



To: Richard Thompson, Chancellor
Linda Pososki, Academic Senate Chair

From: Sue Baier, Faculty
Sally Kalson, Cooperative Education
Vicki Kloosterhouse, Faculty
Carlos Olivarez, Dean
Terrie Paulson, Planning & Analysis

Dave Doidge, Dean
Mike Kinney, Faculty
Sharon Miller, Center for Dislocated Workers
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Martin Orłowski, Planning & Analysis

Subject: CQI Needs Assessment Report

Date: April 15, 1996

In accordance with its philosophy of continual improvement, the Office of Institutional Planning & Analysis initiated a review of the needs assessment process in 1994. In October 1995, a Continuous Quality Improvement (CQI) team was created in order to more closely examine and improve the current needs assessment process. The team was comprised of staff members from Institutional Planning & Analysis, occupational and technical deans, faculty who have participated in needs assessments, representatives from the curriculum committee, and staff from workforce development and placement services.

Initially, the purpose of this CQI team was to improve the process by which the College requests, conducts, and utilizes curriculum needs assessments. However, the team quickly shifted the focus to improving the process by which the College requests and utilizes curriculum needs assessments. It is believed that by strengthening the requesting procedure, ultimately the utilization of needs assessments will be improved.

As in all CQI process teams, we began with a team purpose and problem statement:

"This team will make a recommendation to improve the process by which the College requests and utilizes curriculum needs assessments."

As a result of our efforts, we present the following recommendations, which fall into two categories.

The first group includes those items which require additional attention and consideration, possibly in future CQI group work or within the existing structures and systems which govern curriculum and its development.

The second group of recommendations consists of those items, which upon approval, can be implemented based on the work of this CQI Team. However, some components are linked to the outcomes and actions taken based on the first category recommendations. Therefore, they may not be fully implemented immediately. Those elements which Planning & Analysis have internal control over will begin as soon as the next needs assessment presents itself.

I. Areas in need of additional attention and consideration:

- A. A forum should be established that looks at the proposed curriculums linkage to and alignment with the College mission, strategic directions and College planning. This forum recommends what action be taken and the commitment of resources for the needs assessment.
- B. The criteria utilized in the prioritization and approval process for conducting a particular needs assessment should be linked to processes for Planning and Institutional Effectiveness (Criteria #4).
- C. To best conduct needs assessments for new programs a subject matter expert should collaborate with Institutional Planning & Analysis throughout the assessment process. In many cases, this subject matter expert will be a full-time faculty member. In the cases when there is not appropriate full-time faculty member available, a means to involve adjunct or external subject matter experts is necessary.

II. Recommendations for immediate action:

- A. Approval and implementation of the proposed "Process to Request Needs Assessment for New Programs" (Attachment A).
- B. Improved faculty involvement in conducting the actual needs assessment. This will increase the efficiency and quality of the process itself while also enhancing the quality and usefulness of the information gathered. Ultimately, this involvement will impact the utilization of the results of a needs assessment.
- C. Utilize a variety of flexible methodologies in conducting needs assessments. The nature of the request, whether for a new course or program, or existing program and course reviews, should be considered in determining the complexity of the needs assessment process conducted. This could be determined jointly by the requestors and Institutional Planning & Analysis.

Attached you will find a packet of information which includes the current needs assessment process, our recommendations, survey results, focus group feedback, and a proposed needs assessment requesting process, among other material. Please examine this information, and feel free to contact any member of the CQI team if you have questions or wish to discuss our work in greater detail.

pc: Presidents
Academic Deans

CURRICULUM NEEDS ASSESSMENT
Continuous Quality Improvement (CQI) Process

EXECUTIVE SUMMARY

In 1994 a review of the Needs Assessment Process was initiated by Institutional Planning and Analysis (IPA). In 1995 a CQI team was assembled to examine and improve the current Needs Assessment Process. The team was comprised of staff members from IPA, occupational and technical deans, faculty who have participated in needs assessments, representatives from the curriculum committee, staff from workforce development and placement services.

Originally, the purpose of this CQI team was to improve the process by which the College requests, conducts, and utilizes curriculum needs assessments. However, the team quickly realized that needs assessment is embedded within the functioning of other curriculum development processes of such magnitude that it would not be feasible to impact all of them all in this effort. The team then chose to focus its purpose on improving the process by which the college requests and utilizes curriculum needs assessments. It is the hope of this team that by strengthening the requesting procedure, ultimately the utilization of needs assessments will be improved.

There are many existing systems and structures in place (Academic Senate, Curriculum Review Process, Curriculum Committees) which interact with curriculum needs assessments. While it was not in the purview of this CQI project to determine their roles in requesting and utilizing curriculum needs assessments, it is necessary to consider the impacts of any recommendations made by this team on the functioning of those systems. Further discussion on this matter is presented in the final recommendations presented later in this summary.

The CQI Process

Attached for your review are the following documents created and utilized throughout the CQI Process:

1. Team Purpose and Problem Statement
2. Operational Definitions Worksheet
3. Existing Curriculum Needs Assessment Requesting and Utilization Process Map
4. Outline of Needs Assessment methodology currently employed by IPA
5. Outline of Needs Assessment report format
6. List of Needs Assessments conducted to date
7. Needs Assessment CQI Survey and Results
8. Focus Group Feedback
9. List of lost opportunities and waste in the current system
10. Proposed Needs Assessment Requesting Process - New Program Option
11. Recommended criteria for prioritizing and evaluating the requests for Needs Assessments.

RECOMMENDATIONS

Recommendations fall into two categories. The first group is those which require additional attention and consideration, possibly in future CQI group work or within the existing structures and systems which govern curriculum and its development.

The second group of recommendations consists of those which upon approval, can be implemented based on the work of this CQI Team. However, some components are linked to the outcomes and actions taken based on the first category recommendations. Therefore, they may not be fully implemented immediately.

I. Areas in need additional attention and consideration

- A. A forum should be established that looks at the proposed curriculums linkage to and alignment with the college mission, strategic directions and college planning. This forum recommends what action be taken and the commitment of resources for the Needs Assessment.
- B. The criteria utilized in the prioritization and approval process for conducting a particular needs assessment should be linked to processes for Planning and Institutional Effectiveness (Criteria #4).
- C. To best conduct needs assessments for new programs a subject matter expert should collaborate with Institutional Planning and Analysis throughout the assessment process. In many cases, this subject matter expert will be a full-time faculty member. In the cases when there is not an appropriate full-time faculty member available, a means to involve adjunct or external subject matter experts is necessary.

II. Recommendations for Immediate Action

- A. Approval and implementation of the proposed "Process to Request Needs Assessments for New Programs". (Attachment A)
- B. Involve faculty in conducting the actual needs assessment. This will increase the efficiency and quality of the process itself while also enhancing the quality and usefulness of the information gathered. Ultimately, this involvement will impact the utilization of the results of a needs assessment.
- C. Utilize a variety of flexible methodologies in conducting needs assessments. The nature of the request, whether for a new course or program, or existing program and course reviews, should be considered in determining the complexity of the needs assessment process conducted. This could be determined jointly by the requestors and Institutional Planning and Analysis.

Draft Recommendation:

**Process for Requesting a Curriculum Needs Assessment for a New Program/
New Program Option**

STEP ONE

Contact the relevant dean and other appropriate faculty to discuss your proposal and solicit support.

STEP TWO

Contact *Institutional Planning & Analysis* to schedule a initial meeting. This meeting will focus on reviewing the available information in the light of the first set of criteria. (See the attached matrix). This stage involves basic preliminary information. The meeting will decide what information is needed to complete the matrix, and how it will be gathered.

STEP THREE

Working jointly with researchers from *Institutional Planning & Analysis* the information gathered in Step Two will be summarized. An executive summary and short narrative analysis will be submitted to **a curriculum forum.**

STEP FOUR

The curriculum forum will review the information compiled in Step Three, and consider its linkage to and alignment with the college mission, strategic directions and college planning. The forum will recommend what type of needs assessment should take place and commit resources for that process. In addition, the forum will prioritize this request in light of other proposed programs.

**Oakland Community College
New Program Assessment Form**

Proposed Program Name: _____

Credits: _____

Originator: _____

ATTACHMENT A, CONT.

Primary Criteria	Positive	Neutral	Negative
Career Path: What are the long term career opportunities? Is there a career path or a number of career opportunities available to the student beyond the entry level position?			
Occupational Growth: What are the long term employment projections? What will be the economic demand for the occupation over the next ten years? Is the occupation limited to one sector of the economy?			
Salary/Wage: Starting hourly wages below \$7.00 per hour are considered to be at the low end of the scale while starting wages above \$10 per hour are viewed as more positive.			
Similar Programs (internal): To what extent is this program different from other active or inactive programs in the college?			
Similar Programs (external): To what extent is the program similar to programs already offered at other institutions in southeast Michigan.			
Consideration Criteria			
Certification (student): In order for the student to work in the field must they be certified by an external organization? Is certification required, preferred, or is it not required? (required, preferred, not required)			
Accreditation (program): Is it necessary for the program to be accredited by an external organization. Is accreditation required, preferred, or not required? (required, preferred, not required)			
Transferability: To what extent can the courses in the program be transferred to other institutions in southeast Michigan? Are opportunities extensive restricted or limited?			
Target Population: To whom is the program geared? Is the potential pool of students limited or diverse based on age, education, level of experience, etc?			

Prepared by: _____ Date _____

Director, Institutional Planning & Analysis

Approved for Needs Assessment Yes No

EXHIBIT 1

Curriculum Needs Assessment Process Team

This team will make a recommendation to improve the process by which the College requests, and utilizes curriculum needs assessments.

Problems associated with this process are prioritized as follows:

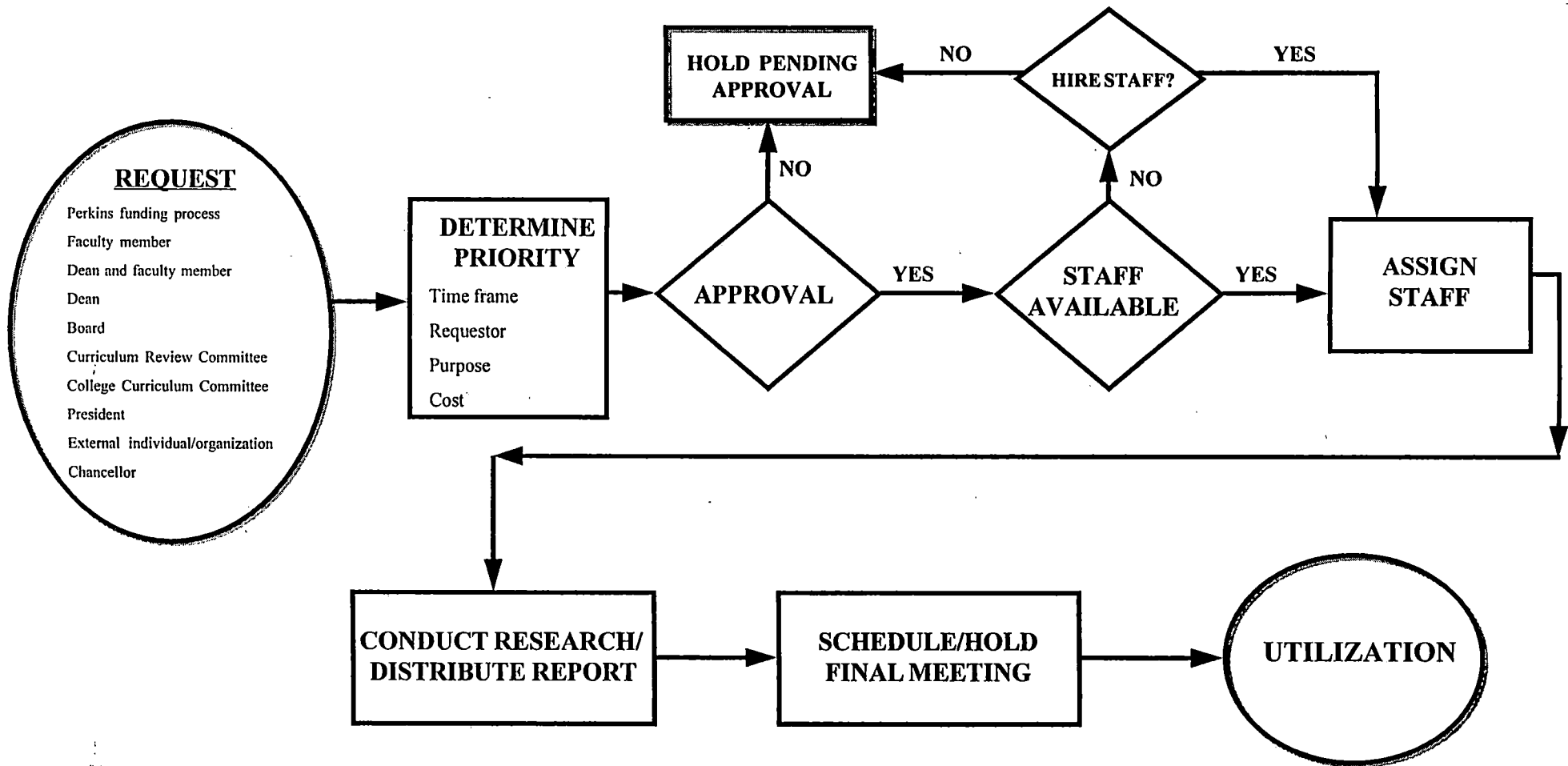
1. Utilization of needs assessments, by both first and second tier users.
2. Lack of feedback from users to the needs assessment teams concerning the following issues:
 - a. Appropriate length of time for completion of the study
 - b. Presentation techniques
 - c. Relevance of content to the users' needs
 - d. Appropriate measures for assessment of need
3. Communication among all groups involved, including the issue of who should request needs assessment studies.
4. Prioritization of requests for needs assessments. Whose responsibility should this be, what criteria should be used?
5. Adequate resources (funds and staff) to meet the need for assessments.

EXHIBIT 2

Operational Definitions Worksheet

Focus:	Develop a base of objective information upon which curriculum decisions can be made.
Process:	Communication to develop a research question and methodology, collaborative research and analysis, followed by interpretation, dissemination and utilization of information.
Outcome:	Information for curriculum decision-making
User:	Two groups: <i>Curriculum decision makers</i> - e.g. deans, faculty, Curriculum Committee <i>Users</i> - e.g. BPI, CDW, Career Planning, Placement, counselors, deans not directly involved in the assessment, Chancellor's Council, LRCs
Raw Material:	Literature Expertise (requester, faculty, employers, other colleges, industry experts) Statistical and survey data
Supplier:	Employers, professional & membership organizations, faculty and staff, graduate, current and potential students, peer institutions, advisory committees, licensing and accrediting agencies
Key Words:	<i>Requests:</i> Formal process for who, how, and when in the process request is made. <i>Conducts:</i> Research and data gathering <i>Utilizes:</i> Plays a significant role in decision making, action, and awareness

Current Curriculum Needs Assessment Process



**Oakland Community College
Curriculum Needs Assessment Process**

The following summary explains the main elements of the curriculum needs assessment, as currently conducted:

1. Background

Existing Program

1. Information from the appropriate dean and faculty, background information and assessment.
2. Data on enrollment trends in the program.
3. Data on trends in degrees and certificates awarded.
4. Information, including narrative comments related to this program from the Graduate Follow-up survey.

Proposed New Program

1. Information from the appropriate dean and faculty on the proposed program, background information, and assessment.
2. The relationship of the program to the College's mission.

2. Information elements

Literature search including:

1. ERIC database.
2. DALNET and MIRLYN.
3. Professional literature provided by faculty and other expert sources.
4. Professional, technical, industrial organizations and experts in the field.

Additional program information:

1. Information on existing programs from the Financial Aid Handbook, college catalogues and Dean's Guide including enrollment and graduation statistics.
2. Information from advisory committees.

Employment information:

1. Job description from the Dictionary of Occupational Titles.
2. National employment projections (Occupational Outlook Handbook/Quarterly and Outlook 2000)
3. Michigan employment data, future employment, and salary statistics from the MOIS database and MESC.

Surveys

1. Survey of at least 60 employers in the industry.
2. Survey of current students in the program or related programs

EXHIBIT 4 CONT.

3. **Analysis**

1. ***Industry trends*** related to:

- Current employment
- Future employment
- Demand for replacement employees
- Demand for retraining of current employees
- Wage and salary including benefits
- Advancement opportunities

2. ***Occupational data*** related to:

- Occupational desirability/status
- Opportunities for the handicapped
- Opportunities for minorities

3. ***Level of training required and available***

- National, regional standards and data from the employer survey.
- Availability of existing training and programs.

4. ***Cost benefit analysis***

- Estimate of cost for establishing or revising existing programs.

5. ***Appendices*** include

- student and employer surveys
- list of employers willing to help on advisory committees
- list of employers willing to employ OCC interns.

4 **Summary**

Summary of evidence included in the report including possible issues of concern.

EXHIBIT 5

OAKLAND COMMUNITY COLLEGE NEEDS ASSESSMENT REPORT FORMAT

I. Executive Summary

II. Introduction

- Initiation of proposed program (who, why, when).
- Description of proposed/ existing program.
- Data on enrollment trends, trends in degrees and certificates awarded in existing programs.
- Description of occupation.
- Relation of proposed program to College mission.

III. Methodology

- Methods of data collection.
- Methods of data analysis.

IV. Analysis

-Employment

- Current employment on national, state and local basis.
- Future employment, national, state, local trends.
- Demand for replacement employees.
- Demand for new employees.
- Demand for retraining of current employees.

-Employee Benefits

- Wage and salary including benefits.
- Advancement opportunities.
- Occupational desirability/status.
- Opportunities for the handicapped.
- Opportunities for minorities.

