type*** - Select *Instructional/Disciplines* area when creating a new program review.

- Administrative Services
- ***Instructional/Disciplines***
- Instructional Services
- President's Office
- Student Development

➤ ***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). If yes, briefly describe.

- Example: The nursing program must meet the requirements set by the California Board of Registered Nursing to be accredited and keep its doors open.
- ***Provide a brief narrative that describes the instructional program/discipline.***
 - Briefly describe your program or discipline.
 - Example: The Interior Design Program is designed to prepare creative students for the broad range of opportunities that are included within the field of Interior Design. Interior Design is multi-disciplinary by nature, and addresses Fine and Decorative Arts, Architecture, Business, Construction, Real Estate, Industrial Design, and Planning, among others. Developing creativity, problem-solving and communication skills, and critical thinking processes are the core of the discipline and the emphasis of all the courses.
- ***Describe how the program specifically serves students, faculty, and staff.***
 - How does your program serve students, faculty, and staff?
 - Example: The ESL program serves students with a range of ages and educational accomplishments. Most of the students are residents or in process of becoming residents while very few are international students. Some students are just out of high school, but the majority are returning to school later—after their children have reached school age, after the loss of a job, or soon after their initial immigration to the U.S. All are in pursuit of better communication skills, but their goals are diverse. Some seek better English skills for the workplace, others plan to pursue a degree, and still others (perhaps the majority) do not yet have well-defined goals. They simply know they want or need to improve their English in order to live and/or work successfully in the U.S. The Ohlone College ESL program is relatively small compared to other community colleges in the Bay Area which have several more levels and some vocational ESL programs as well.
- ***Describe how the program addresses current needs and applies current technologies.***
 - Identify current trends, needs, and/or technological advances in your area. How has the curriculum been revised to meet these needs?
 - Example: The Radio Broadcasting program operates a Class A FCC-licensed FM broadcast/production facility outfitted with digital editing and full on-location broadcast capability. The facility serves as an instructional lab for radio broadcasting students. Because KOHL's broadcast area includes portions of the East Bay, South Bay and Peninsula, there is an obvious community relations/outreach aspect to the program. The station format is designed to best teach skill sets required in the professional/commercial broadcast environment.
- ***Discuss the impact of the program on the college and/or other programs.***
 - How does your program impact the college or other programs?
 - Example: Anatomy and physiology courses are required as prerequisites for many of the Health Science courses.

➤ ***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.
- Examples:
 - Smith Center Operations, Music, and Theatre & Dance have a tremendous impact on the community and can provide details of their accomplishments.
 - The American Sign Language and Deaf Studies program at Ohlone College offers a full range of classes for beginners to advanced students. The program further serves the community's needs by providing concurrent enrollment at Irvington, American, Kennedy and Washington High Schools, offering summer school courses and hosting a variety of Deaf events for the deaf community in the SF Bay Area. Also, a different arrangement has been made with the Newark Memorial High School where they pay their own faculty to teach ASL under the Ohlone College ASL Department. Our program also offers classes for Faculty, Staff and parents at the California School for the Deaf.
 - The Biotechnology industry, in part centered in the San Francisco Bay Area, has an increasing demand for a skilled workforce. Ohlone and other community colleges are helping to train this workforce by providing the needed laboratory, documentation, and instrumentation skills to work in biotechnology. As biotechnology evolves, the Biotechnology Certificate Program at Ohlone College responds by upgrading its curriculum to meet job demands of the industry. Ohlone College's Biotechnology Certificate Program is currently re-designing the biotechnology curriculum into a shorter (2 semesters vs. 3 semesters), modular (topic-specific courses that will permit students to acquire specific skills and knowledge on a need-to-know basis) program that will prepare new students for entry-level jobs, as well as upgrade the skills of incumbent workers in biotechnology.

College Mission

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.

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, measurable statements of what will be achieved in one-year increments to reach the college goals

Notes:

- Reviewing college goals and objectives for 2010 - 2015 is a way of becoming more involved in looking at the total college picture and thinking about how your program supports the college goals and objectives.
- All faculty need to focus primarily on the first college goal and the first objective (related to assessment). Then review the remaining goals and objectives to see if they may fit and, if yes, *briefly* address them. However, keep your main focus on assessment and only address other objectives if they fit for your program.
- Career Tech Education (CTE) faculty need to focus on college goal #2 as well as goal #1.
- **College Goal #1:** *Through innovative programs and services, improve student learning and achievement.*
 - Objective #1: *By 2013, complete an assessment of student learning outcomes for all courses and programs.*
 - All program faculty are required to write a plan to assess each program outcome by May 2011. At least one PSLO must be assessed each year. All PSLOs must be assessed by May 2015.
 - Objective #6: *By Spring 2013, increase to 600 the number of students transferring to UC and SCU.*
 - Transfer data is located in the Student Success section on the Ohlone College Research and Planning site. All transfer data is supplied by third parties and does not track students other than to count them and then send the information to the college.
<http://www.ohlone.edu/org/research/studentssuccess.html>
 - There is no data available on students who transfer by major.
 - Ohlone Transfer Center Information: <http://www.ohlone.edu/org/transfer/>
 - CPEC transfer Data: <http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>
 - Suggestions for improvements:
 - Faculty can look at numbers of graduates in programs and evaluate whether the degree is meeting the needs of students. Would a transfer-

prepared student be able to graduate with this degree, or would the students need to take additional units? If so, would it be in the students' best interest to consider ways to reduce the number of units in the major?

