Logging on to the website

Logging onto the TaskStream: AMS website is easy and accessible from anywhere, using any device with internet capabilities. In other words, you as a user can log in to AMS via PC, MAC, or Mobile Phone. You can also use any major web browser, such as Intenet Explorer, Mozilla Firefox or Safari. However, you will want to make sure you are using the most recent version of your browser.

Logging into the system consists of a few easy steps. Below are two sets of directions for logging in. The first set is specifically for new members who have never logged into the system before. The second set of directions is for returning members.

For FIRST-TIME members logging in:

1. Open your preferred internet browser (e.g. Internet Explorer, Mozilla Firefox or Safari).
2. Type www.taskstream.com into the address bar at the top of the browser. (NOTE: You may also access TaskStream via the Pasadena.edu website by clicking on "Staff Services", then clicking on the link that says, "Online Planning". It is important to remember, however, that you can access Taskstream.com directly through your internet browser from anywhere. You do not need to login via Pasadena.edu.)
3. Locate the Login box at the left-middle of the webpage.
4. Under "Username" type your full PCC email (e.g. zxjones@pasadena.edu) Your full PCC email address will be your username for TaskStream.com.
5. Under "Password" retype your FULL PCC email address. This is your original default password.
6. Click the "Login" button and you will be directed to a setup process.
7. The first item in the setup process is accepting the user agreement. Read the terms of service and find the bright yellow button that says "Agree" and click it.
8. Next you will be sent to a profile setup page. Fill it out completely, then find the yellow button at the bottom of the page and click it.
9. You will then be transported to the front page of PCC's AMS "Homebase".

For RETURNING members:

1. Open your preferred internet browser (e.g. Internet Explorer, Mozilla Firefox or Safari).
2. Type www.taskstream.com into the address bar at the top of the browser.
3. Locate the Login box at the left-middle of the webpage.
4. Under "Username" type your full PCC email (e.g. zxjones@pasadena.edu)
5. Under "Password" type the password you created when you originally logged into TaskStream: AMS. (Hint, make sure you write down the password you choose and keep it in a safe place near where you usually work.)
6. Finally hit the "Login" button and you will be directed to the "Homebase" of PCC's AMS page.

Tour of the Homepage
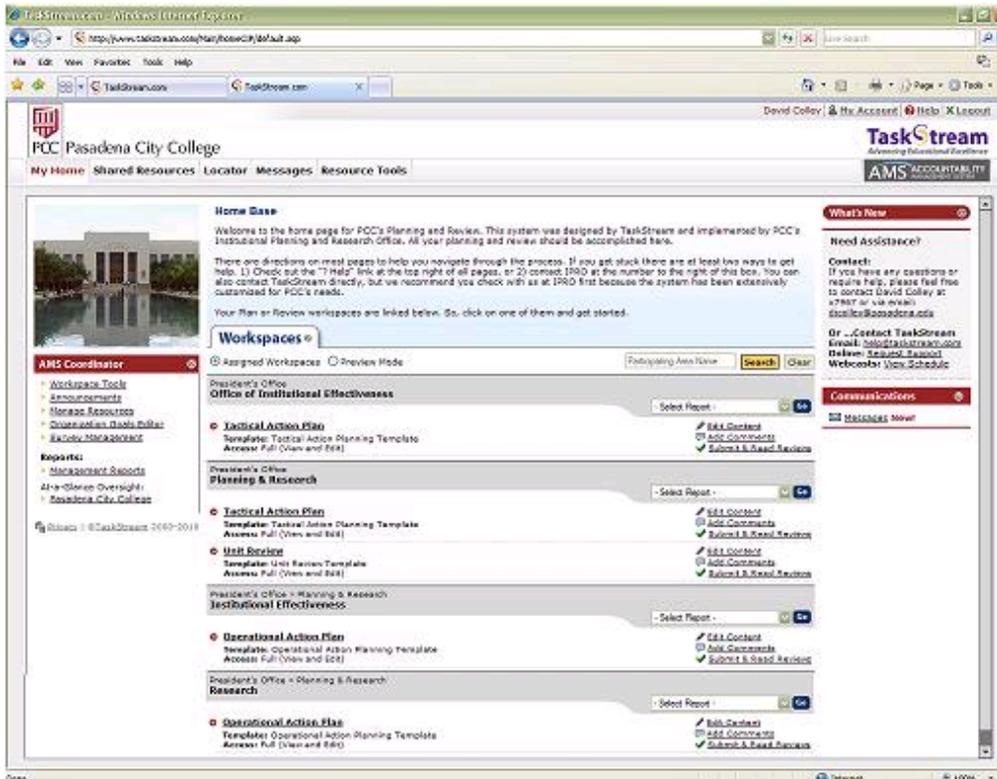
Once you have logged into TaskStream AMS, you will see a "Homebase" page similar to the image on the left. At the top of the Homebase, you will see the PCC Logo and below it you will find five tabs: My Home, Shared Resources, Locator, Messages and Resource Tools. You will notice that the top portion of the page is stationary and will always be present, no matter where you go in the AMS website. On the Right side of this bar, you will find your login name, account information, a help tab and a place to logout of the website. The Each button on the top left side indicates a different page of the website. Let's Start from the left and investigate each one:

My Home: This is the button that will take you back to the Homebase page. As the top bar will always be present, no matter where you are on the website, you will always have the option to click on My Home and return to the Homebase.

Shared Resources: AMS provides each user witht the opportunity of creating his/her own webpage for resources that can be used in the planning and review processes. This tab will open up a place where AMS members can view and access resources by other members for the purpose of sharing ideas and/or resources for planning and review.

Locator: When you click this button a window will pop up that will allow you to search for other members by name. This will show members and their affiliations.

Messages: This tab will open AMS's internal messaging service. This service is similar to any other online messaging with which you may be familiar. It is an internal email device that will allow you to send messages within AMS and also to email addresses from outside the system.

Resource Tools: This tab features three tools for AMS members to use. The first one is a Rubric Wizard, which will assist you in creating and publishing rubrics for assessment purposes. You will also have the opportunity to build your own webpage in Webpage Builder. Finally there is the Pack-It-Up feature, which assists you in packaging a workspace into an archival document, such as a PDF, burning it to a CD or publishing it to your own webpage. Everything that you create within Resource Tools can be published to the Shared Resources area.