-Occupation

- Level of training needed, national, regional and local information.
- Availability and adequacy of currently available training.
- General acceptance of the occupation (community perceptions).
- Social utility of the program.

-Preliminary Cost Estimate

- Estimate of cost of establishing or revising the program.

V. Summary

Summary of evidence included in the report including possible issues of concern.

VI. Appendices

- student and employer surveys
- list of employers contacted
- list of employers willing to help on advisory committees or employ OCC interns

VII. References

EXHIBIT 6

Office of Institutional Planning & Analysis
Completed Need Assessments

Program	Requester	Completion Date	Primary Researcher
31. Home Health Care	Board of Trustees	9-95	K. Palmer C. Hawkins T. Paulson
30. Industrial Skill Trades (Apprenticeship)	B. Rose	7-95	T. Paulson
29. Robotics	B. Rose	7-95	C. Hawkins
28. Legal Assisting	C. Brown	11-94	T. Paulson
27. Computer Aided Engineering	C. Krakow B. Rose	11-94	S. Swager
26. Computer Integrated Manufacturing	C. Krakow B. Rose	11-94	C. Hawkins
25. Emergency Public Service	J. Macri	9-94	C. Hawkins
24. Exercise Science Technology	N. Boulos	8-94	T. Paulson
23. Automotive Servicing	C. Krakow	2-94	S. Swager
22. Quality Assurance Technology	C. Krakow B. Rose	2-94	R. Blatte
21. Hospitality	G. Keith C. Brown M. Crow	2-94	C. Augustine
20. Fluid Power Technology	B. Rose	8-93	C. Augustine
19. CAD/Industrial Modeling (Clay)	T. Kahn Curriculum Committee	5-93	K. Palmer
18. Hazardous Waste Technology/Environmental Science	Consortium	5-93	C. Augustine
17. Water/Waste Water Technology	Consortium	8-93	C. Augustine
16. Vehicle Body Technology	B. Rose	3-93	L. Silk
15. Graphic Arts (Advertising & Illustration)	M. McGee	3-93	S. Swager
14. Histology Technician	Curriculum Committee	1-93	K. Palmer
13. Automotive Engineering Technology (Engineering & Retail)	B. Rose	9-92	S. Swager

Office of Institutional Planning & Analysis
Completed Need Assessments

Program	Requester	Completion Date	Primary Researcher
12. Retail Management (Wholesale & Retail)	M. Crow	6-92	L. Silk
11. Welding & Fabrication Technology	B. Rose	5-92	K. Palmer
10. Communication Arts (Broadcasting & TV Field Production)	M. McGee	3-92	K. Palmer
9. Environmental Studies	B. Rose	2-92	J. Martin
8. International Business	M. Crow	2-92	L. Silk
7. Technical Writing	B. Rose	12-91	R. Vanwagner
6. Sign Language Interpreter	M. McGee	11-91	K. Palmer
5. Plastics & Composite Technology	B. Rose	11-91	H. Siddiqui
4. Civil Engineering Technology	B. Rose	9-91	P. Cohen D. Muniz
3. Cardiovascular Technology (Invasive & Non-Invasive)	J. Warner	3-91	J. Martin
2. Air Frame Mechanics	J. Warner	10-90	R. West
1. English Language Institute	P. Batty	9-90	J. Martin

Needs Assessment Report

CQI Survey Results



Hello, this is _____, and I'm calling from the Department of Planning & Analysis to ask [your] opinions on the current curriculum needs assessment process. Could you spare a few moments to answer some important questions?

- Every year the Office of Institutional Planning & Analysis produces 5-10 curriculum needs assessment reports for the College. These reports contain detailed analyses on existing or proposed programs which look at employer needs, industry trends, and how OCC can best address these needs by making appropriate curriculum changes.

Were you aware that these needs assessment reports exist?

1 **60.7%** Yes
 0 **39.3%** No (*Go to #3*)

- What were your reasons for using a needs assessment report, if in fact, you have ever used such a report? (*Check all that apply; Prompt only if necessary*)

	<u>Yes</u>	<u>No</u>	<u>Num.</u>
0 _____ <i>Never used a needs assessment report (Go to #11)</i>	48.7	51.3	39
1 _____ <i>Information only</i>	34.3	65.7	35
2 _____ <i>Modify existing curriculum</i>	17.1	82.9	35
3 _____ <i>Support the continuation of existing curriculum</i>	11.4	88.6	35
4 _____ <i>Propose new program</i>	8.6	91.4	35
5 _____ <i>Accreditation</i>	0.0	100.0	35
6 _____ <i>Certification</i>	0.0	100.0	35
7 _____ <i>Develop customized training package</i>	2.9	97.1	35
8 _____ <i>Employer involvement</i>	2.9	97.1	35
9 _____ <i>Other</i>	11.4	88.6	35

Other: helps in planning, information for students, rationalize purchase of new equipment, use for other committees.

Go to #5

- Do you think that, at any time in the future, such an assessment on an existing or proposed program may be of any use to you?

1 **69.2%** Yes
 0 **11.5%** No (*Go to #11*)
 8 **19.2%** Not sure (*Go to #11*)

4. What do you think your reason(s) would be for using a needs assessment report? (*Check all that apply; Prompt only if necessary*)

	<u>Yes</u>	<u>No</u>	<u>Num</u>
0 <input type="checkbox"/> Information only	38.9	61.1	18
1 <input type="checkbox"/> Modify existing curriculum	55.6	44.4	18
2 <input type="checkbox"/> Support the continuation of existing curriculum	22.2	77.8	18
3 <input type="checkbox"/> Propose new program	22.2	77.8	18
4 <input type="checkbox"/> Accreditation	16.7	83.3	18
5 <input type="checkbox"/> Certification	11.1	88.9	18
6 <input type="checkbox"/> Develop customized training package	16.7	83.3	18
7 <input type="checkbox"/> Employer involvement	27.8	72.2	18
8 <input type="checkbox"/> Other	66.7	33.3	18

Other: to make plans for the future, find out why students drop classes, growth opportunities in county area in specific professions (i.e., nursing, ultrasound, cardiovascular, and other health related professions), gear text or support items to new classes or changes, staffing, as a counsellor need as much info. as can get, teaching what's in the real world, students transferring to OCC, women's program needs, technical advisement, staffing, targeting the right industries and employers.

Go to #11

5. Do you feel that anything has ever made it difficult for you to request a needs assessment report? (*Check all that apply; Prompt only if necessary*)

	<u>Yes</u>	<u>No</u>	<u>Num</u>
0 <input type="checkbox"/> No→Nothing made it difficult for me to request	80.0	20.0	20
1 <input type="checkbox"/> Didn't know I could request a n/a report	5.0	95.0	20
2 <input type="checkbox"/> Didn't know how to request a n/a report	0.0	100.0	20
3 <input type="checkbox"/> Never had a reason to request a n/a report	10.0	90.0	20
4 <input type="checkbox"/> Lack of administrative support	0.0	100.0	20
5 <input type="checkbox"/> Lack of time	0.0	100.0	20
6 <input type="checkbox"/> Lack of funds	0.0	100.0	20
7 <input type="checkbox"/> Concerned about the report revealing negative results	0.0	100.0	20
8 <input type="checkbox"/> Concerned about not obtaining useful information (waste of time)	0.0	100.0	20
9 <input type="checkbox"/> Other	10.0	90.0	20

Other: sometimes they're backed up and it takes time to get one

EXHIBIT 7 CONT.

6. It is important that needs assessment reports meet your needs. Please rate your satisfaction with the following aspects of a report or reports you have used; as *very satisfied, somewhat satisfied, or not very satisfied.*

Report(s) rated: (Respondent choice: rate one report or multiple reports)

<input type="checkbox"/> Home Health Aide	<input type="checkbox"/> Hospitality	<input type="checkbox"/> Retail Management
<input type="checkbox"/> Industrial Skilled Trades (Apprenticeship)	<input type="checkbox"/> Fluid Power Tech.	<input type="checkbox"/> Welding & Fabrication Tech.
<input type="checkbox"/> Robotics	<input type="checkbox"/> CAD/Industrial Modeling (Clay)	<input type="checkbox"/> Communications Arts
<input type="checkbox"/> Legal Assisting	<input type="checkbox"/> Hazardous Waste	<input type="checkbox"/> Environmental Studies
<input type="checkbox"/> Computer Aided Engineering (CAD)	<input type="checkbox"/> Tech./Environmental Science	<input type="checkbox"/> International Business
<input type="checkbox"/> Computer Integrated Manufacturing (CIM)	<input type="checkbox"/> Water/Waste Water Tech.	<input type="checkbox"/> Technical Writing
<input type="checkbox"/> Emergency Public Service	<input type="checkbox"/> Vehicle Body Tech.	<input type="checkbox"/> Sign Language Interpreter
<input type="checkbox"/> Exercise Science Technology	<input type="checkbox"/> Graphic Arts	<input type="checkbox"/> Plastics & Composite Tech.
<input type="checkbox"/> Automotive Servicing	<input type="checkbox"/> Histology Technician	<input type="checkbox"/> Civil Engineering Tech.
<input type="checkbox"/> Quality Assurance Tech.	<input type="checkbox"/> Automotive Engineering Tech.	<input type="checkbox"/> Cardiovascular Tech.
		<input type="checkbox"/> Air Frame Mechanics
		<input type="checkbox"/> English Language Institute (ELI)

	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Not Very Satisfied</i>	Num Responses
a. Content	56.3	43.8	0	16
b. Format	46.7	53.3	0	15
c. Executive Summary	33.3	66.7	0	12
d. References	40.0	60.0	0	10
e. Presentation	43.8	56.3	0	16
f. User-friendliness	46.7	53.3	0	15
g. Useful information	56.3	43.8	0	16
h. Tables and graphs	53.3	40.0	6.7	15

7. Now, would you please rate your overall satisfaction with the entire report(s):

- 5 **38.9%** Very satisfied
- 4 **44.4%** Satisfied
- 3 **16.7%** Neutral
- 2 **0.0%** Dissatisfied
- 1 **0.0%** Very dissatisfied

EXHIBIT 7, CONT.

8. Now, I am going to read you a list of some reasons why needs assessments have been conducted in the past. Would you please rate the importance of each reason in determining **when** a needs assessment should be conducted; using the scale *very important*, *somewhat important*, or *not very important*.

	<i>Very Important</i>	<i>Somewhat Important</i>	<i>Not Very Important</i>	Num. Responses
a. Modify existing curriculum	78.9	21.1	0.0	19
b. Support existing curriculum	42.1	57.9	0.0	19
c. Propose new program	72.2	22.2	5.6	18
d. Accreditation	76.5	23.5	0.0	17
e. Certification	64.7	23.5	11.8	17
f. Develop customized training package	27.8	50.0	22.2	18
g. Employer involvement	56.3	25.0	18.8	18

9. Are you aware of the current funding procedures for the needs assessments process?

1 0.0% Yes
 0 100.0% No (*Go to #11*)

10. Do you think that this is a satisfactory method of funding needs assessments?

1 _____ Yes
 0 _____ No
 3 _____ Somewhat
 8 _____ Not sure
 9 _____ No response

Comments: _____

EXHIBIT 7 CONT.

11. In your opinion, should a needs assessment be required for **every major curriculum change or proposed program**?

- 1 **47.5%** Yes
- 0 **20.3%** No
- 2 **10.2%** Proposed programs, only
- 3 **1.7%** Major curriculum changes, only
- 7 **20.3%** Uncertain

Comments: _____

*Interviewer's note: If respondent was **not aware of, or has never used** a report and responds **NO** to this question (#11), thank them and **terminate** survey.*

12. What type of information would you like to see in a needs assessment?

- 3.1%** Needs of the community
- 18.8%** The same as now
- 3.1%** Types of classes, textbooks
- 18.8%** Needs of students affected
- 15.6%** Employment opportunities
- 15.6%** Industry trends
- 18.8%** Skills required by employers
- 3.1%** Broad assessment of meeting college mission, not just employers

13. Would you be interested in participating in a small group of people to further discuss the needs assessment process?

- 1 **30.6% (15)** Yes
- 0 **69.4% (34)** No

Thank you for your time. Your opinions are valuable to us, and will be instrumental in our efforts to modify the existing needs assessment process to more appropriately meet the needs of all who may use these reports.

**Curriculum Needs Assessment
Focus Group Summary
2/12/96**

Participants: John Bergman, Dave Adams, Mary Ann McGee, Brent Meyers, Kathy Lorencz, Willie Lloyd, Arlene Frank.

Facilitator: Elaine Fett

Purpose: To help refine our recommendation for requesting a needs assessment.

Question 1, Selection criteria:

What type of information should be utilized in determining if a needs assessment should be conducted?

Some confusion about the meaning of this question:

Discussion emphasized needs assessment should be used if :

- a program rather than just a course was involved
- federal funding required it
- the technology in this area was changing rapidly, e.g. robotics. The advisory committee could be involved.
- a program has declining enrollment; this could indicate problems or a marketing problem
- accreditation was an issue
- if curriculum review was needed- overlap with curriculum review committee here
- before new programs are put into place
- there is faculty advocacy/ownership of programs

The type of information to be included in the needs assessment would include;

- transferability of programs
- duplication with existing programs
- the number of job openings
- salary levels

Concern was expressed about the context of the needs assessment; it should be consistent with the institution's mission and linked to curriculum committee.

Question 2, Priority criteria:

What criteria should be used to determine which assessment should be conducted first?

Discussion tended to overlap the previous question:

Issues raised on content included:

- need to look at changes going on in business

- information about the skills for which business is looking
- information about the job market

Issues raised about process included:

- involvement of curriculum committee in determining priority
- question of money to fund the assessment
- several levels of needs assessment should be available, not "one fit all"
- prompt response to the community is important
- how many slots are available
- how long, how complex is the assessment
- can extra staff be hired for the process?

Recommendations:

- *Different levels of needs assessment should be available*
- *Collaborative basis for needs assessment is essential*
- *DACUM process should be incorporated*
- *Better communication with the faculty is needed to explain needs assessment*

Waste in the Current Needs Assessment Requesting Procedure

I. TIME

- A. The lack of collaboration and communication between all parties involved (IPA, Faculty, Administration, the Senate, and Curriculum Committees), may lead to duplication of efforts and/or other lost opportunities.
- B. Faculty may be slowed down or caused to retrace steps in their curriculum development efforts if they are unaware of the needs assessment process.
- C. IPA may waste time on conducting full blown needs assessments on new programs which are not viable because there are no criteria by which to screen new program ideas.

II. RESOURCES

- A. The lack of an early screening process for program viability may waste college resources. Substantial costs are incurred by conducting full blown needs assessments. A less extensive early screening process could identify those programs which are not viable and prevent inappropriate utilization of college resources.

III. PEOPLE AND PROCEDURES

- A. The lack of awareness about Needs Assessments in general and the requesting procedures manifests itself as lost opportunities.

Draft Recommendation:

**Process for Requesting a Curriculum Needs Assessment for a New Program/
New Program Option**

STEP ONE

Contact the relevant dean and other appropriate faculty to discuss your proposal and solicit support.

STEP TWO

Contact *Institutional Planning & Analysis* to schedule a initial meeting. This meeting will focus on reviewing the available information in the light of the first set of criteria. (See the attached matrix). This stage involves basic preliminary information. The meeting will decide what information is needed to complete the matrix, and how it will be gathered.

STEP THREE

Working jointly with researchers from *Institutional Planning & Analysis* the information gathered in Step Two will be summarized. An executive summary and short narrative analysis will be submitted to **a curriculum forum.**

STEP FOUR

The curriculum forum will review the information compiled in Step Three, and consider its linkage to and alignment with the college mission, strategic directions and college planning. The forum will recommend what type of needs assessment should take place and commit resources for that process. In addition, the forum will prioritize this request in light of other proposed programs.

**Oakland Community College
New Program Assessment Form**

Proposed Program Name: _____

Credits: _____

Originator: _____

EXHIBIT 11

Primary Criteria	Positive	Neutral	Negative
Career Path: What are the long term career opportunities? Is there a career path or a number of career opportunities available to the student beyond the entry level position?			
Occupational Growth: What are the long term employment projections? What will be the economic demand for the occupation over the next ten years? Is the occupation limited to one sector of the economy?			
Salary/Wage: Starting hourly wages below \$7.00 per hour are considered to be at the low end of the scale while starting wages above \$10 per hour are viewed as more positive.			
Similar Programs (internal): To what extent is this program different from other active or inactive programs in the college?			
Similar Programs (external): To what extent is the program similar to programs already offered at other institutions in southeast Michigan.			
Consideration Criteria			
Certification (student): In order for the student to work in the field must they be certified by an external organization? Is certification required, preferred, or is it not required? (required, preferred, not required)			
Accreditation (program): Is it necessary for the program to be accredited by an external organization. Is accreditation required, preferred, or not required? (required, preferred, not required)			
Transferability: To what extent can the courses in the program be transferred to other institutions in southeast Michigan? Are opportunities extensive restricted or limited?			
Target Population: To whom is the program geared? Is the potential pool of students limited or diverse based on age, education, level of experience, etc?			

Prepared by: _____ Date: _____
Director, Institutional Planning & Analysis

Approved for Needs Assessment Yes No

RECOMMENDATIONS

Recommendations fall into two categories. The first group is those which require additional attention and consideration, possibly in future CQI group work or within the existing structures and systems which govern curriculum and its development.

The second group of recommendations consists of those which upon approval, can be implemented based on the work of this CQI Team. However, some components are linked to the outcomes and actions taken based on the first category recommendations. Therefore, they may not be fully implemented immediately.