- Making degree connections on departmental websites. This could include either a flow chart or a basic chart which highlights the following:
 - Ohlone certificates which are related or could easily be earned.
 - Ohlone AA degree(s) which are related or could easily be earned.
 - Prospective transfer degrees – majors available at various universities (highlight the different options available & requires a review of what's out there)
 - Career outputs (what you could do with a degree in....)
 - Grad school options.
- Objective #7 & #8: *By spring 2010, increase to 500 the number of students receiving associate degrees. By spring 2010, increase to 500 the number of students receiving certificates of achievement and accomplishment.*
 - Information about the number of degrees and certificates awarded to students in your program can be found on the Research & Planning website.
<http://www.ohlone.edu/org/research/coursesdatabydept.html>
 - Assess trends over time. Consider:
 - Shifting your lens from a faculty focus to a student focus.
 - Look at numbers of graduates in programs and evaluate whether the degree is meeting the needs of students. Would a transfer-prepared student be able to graduate with this degree, or would the student need to take additional units? If so, would it be in the students' best interest to consider ways to reduce the number of units in the major?
 - Assess what can be done to support students to reach their educational goals in your program.
 - Consider adding information to the department website that shows students how completing certificates/degrees helps them to transfer to four year schools or be eligible for a job change.
 - Develop and relate planning in this Mission section to the Student Achievement Outcomes section.
- **College Goal #2:** Support the economic vitality of the community through educational programs and services that respond to identified employment need.
 - CTE (Career Tech Education) faculty need to focus on college goal #2 as well as goal #1.

SLO & Assessment

Focus: Student learning and outcomes

Page Navigation:

- There are five assessment questions related to each SLO.
 - *First* enter the program student learning outcomes (PSLOs) 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 SLO to display the five assessment questions. Answer each of the five questions. Remember to click on "Save" at the bottom of the page prior to leaving the page.
- To edit or make revisions, click on pencil icon.
- To display the information entered, select the PSLO..
- To change the order of the program student outcomes (SLOs), select item to be moved and drag it to appropriate location.
- To delete a PSLO and its assessment information, click on the scissor icon.

CurricUNET Questions:

- ***List expected student learning outcomes at the program level.***
 - At least one PSLO must be assessed each year. All PSLOs must be assessed by May 2015. All program faculty are required to write a plan to assess each program outcome by May 2011.
 - The recommendation is to have 4 to 6 program student learning outcomes.
 - Program student learning outcomes are broad measurable statements of the knowledge, skills, abilities, and attitudes a *student* will have attained upon *completion* of a course cluster constituting a program or discipline.
 - Program SLOs demonstrate that a *student* is competent and has integrated the knowledge, skills, abilities and attitudes *learned* throughout the program. Outcomes articulate a measurable level of expected *student performance* when leaving the program.
 - Some departments may have *one* set of PSLOs for the entire program. Others have separate PSLOs for degrees and certificates. If the latter is the case, name the degree or certificate within the stem. Examples:
 - From the Deaf Studies Department:
 - Upon successful completion of the Intensive University Preparation Program (IUPP), the student will.....
 - Upon successful completion of the English as a Second Language in ASL program, the student will.....
 - From the Biology Department:
 - Upon successful completion of the AS Degree in Biology, the student will.....
 - Upon successful completion of the General Biology Certificate of Completion, the student will.....
 - Upon successful completion of the Human Biology Certificate of Completion, the student will.....

