

Ohlone College CurricUNET Program Review Guidelines

The CurricUNET Program Review module is used to create, revise, and maintain program review and assessment of student learning, student impacts, student achievements, program achievements, and program improvement objectives.

A total program review is completed every five years in line with the college strategic planning cycle. Annually, program personnel work together as a group to discuss and assess student learning outcomes or impacts, student or program achievements, and program improvement objectives.

The key to all of this is “improvement” to promote student success! **Keep the process realistic, manageable, and sustainable!**

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

Program Description and Scope (Different questions depending on area)

Program Overview.

- Program Review Title
- Academic Year
- Review Type: Select *one* of the following when creating a new program review:
 - Administrative Services
 - Instructional/Disciplines
 - Instructional Services
 - President’s Office
 - Student Services
- Programs/Departments: *Note the budget activity center code is included. This number will be used to relate the program review to the college budget.*
- Authority Code: *Select the title of the manager in your area. The manager’s authority code allows that person to spend allocated budget funds.*
- External Regulations: Yes____ No____
 - If yes, briefly describe.
- Provide a brief narrative that describes the instructional program/discipline.
 - **AS, IS, P & SS - Provide a brief narrative that describes the services provided.**
- Describe how the program specifically serves students, faculty, and staff.
 - **IS & P - Describe how the program specifically serves students, faculty, staff, or other.**
- Describe how the program addresses current needs and applies current technologies.

- AS, IS, P & SS- Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?
- Discuss the impact of the program on the college and/or other programs.
 - AS, IS, P & SS - Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.
- Discuss the impact of the program on the community and the impact of the community on the program.

College Mission (Same for all areas)

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

CurricUNET contains the college mission, vision, values, goals and objectives. When the college goal is selected the objectives will display.

- Select college core values, goals, and objectives supported by your program.
- Briefly describe how the program supports the college mission, vision, and selected college values.
- Briefly describe how the program supports selected college goals.
- Briefly describe how the program supports selected college objectives.

Program SLOs & Assessment (Different questions depending on area)

Focus on student learning and success.

- List expected student learning outcomes at the program level.
- Enter assessment of each Program SLO.
 - Indicate program assessment strategies used. Select all that apply:
 - Rubrics
 - Capstone course
 - Portfolio
 - Culminating project
 - Performance assessment
 - Skills assessment
 - Department testing
 - Placement tests used for course entry and exit decisions
 - Vendor or industry certification examination
 - Other (Describe)
 - Describe the criteria and standards used to appraise student work.
 - Enter assessment results and analyze student success in achieving this program SLO.
 - Describe revisions in curriculum or teaching strategies used to promote student success.

- Future Action (Improvements) Select all that apply:
 - Maintain current student learning plan.
 - Describe changes you will make to promote improved student learning. Specify.
 - Implementation Plan:
 - Timeline:
 - Key/Responsible Personnel:

SS – Program SLOs & Assessment

- List expected Student Services student learning outcomes. (*Note Student Learning Impacts can be used in areas where Student learning outcomes do not fit.*)
- Assessment of Student Services SLOs
 - List activities/action plan.
 - Indicate your planned method of assessment.
 - Enter assessment results and analyze student success in achieving this SLO.
 - Future Action (*Improvements*) - select all that apply:
 - Maintain current student learning plan.
 - Describe changes you will make to promote improved student learning.
 - Implementation Plan
 - Timeline
 - Key/Responsible Personnel

AS, IS, P - Student Learning Impacts

Focus: How program supports student learning and success.

- List expected Student Learning Impacts.
- Enter assessment results for “Student Learning Impacts” and analyze student success.
- Future Action Future Action (*Improvements*) - select all that apply:
 - Maintain current student learning plan.
 - Describe changes you will make to promote improved student learning.
 - Implementation Plan
 - Timeline
 - Key/Responsible Personnel

SLO Matrix (For Instruction Only)

Curriculum alignment between courses and programs.

- Each program student learning outcome is automatically listed across the top of the matrix by number (e.g., #1, #2). The actual program learning outcomes are listed below the matrix.
- Select program/department courses from the drop down box. Each course selected will be added to the left side of the matrix when “Add Courses” is selected.
- Map courses to Program SLOs. Verify that course SLOs, content, assignments, and evaluation contribute to student success at the program level 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.
- Comments area is used to clarify any findings from completing the matrix.
- 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.

Course SLOs & Assessment: (For Instruction Only)

Focus on student learning and success.

- Course Department, Number, Name – Select from drop down box
- Course Student Learning Outcome(s) – Displayed from Course Approval CurricUNET Module
- Course SLO Assessment
 - Indicate planned course assessment strategies.
 - Rubrics
 - Portfolio
 - Culminating project
 - Performance assessment
 - Skills assessment
 - Department testing
 - Placement tests used for course entry and exit decisions
 - Vendor or industry certification examination
 - Indirect Assessment: Survey, Focus Group Discussion, Interview
 - Other (Describe)
 - Describe the criteria and/or performance standards used to appraise student work.
 - Enter assessment results and analyze student success in achieving course SLOs.
 - Describe revisions in curriculum or teaching strategies implemented to promote student success.
 - Future Action (Improvements) Select all that apply:
 - Maintain current student learning plan.
 - Describe changes you will make to promote improved student learning. Specify.
 - Implementation Plan:
 - Timeline:
 - Key/Responsible Personnel:
- NOTE: Attachments may be added as needed. These can be added to the end of the module in the attachment section.