I. Areas in need additional attention and consideration

- A. A forum should be established that looks at the proposed curriculums linkage to and alignment with the college mission, strategic directions and college planning. This forum recommends what action be taken and the commitment of resources for the Needs Assessment.
- B. The criteria utilized in the prioritization and approval process for conducting a particular needs assessment should be linked to processes for Planning and Institutional Effectiveness (Criteria #4).
- C. To best conduct needs assessments for new programs a subject matter expert should collaborate with Institutional Planning and Analysis throughout the assessment process. In many cases, this subject matter expert will be a full-time faculty member. In the cases when there is not an appropriate full-time faculty member available, a means to involve adjunct or external subject matter experts is necessary.

II. Recommendations for Immediate Action

- A. Approval and implementation of the proposed "Process to Request Needs Assessments for New Programs". (Attachment A)
- B. Involve faculty in conducting the actual needs assessment. This will increase the efficiency and quality of the process itself while also enhancing the quality and usefulness of the information gathered. Ultimately, this involvement will impact the utilization of the results of a needs assessment.
- C. Utilize a variety of flexible methodologies in conducting needs assessments. The nature of the request, whether for a new course or program, or existing program and course reviews, should be considered in determining the complexity of the needs assessment process conducted. This could be determined jointly by the requestors and Institutional Planning and Analysis.

Draft Recommendation:

**Process for Requesting a Curriculum Needs Assessment for a New Program/
New Program Option**

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**Oakland Community College
New Program Assessment Form**

Proposed Program Name: _____

Credits: _____

Originator: _____

ATTACHMENT A CONT.

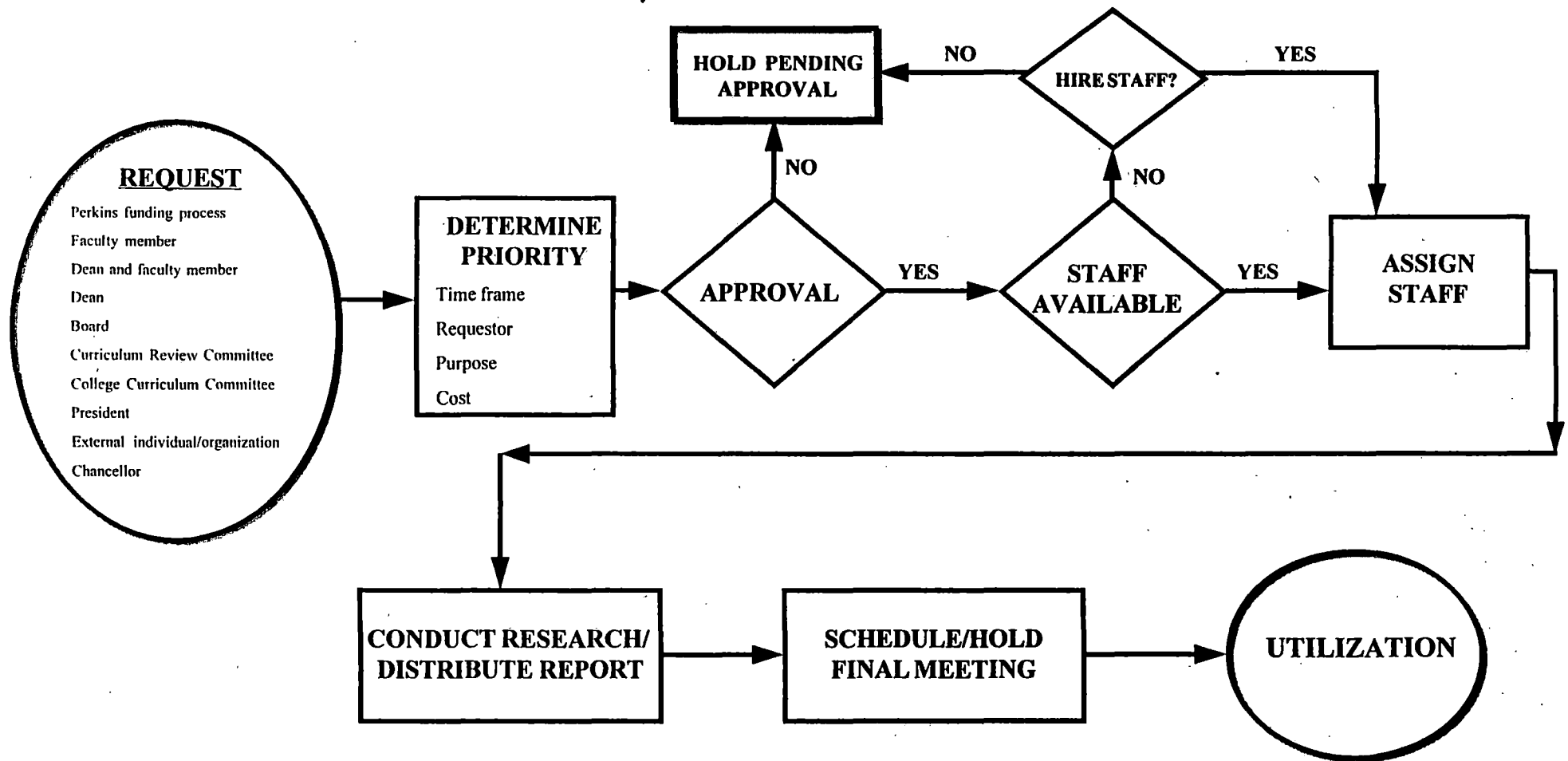
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Prepared by: _____ Date: _____

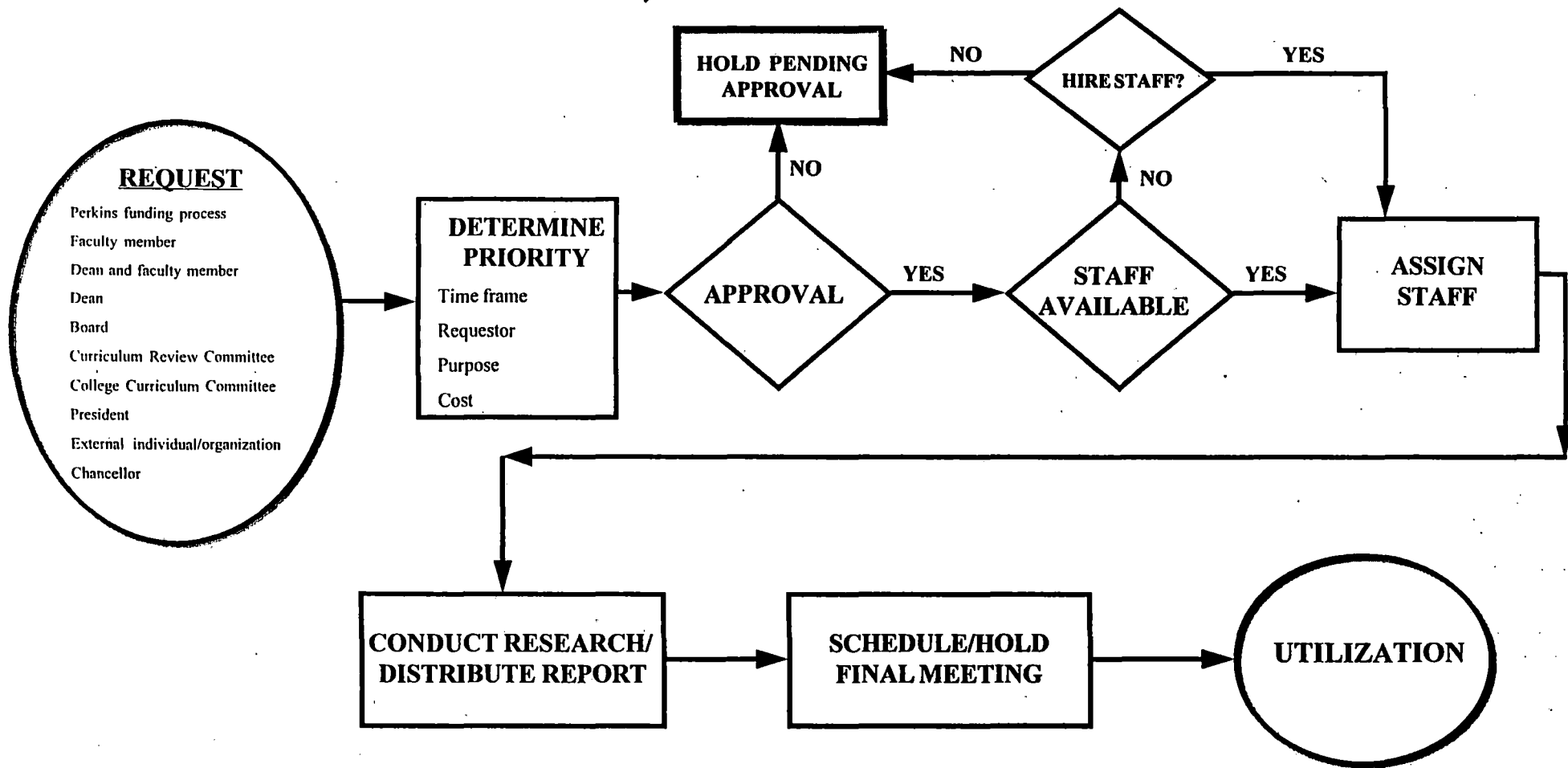
Director, Institutional Planning & Analysis

Approved for Needs Assessment Yes No

Current Curriculum Needs Assessment Process



Current Curriculum Needs Assessment Process



Curriculum Needs Assessment Process Team

This team will make a recommendation to improve the process by which the College requests, and utilizes curriculum needs assessments.

Problems associated with this process are prioritized as follows:

1. Utilization of needs assessments, by both first and second tier users.
2. Lack of feedback from users to the needs assessment teams concerning the following issues:
 - a. Appropriate length of time for completion of the study
 - b. Presentation techniques
 - c. Relevance of content to the users' needs
 - d. Appropriate measures for assessment of need
3. Communication among all groups involved, including the issue of who should request needs assessment studies.
4. Prioritization of requests for needs assessments. Whose responsibility should this be, what criteria should be used?
5. Adequate resources (funds and staff) to meet the need for assessments.

Operational Definitions Worksheet

Focus:	Develop a base of objective information upon which curriculum decisions can be made.
Process:	Communication to develop a research question and methodology, collaborative research and analysis, followed by interpretation, dissemination and utilization of information.
Outcome:	Information for curriculum decision-making
User:	Two groups: <i>Curriculum decision makers</i> - e.g. deans, faculty, Curriculum Committee <i>Users</i> - e.g. BPI, CDW, Career Planning, Placement, counselors, deans not directly involved in the assessment, Chancellor's Council, LRCs
Raw Material:	Literature Expertise (requester, faculty, employers, other colleges, industry experts) Statistical and survey data
Supplier:	Employers, professional & membership organizations, faculty and staff, graduate, current and potential students, peer institutions, advisory committees, licensing and accrediting agencies
Key Words:	<i>Requests:</i> Formal process for who, how, and when in the process request is made. <i>Conducts:</i> Research and data gathering <i>Utilizes:</i> Plays a significant role in decision making, action, and awareness

Overview

In 1994 a review of the NA process was initiated in IPA.

Make-up of the group:

- faculty who have participated in NA - mix of all sorts of backgrounds.
- Deans - occupational and technical
- Workforce development
- staff from P & A
- Student services that may utilize the information (i.e. placement)
- Curriculum committee - individuals involved with policy and procedural issues regarding curriculum development and approval.

Problem Statement

Originally:

This team will improve the process by which the college requests, conducts, and utilizes needs assessments.

Ended up focusing on:

This team will improve the process by which the college requests and utilizes curriculum needs assessments.

- we quickly realized that there was no established process for requesting or utilizing .
- there are many larger systems in place (academic senate, curriculum review process, curriculum committee) which NA is or should be a part of. The work of this team is limited to the requesting procedure - thereby hopefully affecting the utilization procedure.
- We will address some of these larger systems in our recommendations process - later in the presentation.

FOCUS:

Focus Group Data:

Existing process - blank overhead - there was none!!!
- Process Map of existing way of doing it.

Proposed Process:

#1 Awareness % - tie into answer from #3

#7 - 83% of those who had utilized a NA report were satisfied or very satisfied with the entire report.
- additional data regarding the satisfaction with the content of the report is available for future use.

#2 & #8 - When should a NA be conducted

Recommendations for future group work:

How are NA funded?

There needs to be flexibility in the methodology employed in different kinds of Needs Assessments studies depending on whether it will be New curriculum, program review, course review, non-traditional offering.

We recommend that a forum be established that looks at the proposed curriculums linkage to and alignment with college mission, strategic directions and college planning. This forum recommends what action be taken and the commitment of resources for the Needs Assessment.

The process for evaluating Needs Assessment criteria should be tied to any Institutional Effectiveness processes - i.e. areas that we are clearly weak in should be given extra consideration for Needs Assessments.

Ideas for new curriculum need a champion - even if there isn't a faculty member.

Approval process for our recommended procedure for "new curriculum" needs assessments:

1. Report to Academic Senate Leadership for their dispensation. They will probably give it to the curriculum committee for their review.
2. Report to Dean's Council and inform that we
3. Chair for Criteria #4 - Planning and Institutional Effectiveness (George Keith).
4. Vice-Chancellor

Our recommended process for requesting a Needs Assessment for "New Programs":

- I Gather preliminary information:
 - A. Dean involvement
 - B. Faculty advocate, if not who will champion it or SME involvement.
- II Send out process information and schedule meeting
- III E-Mail confirmation of party's involved and meeting schedule.
- IV Collaborative discussion about gathering first level criteria. What do you have, what still needs to be done, and who is doing what?
- V Document information gathered in step IV. Executive summary with narative discussion.
- VI Submit report to a yet to be established forum for consideration and recommendation for action.

MEASURES

Number of requests that come in before and after system is place.

Awareness - Repeat the survey

Percent of proposed new curriculum's that are actually implemented.

Check list of questions that are asked about the Handbook

Communication: (aka training)

New procedure implications within IPA.

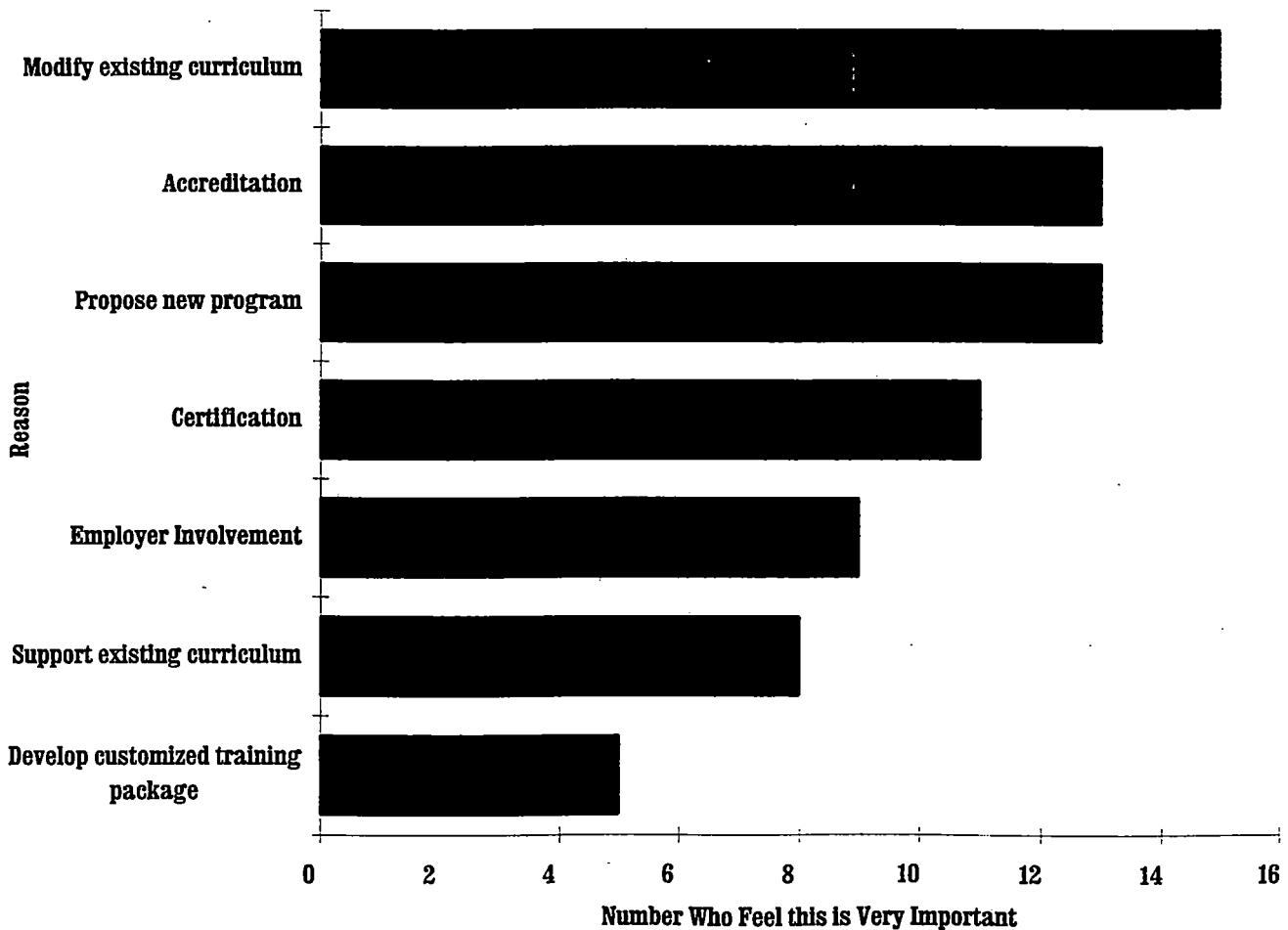
Awareness within the college community.

Other communication needs as they arise as the recommendations cited above are implemented.