- Some PSLOs may also be common to all degrees and certificates within a department.
 - Ohlone College Program Student Learning Outcome Examples:
 - **Computer Science:** Given a specification, design an algorithm and implement the pseudocode to solve the problem.
 - **ESL:** Demonstrate the confidence and listening/speaking skills necessary to participate successfully in spontaneous aural/oral exchanges with native speakers of English in a variety of personal, professional, and/or academic settings.
 - **History and Political Science:** Develop effective communications skills by: (a) reading secondary and primary source material; (b) discussing course content with the instructor and among their classmates; (c) writing basic essay arguments using historical and social scientific evidence.
 - **Speech Communication:** Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
 - Other PSLO Examples:
 - **Culture and Equity:** Analyze and describe the concepts of power relations, equity, and social justice and fine examples of each concept in the U.S. society and other societies. (Amy Driscoll; WASC, Assessment 1 Workshop, September 26, 2008)
 - **Team Work:** Listens to, acknowledges, and builds on the ideas of others. (Amy Driscoll; WASC, Assessment 1 Workshop, September 26, 2008)
 - Outcomes are **not:**
 - Descriptions of what faculty will do. The focus is on the student.
 - Teacher activities.
 - Class activities or assignments.
 - Curriculum content.
 - Program descriptions or qualities
- **Assessment of each Program SLO:** The goal is to assess student learning and create cycles of improvement. Complete these five SLO Assessment questions.
 - **Indicate program assessment strategies used.** Check the strategies you use or *plan* to use to assess each program student learning outcome. You may add "other" assessment strategies. Describe any "other" 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)*
- What is the difference between assessment and grades?
 - **Assessment** – Assesses the program; assesses the students’ (aggregate) ability to meet *each* learning outcome.
 - “Assessment is an ongoing process designed to monitor and improve student learning. Once faculty define what students should learn (learning outcomes), assessment is completed to verify that the curriculum is designed to foster that learning, collect empirical data that indicate the extent of the learning, and use this data to improve the program.” (Mary J. Allen, *Assessing General Education Programs*, 2006 and *Assessing Academic Programs in Higher Education*, 2003)
 - **Grades/Evaluation** – Assesses/evaluations the individual student.
- There are ways to *assess and grade at the same time*, e.g., use of a rubric. This is called *embedding assessment*. Embedding the assessment is effective and time efficient.
- 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 how well students have mastered learning outcomes. (Mary J. Allen, WASC, *Assessment 1 Workshop*, September 26, 2008)
 - Examples: Tests/questions, portfolios, performance evaluations, oral speech, debate, product creation, special reports, flow charts or diagrams, team project, etc. that target the selected SLO.
 - **‘Embedded’** assignments, projects, and course activities are used for student evaluation as well as program assessment. An additional advantage is that this student work also provides immediate feedback on the pedagogy and student needs.
 - It is preferable to use direct assessment. Ask students to “do” the outcome.
 - **Indirect Assessment** is based on an analysis of reported perceptions about student mastery of learning outcomes. The perceptions may be self-reports by students, or they may be made by others, such as alumni, fieldwork supervisors, or faculty. (Mary J. Allen, WASC, *Assessment 1 Workshop*, September 26, 2008)

- 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 (such as in class assignments, quizzes, discussion, lab activities, etc.) 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)
- How do you promote student learning?

➤ ***Describe the criteria and standards used to appraise student work.***

(Performance standards for student work)

- How do you know if your students have met the selected outcome at a proficient level? Are the students learning what you want them to learn? Most programs have best practices or performance standards, based on peer reviewed research, to use as a guide.
- Process: Set the *performance standards for desired student work*. What are the qualities desired in student work to show that they have “learned”? Consider how will you collect the data to measure how the students are meeting these standards?
- Performance Standard Examples:
 - Many programs attach **rubrics** to show performance standards.
 - Consider how will you collect the data to measure how the students are meeting these standards?
 - **Math** example for ‘Accuracy’ in work:
 - Satisfactory*: Contains few errors and those errors do not significantly undermine the quality of the work. Considers and uses data, models, tools or processes that reasonably and effectively address issues or problems.
 - Unsatisfactory*: One or more error that significantly undermine the quality of the work. Uses data, models, tools or processes in inappropriate or ineffective ways.

- **Ethics** example for ‘Complexity’ (broad, multifaceted, interconnected) and ‘Conscious Awareness’.
Standards for Excellent: Consistently views sophisticated and significant dilemmas and issues with a broad focus and from multiple perspectives.
Standard for satisfactory: Usually views sophisticated and significant dilemmas and issues with a broad focus, but may sometimes use a more narrow focus and may use fewer perspectives.
Standard for Unsatisfactory: Mainly views issues and dilemmas in simple terms and usually does so with a limited focus and minimal perspectives.”
 (Amy Driscoll; WASC, Assessment 1 Workshop, September 26, 2008)

- Another approach is to describe how SLOs and assessment relate to best practices. What is working? Would you recommend any changes? Example: The California Basic Skills Initiative distributed best practices for Basic Skills. All California Community Colleges did an assessment of their basic skills programs as compared to these best practices. Plans were made for improvement based on the findings with the goal of improving student learning and outcomes.

➤ ***Enter assessment results and analyze student success in achieving this program SLO.***

- Assess selected PSLO using the data you have collected as "evidence" to determine how successful students have been in meeting the PSLO. Collect your data and enter the results. Analyze discrepancies between outcomes and performance levels.
- Assessment is a collaborative activity conducted among the members of a program/department. Assessment is the first step in the "Closing the Loop" process. This process includes assessment, determining impact, and using data for program improvement.
- How do you know students have been successful in meeting the PSLO? Analyze discrepancies between outcomes and performance levels. Look at trends over time. Are there any improvements you want to implement in the future?
- 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.