Moving down from the top navigation bar, you will notice the Hombase verbage in the center portion

of the page. Below it, you will see a file-folder tab entitled "Workspaces". Under this you will find the workspaces that are assigned specifically to you. A workspace is the term for the webpage designed specifically for a particular planning or review document. Genearlly, workspaces will for Operational Plans, Tactical Plans, Area Plans, Program Reviews or Unit Reviews. Each workspace will show a Gray Header, which will indicate the Area of the college and the Unit or discipline in which it is related. Under the Gray Header bar, you will see a link to the plan. This will be UNDERLINED and will reader Operational Action Plan, Tactical Action Plan, etc. It is important to note that, as this is a completely web-based software system, many of the features of the site are typical of the online environment. A key example of this is that any time you find an underlined word or phrase, this is a LINK that will take you to another part of the website. You will access your workspaces by clicking onto the link below the Gray Header Bar.

You will also notice that there are some other features that are located on the far right column of the webpage. These are items such as a place for Assistance and a place that will notify you of new messages. Regarding Assistance, you will notice that you have the option of contacting someone on campus for direct assistance or you may contact TaskStream: AMS for customer support. TaskStream offers unlimited customer service and support to all members.

Program Review

Overview for the Revised Program Review Process at Pasadena City College:
The Program Review process at Pasadena City College has undergone significant philosophical and methodological revisions. Formerly, the institution performed "Program Reviews" across the campus by reviewing departments or offices that were generally identified by budgetary cost centers. These were largely internal evaluations, with little external assessment or evaluation.

Perhaps the most significant change to the Program Review process at PCC is that Reviews will no longer focus on cost centers/departments, but on the Achievement areas of the college. According to ACCJC, there are two definitions of a reviewable program: 1) a series of courses that lead to an achievement [e.g. Basic Skills sequence, Certificates, General Education Patterns, Transfer Majors and AA/AS Degrees] and 2) a series of services that directly contribute to student success [e.g. Enrollment Services, Student Support, Learning Assistance, Engagement and Exiting the College/Goal Achievement]. Program Reviews will now be outcomes-based rather than department descriptive. They will focus on reviewing stated outcomes.

It is now the goal and responsibility of a reviewing team to accurately and adequately assess the delivery of a particular achievement area and to determine the effectiveness of the components of the particular program being reviewed. Once the review is completed by the reviewing team, it will be submitted to the Institutional Effectiveness Committee (IEC) for evaluation. The IEC is a shared governance committee which consists of 16 members and whose primary function is to provide thorough, reflective and constructive feedback to the Program Review process. After using common rubrics to score various elements of the Review, the IEC will send it back to the appropriate divisions with commendations and/or recommendations for improvement. The result of this process will lead to the identification of PCC's "Centers of Excellence" and also provide constructive areas of improvement for each program being reviewed.

The Program Review will consist of two parts: <u>Standing Requirements</u> and <u>(year-year) Program Review</u>. Each part contains particular tasks.

<u>Standing Requirements</u>is made up of three tasks:
*Mission Statement:*A concise statement outlining the purpose of the program, who it serves, and how it relates to the mission and goals of the college.

*Learning Outcomes:*Student Learning Outcomes (SLOs) at the Program Level. Learning Outcomes identify the specific knowledge, skills, and abilities intended for the student to learn as a result of completing the program.

*Curriculum Map:*A matrix for aligning a program's courses with its stated Learning Outcomes. This will provide visual evidence for how a course contributes to a program. At this time this element is exclusive to the academic Program Reviews.

<u>(year-year) Program Review</u>is made up of two tasks:
*Activities, Outcomes and Measures:*This is the portion of the review where the review team constructs a Process Analysis structure from which to evaluate the program. The Process Analysis is important in determining the effectiveness of the delivery of the Achievement. The structure will consist of a four-level outline of Categories (What is the overarching area under which the program functions?), Activities (What activities are currently in place to accomplish your program's objectives?), Outcomes (What were the expected results of these particular activities?) and Measures (What data have you analyzed to determine the effectiveness of the program activities?) for evaluating the success of the program. It is crucial that the Outcomes be measured by consistent data sets, which include student achievement and student learning. To this purpose, IPRO provides data sets on student achievement for each program and loads the data sets directly into the Program Review software. It is the responsibility of the reviewing team to gather and organize the student learning data that will be used for review (this data can be qualitative and/or quantitative). The key to this is developing Measurable Outcomes from which to evaluate the effectiveness of the program.

[see outline below]

*Findings, Recommendations, Reflection and Program Viability:*Once the Measurable Outcomes have been established, the Findings element is where the reviewing team will determine their success and effectiveness based upon the criteria of the Measures and analysis of the data sets. Upon completion of the Findings, the team will produce Recommendations (areas of Improvement) which will become priorities in the Tactical (Divisional) planning cycles that follow. The team will also produce Overall Reflections on the success and effectiveness of the program being reviewed. Finally, the team will reflect upon the program's viability based upon the consistent data they used and what it illustrated through the findings. Program viability will also address internal strengths and weaknesses as well as external opportunities and challenges. The purpose for this is to gauge the level to which the institution is meeting the needs and demands of its constituents and the workforce. It should be noted that program viability is not connected to program discontinuance and is conducted solely for program improvement.

Upon completion of these elements, the reviewing team will submit the review to the IEC. The IEC will then score the review elements based upon rubrics they have been developed. Upon completion of their evaluation, they will approve the review and provide constructive feedback including commendations and/or recommendations for improvement, or if the scoring identifies areas that do not meet review standards, they may chose to send the review back to the reviewing team for clarification or additional work.