Needs Assessment Report CQI Survey

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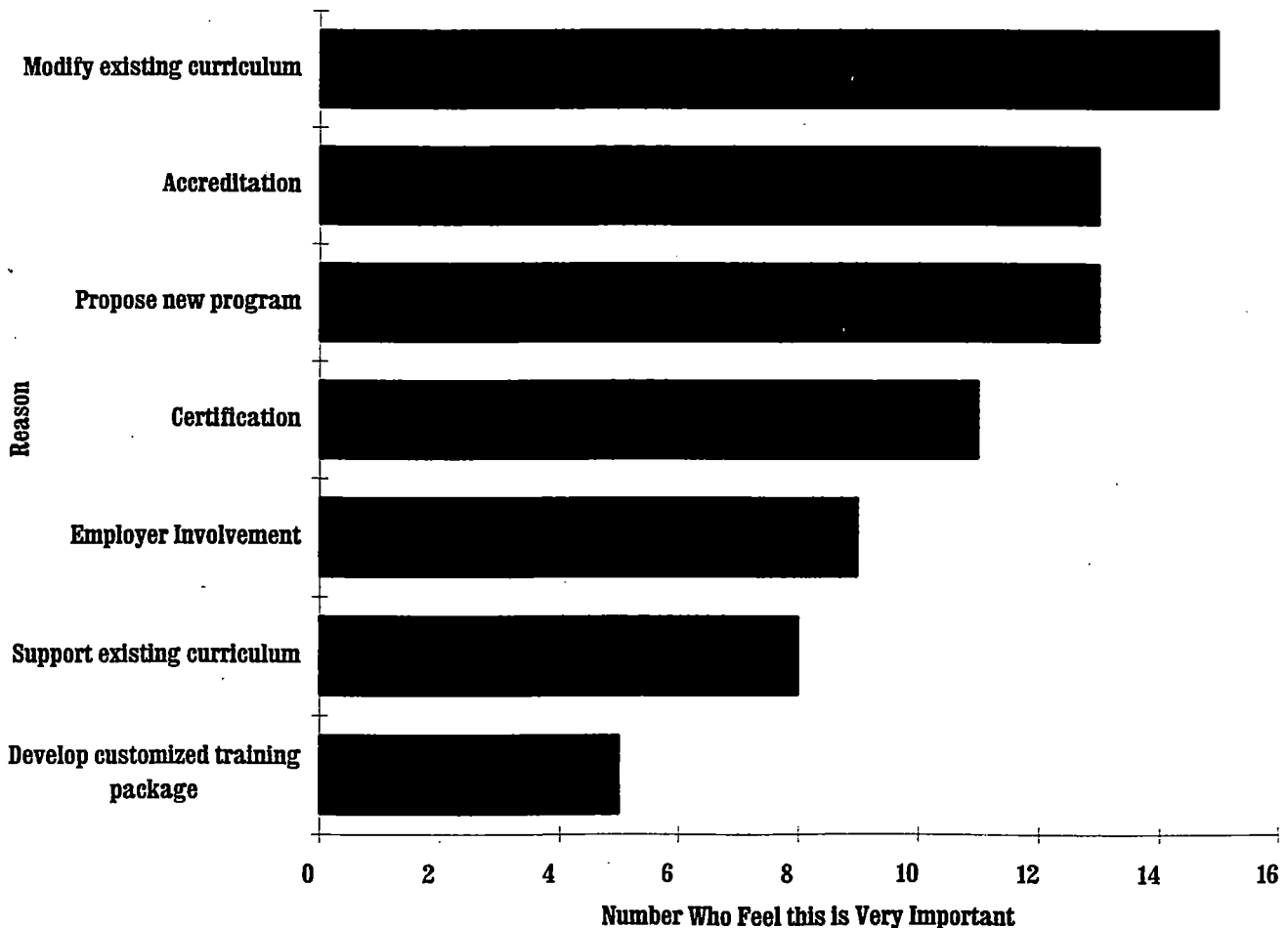
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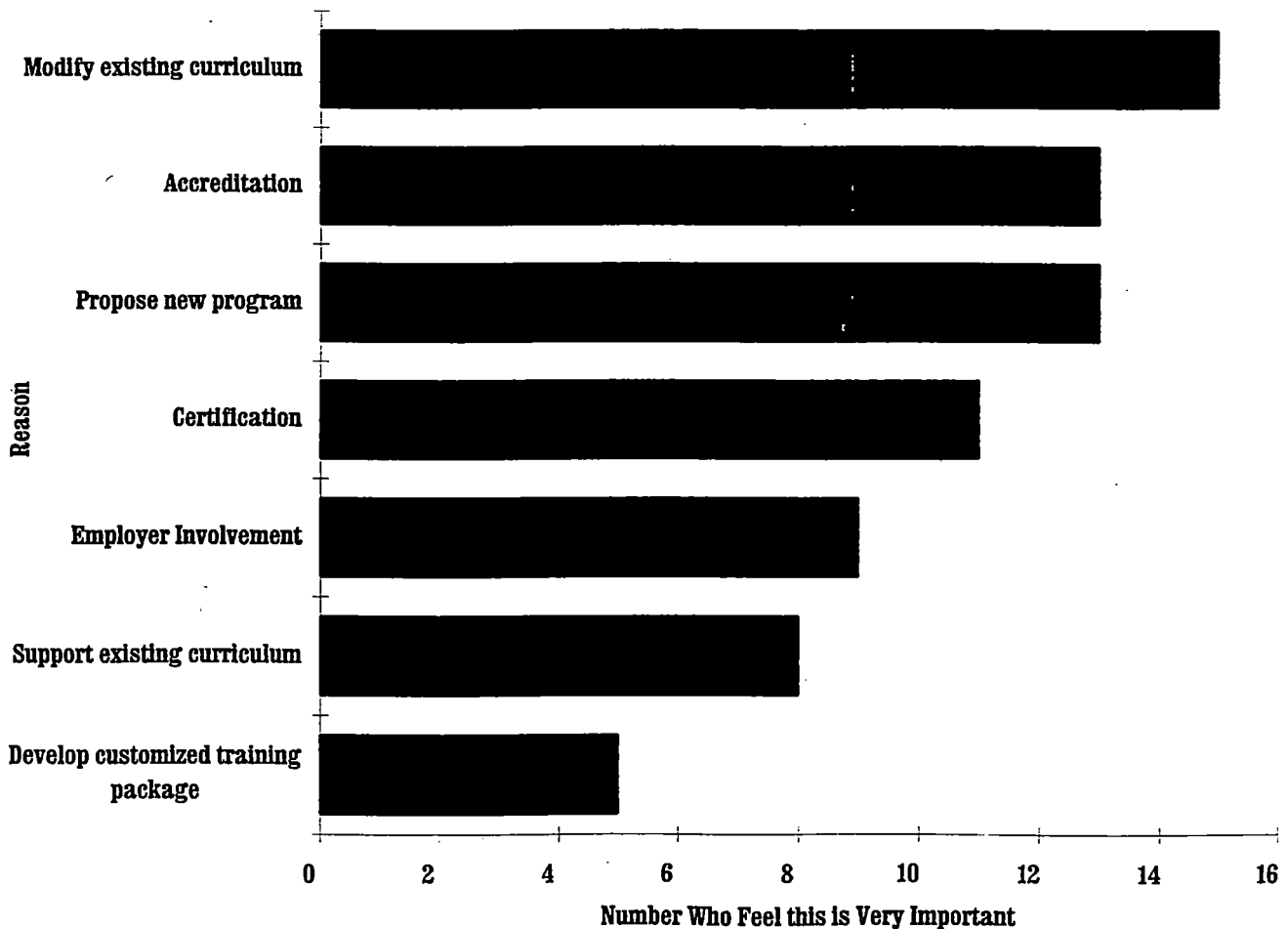
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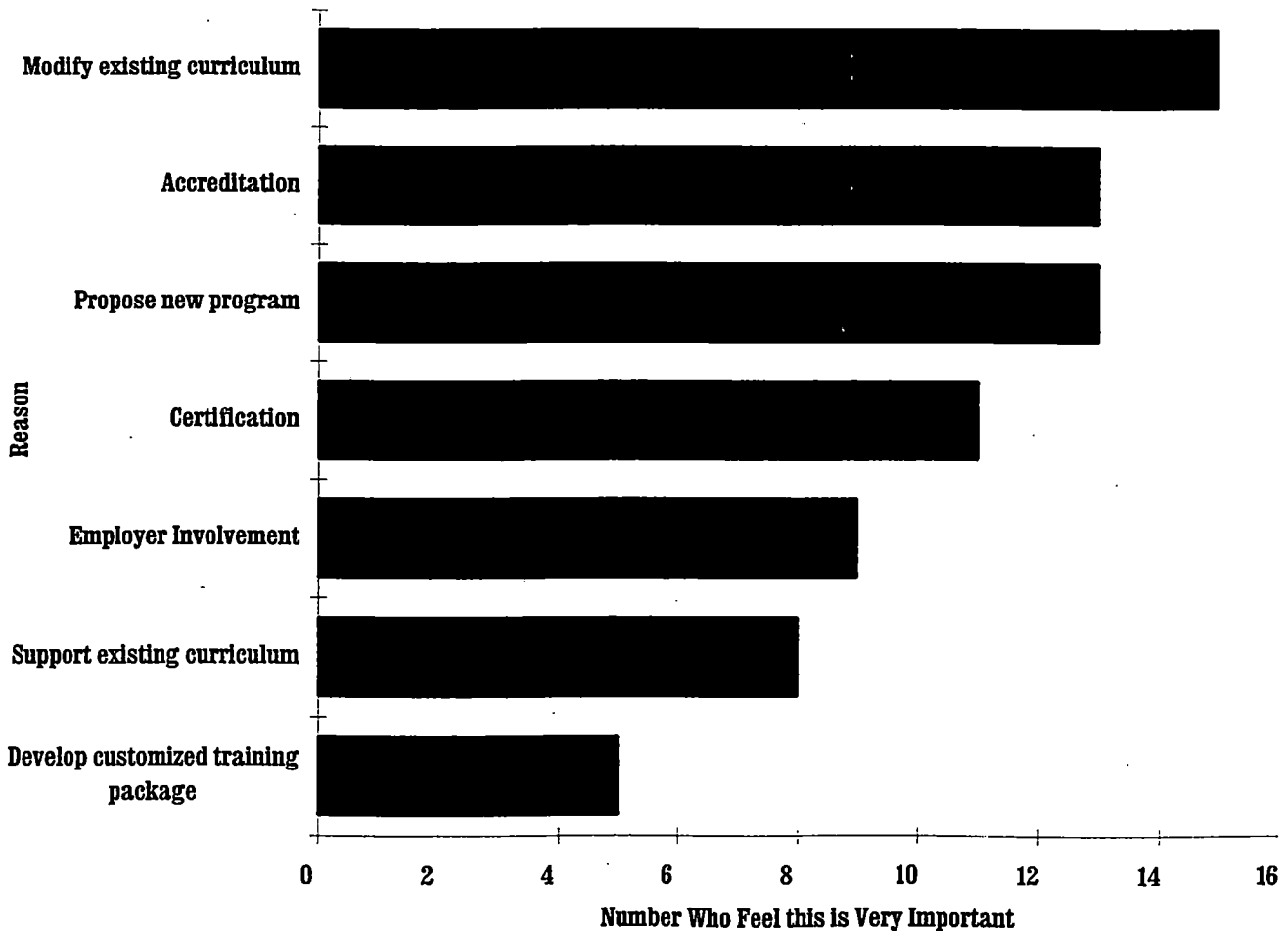
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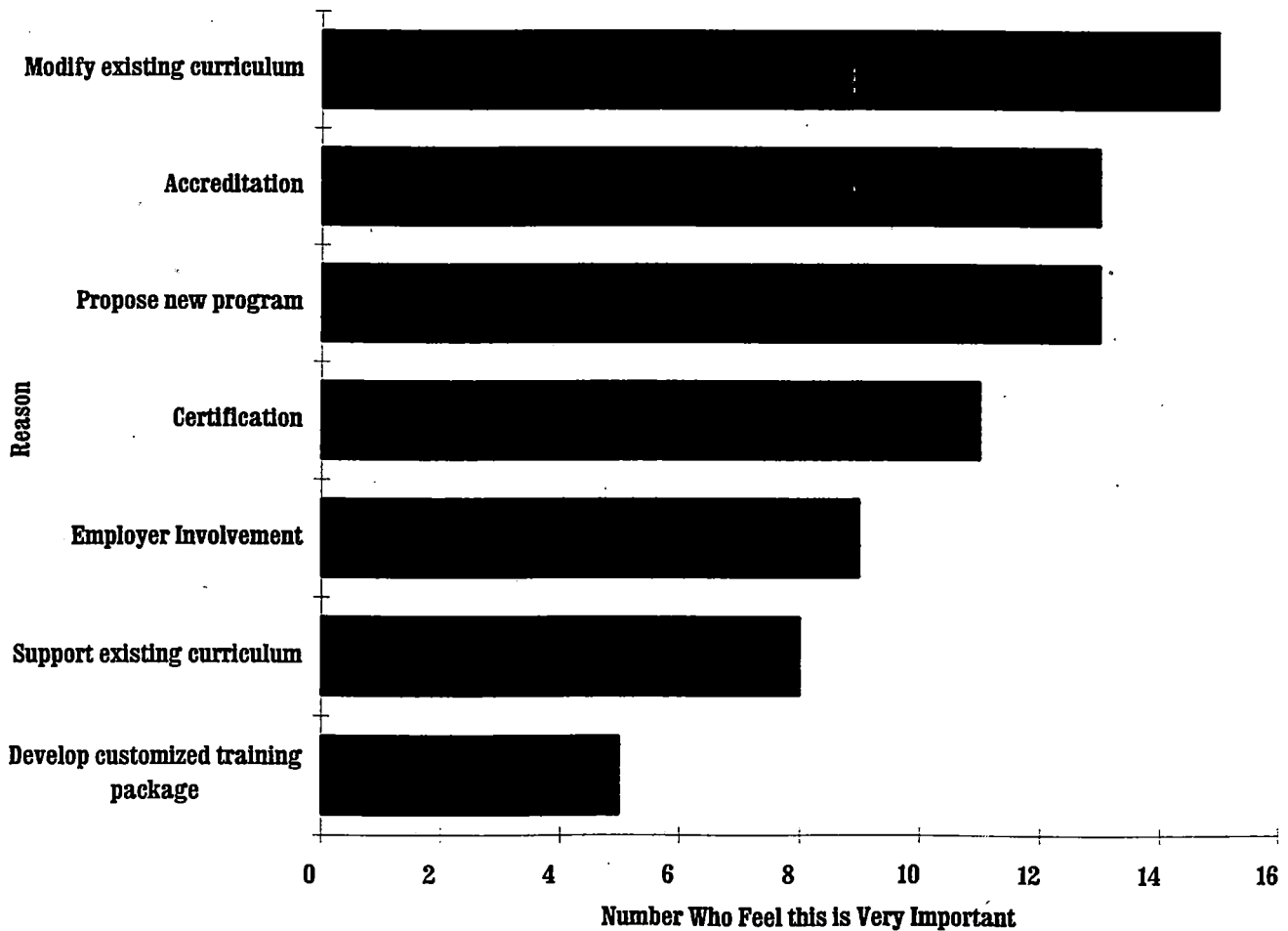
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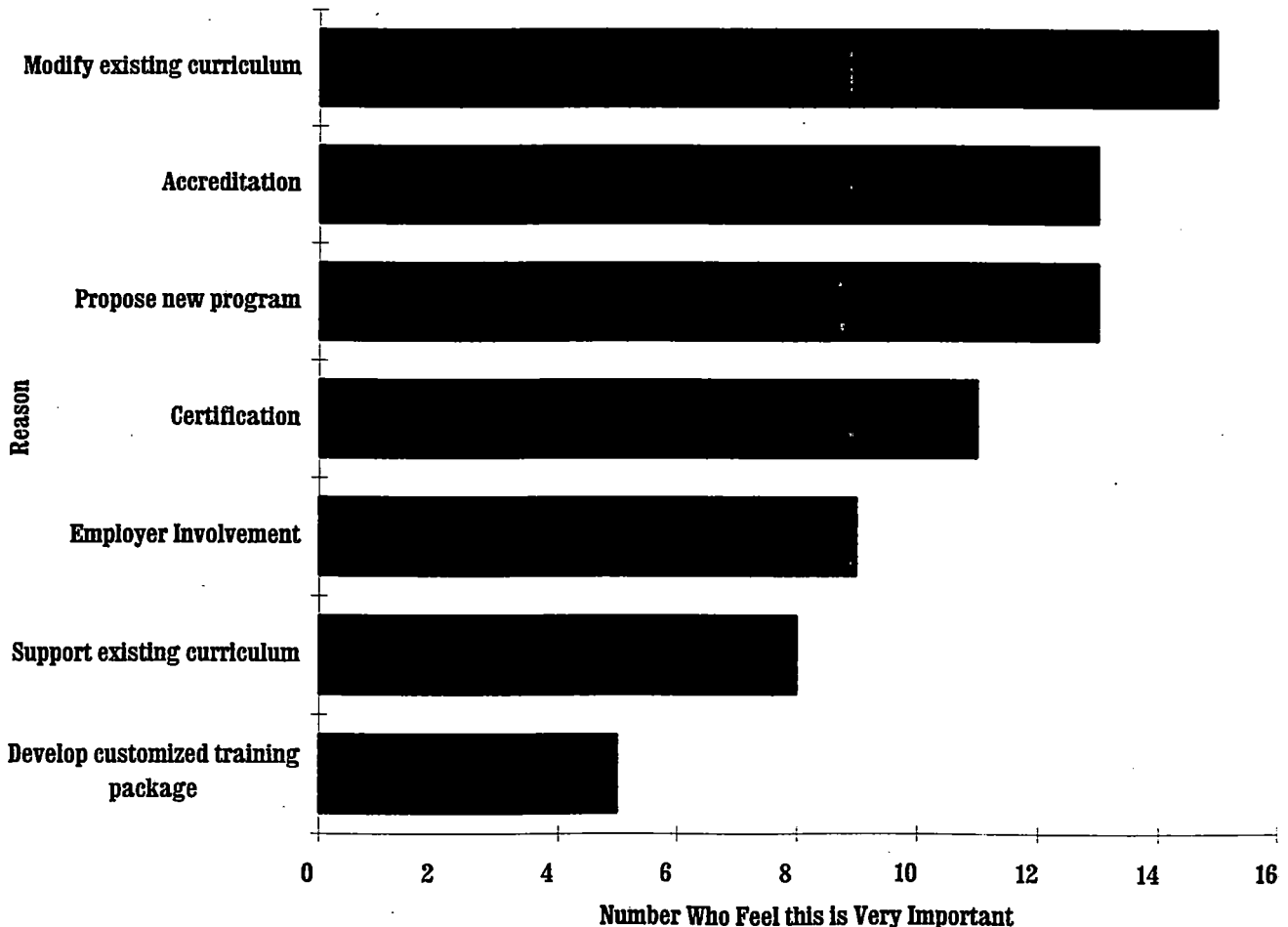
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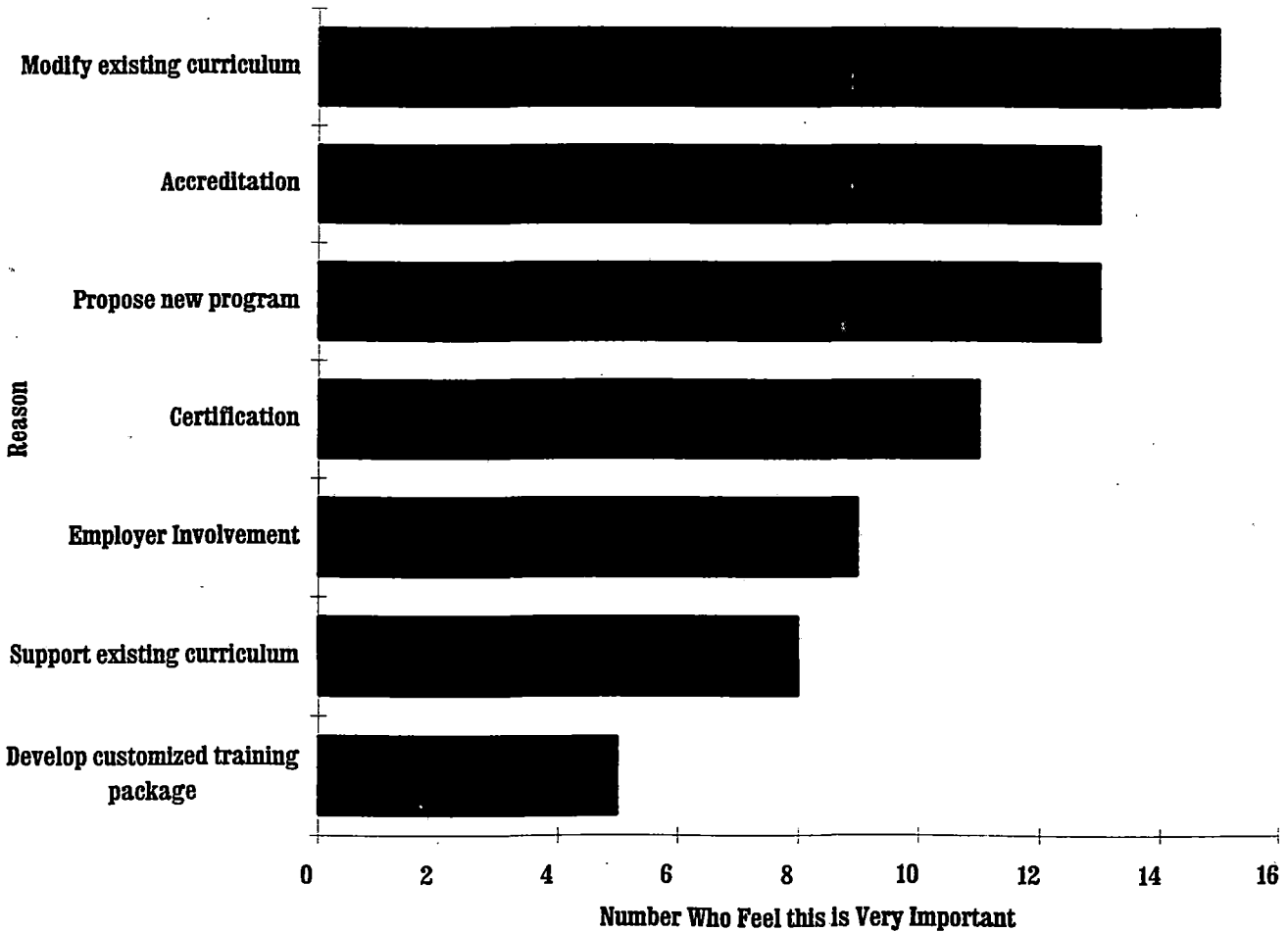