▪ Examples:

- Ethics
 - Ethics paper completed by all students taking Ethics 101 (in all sections). Compilation of rubric results showed 30% of students met the standards for excellence, 65% were satisfactory, and 5% were unsatisfactory.
 - Analysis: Glad most students are at a satisfactory or excellent level in meeting this outcome. We want to find a way to have more students meet the standards for excellence. (Note planned improvements are described in the “Future Action “section.
- Math:
 - 76% of the students in all sections of Math 101 were able to use arithmetical and algebraic methods to solve problems at a satisfactory level. 24% were unsatisfactory in meeting accuracy criteria.
 - Analysis: We feel that 24% of students not meeting this standard is too high and will discuss methods of improvement.

➤ **Describe revisions in curriculum or teaching strategies used to promote student success.**

- The goal is to assess student learning and create cycles of improvement to promote student success.
- What changes in curriculum or teaching strategies have you made since the last program review?
- Questions to consider:
 - Evaluate relevance, appropriateness, and currency of SLOs being reviewed.
 - Discuss how course outcomes, assignments, and standards for sequenced courses relate to program student learning outcomes, program success and GE outcomes (if applicable). Refer to SLO matrix.
 - Assess previous changes made in teaching/learning methodologies and classroom assessment techniques. What worked? Any revisions needed?

- Assess need for curriculum revisions. Include examples of curriculum revisions made.
 - Indicate any revisions made based on the review of best practices or performance standards in your area. Have these revisions been successful?
 - Indicate the change(s) faculty have implemented to promote student success.
 - Example: Math faculty will discuss effective teaching strategies and work together to create a more descriptive rubric indicating the expected standards of work. The rubric will be implemented next semester in all sections, including sections taught by adjunct faculty. Student work will be reevaluated.
- **Future Action** (Improvements)
 - **Select one:**
 - **Current level of student learning maintained.**
 - Select if the current SLO is effective as confirmed by assessment.
 - Celebrate successes! Share examples of classroom and teaching/learning strategies that lead to student success with others!
 - **Strategies to promote improved student learning. Describe the improvements planned.**
 - Select if determined that the current SLO or 'Student Impact' needs revision or new strategies for improvement.
 - Describe the improvements you want to implement in the future?
 -
- **All PSLOs must have an assessment plan by Spring 2011.**
- **All PSLOs 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.**
- **Questions to ponder:**
 - Are there any improvements your want to implement in the future? These are learning opportunities.
 - Evaluate the current curriculum. Does it offer sufficient breadth and depth of learning?
 - Does the curriculum content align with course and program SLOs?
 - How does your program compare to similar programs at other colleges?
 - Do you want to change the sequence of courses?
 - Do you want to redesign a learning experience? If yes, how might you do that?
 - Would you like to try a new teaching methodology? Give an example or two.
 - Should the number of students allowed within a course section be reviewed?

Examples Instructional Program Student Learning Outcomes & Assessments

A Direct Assessment that Worked Well Written Essay - Business Administration Program Submitted by Christine Bolt

Outcome: Students will demonstrate the ability to explain the current economic conditions in the United States and to identify appropriate fiscal and monetary policy options in relation to the US economy.

Assessment strategies used: Performance Assessment-Written essay

Criteria and standards used to appraise student work: Criteria for grading in syllabus.

Assessment results and analysis of student success: This learning outcome was assessed in the Fall 2008 semester. Since the economic situation in the United States at that time was so tumultuous, it seemed the perfect opportunity to assess students' understanding of current economic events. Explaining the economic situation as of December 2008 and the possible corrective actions would require that students understand all the major concepts related to macroeconomics. In mid-December 2008 macroeconomics students were asked to write essay-type responses to the following questions:

- Name the current economic state, define it, and tell what measures economists have used to determine it.
- What actions can the Federal Government and the Federal Reserve take to improve the current economic situation?
- Students' written responses showed that 100% correctly identified the state of the economy as being in a recession, with 86% able to discuss at least one of more factors that are indicative of recession.
- In analyzing the second question, 88% of the students were able to identify one or more appropriate actions by the government or the Federal Reserve to improve the economic situation and lessen the severity and duration of the recession.

Revisions in curriculum or teaching strategies used to promote student success: Several student learning outcomes listed in the previous program review have been eliminated. They were considered to be either too narrow in scope, included already in another student learning outcome, or not measurable as listed. Will continue using this new approach.

Direct Assessment that Worked Well
Test Questions - Computer Science Program
Submitted by Jon Degallier and Dave Topham

Outcome: Given a specification, design an algorithm and implement the pseudocode to solve the problem.

Assessment Strategies Used: Rubric, Performance Assessment, Department Testing

Criteria and standards used to appraise student work: We chose one test question out of three, which we hope will give meaningful data as to how SLO #1 is attained. The criteria for the questions follows: (1) The student will have to have understood the problem and pseudocode solution in order to complete one function out of three (the other two being already solved). (2) It will be efficient for the instructor (full time or adjunct) to check the answer, because it is only 5/6 lines of code. (3) This question should work well in an online test of the type 'fill in the blank'. (4) There are 4 rubrics, with examples to guide the instructor with evaluation.