Outline for Activities, Outcomes and Measures:
I.   Categories:These are overarching areas under which the program functions. For all Instructional program reviews, a set of three categories has been developed. They are: Faculty: Curriculum and
     Methodology, Institutional Support and Student Support

   A.   Activities:Theses are activities or projects under each Category that make up how the program functions. *Examples*: *1) Curriculum Articulation and Alignment*; *2) Supplemental Instruction*

      1.   Outcomes:Outcomes are the products of the activities and should illustrate the effectiveness of the activities. These are Achievement or Evaluation Outcomes and differ from the Learning Outcomes as
           Learning Outcomes focus on student learning while achievement/evaluation outcomes gauge the effectiveness of the delivery of the achievement. *Examples*: *1) Program is Appropriately Aligned;*
           2) Progressive Increases in Student Success Rates.

         a.   Measures:Measures determine outcomes by assessing the effectiveness of an activity. As much as possible, these should focus on particular aspects of the data sets. Each measure must provide
              the following Details: [Details in bold, *Examples in italics*]
              i.   Description of Measure (WHAT data were used to measure the objective?): *Course Syllabi and SLOs from each course by instructor within the pathway were compared as well as success*
                   rates from one course to another to determine if content was adequately preparing students for the next course
              ii. Acceptable Target:*75% of all courses are in complete alignment and a progressive increase of 2% in student success from course to course*
              iii. Ideal Target: *100% alignment of all courses; progressive student success increase of 5%*
              iv. What steps were taken to analyze the data?*Annual retreat to evaluate course alignment; discussion of success rates based upon progression of courses*
              v.   Key/Responsible Personnel (WHO analyzed the data)?*All faculty who teach courses in the pathway*

Standing Requirements (Mission Statement, Learning Outcomes and Curriculum Map)

The first main element that must be completed in the assessment plan table of contents is the element entitled Standing Requirements. This element features three tasks the reviewing team must complete: *Mission Statement*, *Learning Outcomes* and *Curriculum Map*. These must be completed before any other steps.

The first step in the Program Review process will be to construct and supply a Mission Statement for the Program that is being reviewed. This is NOT a divisional or departmental Mission Statement, but rather a statement of the mission of the Achievement Area that is being reviewed. For example, the Basic Skills Program Review Mission Statement read:

Student success is a community responsibility. The mission of Developmental Education at Pasadena City College is to provide the foundation for academic and life skills necessary for students to succeed in college and beyond.
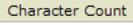*Our mission is achieved by. . .*
• Integrating instruction, student services, and supplemental support services to provide a comprehensive, systemic, and coordinated developmental education program
• Providing a supportive environment for students from their first contact with the college through the identification and completion of their certificate, degree, transfer, and employment goals
• Incorporating practices that are responsive to student needs in curriculum, methodology, administration, and student services
• Fostering a sustained, ongoing, and evidence-driven dialogue about learning throughout the campus and community
All programmatic Mission Statements should focus on the desired achievements of the particular program. For example, it is the mission of the Associates Degrees to confer Associates Degrees effectively.

Here are the steps to creating a Mission Statement:

1. Click on the Mission Statement link (found under the Standing Requirements heading in the table of contents), then find the [Check Out] button on the right side of the screen and click it.

2. Find the yellow/orange [Edit] button on the right side of the screen and click it. This will open up a text box.

3. Start typing your mission statement where you see: **Mission Statement Text:** The text box has a capacity of 7000 characters. You may check your character count by clicking the [Character Count] button: You may also check your spelling, by clicking the [Check Spelling] button.

4. When you are finished with your Mission Statement, click the yellow/orange [Submit] button. Remember that the yellow/orange buttons have a "Save" connotation to them, while the grayish buttons, such as the [Cancel] button will take you from place to place, but not save your work. If you have written something you want to keep, ALWAYS CLICK THE YELLOW BUTTON!!!!

5. When you have finished, you will see your written mission statement. To close your session in this element, find the [Check In] button and click it.
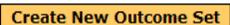
Congratulations! You have completed the first step of your Program Review.

The second step is to build an Outcome Set in the Learning Outcomes section of Standing Requirements. Program Outcomes are Student Learning Outcomes (SLOs) at the Program Level. They identify what is intended for the student to learn as a result of completing the program. Program Level Outcomes are focused on Student Learning. On the institutional level, they reflect what we intend to accomplish to achieve the college mission and goals. For example, the (18 unit) Accounting Clerk Certificate Program Outcomes are:

1. The student should be able to perform data entry/clerk duties for an accounting department.
2. The student should be able to perform basic General Ledger, Accounts Receivable and Accounts Payable data entry/clerk duties.

Here are the steps to creating a set of Learning Outcomes:
1. Click on the Learning Outcomes link, then find the gray and green [Check Out] button on the right side of the screen and click it.

2. Click on the bright yellow/orange [Create New Outcome Set] button.

3. For Set Name, enter the title of the outcome set. It is recommended that the set name should reflect the program being reviewed, e.g Accounting Certificates Learning Outcomes.

4. Click the yellow/orange [Continue] button.

5. You will see a Pink Bar running across the screen with the title you have entered.

▽ **Learning Outcomes**   (Activity/Outcome)

Under it, you will see a gray bar that says Outcome.

Outcome

6. Below the gray Outcome bar is a button: [Create New Outcome] Click this button and enter the outcome. It is recommended that in in the field **Outcome:** you simply enter "Outcome 1 (and then subsequent numbers)" and then in the **Description:** field, you can enter the full outcome. This recommendation is based upon the Learning Outcomes role in the next step: Curriculum Map.
7. When you are finished entering the outcome, click the [Continue] button.

8. You will now see three options at the top left of your screen:
- ⊙ **Add mapping**
- ⊙ **Add another outcome**
- ⊙ **Back to all outcome sets**

Click "Add another outcome" to repeat the process and follow these steps until you are finished adding outcomes. When you are done adding outcomes, click the last option, Back to all outcome sets.

9. When you are complete, find the **Check In** button and click it. This will complete your session.

Congratulations! You have just completed the second step of your Program Review.

The third and final task in the Standing Requirements element is creating a Curriculum Map. This is simply a matrix for aligning a Program's contributing courses with its stated Program Level Learning Outcomes. This will provide visual evidence for how a course contributes to a program. The curriculum map may also be used to align learning activities with Learning Outcomes. The matrix that will form will consist of the Learning Outcomes set that you created above in task two, forming the horizontal axis and a list of the program's contributing courses forming the vertical axis.

Here are the steps for creating a Curriculum Map:

1. Click on the Curriculum Map link in the table of contents, then find the gray and green "Check Out" button **Check Out** on the right side of the screen and click it.

2. Locate the yellow/orange **Create New Map** button and click it.

3. Find the **New Map Title:** and enter the name of your Curriculum Map. If necessary, you may provide a description of the Map in the box titled **Description:** but this is optional.
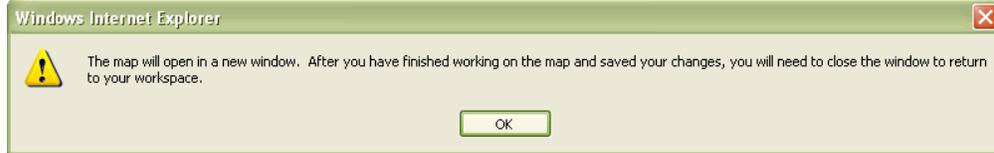
4. Below the title and description boxes you will find an place to **Select Alignment Set:** This is what will form the horizontal axis of your map.