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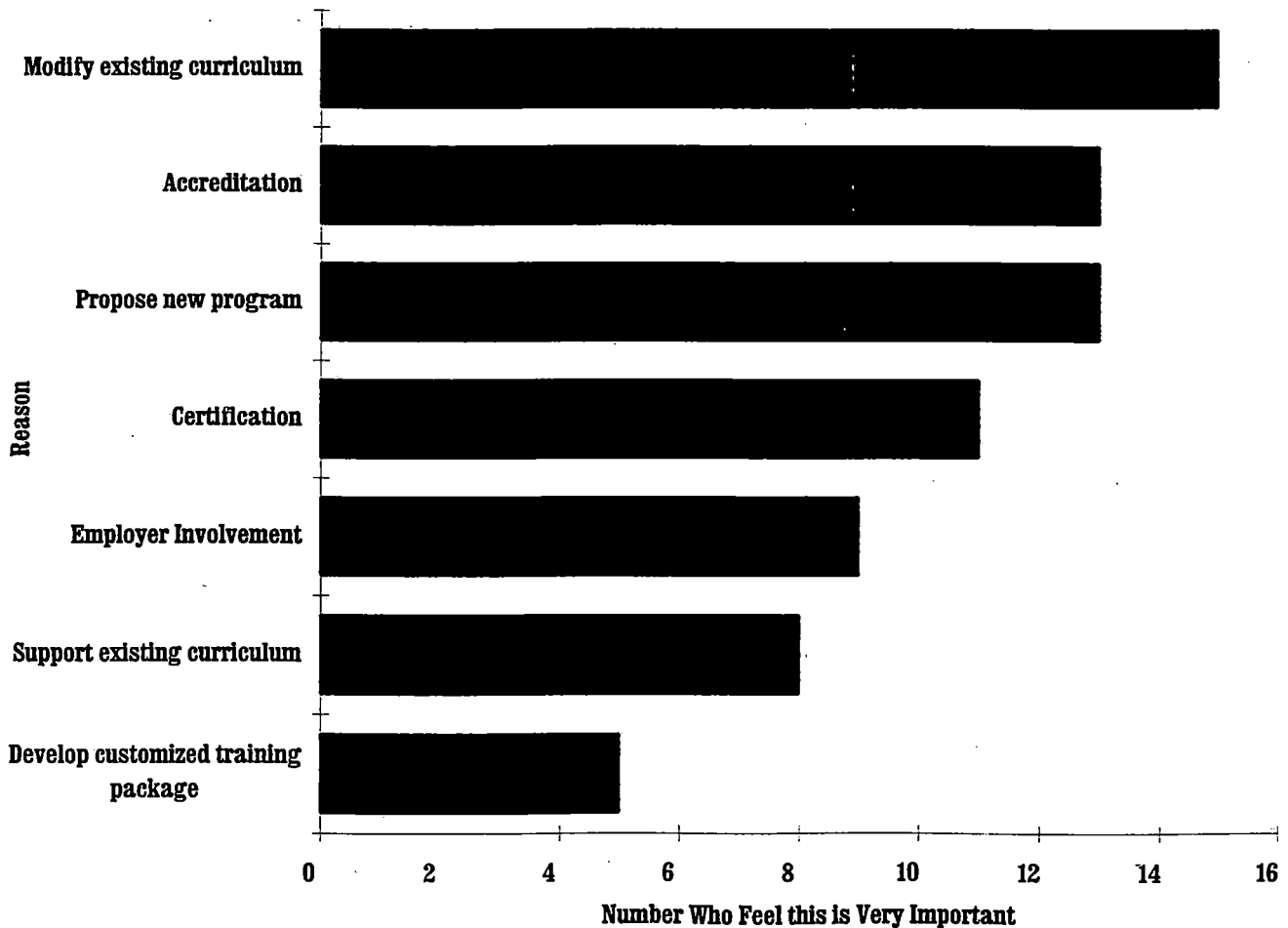
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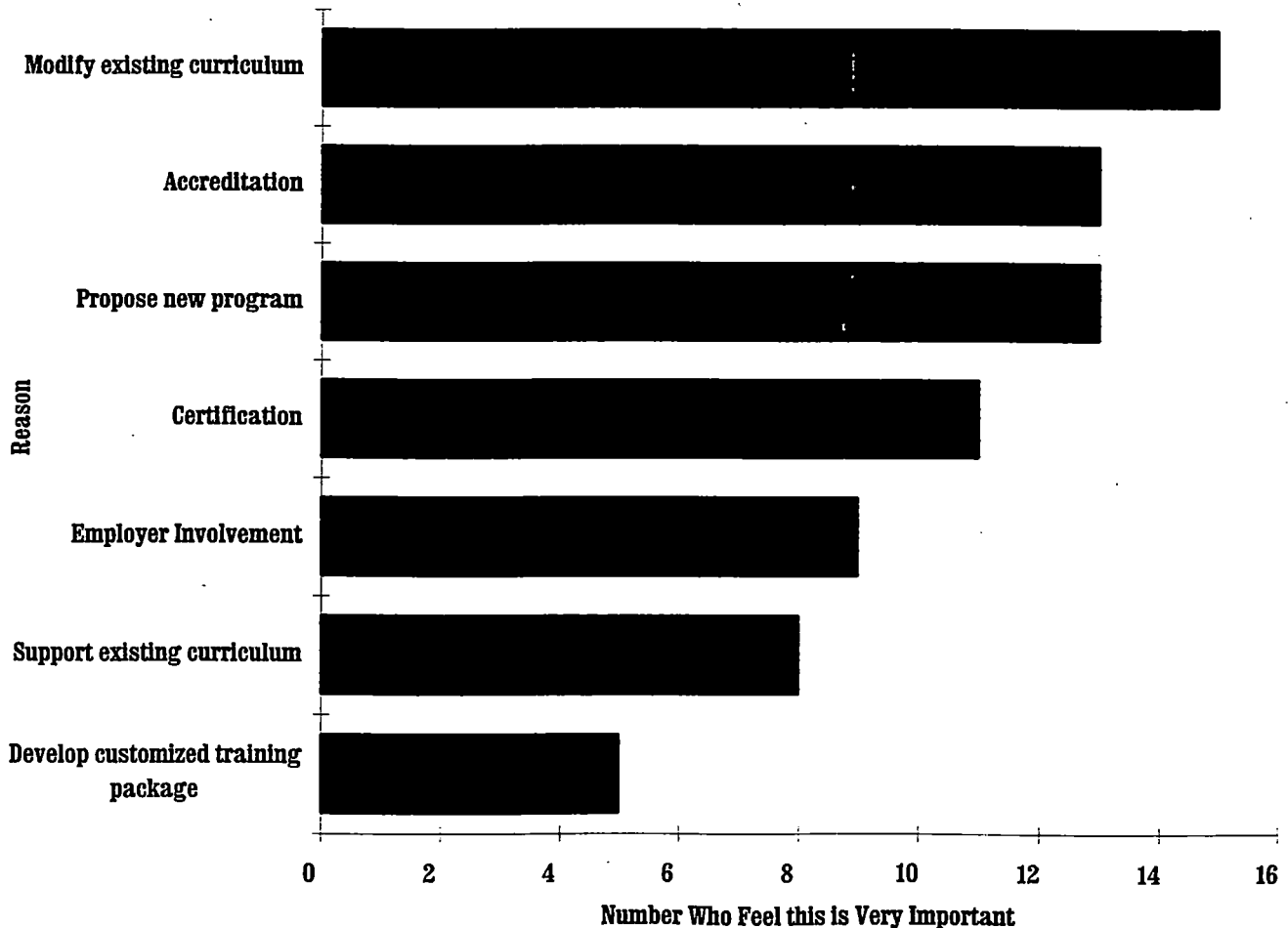
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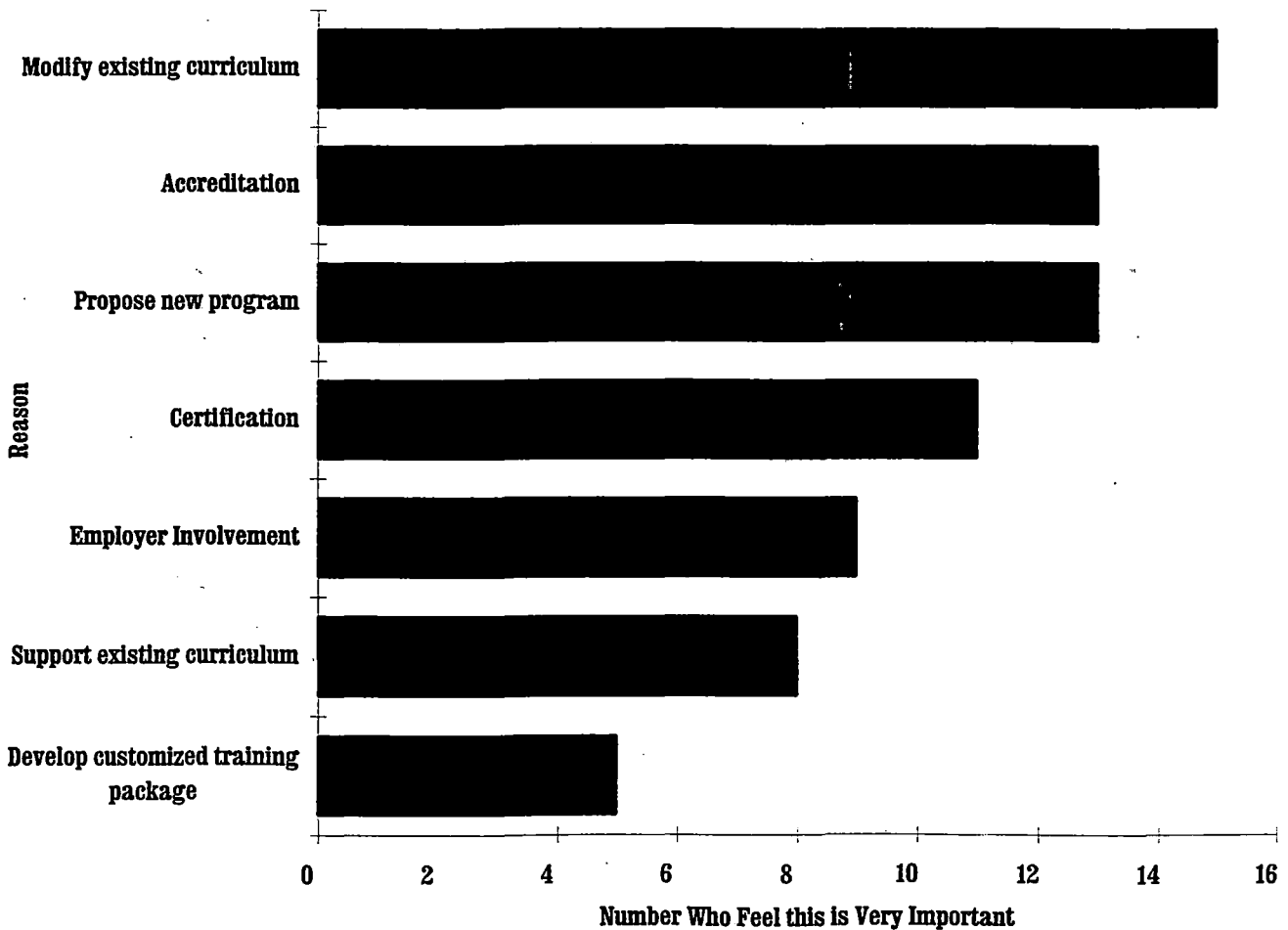
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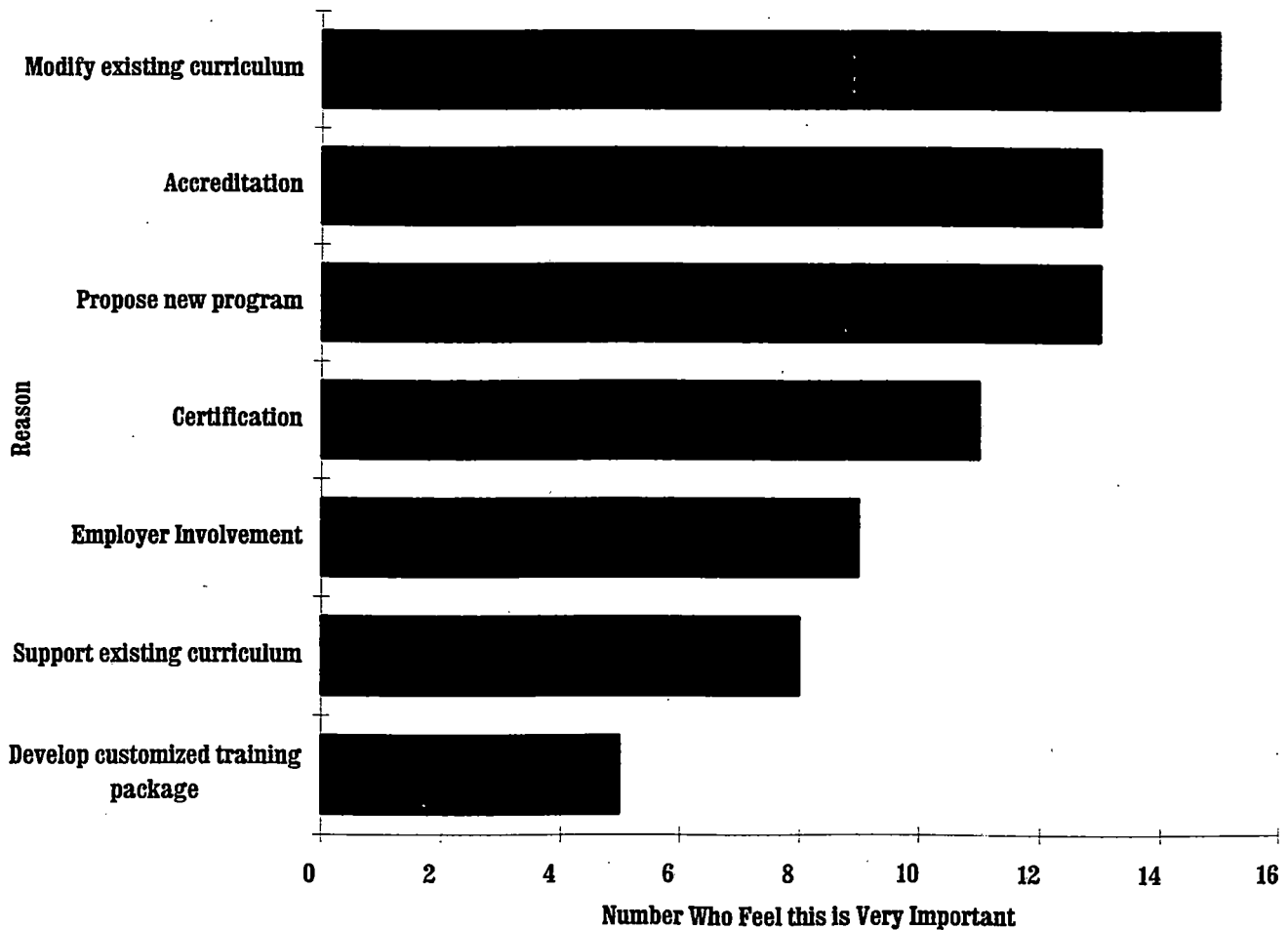
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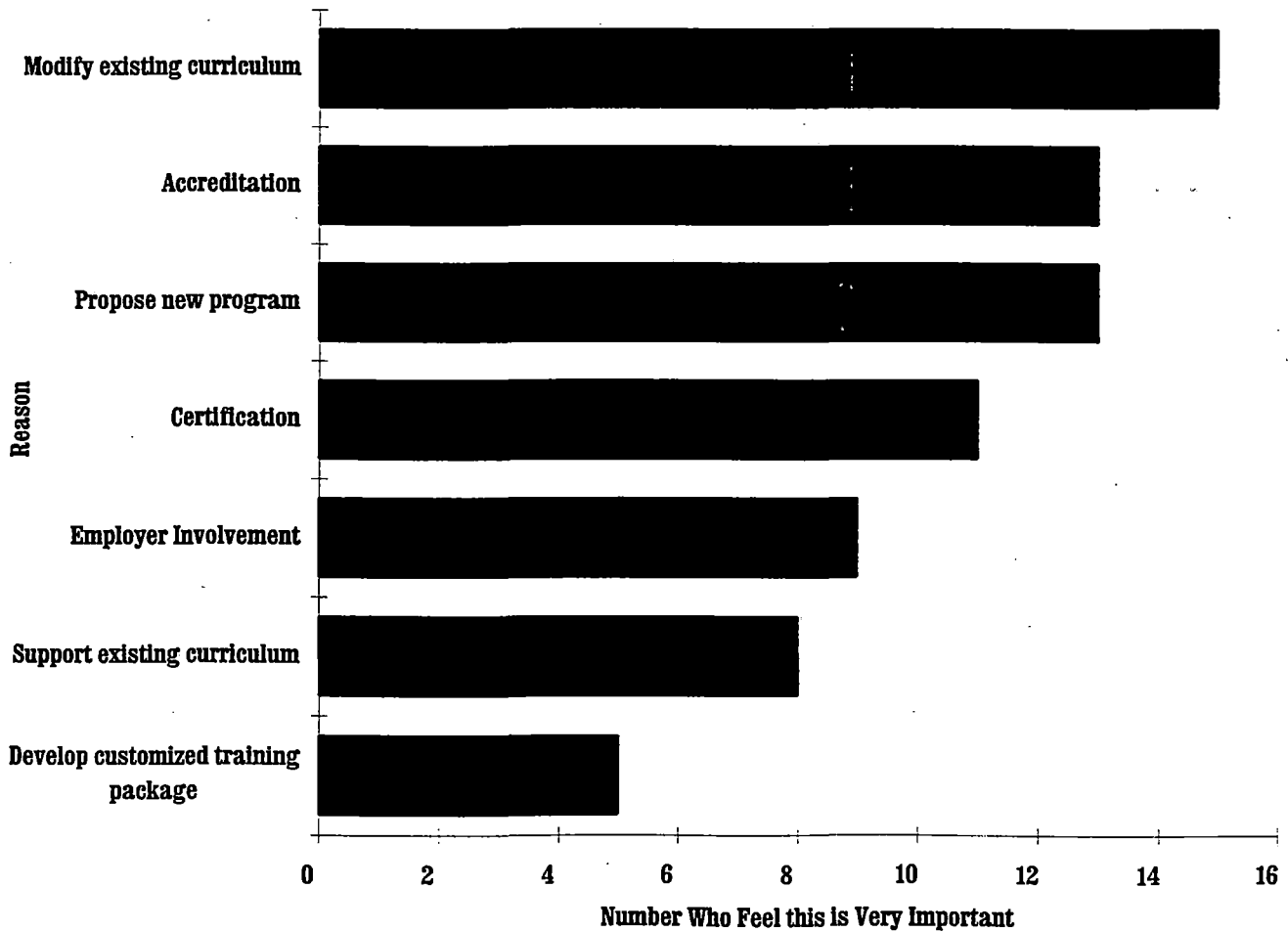
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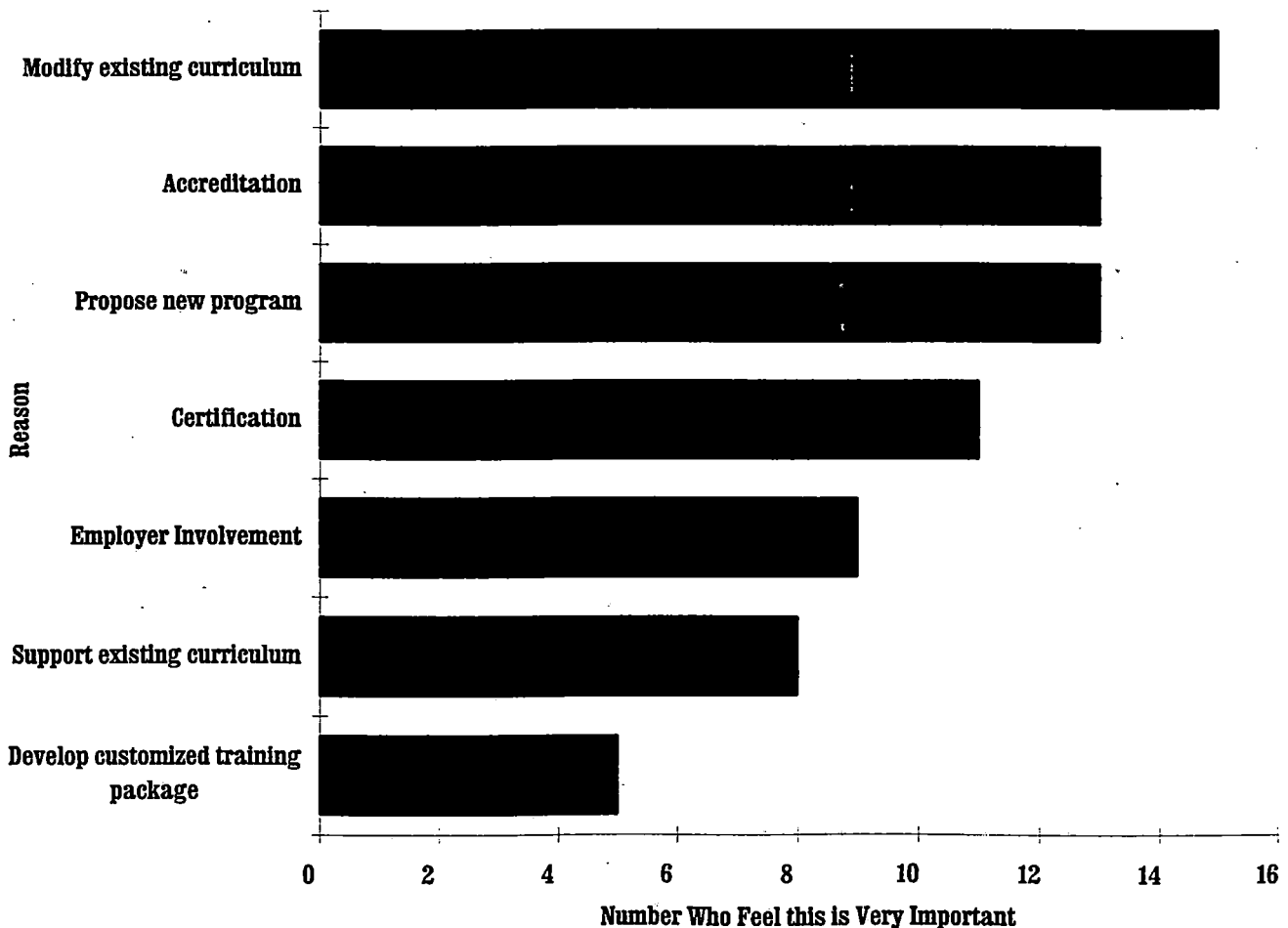
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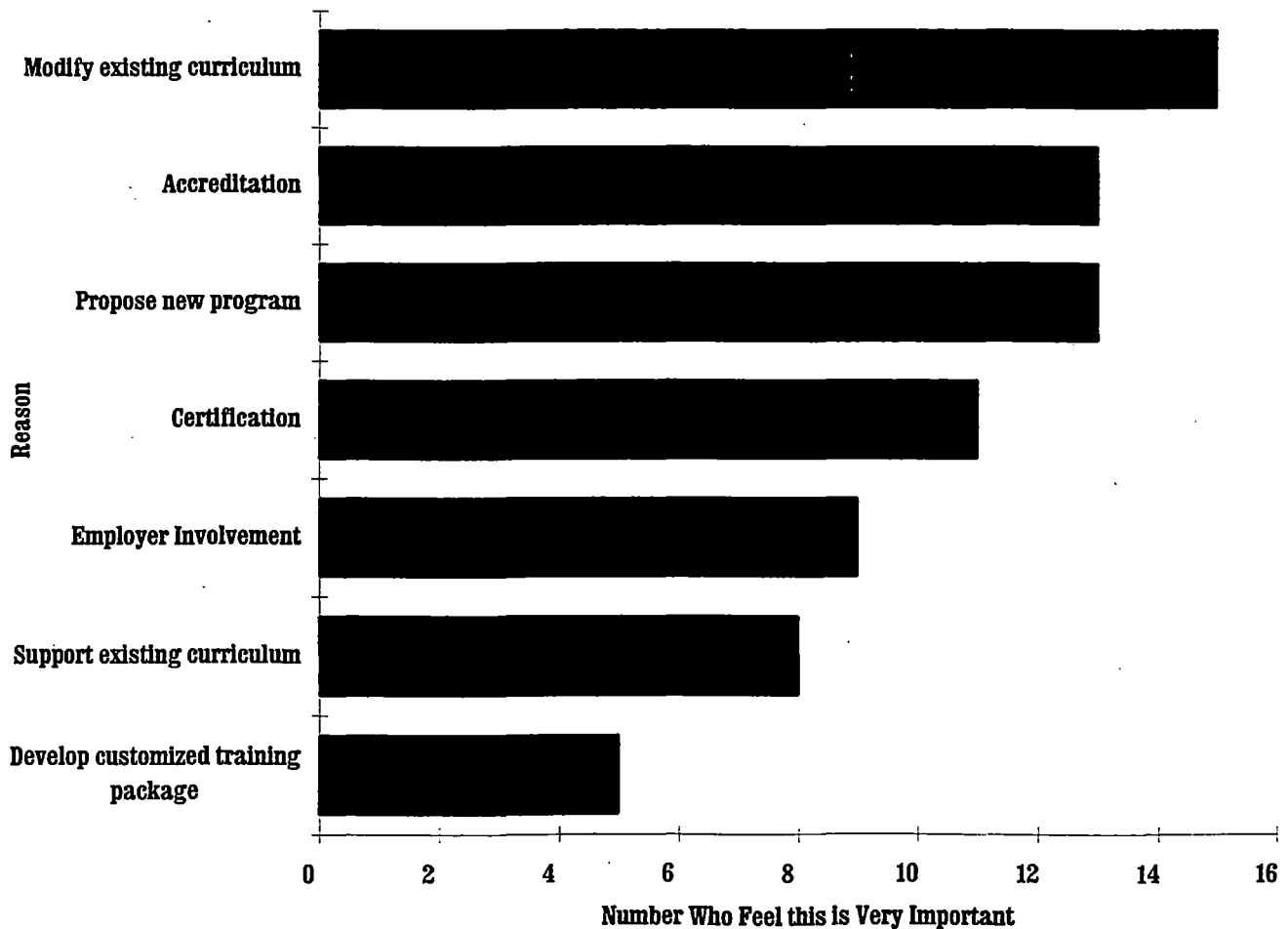