Assessment results and analysis of student success:

SLO Data collected for scholastic year 09:

Courses	No Clue	Some Proficiency	Close But No Cigar	Got It!
CS 102	7	6	14	11
CS 102	14	2	2	6
CS 175	4	1	2	4
CS 102	6	5	3	12
CS 102	12	5	4	7
CS 170	5	1	6	10
Totals	51	24	34	60

Based on the data, we have students on both sides of the spectrum, showing that either students get it or they don't, with little in the middle. This is an expected trend in programming.

Revisions in curriculum or teaching strategies used to promote student success:

The CS instructors collecting the data have become aware of the problem (data above) and are talking about ways to incorporate the concept of pseudocode within our programming exercises more than we have before.

Future Actions – Additional Strategies to improve student learning: As said above, instructors are discussing ways to build in (more formally) the creation of pseudocode before coding - adjuncts are part of this discussion.

A Direct Assessment that Worked Well
Portfolio Assessment - Photography Program
Submitted by Paul Mueller

Outcome: Complete an extended photographic project.

Assessment strategies used: Portfolio; Culminating project; Skills Assessment

Portfolios will undergo numerous critiques while in progress and once completed. Portfolios will also be assigned a letter grade. Data will be collected and saved on numbers of students completing objective.

Criteria and standards used to appraise student work: Student portfolios will be appraised for: their technical quality; evidence of a student's unique voice and style apparent in the approach, scope, and presentation of the work; and cohesiveness with regard to form, content, and meaning.

Assessment results and analyze student success:

- **The First Annual Earth Day Photo Contest** was an unprecedented success!
 - Some 75 images were submitted. The quality of work made it difficult to decide the winners but in the end we selected wonderful images by the following 4 photographers: Congratulations to: 1st Place - Juan Sanchez; 2nd Place - Ann Tung; 3rd Place - Kimhak Em; Honorable Mention - Erik Brown
 - The 4 winning photos were placed on display in the lobby of the Newark Campus near the Learning Resource Center and later moved to Fremont LRC (once the Newarkians have had time to both oooh and aaah.)
- **Light The Way: A Photo Book about Ohlone** - A class project under the guidance of Assistant Professor Paul Mueller
 - As a group project my digital photography students made a book about the Ohlone Fremont Campus. They've self-published it and donated a beautiful hardcover 12"X12" copy to the Fremont Campus Library collection. (Dedicated by the authors to Ohlone College Fremont Library on May 19, 2010)
 - They've also made a smaller soft cover version, which like the larger hardcover, is available for sale on [blurb.com](http://www.blurb.com). All profits from sales will go to the Ohlone Photography program.
 - You can buy it here for \$38.95: <http://www.blurb.com/bookstore/detail/1363577>
 - "Light the Way is a collection of photographs taken by the on-campus Digital Photography Students of Ohlone College. The focus of the project was to capture how light plays off of the structural design of Ohlone College. Our objective was to bring light to life. While photography is an individual task, this project taught us to come together to create something as a group. As you will see, everyone has a different point of view; some looked up while others looked down. Some were inspired by the structures while others were inspired by landscape. Some gazed at the light while others gazed at the shadows. A simple directive turned into a complex expression of creativity."

A Direct Assessment that Worked Well
Oral Speeches assessed by Rubric – Speech Communication
Submitted by Brenda Ahnholz, Kay Harrison, and Teresa Massimo

Outcome: Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

Assessment strategy used:

- Use of the rubric in classroom presentations.
- Evaluation of performance reviews by judges at speech and debate tournaments.

Criteria and standards used to appraise student work:

- Speech 101 – PUBLIC SPEAKING Rubric
- Instructor: K. Harrison
 T. Massimo
 B. Ahnholz
- Speaking Assignment: First/Introductory Speech
 Informative Speech
 Persuasive Speech

▪ Content	5	4	3	2	1	
▪ Organization		5	4	3	2	1
▪ Delivery		5	4	3	2	1
▪ Scale		5=A	4=B	3=C	2=D	1=F

Assessment results and analysis of student success:

The three full-time faculty in the department used the same rubric for four sections of SPCH 101-Public Speaking during the fall semester of 2009.

Public Speaking (Spch 101) Evaluation rubric provides the standards and criteria for evaluating the introductory speech, the informative speech and the persuasive speech.

The time line:

Fall 2009: Data collected from 2 online sections and 2 classroom sections. Data on 3 speeches in 4 sections will give us approximately 480 speeches for our assessment. We project that this will give us statistically significant data.

Spring 2010: Analysis and interpretation of data and suggestions for improvements.

SLO#4 Data tables attached to program review module.