5. You will notice that the Learning Outcomes set you created above will be listed as an option. It will look like this:
Select **Learning Outcomes**   [View Set]

6. Click the yellow/orange "Select" button. If you want to make sure it is the correct set, you may click "[View Set]" to preview it without selecting it.

7. You will now see a windows message like the one below. Click "OK". This will open a new window for your map.

Windows Internet Explorer ☒

⚠ The map will open in a new window. After you have finished working on the map and saved your changes, you will need to close the window to return to your workspace.

[OK]

8. Your initial map will only show the horizontal axis, which consists of your Learning Outcomes. It will look like the one below. Notice the lightbulb at the bottom. It shows you what to do next.

Outcome		
Outcome 1	Outcome 2	Outcome 3

⇅ **Courses and Learning Activities**   🔤↓ ✕

💡 No courses/activities in this category. Use the "Insert Course" quick link ◢ to start adding courses in this category.

9. Click on the small triange on the left-hand side of the screen. This will allow you to add your first course.

10. Enter the Course Number in the **Course/Activity ID:** field. Enter the Course Title in the **Course/Activity Title:** field. You may want to add the course description in the **Description:** field, but that is optional. If you have an online component to the course, you may add the link to it in the **Link:** field.

11. When you are finished, click on the yellow/orange **Create** button to save it.

12. Repeat these steps for all courses in the program. When you are finished, your map will look like this:

	Outcome		
	Outcome 1	Outcome 2	Outcome 3
⇅ **Courses and Learning Activities**			🔤↓ ✕
⇅ COUR101 ✕ Beginning Course	Click	Click	Click
⇅ COUR102 ✕ Intermediate Course	Click	Click	Click
⇅ COUR103 ✕ Advanced Course	Click	Click	Click

13. You will notice that there is a **Click** button in each field of the map. This is where you you will identify whether a course fulfills a learning outcome and to what degree.

14. At the bottom of the screen you will notice a Map Legend:

Legend: | I | Introduced | P | Practiced | R | Reinforced

Simply click once for Introduced, twice for Practiced and thrice for Reinforced.

15. When you are finished, your map will look like this:

	Outcome		
	Outcome 1	Outcome 2	Outcome 3
Courses and Learning Activities			
COUR101 Beginning Course ✖	I	Click	Click
COUR102 Intermediate Course ✖	Click	P	Click
COUR103 Advanced Course ✖	Click	Click	R

16. When you are finished with the Curriculum Map, locate the Save Now towards the top right corner of the screen and click it. Once you have saved the map, close the window.

17. When the map window is closed, you will see a heading: **Active Maps** Below this you will see where your map will reside in the software:

Curriculum Map
Alignment Set: Learning Outcomes [View Set]
Created: 01/20/2011 10:40:20 am PST
Last Modified: 01/27/2011 12:01:38 pm PST

To access the map, simply click on "Curriculum Map" and it open. You may also edit the map at any time by locating the **Edit Map** link at the far right and clicking it.

18. When you are ready to move on, find the Check In button and click it.

Congratulations! You have now finished the third task of your Program Review!
You have also completed the Standing Requirements Element of the Review!
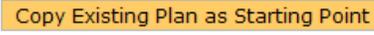
Activities, Outcomes & Measures

The Activities, Outcomes & Measures element of the Program Review is where a reviewing team will build the structure of their Program Review, based on the outline introduced above. The goal of the structure is to identify measurable outcomes for determining the effectiveness of the program (achievement area) being reviewed. This is a process of LOOKING BACK at how well the program has functioned and determining if there are it needs changes in order to improve. The outcomes will be measured by the reviewing team analyzing the CONSISTENT DATA SETS that have been provided for every program. There are three Data Sets: Demographics, Success by Demographics and SREF (Success, Retention, Enrollment and Full-Time Equivalent Faculty to Full-Time Equivalent Students).

In order to develop a plan for evaluating the program, the team will develop a four-level outline of Measurable Outcomes based upon the three Categories for review the institution has identified. The Categories for Instruction are *Faculty: Curriculum and Methodology* ; *Institutional Support* ; and *Student Support*. Under these three Categories, the review team will identify the Activities that make up the program. For the Student & Learning Services Program Reviews, the Review team will be required to create an appropriate set of Categories. The Enrollment Services Program Review team developed this list of Categories for their Review: *I. Getting Students Into College*; *II. Identify Classes to Take*; *III. Getting Students Into Classes*; *IV. Customer Service*. If the reviewing team so desires, they may sketch out their outline on paper or on a white-board before setting it up in the AMS software system. This can be helpful for stimulating discussion and brainstorming ideas.
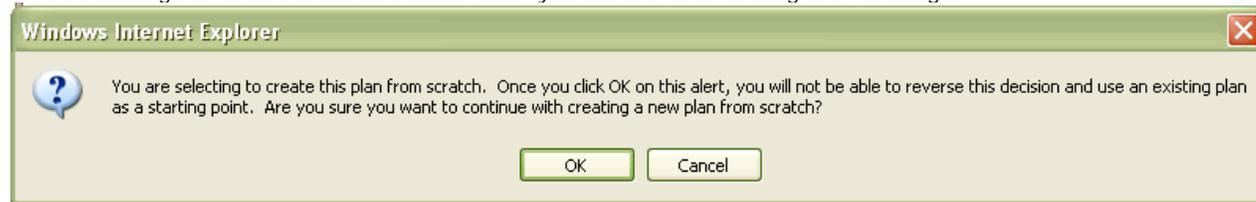
Here are the steps to creating your Review Structure:

1. Underneath the (Year-Year) Program Review Heading in the Table of Contents, you will see a link titled: Activities, Outcomes & Measures. Click on the link to open up this element of the workspace.

2. In the main portion of the worskpace, you will find a [Check Out] button. Click on it.

3. You will find two yellow/orange buttons: [Create New Assessment Plan] and [Copy Existing Plan as Starting Point] . If this is the first time that a reviewing team has conducted this particular review, you will need to click on "Create New Assessment Plan". The next time around, and subsequent reviews have the option of starting with a previous iteration and can choose to do so by clicking on "Copy Existing Plan as Starting Point." The following instructions will detail what will happen when you choose "Create New Assessment Plan".
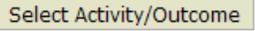
4. After clicking on "Create New Assessment Plan" you will see the following alert message:

Windows Internet Explorer

You are selecting to create this plan from scratch. Once you click OK on this alert, you will not be able to reverse this decision and use an existing plan as a starting point. Are you sure you want to continue with creating a new plan from scratch?