Student Achievement (Different questions depending on area)

Focus on research and budget data.

Links to the Ohlone College Research and Planning Website:

- Home : <http://www.ohlone.edu/org/research/>
- Program Review: <http://www.ohlone.edu/org/research/courses.html>
- Instructional Summary Data by department:
<http://www.ohlone.edu/org/research/coursesdatabydept.html>
- Program Review Budget Report:
<http://www.ohlone.edu/org/programreview/docs/20100210programreviewactualsreport.pdf>
- List expected student achievement outcomes (optional).

- Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).
- Analyze program budget trends and expenditures. Comment on how the program can best use budget resources. (*Note: The academic budget/fiscal year is July 1 through June 30.*)
- 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.
- Describe any additional notable program achievements (optional).
- Additional Program Table File Attachments (*Add tables of data with analysis in this section*)
- Future Actions – Select one:
 - Current levels of student achievement indicators maintained and/or current budget allocations maintained. Comment.
 - Strategies to improve student achievement indicators and/or recommendations for change in budget allocations. Specify.

IS & SS – This area called “**Student/Program Achievement**”

AS & P – This area called “**Program Achievement**”

- List area-specific outcomes.
- Identify internal and/or external benchmarks and regulations.
- Enter assessment results for area-specific outcomes and analyze trends.
- 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.*)
- 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.
- Additional Program Data File Attachments (*Add tables of data with analysis in this section*)
- Future Actions – Select one:
 - Current levels of achievement indicators maintained and/or current budget allocations maintained. Comment.
 - Strategies to improve achievement indicators and/or recommendations for change in budget allocations. Specify.

- *Some have indicated they would like to create “Annual Plans” for their programs. If this is your desire, add your annual plan as an attachment to the Achievement page.*

Program Analysis (Same for all areas)

Summary of program successes and areas for improvement. Useful for PIO priority setting.

After assessing student learning outcomes/impacts, student/program achievements and the status of previous program improvement objectives (PIOs), analyze and summarize your findings. Use this information to prioritize, revise, or develop new PIOs.

- Describe program achievements and successes.
- According to the evidence, what are the areas needing improvement?

Program Improvement (PIO) (Same for all areas)

The PIO section consists of four components: Objective Statement; Action Plan (steps and resource requests); Assessment Plan; Rationale and Relationship to College

- *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.*
- *Budget Activity Center Code (Program/Department)
- *Authority Code
- *Academic Year
- *This information is automatically completed from data entered on the Description and Scope page.
- Enter Your Program Improvement Objective:
- **Objective Statement:**
- 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. Ultimately the key purpose of all program improvement objectives is to improve student success.
- **Action Plan:**
- *Steps:* 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 for year 1, 2, 3.
- *Resource Requests:* Be as specific as possible in describing requests. Resources may be requested for year 1, year 2, and year 3 to correlate with the action plan steps.
 - Staffing

- Equipment (include items that fit under department budget codes)
- Technology (include items that fit under IT budget codes)
- Facilities (include items that fit under facilities budget codes)
- Other (include other resources needed)

➤ **Assessment Plan:**

- Description of the plan for assessing the success / effectiveness of the program improvement.

➤ **Rationale and relationship to college:**

- *The PIO is the key to relating program review to departmental and college planning and budget. Therefore the rationale for the PIO is critical.*
- Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has an impact beyond the particular department, and contributes to student learning/success. (*College Goals for 2010-2015 are used*)
 - Goal 1: Through innovative programs and services, improve student learning and achievement. Rationale:
 - Goal 2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs. Rationale:
 - Goal 3: Promote continuous, needs-based, learning and professional development opportunities for all district personnel. Rationale:
 - Goal 4: Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement. Rationale:
 - Goal 5: Lead and educate the community in environmental sustainability. Rationale:
 - Goal 6: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives. Rationale:
 - Goal 7: Increase access to higher education of under-served and under-represented demographic groups in the District and local communities. Rationale:
 - Goal 8: Engage all members of the college community in active, continual institutional improvement. Rationale:

PIO Assessment (Same for all areas)

After PIO implemented, assess its impact! Complete each set of questions for each PIO.

Note: the PIO will automatically populate.

- Enter assessment results with analysis.
- Describe how PIO helped achieve one or more of the college goals and objectives, had an impact beyond the particular department, and contributed student success/learning.
- Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
- Future Action - select one:
 - Completed.
 - Current level of focus maintained. Describe.

- Strategies to promote improvements. Specify.
- Not started or discontinued. Comment.

Outside Review Results (Questions the same for all areas.)

Provides program with input from people outside of program; i.e. meet with Advisory Committee, student focus groups, etc. to review and disseminate program review results.

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

Attachments (Same for all areas)

- *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 file types: .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.*