Analysis: We hoped to prove that students using the in-person lab vs. the online would show statistically higher grades in delivery (verbal & nonverbal) over the course of the semester. We did find that delivery improves as students do more speeches throughout the semester. These findings were statistically significant. However, we were unable to show that the sections that used the in-person lab were significantly different from the sections that used the online lab because we did not tie the data to the number of hours spent in the lab. From these data we learned that more practice and more experience giving speeches improves delivery (SLO#4). Secondly, when collecting these data in the future, we need tie delivery performance with the number of practice/lab hours.

Revisions in curriculum or teaching strategies used to promote student success:

Continued use of the Lab and a more structured approach to requiring student use of the lab. We are currently revising both tutor/consultant training and lab modules for student use in the lab. In addition, in the future we will have each student tape a speech in the lab and it will be e-mailed to both the student and the instructor.

We are currently revising both tutor/consultant training and lab modules for student use in the lab. In addition, in the future we will have each student tape a speech in the lab and it will be e-mailed to both the student and the instructor.

An Indirect Assessment that Worked Well
Survey - Learning Resource Center and Library
Submitted by Barbara Duggal, KG Greenstein, Kathy Sparling

Outcome: Students who receive library instruction or use library services and collections will, in accordance with their level of contact with the library, demonstrate one or more core information competencies. They will:

- Access needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Assessment strategies used: Skills Assessment; Faculty and student surveys

Criteria and standards used to appraise student work: LS-101 (Steps to Successful Research) and LS-151 (Internet for Research) explicitly teach and assess progress in mastering information competency concepts. The course outlines for LS 101 and 151 include student learning outcomes directly related to information competency. By definition then, students who successfully complete these courses are achieving success with our program learning outcomes. Analyzing data from the California Community College Chancellor's Office Datamart system reveals positive trends in the numbers of students we are reaching through Library Science course work, in their retention in these classes, and in successful course completion rates. Program assessments for non-credit library instruction include surveys eliciting qualitative data from instructors with whom library faculty have collaborated and provided customized instruction. Recently piloted is a program of pre- and post-tests that assess knowledge and skills acquired within these customized instructional sessions delivered by library faculty. Student surveys have collected qualitative data assessing the full-range of library services.

Assessment results and analysis: In this section, we discuss assessment of non-credit library instruction sessions taught by librarians. In fall 2009, we surveyed faculty for whom librarians provided customized library instruction. 100% of faculty respondents reported improvement on several measures of information competency including locating and evaluating a variety of information resources, resulting in an improved ability to deliver papers/projects/assignments. Preliminary results from the Pre- and Post tests administered for non-credit library faculty-taught instructional sessions demonstrate that SLOs designated for the sessions are being achieved by a significant percentage of students attending, thus increasing their acquisition of research skills and information.

Revisions in curriculum or teaching strategies used to promote student success: The previous Library Program Review outlined the need to collaborate with faculty in other departments to infuse information competencies into curriculum. To that end, librarians developed the online English 101A Research Skills lab during the Fall 2009 semester in partnership with English faculty. Ongoing assessments of the effectiveness of the Lab are underway. In part dependent on an increase in library staffing, efforts to expand the infusion of information competencies across the curriculum are ongoing.

An Indirect Assessment that Worked Well
Self Assessments through Surveys - Study Abroad
Submitted by Kay Harrison and Eddie West

Outcome: Appreciation of Other Cultures: As one consequence of participating in a Study Abroad program, the student will be encouraged to develop appreciation of visual, cultural, historical and culinary aspects of other cultures.

Assessment strategies used: Students will complete pre and post-trip self surveys of their knowledge of the visual, cultural, historical and culinary aspects of the host culture.

Criteria and standards used to appraise student work: Pre and post-trip self surveys of the host culture(s) will be collected and documented by the lead instructor.

Assessment results and analysis: Pre and post-trip survey results are attached to Program Review. The pre-trip surveys revealed limited knowledge of the history, art, architecture and cuisine of the destination country.

Revisions in curriculum or teaching strategies: This section is in development.

Note: Assessment Plan is included in the Future Actions.

SLO Matrix:

Focus: Curriculum alignment between courses and programs

- Each program student learning outcome is automatically populated across the top of the matrix by number (e.g., #1, #2). The actual text of each program learning outcome is 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.
- Map program courses to Program SLOs. Verify that course SLOs, content, assignments, and evaluation contribute to student success at the program level and correlate to Program SLOs.
 - 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.
 - This feature is useful if you want to arrange courses according to what degree or certificates they are a part of.

Student Achievement

Focus on research and budget data.

- Student Achievement outcomes 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.

CurricUNET Questions:

- ***List expected student achievement outcomes. (optional)***
 - Examples of student achievement outcomes:
 - Students complete core program courses to be eligible for certificate or degree offered by program
 - Percent (or actual number) of students who have received the certificate or degree.
 - Percentage of students who complete the course with "C" or better.
 - 70% of students who enter the program will meet all requirements for the transfer Associate Degree in Science.
 - Number of students in an occupational program who secure an internship/job.
- ***Analyze changes in data, identify trends, and provide possible contextual explanation for each measure used. (Examples measures include: course completion, course retention, persistence, program completion).***
 - Include the data from the Ohlone research web site with your analysis.
 - 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.
- ***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.
- **Describe any additional notable program achievement (optional).**
 - Possible considerations include awards given to the program or staff within the program. Frame these achievements in terms of student success.
- **Additional Program Data File - Attachments.**
 - Add tables of data with analysis in this section.
- **Future Actions**
 - **Current level of focus maintained. Describe.**
 - Celebrate successes and share stories with others.
 - **Strategies to promote improvement. Describe.**
 - Include improvements that will be made to promote student achievements.