[OK] [Cancel]

5. Click "OK".

6. You will now see a pink bar that runs along the worksace that looks like this:

▷ **Activity/Outcome and Measures**

Notice that there is a small orange triangle at the far left. This connotes that "detail" can be toggled on and off. If the Triangle is pointing to the right, detail has been turned off. To turn it on, click the pink bar and the Triangle will point down, revealing the detail under the pink bar. When the detail is shown, you will see a [Select Activity/Outcome] button. Click on it.

7. You will now be taken to a "Background" screen, where you will construct the top three tiers of your Outline. On this "Background" screen, you will create your Categories First, then you will create your Activities under each Category. Finally, under each Activity, you will create Outcomes. All of these step take place on the "Background" screen.
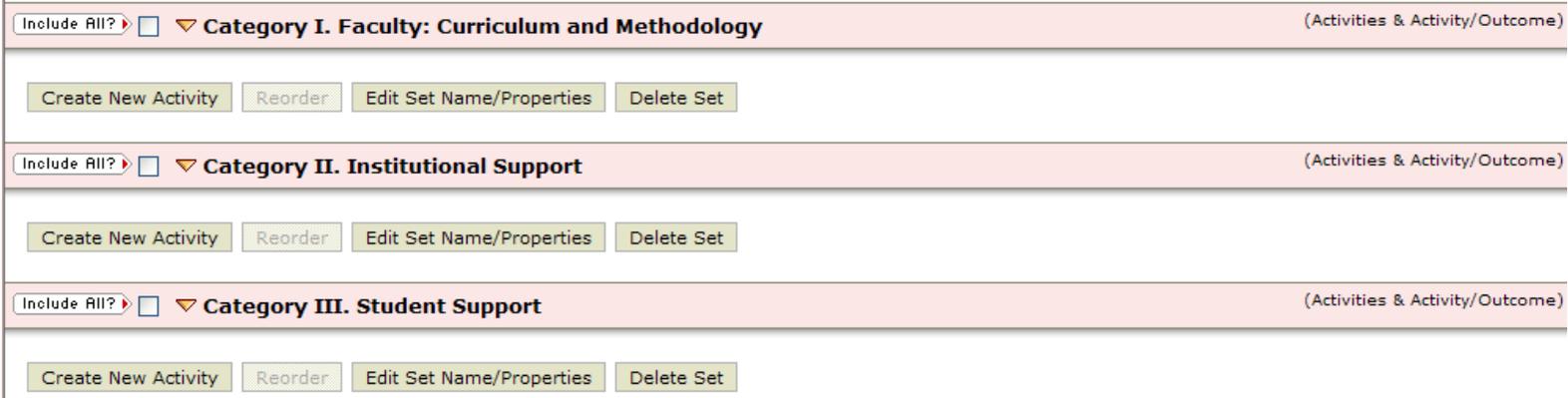
8. At the top of the "Background" screen, you will see three yellow orange buttons. Select the middle [Create New Outcome Set] to begin with your first category. For each Category, you will create a separate Outcome Set.

9. At the Set Name: field, enter your first Category. You may wish to employ a numbering system here to make sure your Categories remain in order. For example, if you are an Instructional Program, enter: I. Faculty: Curriculum and Methodology. Under Set Name: you will see Designate Alignment/Mapping Preference: do not check this box. It is not needed. When you are finished, click on the [Continue] button.

10. You will now see the "Background" screen with your first Category. It will appear as a pink bar, like this:
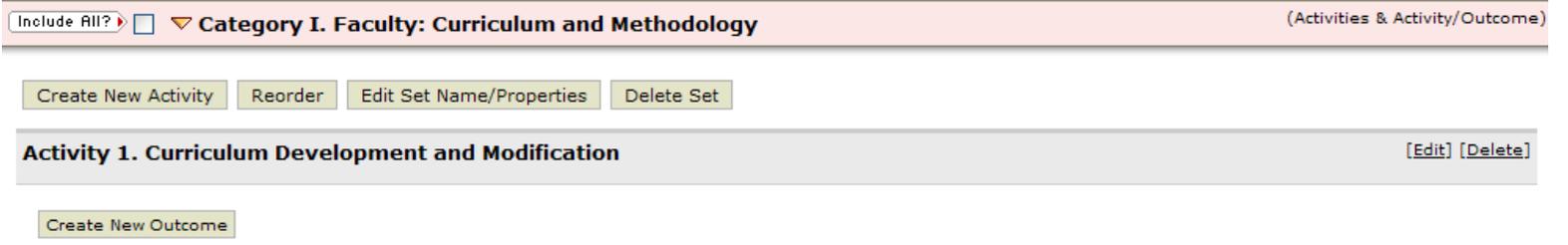
[Include All?] ▶ ☐ ▽ **Category I. Faculty: Curriculum and Methodology**   (Activities & Activity/Outcome)

11. Repeat steps 8-10 for each of your Categories. When you are done, your "Background" screen should look like this:

| Include All? ▸ ☐ ▽ **Category I. Faculty: Curriculum and Methodology** | (Activities & Activity/Outcome) |

| Create New Activity | Reorder | Edit Set Name/Properties | Delete Set |

| Include All? ▸ ☐ ▽ **Category II. Institutional Support** | (Activities & Activity/Outcome) |

| Create New Activity | Reorder | Edit Set Name/Properties | Delete Set |

| Include All? ▸ ☐ ▽ **Category III. Student Support** | (Activities & Activity/Outcome) |

| Create New Activity | Reorder | Edit Set Name/Properties | Delete Set |

Now that you have created your Categories, your next step is to create your Activities under each Category.

12. Under each Category Bar, you will see a series of buttons. The first one is `Create New Activity`. Click this button to begin creating your first Activity.

13. In the Activity: field, enter the name of your first Activity. As with the Categories, it is recommended that you start by entering "Activity 1." and then the name of the Activity. You may enter a description of the Activity in the Description: field, but it is optional.

14. When you are finished entering the title of your Activity and completed the Description (if you chose to do so), click on the `Continue` button.