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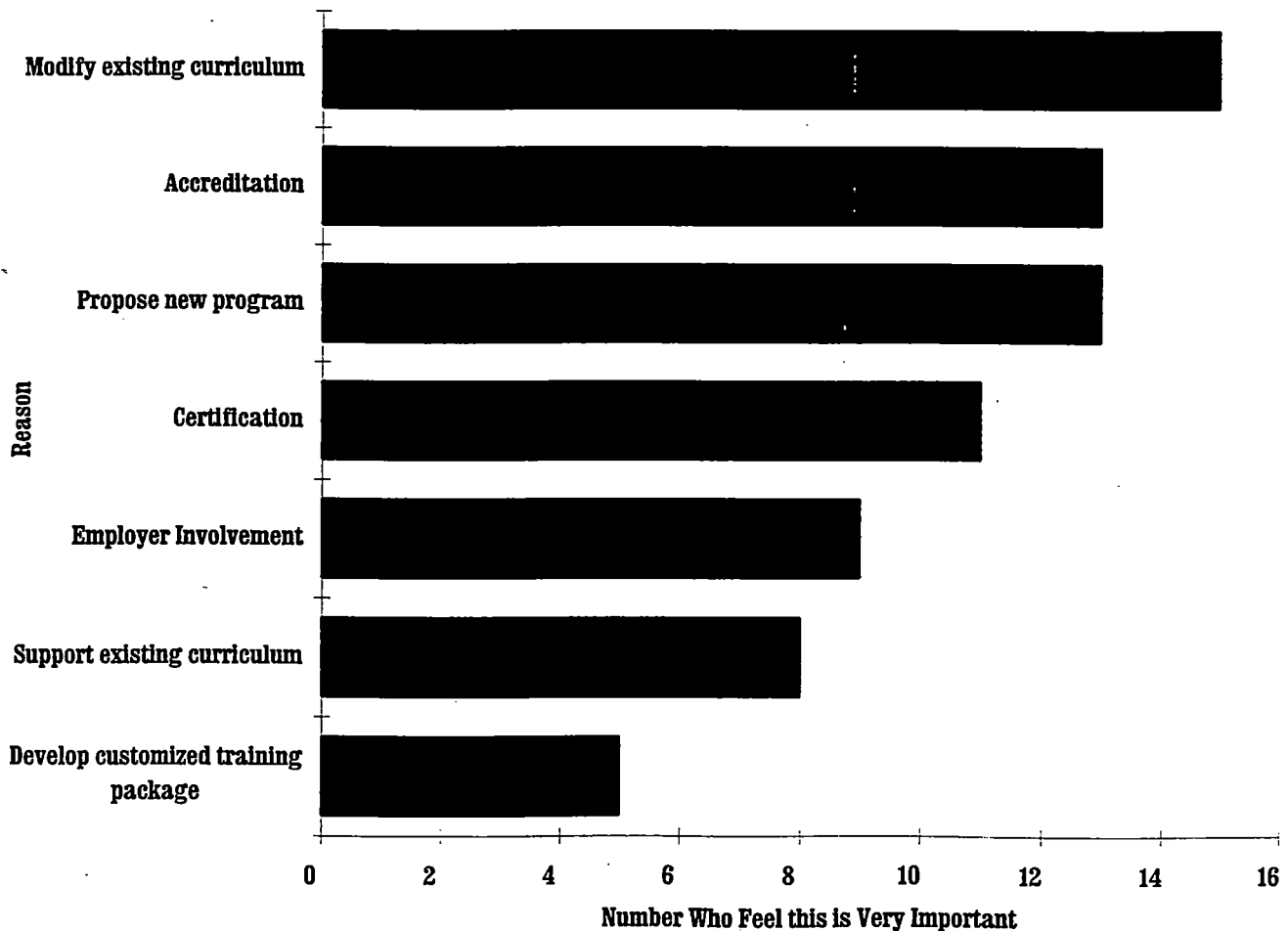
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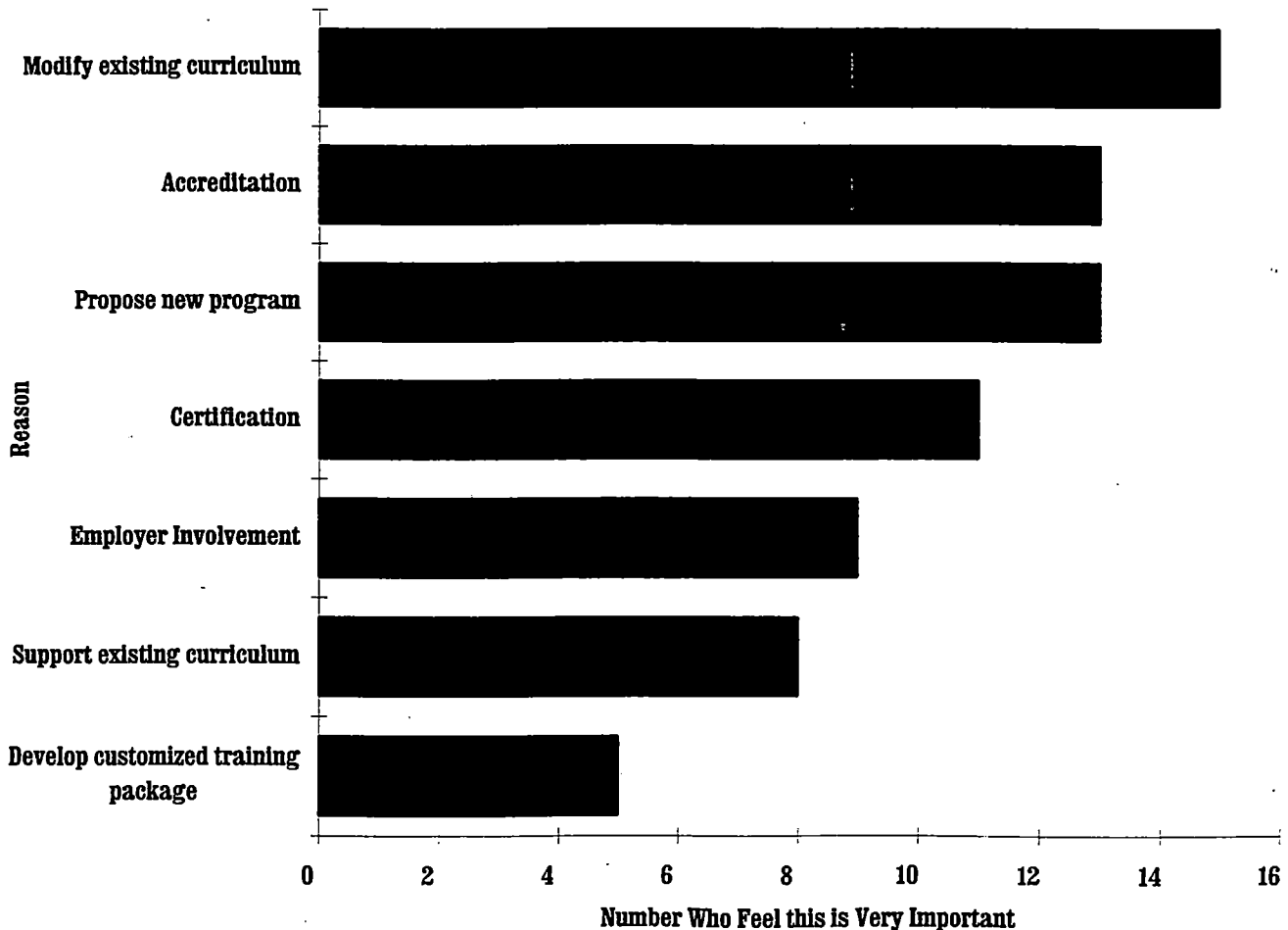
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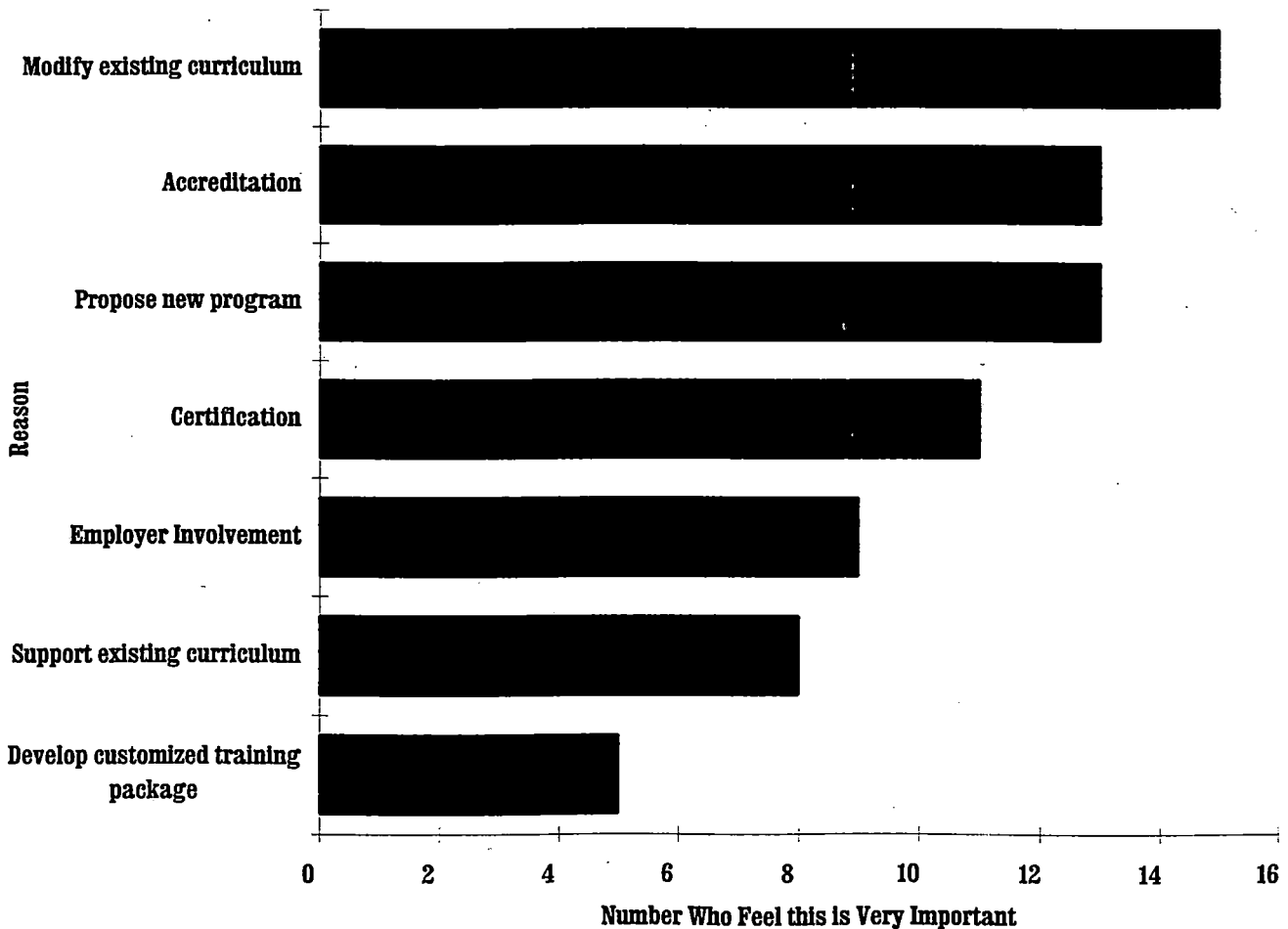
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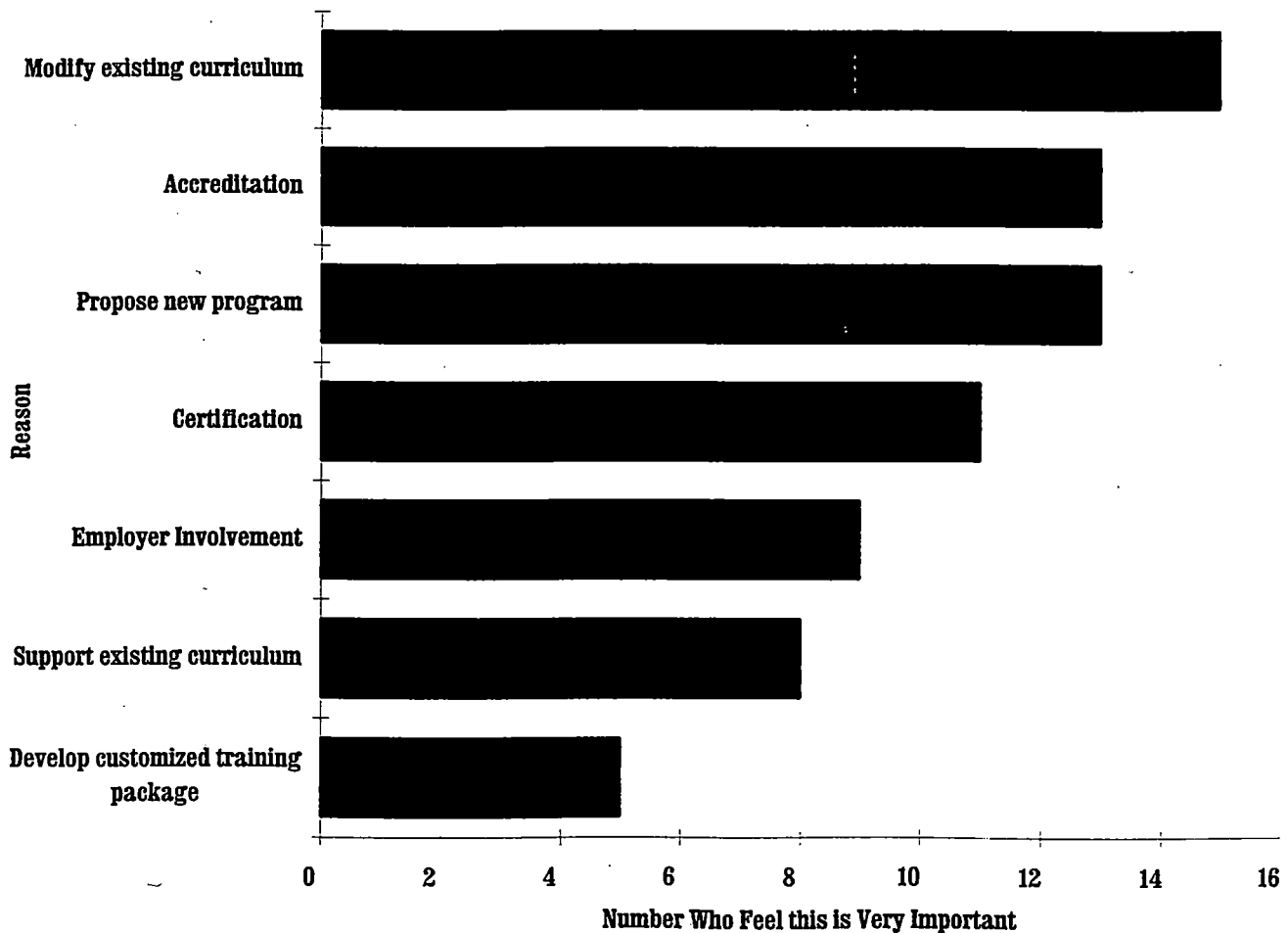
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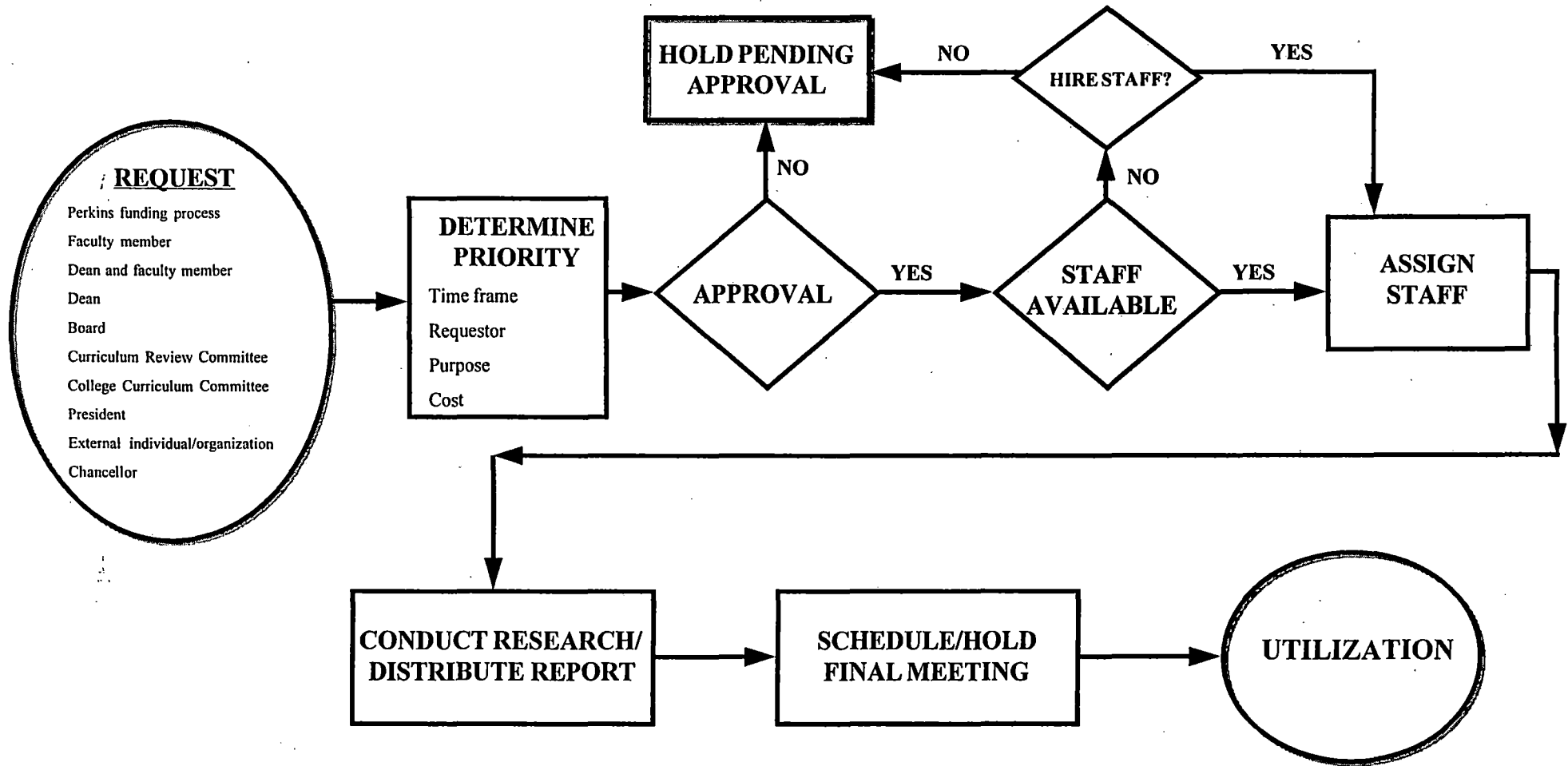
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Current Curriculum Needs Assessment Process