Notes:

- 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>
- 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>
 - Includes glossary of terms and college-wide summary 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>
- 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/

- 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

Program Analysis (Same for all areas)

Focus: Summary of program successes and areas for improvement. Useful for setting priorities for program improvements.

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

CurricUNET Questions:

- ***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 learning outcomes 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 and achievement section.
 - Prioritize the program improvements to promote student success. From this prioritized list, you will develop your PIOs in the next section.

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)

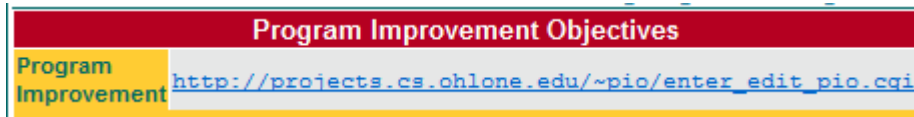
All PIOs and assessment of the previous year's PIO must be completed by February 1st of each year to participate in the college budget and planning prioritization process.

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)

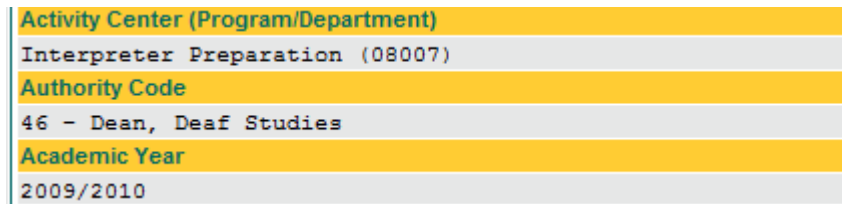
You may enter as many program improvement objectives (PIOs) as you think are valuable, realistic, and you have time to complete. You may enter a new PIO while continuing to work on previous PIOs.

CurricUNET Program Improvement (PIO)

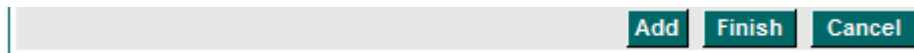
- The first box contains a link to the PIO results that were entered during the 2008-09. These results may be copied and entered into CurricUNET.



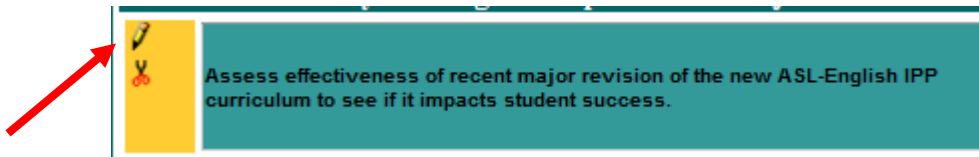
- The Activity Center (Program, Department), Authority Code, and Academic Year will automatically populate from the information entered on the Program Description and Scope Page.



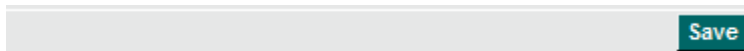
- Enter your PIO, complete action plan (both steps and resources requested), describe your PIO assessment plan, and indicate which college goal and objective is supported with a written rationale. Include information on how the PIO supports student learning, service or success and if it will benefit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



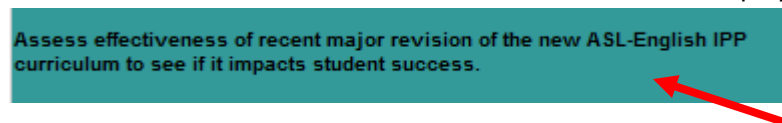
- To revise your PIO, select the pencil icon to the left of the PIO in the colored box.



- 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 outcomes and student 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 SLOs & prepare proposal to CCCCCO.
 - 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 faculty - 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.

- ***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.
 - Facilitates examples:
 - Build new Chemistry Lab; include name features and safety equipment needed. Include possible vendors and cost.
- **Other** - Be specific in describing the other resources needed.
 - Other examples:
 - Year 1 – Consultant, reassigned time, adjunct pay.
- **Assessment Plan: List Assessment Strategies**
 - Describe your planned method of assessment.
 - Examples: Needs assessment results, program SLO 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 student learning and success and if it will 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: Instructional/Discipline Area – Interior Design (13001)

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 #1: Identify, track, and inform students of their eligibility to receive Certificates of Achievement, Certificates of Accomplishment, and AA Degrees in Interior Design to facilitate increased opportunities for students to transfer and/or obtain more job options with increased pay.