15. You will now see your first Activity show up as a gray bar under the pink Category bar. It will look like this:

| Include All? ▸ ☐ ▽ **Category I. Faculty: Curriculum and Methodology** | (Activities & Activity/Outcome) |

| Create New Activity | Reorder | Edit Set Name/Properties | Delete Set |

| **Activity 1. Curriculum Development and Modification** | [Edit] [Delete] |

| Create New Outcome |

16. For each Activity under Category I, repeat steps 12-14. When you are finished, move on to Category II and repeat steps 12-14 and so on until all of your Activities are created under their appropriate Categories.

Now that you have created your Activities, your next step is to create your Outcomes under each Activity.

17. Under each gray Activity Bar, you will see a `Create New Outcome` button. This functions the same way as the `Create New Activity` button you found under the Category Bar. To begin creating Outcomes under each activity, you will first start by clicking on the `Create New Outcome` button underneath your first Gray Activity Bar.

18. In the Outcome: field, enter the name of your first Outcome. Remember that Outcomes should be phrased in language that reflects the expected result of the Activity. Also, as with Categories and Activities, you may want to number your outcomes, "Outcome 1" for example. At the Description: field, you may enter a longer description of the Outcome if you desire, but it is optional.

19. When you are finished entering the title of your Outcome and completed the Description (if you chose to do so), click on the `Continue` button.

20. You will now see a set of three options in the top left of your screen. They will look like this:
⊚ **Add mapping**
⊚ **Add another outcome**
⊚ **Back to all outcome sets**

The second choice, Add another outcome, will take you directly back to the screen with the Outcome: and Description: fields. You may choose this to continue adding outcomes. If you choose this, simply repeat steps 17-19 until you have finished all Outcomes under each Activity.

21. When you have finished creating Outcomes for an Activity, click on the last option, Back to all outcome sets. This will take you back to the "Background" screen. You may disregard the first choice, Add mapping, during this stage.

22. When you have completed this process, and return to the "Background" screen, you will see that your outline of Outcomes has taken shape. It will look like this:

Include All? ▷ ☐ ▽ **Category I. Faculty: Curriculum and Methodology**   (Activities & Activity/Outcome)

| Create New Activity | Reorder | Edit Set Name/Properties | Delete Set |

Activity 1. Curriculum Development and Modification   [Edit] [Delete]

Create New Outcome

Outcome   **Mapping**

Include? ▷ ☑ Outcome 1: Curriculum is Appropriately Aligned 🔍   No Mapping   [Map] [Edit] [Delete]
The goal of yearly Curriculum Development and
Modification is to maintain Pathways that better serve
student needs as well as facilitate their progression
through the pathway sequence.

[Note the above text under the Outcome. If you choose to enter a Description, this is how it will appear.]

23. Now that you have completed the Category, Activity and Outcome Levels you are ready to leave the "Background" screen. Find the

Accept and Return to Plan button at the top left, and click it. This will take you back to the Frontpage of the <u>Activities, Outcomes & Measures</u> element.

24. On the Frontpage, you will now see your Outline of Categories, Activities and Outcomes. It will look like this (only yours will be much more extensive):

▽ **Activity/Outcome and Measures**

Select Activity/Outcome   ☐ ◁ Show Descriptions
                                    ○ Expand All Sets ○ Collapse All Sets

▽ **Category I. Faculty: Curriculum and Methodology**

Activity 1. Curriculum Development and Modification

Outcome 1: Curriculum   *No measures specified*
is Appropriately Aligned

Add New Measure

25. You will notice that under each Outcome, there is an **Add New Measure** button. This is what you will click to create Measures under each Outcome.

26. When you click to add a new Measure, you will open up a screen with a series of fields that must be filled in. They are: *Measure Title: ; Description of Measure (WHAT data were used to measure the Outcome?): ; Acceptable Target: ; Ideal Target: ; What steps were taken to analyze the data?: ; and Key/Responsible Personnel (WHO analyzed the data?): . Notice that there is an * next to Measure Title. This means in order for the Measure to be saved and on record, the Title must be entered. All other information can be filled out afterwards, if needed. However, before moving on to the last part of the Review, all Measures must be completed fully.

27. When you have finished entering information into the Measure, click on the **Apply Changes** button. This will SAVE your work and bring you back to the front page.

28. You will be directed back to the Frontpage, where you will now see your Measure next to its Outcome. It will look like this:
▽ **Category I. Faculty: Curriculum and Methodology**

Activity 1. Curriculum Development and Modification

Outcome 1: Curriculum   ▼ **Measure:** Comprehensive evaluation and revision of curriculum   Edit   Remove
is Appropriately Aligned

Add New Measure

Description of Measure(WHAT data were used to measure the outcome?): Course Syllabi and SLOs from each course by
instructor within the pathway were compared as well as success rates from one course to another to determine if content was adequately
preparing students for the next course

Acceptable Target: 75% of all courses are in complete alignment and a progressive increase of 2% in student success from course to
course

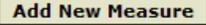**Ideal Target:** % alignment of all courses; progressive student success increase of 5%

What steps were taken to analyze the data?: Annual retreat to evaluate course alignment; discussion of success rates based upon
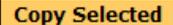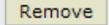progression of courses

Key/Responsible Personnel (WHO analyzed the data?): All faculty who teach courses in the pathway
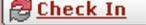
Supporting Attachments: Add/Edit Attachments and Links

Notice that once the Measure is recorded, another detail appears at the bottom, called Supporting Attachments: with the corresponding

Add/Edit Attachments and Links button. This can be used to attach any form of document or weblink that shows how the measure was conducted. This

could be a copy of a data set, for example. There are also two buttons at the far right of the Measure. One of them is an [Edit] button. This can be used to re-enter the Measure details and add or change information, such as Description, Ideal Target, Key/Responsible Personnel, etc. You

may Edit each Measure as much as needed before this element is Submitted for Review. There is also a [Remove] button. This will delete the measure in its entirety. Make sure you are absolutely certain you wish to delete a Measure before you hit the Remove button.

29. Repeat steps 25-27 for every Measure you create. If you have created an Outcome, you must create a corresponding Measure. As you create your Measure, you may find that you created a Measure under the wrong Outcome. If this happens, or you wish to move a Measure, click on the [Add New Measure] button under the correct Outcome and then find the [Import Measure] button and click it. A list of your Measures will appear.