**Process for Requesting a Curriculum Needs Assessment for a New Program/
New Program Option**

STEP ONE

Contact **the relevant dean** and other **appropriate faculty** to discuss your proposal and solicit support.

STEP TWO

Contact *Institutional Planning & Analysis* to schedule an initial meeting. This meeting will focus on reviewing the available information in the light of the first set of criteria. (See the attached matrix). This stage involves basic preliminary information. The meeting will decide what information is needed to complete the matrix, and how it will be gathered.

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EXHIBIT 4

**Oakland Community College
Curriculum Needs Assessment Process**

The following summary explains the main elements of the curriculum needs assessment, as currently conducted:

1. Background

Existing Program

1. Information from the appropriate dean and faculty, background information and assessment.
2. Data on enrollment trends in the program.
3. Data on trends in degrees and certificates awarded.
4. Information, including narrative comments related to this program from the Graduate Follow-up survey.

Proposed New Program

1. Information from the appropriate dean and faculty on the proposed program, background information, and assessment.
2. The relationship of the program to the College's mission.

2. Information elements

Literature search including:

1. ERIC database.
2. DALNET and MIRLYN.
3. Professional literature provided by faculty and other expert sources.
4. Professional, technical, industrial organizations and experts in the field.

Additional program information:

1. Information on existing programs from the Financial Aid Handbook, college catalogues and Dean's Guide including enrollment and graduation statistics.
2. Information from advisory committees.

Employment information:

1. Job description from the Dictionary of Occupational Titles.
2. National employment projections (Occupational Outlook Handbook/Quarterly and Outlook 2000)
3. Michigan employment data, future employment, and salary statistics from the MOIS database and MESC.

Surveys

1. Survey of at least 60 employers in the industry.
2. Survey of current students in the program or related programs

EXHIBIT 4 CONT.

3. **Analysis**

1. ***Industry trends*** related to:

- Current employment
- Future employment
- Demand for replacement employees
- Demand for retraining of current employees
- Wage and salary including benefits
- Advancement opportunities

2. ***Occupational data*** related to:

- Occupational desirability/status
- Opportunities for the handicapped
- Opportunities for minorities

3. ***Level of training required and available***

- National, regional standards and data from the employer survey.
- Availability of existing training and programs.

4. ***Cost benefit analysis***

- Estimate of cost for establishing or revising existing programs.

5. ***Appendices*** include

- student and employer surveys
- list of employers willing to help on advisory committees
- list of employers willing to employ OCC interns.

4 **Summary**

Summary of evidence included in the report including possible issues of concern.