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: Inform incoming students of the various degree and certificate options offered in the department. Provide each student with a hand out / checklist of required courses for each option.

Year 2: Work with IT Datatel programmers to develop an integrated student tracking system that will automatically and consistently give students information showing their progress towards completing offered degrees and certificates, and feedback data to aid college development.

Year 3: Implement Datatel tracking system. Review process to determine how system can be expanded to address individual student goals, and aid college development.

Resources Needed:

Staffing: Year 1 - Additional time required from instructors and counselors.

Staffing: Year 2 - Additional time required from instructors, counselors and IT staff/Datatel programmers.

Staffing: Year 3 - Additional time required from IT staff/Datatel programmers, instructors and counselors.

Equipment: Year 1 – Leave blank if not needed

Technology: Year 1, 2, 3 - IT staff / Datatel programmer

Facilities: Leave blank if not needed.

Other: Leave blank if not needed.

Assessment Plan:

Year 1: Solicit student feedback to determine student awareness of degree and certificate requirements. More formal student feedback is needed to determine the actual depth of their understanding of their options, but judging from the questions they ask, they are not clear about their options.

Year 2: Contact students to determine if they are receiving necessary information.

Year 3: Compare number of student receiving certificates and degrees after implementation of PIO with rates prior to implementation.

Assessment Results: Will be entered the year following implementation.

PIO Rationale

College Goal 1: Through Innovative programs and services, improve student learning and achievement.

College Objective 7: By spring 2013, increase to 500 the number of students receiving associate degrees.

College Objective 8: By spring 2013, increase to 300 the number of students receiving certificates of achievement and accomplishment.

Students will be motivated to complete a certificate or degree if they receive information needed to plan their courses.

College Goal 4: Use Human, fiscal, technological and physical resources responsibly, effectively, and efficiently, to maximize student learning and achievement. Objective #2: By 2013, increase to 50% the number of faculty and staff who report understanding that budget priorities are established through systematic planning

Student data can be used to motivate students as well as to track their grades and course completions.

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 #1: 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.

Year3: 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: Will be entered the year following implementation in the PIO Assessment page of CurricUNET.

PIO Assessment

*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.***
 - PIOs will be prioritized based on their relationship to college goals and objectives, their impact to the program and/or beyond the particular department, and how they contribute to success/learning.

- **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: Optional for Instructional Programs/Disciplines (at this time)

Focus: Provides program with input from people outside on program

- The purpose of the Outside Review Team is to meet at least once as a group during the review process to provide feedback on the program and report and to provide an opportunity to educate others about the program or discipline.
- Specific responsibilities may 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 student learning outcomes contributes to student success and program improvement.
- Membership – Members of this team could include:
 - Some programs have an existing advisory committee. Members from advisory committees are excellent candidates for the Outside Review team.
 - The Division Dean and Program Coordinator, if available.
 - A faculty member who is part of the program.
 - A faculty member who is not part of the program.
 - A student who is enrolled in the program.
 - Community members.
- Include all key feedback provided from the team that was incorporated in the report.

Attach Files

- 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

Approval Process Launch Process	<p>Originator:</p> <ul style="list-style-type: none">• 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”.• 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.• 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.”• Click on “My Approvals”• Select role: “Originator”• Select “Next”• Your program review will appear on a list.• Select “Action” and then select “Launch” and “Save”• Now your program has been launched into the Approval Process. <p>Tracking your Proposal:</p> <ul style="list-style-type: none">➤ Go to the home page and click on track “My Proposals”. Click on “Check Status” next to your proposal and view comments. <p>Dean/Director (and AVP) Review:</p> <ul style="list-style-type: none">➤ Log in and go to Track - My Approvals".➤ Select "Dean/Director" 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; <i>OR</i>➤ Select "Approve" for action and hit save <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
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/
- 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](#)

[CurricUNET Home](#)
[Review](#)

Programs
[Create New Program](#)
[Review](#)
[PIO Reporting Tool](#)

Links
[OC Curriculum Committee](#)
[OC CurricUNET Curriculum](#)
[OC Program & Services Review](#)
[OC Research and Planning](#)
[OC SLOAC](#)
[CCC Academic Senate](#)
[CCC Chancellor's Office](#)

PIO Reporting Tool

Select one or more fields

<input type="checkbox"/> Goals	Action Plan:	Facilities:
<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	Staff:	Other:
<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
	Equipment:	Assessment Plan:

[CCC Research and Planning Group](#)
[CCC Occupational Education](#)
[Data Mart](#)
[CA Gov Employment Development Department](#)
[US Bureau of Labor Statistics](#)

Academic Year:

<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

Technology:

<input type="checkbox"/> Year 1	<input type="checkbox"/> PIO Assessment
<input type="checkbox"/> Year 2	<input type="checkbox"/> Assessment Results
<input type="checkbox"/> Year 3	<input type="checkbox"/> Impact
	<input type="checkbox"/> Analysis of Resource Use

Future Actions

<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.