Find the one you wish to move and select it. Then, when you are done, click on the [Copy Selected] button. This will copy and paste the Measure

under the correct Outcome. You will then need to go back to where the Measure existed originally and click the [Remove] button next to it.

30. When you have finished creating all Catagories, Activities, Outcomes and Measures in full, you are ready to move on. Find the [Check In] button toward the tip right of the screen and click it. This will close your session. NOTE: The process of completing this element may

take several sessions. You will want to [Check Out] at the beginning of each session and [Check In] your work at the end of each session. This will ensure that other members of your team will have access to this element when you are not actively working on it. Only one person can Check Out an element at one time. This is a safeguard so that work does not get overwritten unintentionally.

CONGRATULATIONS! You have now completed the Fourth step in your Program Review!
You have also Completed the Activities, Outcomes & Measures element of the Program Review.

Review Findings and Recommendations

Now that the Reviewing Team has built their Process Analysis structure, identifying Measurable Outcomes, the final stage of the Program Review Process is to produces Findings, or results for all of the identified Outcomes, based on the Measures that have been determined. The Findings phase of the review is where the Reviewing Team reports what the Measures have produced. Their are FOUR tasks in this element of the Review Process. They are: Finding per Measure, Overall Recommendations for Improvement, Overall Reflection and Program Viability. Together, these four tasks make up the Report for your Program Review Process. The first task is Finding per Measure.

Here are the steps for recording Findings per Measure:

1. Underneath the (Year-Year) Program Review heading in the Table of Contents, you will see a link titled: Review Findings and Recommendations. Click on the link to open up this element of the workspace.

2. In the main portion of the workspace, you will find a [Check Out] button. Click on it.

3. You will see what looks like a copy of your review structure with one extra feature. Under each Measure, you will see a gray Findings bar. Your screen will look like this:

▽ Category I. Faculty: Curriculum and Methodology

Activity 1. Curriculum Development and Modification

Outcome 1: Curriculum is Appropriately Aligned	▼ **Measure:** Comprehensive evaluation and revision of curriculum

Description of Measure(WHAT data were used to measure the outcome?): Course Syllabi and SLOs from each course by instructor within the pathway were compared as well as success rates from one course to another to determine if content was adequately preparing students for the next course

Acceptable Target: 75% of all courses are in complete alignment and a progressive increase of 2% in student success from course to course

Ideal Target: % alignment of all courses; progressive student success increase of 5%
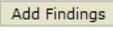
What steps were taken to analyze the data?: Annual retreat to evaluate course alignment; discussion of success rates based upon progression of courses

Key/Responsible Personnel (WHO analyzed the data?): All faculty who teach courses in the pathway

Findings for Comprehensive evaluation and revision of curriculum   [Add Findings]

No Findings Added

4. At the far right of the Findings bar, you will see an [Add Findings] button. This is what you will click to record your Findings for each Measure.

5. When you click to Add Findings, a new screen will open up with a series of fields that must be filled in (similar to the screen you filled in for each Measure). The fields are: *Summary of Findings: ; Recommendations for Improvement: ; Reflections/Notes: ; Acceptable Target Achievement: ; and Ideal Target Achievement:. Notice that there is an * next to Summary of Findings. This means that in order for the Findings to be saved and on record, this field must be completed. All other information may be filled in afterward, if needed. However, all fields will need to be fully completed before you move on to the next task of the Review.

6. Summary of Findings should detail the overall impression the Reviewing Team experienced with this Measure. It may be beneficial to record various observations regarding the data used, whether this was a helpful method of scoring the effectiveness of the outcome, etc.

7. Recommendations for Improvement should be where the team records ways in which the data showed that the measured outcome could be executed with better effectiveness. The team should include concrete ideas for implementation during the next planning cycle to improve the stated outcome.

8. Reflections/Notes is the portion of the Finding where the Reviewing Team may reflect on the success of the outcome and describe how it points to a "Center of Excellence". The team may also provide Commendations in this portion to reflect a job well done in the outcome.

9. Acceptable Target Achievment correlates specifically to the portion of the measure where the Reviewing Team identified the Acceptable Target. There are three options to choose: ○ Not Met   ○ Met   ○ Exceeded For example, if the measure identified an acceptable target of 75% course alignment and an increase of 2% student success from course to course, and the data showed that there was 75% alignment and 2% success, the team would choose "Met". If the acceptable target was not met, the team would choose that option and if the data showed an increase that was greater than expected, they would choose "Exceeded".

10. Ideal Target Achievement functions the same as Acceptable Target Achievement. The choices are different, however: ○ Moving Away   ○ Approaching   ○ Exceeded These are meant to get a sense of whether the data is moving in the right direction. So, for example, if the Ideal target is 100% alignment of courses and 5% increase in student success, and the data shows that over the last five years more courses are getting aligned and there is a measurable increase in student success, the team would choose, "Approaching" while if the data shows that the increase over the last five years has produced a 10% success rate and all courses have been aligned, the team would choose"Exceeded". If the data shows that the success rates are gradually falling over that time frame, the team would choose "Moving Away".

11. When the team has completed all of the details of the Finding, click on the [Submit] button to save the information and return to the main Findings page.

12. Repeat steps 4-11 for each Measure on your screen.

13. When you have finished entering Findings for each Measure, you will be ready to provide Overall Recommendations for Improvement. Under the last Finding you will see another pink bar:

▷ Overall Recommendations for Improvement

Click on the pink bar to open up the detail.

14. When the detail has been opened, it will look like this:

▽ Overall Recommendations for Improvement

[Edit]

No text specified

15. Locate the [Edit] button on the far right side and click on it. This will open a text box. At the Text: prompt, enter the Recommendations for Improvement. It might be helpful organize them as a numbered list. Recommendations for Improvement should be identified in concrete terms and have achieveable targets. This is the portion of the Review process that allows the Reviewing Team to look forward to how the program can be improved over the next few years. When all Recommendations have been entered, click on the

Submit button to save your work. If you want to back out of the text box without saving what you have written, click on the Cancel button. This will take you out of the Recommendations for Improvement textbox without saving what has been entered.

16. Below the Recommendations for Improvement bar, you will see an Overall Reflection bar:

▷ **Overall Reflection**

Click on the Pink Bar to open the detail, just as you did with Recommendations for Improvement. You will again see the Edit button on the far right. Click on it to open the Overal Reflection textbox. At the Text: prompt, enter in your overall reflection regarding the effectiveness of the program being reviewed. This is the portion of the review where "Centers of Excellence" may be identified. It is the place to highlight all of the good aspects of the program as well as its future aspirations. When you are finished entering this information, click on the Submit button to save your information and return. Remember that the Cancel button should only be used if there is no information that needs to be saved.
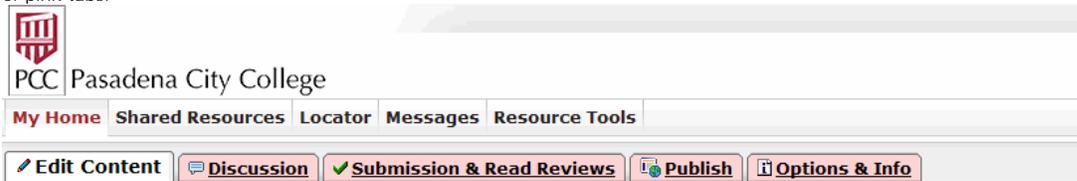
17. Finally, you will see a fourth pink bar titled Program Viability:

▷ **Program Viability**

This functions exactly like the previous two pink bars. Click on the pink bar to open the detail and find the Edit button on the far right. Click it and at the Text: prompt, enter in your statement regarding the program's viability. This is a space to express the program's Internal Strengths and Weaknesses and also it's External Opportunities and Challenges. It is also important to identify if the program is meeting the needs of the constituency and whether the program might need to altered or modified in order to better serve the demands of the constituency. When this has been completed, click the Submit button to save your information and return. Remember that the Cancel button should only be used if there is no information that needs to be saved.

18. When you are finished with this element, locate the Check In button in the top right corner and click it.

19. When all of these steps have been completed, the Program Review is complete and ready to be submitted to the IEC for evaluation. At the top of the page, you will see a set of pink tabs:

PCC | Pasadena City College

My Home Shared Resources Locator Messages Resource Tools

✎ Edit Content 💬 Discussion ✔ Submission & Read Reviews 📖 Publish ⓘ Options & Info

Locate the middle ✔ **Submission & Read Reviews** tab and click on it.

20. You will see a list of the elements you have completed: Mission Statement; Learning Outcomes; Curriculum Map; Activities, Outcomes & Measures; and Review Findings and Recommendations. Each element will look similar to this:

◈ Activities, Outcomes & Measures | ⧖ In Progress | Edit Work Submit Work | History/Comments

Locate the Submit Work button in the center column of the first element you wish to submit and click it. This will submit your first element. At this point, the element will become locked:

◈ Activities, Outcomes & Measures 🔒 | 📇 Submitted | Submitted: 02/11/2011 10:39:41 AM | History/Comments

Once the element has been submitted, it cannot be accessed for editing. It will then be sent to the IEC reviewing team for evaluation. Do this action for all five of the elements.

Congratulations! You have completed the Program Review Process!

Data Sets and Reference Materials

The Data Sets and Reference Materials Element of the Program Review workspace is designed to be a repository of resources that will enhance and inform the Program Review process. IPRO has developed and constructed four main Data Sets for the Program Review process. These have been loaded directly into each Program Review workspace. The four Data Sets are: Awards, Demographics, Succcess by Demographics and SREF (Success, Retention, Enrollment Full-time Equivalent Students/Full-time Equivalent Faculty). In addition to these sets, IPRO will load any other data that is required by each reviewing team. It is also possible for members of the reviewing team to use this element to load their own data for use in the Program Review.

Here are the steps to accessing and loading Data into Data Sets and Reference Materials:
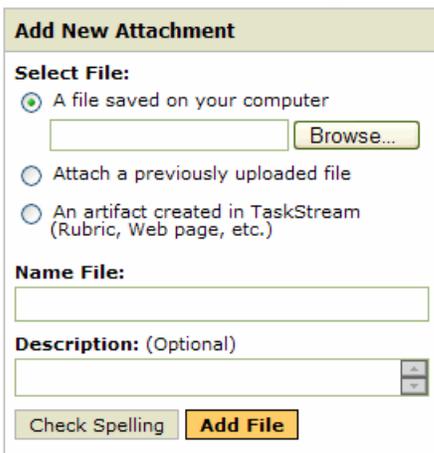
1. Find the <u>Data Sets and Reference Materials</u> link on the left-hand table of contents of the workspace and click on it.

2. Find the **Check Out** button and click it.

3. In the main portion of the workspace you will see the Attachment Section:

▼ **Attachment Section** | Manage Attachments | ✖ Delete Section

Files:

  ▯ Certificates - Accounting Review.xls

  ▯ Demographics - Accounting Review.xls

  ▯ SREF - Accounting Review.xls
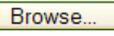
  ▯ Success by Demog - Accounting Review.xls

This is a list of links to the various Data Sets. Simply click on the appropriate Data Set to open it and begin to view the data.

4. To add a file of your own, locate either the **Manage Attachments** button in the top right or the
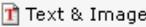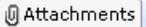
Add: | Text & Image | Attachments | Links | Reports | toolbar at the bottom of the screen.

5. Click on one of them to open up the Attachments screen.

6. On the left side of the screen, there will be a box:

Add New Attachment

Select File:

⦿ A file saved on your computer

  [_____] Browse...

○ Attach a previously uploaded file

○ An artifact created in TaskStream
(Rubric, Web page, etc.)

Name File:

[_____]

Description: (Optional)

[_____]

Check Spelling **Add File**

Use this box to browse for files that are located on your computer's hard drive. Click Browse... to locate each file. Once the file is selected, click the **Add File** button at the bottom to upload the file. Once this occurs, the new file will appear under the Currently Attached Uploaded Files heading:

Currently Attached Uploaded Files

▯ Certificates - Accounting Review.xls	File	View	Edit	Delete
▯ Demographics - Accounting Review.xls	File	View	Edit	Delete
▯ SREF - Accounting Review.xls	File	View	Edit	Delete
▯ Success by Demog - Accounting Review.xls	File	View	Edit	Delete

7. When you are finished adding files, locate the **Save and Return** button at either the top or bottom right side of the screen. This will take you back to the main Data Sets and Reference Materials page.

8. Make sure you click on the **Check In** button at the top right when you have completed your session in Data Sets and Reference Materials.

For additional assistance or support, please do not hesitate to contact David Colley in IPRO at x7967 or via email at: djcolley@pasadena.edu.