RECOMMENDATIONS

Recommendations fall into two categories. The first group is those which require additional attention and consideration, possibly in future CQI group work or within the existing structures and systems which govern curriculum and its development.

The second group of recommendations consists of those which upon approval, can be implemented based on the work of this CQI Team. However, some components are linked to the outcomes and actions taken based on the first category recommendations. Therefore, they may not be fully implemented immediately.

I. Areas in need additional attention and consideration

- A. A forum should be established that looks at the proposed curriculums linkage to and alignment with the college mission, strategic directions and college planning. This forum recommends what action be taken and the commitment of resources for the Needs Assessment.
- B. The criteria utilized in the prioritization and approval process for conducting a particular needs assessment should be linked to processes for Planning and Institutional Effectiveness (Criteria #4).
- C. To best conduct needs assessments for new programs a subject matter expert should collaborate with Institutional Planning and Analysis throughout the assessment process. In many cases, this subject matter expert will be a full-time faculty member. In the cases when there is not an appropriate full-time faculty member available, a means to involve adjunct or external subject matter experts is necessary.

II. Recommendations for Immediate Action

- A. Approval and implementation of the proposed "Process to Request Needs Assessments for New Programs". (Attachment A)
- B. Involve faculty in conducting the actual needs assessment. This will increase the efficiency and quality of the process itself while also enhancing the quality and usefulness of the information gathered. Ultimately, this involvement will impact the utilization of the results of a needs assessment.
- C. Utilize a variety of flexible methodologies in conducting needs assessments. The nature of the request, whether for a new course or program, or existing program and course reviews, should be considered in determining the complexity of the needs assessment process conducted. This could be determined jointly by the requestors and Institutional Planning and Analysis.

Draft Recommendation:

**Process for Requesting a Curriculum Needs Assessment for a New Program/
New Program Option**

STEP ONE

Contact the relevant dean and other appropriate faculty to discuss your proposal and solicit support.

STEP TWO

Contact *Institutional Planning & Analysis* to schedule a initial meeting. This meeting will focus on reviewing the available information in the light of the first set of criteria. (See the attached matrix). This stage involves basic preliminary information. The meeting will decide what information is needed to complete the matrix, and how it will be gathered.

STEP THREE

Working jointly with researchers from *Institutional Planning & Analysis* the information gathered in Step Two will be summarized. An executive summary and short narrative analysis will be submitted to **a curriculum forum.**

STEP FOUR

The curriculum forum will review the information compiled in Step Three, and consider its linkage to and alignment with the college mission, strategic directions and college planning. The forum will recommend what type of needs assessment should take place and commit resources for that process. In addition, the forum will prioritize this request in light of other proposed programs.

**Oakland Community College
New Program Assessment Form**

Proposed Program Name: _____

Credits: _____

Originator: _____

ATTACHMENT A CONT.

Primary Criteria	Positive	Neutral	Negative
Career Path: What are the long term career opportunities? Is there a career path or a number of career opportunities available to the student beyond the entry level position?			
Occupational Growth: What are the long term employment projections? What will be the economic demand for the occupation over the next ten years? Is the occupation limited to one sector of the economy?			
Salary/Wage: Starting hourly wages below \$7.00 per hour are considered to be at the low end of the scale while starting wages above \$10 per hour are viewed as more positive.			
Similar Programs (internal): To what extent is this program different from other active or inactive programs in the college?			
Similar Programs (external): To what extent is the program similar to programs already offered at other institutions in southeast Michigan.			
Consideration Criteria			
Certification (student): In order for the student to work in the field must they be certified by an external organization? Is certification required, preferred, or is it not required? (required, preferred, not required)			
Accreditation (program): Is it necessary for the program to be accredited by an external organization. Is accreditation required, preferred, or not required? (required, preferred, not required)			
Transfêrability: To what extent can the courses in the program be transferred to other institutions in southeast Michigan? Are opportunities extensive restricted or limited?			
Target Population: To whom is the program geared? Is the potential pool of students limited or diverse based on age, education, level of experience, etc?			

Prepared by: _____ Date _____

Director, Institutional Planning & Analysis

Approved for Needs Assessment Yes No

**OAKLAND COMMUNITY COLLEGE
NEEDS ASSESSMENT REPORT FORMAT**

I. Executive Summary

II Introduction

- Initiation of proposed program (who, why, when).
- Description of proposed/ existing program.
- Data on enrollment trends, trends in degrees and certificates awarded in existing programs.
- Description of occupation.
- Relation of proposed program to College mission.

III. Methodology

- Methods of data collection.
- Methods of data analysis.

IV. Analysis

-Employment

- Current employment on national, state and local basis.
- Future employment, national, state, local trends.
- Demand for replacement employees.
- Demand for new employees.
- Demand for retraining of current employees.

-Employee Benefits

- Wage and salary including benefits.
- Advancement opportunities.
- Occupational desirability/status.
- Opportunities for the handicapped.
- Opportunities for minorities.

-Occupation

- Level of training needed, national, regional and local information.
- Availability and adequacy of currently available training.
- General acceptance of the occupation (community perceptions).
- Social utility of the program.

-Preliminary Cost Estimate

- Estimate of cost of establishing or revising the program.

V. Summary

Summary of evidence included in the report including possible issues of concern.

VI. Appendices

- student and employer surveys
- list of employers contacted
- list of employers willing to help on advisory committees or employ OCC interns

VII. References

**Oakland Community College
New Program Assessment Form**

Proposed Program Name: _____

Credits: _____

Originator: _____

Primary Criteria	Positive	Neutral	Negative
Career Path: What are the long term career opportunities? Is there a career path or a number of career opportunities available to the student beyond the entry level position?			
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Similar Programs (external): To what extent is the program similar to programs already offered at other institutions in southeast Michigan.			

Consideration Criteria			
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Transferability: To what extent can the courses in the program be transferred to other institutions in southeast Michigan? Are opportunities extensive restricted or limited?			
Target Population: To whom is the program geared? Is the potential pool of students limited or diverse based on age, education, level of experience, etc?			

Prepared by: _____ Date _____

Director, Institutional Planning & Analysis

Approved for Needs Assessment Yes No

Needs Assessment Report

CQI Survey

1. Every year the Office of Planning & Analysis produces 5-8 needs assessment reports for OCC. Are you aware of these needs assessment reports?

1 _____ yes
0 _____ No
9 _____ *No response*

2. Have you ever used the information in a needs assessment report?

1 _____ Yes
0 _____ No (Go to #5)
8 _____ Not sure
9 _____ *No response*

3. For what purpose did you use the information in the needs assessment report? (Go to #7)

modify existing curriculum
justify curriculum existence
propose new program
accreditation
certification
develop customized training package
Employer involvement
Other

4. A needs assessment report is a detailed analysis of an existing or proposed OCC program, which includes: consultation with deans and/or faculty, an extensive literature search, a survey of local employers, a survey of students, ...

Do you think that you may use such a report?

1 _____ Yes
0 _____ No (Go to #?)
8 _____ Not sure
9 _____ *No response*

5. If so, what would be your objective in requesting a needs assessment report? (Go to last question?)

6. Did the needs assessment report meet your needs? AKA Please rate your satisfaction with the following aspects of the report: (1-5 scale)

	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Neutral</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>No Response</i>
a) Content	5	4	3	2	1	9	
b) Format	5	4	3	2	1	9	
c) Executive Summary	5	4	3	2	1	9	
d) References	5	4	3	2	1	9	
e) Presentation	5	4	3	2	1	9	
f) User-friendliness	5	4	3	2	1	9	
g) Useful information	5	4	3	2	1	9	
h) Tables and graphs	5	4	3	2	1	9	
i) Other	_____						

7. Please rate your satisfaction with the overall report:

- 5 _____ Very satisfied
- 4 _____ Satisfied
- 3 _____ Neutral
- 2 _____ Dissatisfied
- 1 _____ Very dissatisfied
- 8 _____ Not sure
- 9 _____ No response

8. Following are some reasons needs assessments have been conducted in the past. Please rank them for importance in conducting a needs assessment.

- course modification
- curriculum

9. Funding (Central fund?)

10. What, if any, improvements would you suggest we make to the needs assessment process?

OAKLAND COMMUNITY COLLEGE NEEDS ASSESSMENT PROCESS

On a regular basis the College considers the implementation of new programs and reviews existing ones. The Office of Institutional Planning & Analysis is charged with the responsibility of conducting the appropriate research which allows college faculty and administration to make decisions concerning these programs.

The process commences with consultation with the appropriate dean and faculty members to determine the nature of the proposed or existing program, additional background information, expert sources of information and questions they wish to see addressed.

In the case of an existing program a considerable amount of statistical data is available in the form of degree/certificate trend statistics, enrollment trend information, along with data and narrative comments from graduate follow-up surveys. For some programs, minutes and other material from advisory committees may also be available.

An extensive literature search, using the ERIC database, DALNET and MIRLYN systems, identifies relevant materials for the study. This includes information on the state of the industry/profession, projections of its future, employment statistics, current educational developments in training, and recommended curriculum content. It may also identify issues that need to be examined in greater detail during the research project. Professional literature provided by faculty members is studied at this stage both for its content and to identify professional organizations and recognized figures who may be sources of information. These organizations are contacted, both local and national experts are interviewed in order to obtain a comprehensive view of the employment field.

Specialist employment information is obtained from a variety of expert sources including publications like the Dictionary of Occupational Titles, Occupational Outlook Handbook, databases such as the Michigan Occupational Information Service (MOIS), and organizations like the Michigan Employment Security Commission (MESCC). Together, these sources provide information on the nature of the occupation, working conditions, training requirements, as well as current and projected employment figures. Statistics of salary and benefit levels are obtained from these sources and from the professional organizations. Other occupational data such as the status/desirability of the occupation, and opportunities for the handicapped and minority groups are researched at this time.

Once this information has been obtained, a local employer survey is carried out in order to obtain data on current and future employment needs, retraining requirements, desired work and technical skills for employees. Information is also obtained on salary levels, advancement opportunities for those entering the field, and the willingness of employers to offer placement to OCC interns. The survey is developed in consultation with faculty and recognized experts to determine appropriate subject matter. The data obtained is statistically analyzed and is compared with the national and state data to develop a complete picture of the employment field.

Following this evaluation of employment opportunities, an examination is made of the adequacy of available training in Michigan. Data from the Michigan Department of Education provides trend information in terms of enrollments and graduation from institutions that offer similar programs. More detailed statistical data is obtained from the institutional research offices of these institutions. Additional information is provided from interviews conducted with deans and faculty who comment on the current status of their programs, curriculum content, enrollment history, and other aspects with regard to developing and maintaining the program. In the case of existing programs a survey of OCC students is carried out to determine their perceptions of the program, employment expectations, and satisfaction levels.

In consultation with the appropriate faculty and dean, a preliminary cost estimate is made for establishing or revising the program under consideration. Data from the literature search, expert sources, and other colleges are used in the process.

Finally, all of the detailed analysis outlined above is compiled in a comprehensive report that is presented to the appropriate deans, faculty and committees for review.

OAKLAND COMMUNITY COLLEGE NEEDS ASSESSMENT PROCESS

MAJOR STAGES OF THE PROCESS

- *Consultation with Deans/Faculty*
 - Determination of the nature of the proposed or existing program.
- *Search of Data on Existing Programs*
 - Compilation of data from degree/certificate trend statistics, enrollment trend information, graduate follow-up survey.
- *Literature Search*
 - Extensive review of data on the state of the industry/profession, employment projections, training needs and recommended curriculum content.
- *Interviews with Community/Industry Experts*
 - Interviews with local and national experts to gain insight into the profession and industry.
- *Information from Professional Organizations*
 - Research reports, employment statistics, wage and benefit surveys, occupational projections, and recommended curriculum.
- *Employment Statistics (Michigan Employment Security Commission)*
 - Research of occupational information, current and projected employment figures, salary and benefit information.
- *Survey of Local Employers*
 - Interviews with an average of 60 local employers to gain information on current and future employment, retraining needs, desired career and technical skills, and career paths for employees.
- *Data from Michigan Department of Education/Other Institutions*
 - Information on enrollment and graduation trends from institutions with similar programs.
- *Interviews with Faculty and Deans from Other Colleges/Universities*
 - Interviews with faculty and staff from other colleges and universities with similar programs to gain knowledge of curriculum content, enrollment history, and other aspects of developing and maintaining the program.
- *Survey of Students in Existing Programs*
 - Interviews with students who have completed at least one course in the program, over the past 12 months to evaluate student opinion on the quality of the program and relevance to their needs.

OAKLAND COMMUNITY COLLEGE NEEDS ASSESSMENT PROCESS

MAJOR ELEMENTS OF THE NEEDS ASSESSMENT

Introduction

- Description of Proposed or Existing Program
- Description of Occupation

Employment Opportunities

- Outlook for the Industry
- Current Employment
- Future Employment
- Demand for Retraining of Current Employees

Employee Benefits

- Wage and Salary
- Advancement Opportunities

Occupational Factors

- Occupational Desirability
- Opportunities for Minorities/Handicapped

Training

- Level of Training Needed
- Adequacy of Currently Available Training

Preliminary Cost Estimate

Summary of Major Findings

OAKLAND COMMUNITY COLLEGE
NEEDS ASSESSMENT REPORT FORMAT

I. Executive Summary

II Introduction

- Initiation of proposed program (who, why, when).
- Description of proposed program.
- Description of occupation.
- Relation of proposed program to college mission.

III. Methodology

- Methods of data collection.
- Methods of data analysis.

IV. Analysis

- Employment
 - Current employment.
 - Future employment.
 - Demand for replacement employees.
 - Demand for new employees.
 - Demand for retraining of current employees.
- Employee Benefits
 - Wage and salary.
 - Advancement opportunities.
 - Occupational desirability.
 - Opportunities for the handicapped.
 - Opportunities for minorities.
- Occupation
 - Level of training needed.
 - Adequacy of currently available training.
 - General acceptance of the occupation (community).
 - Social utility of the program.
- Preliminary Cost Estimate
 - Initial cost estimate of establishing the program.

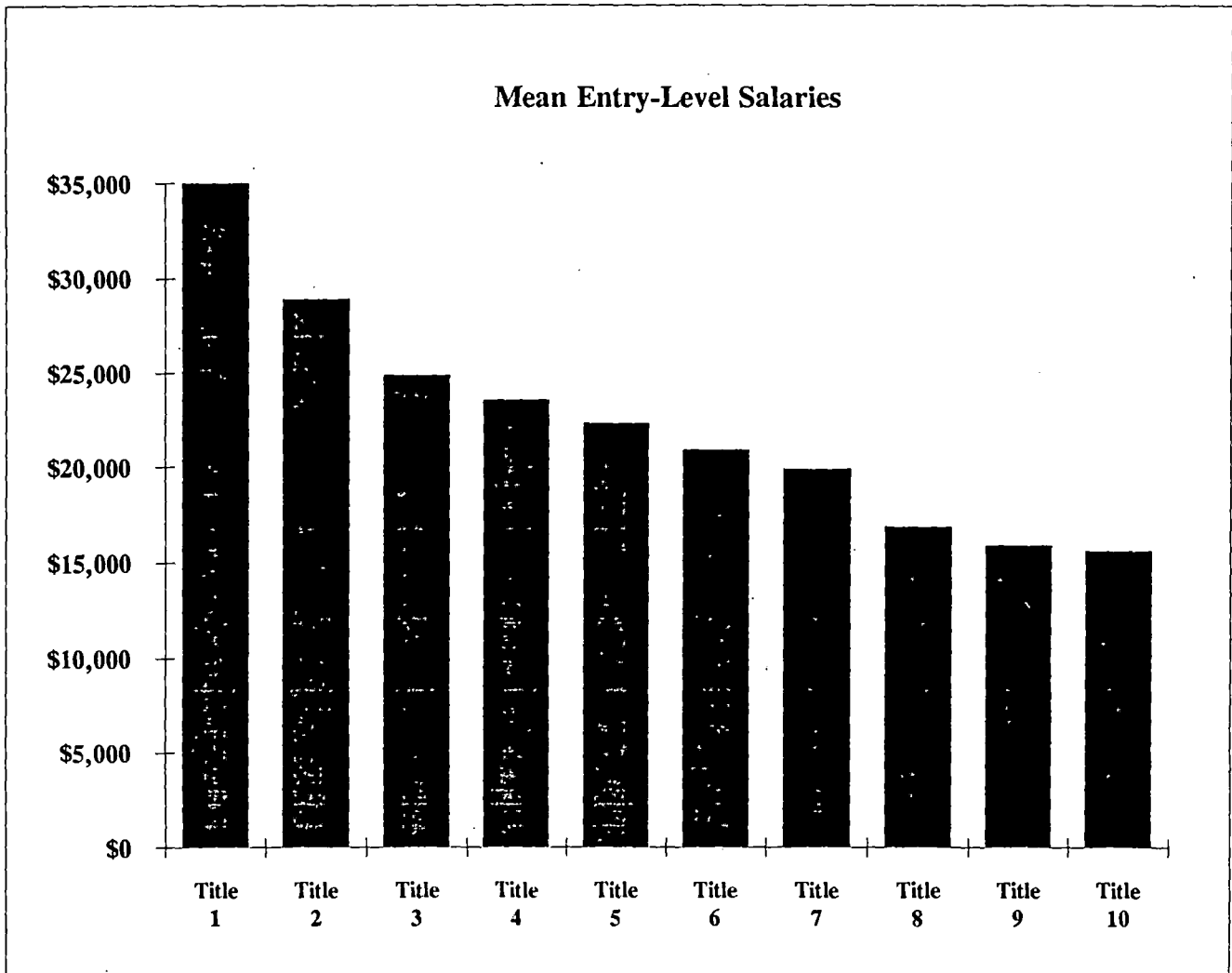
V. Summary

VI. Appendix

VII. References

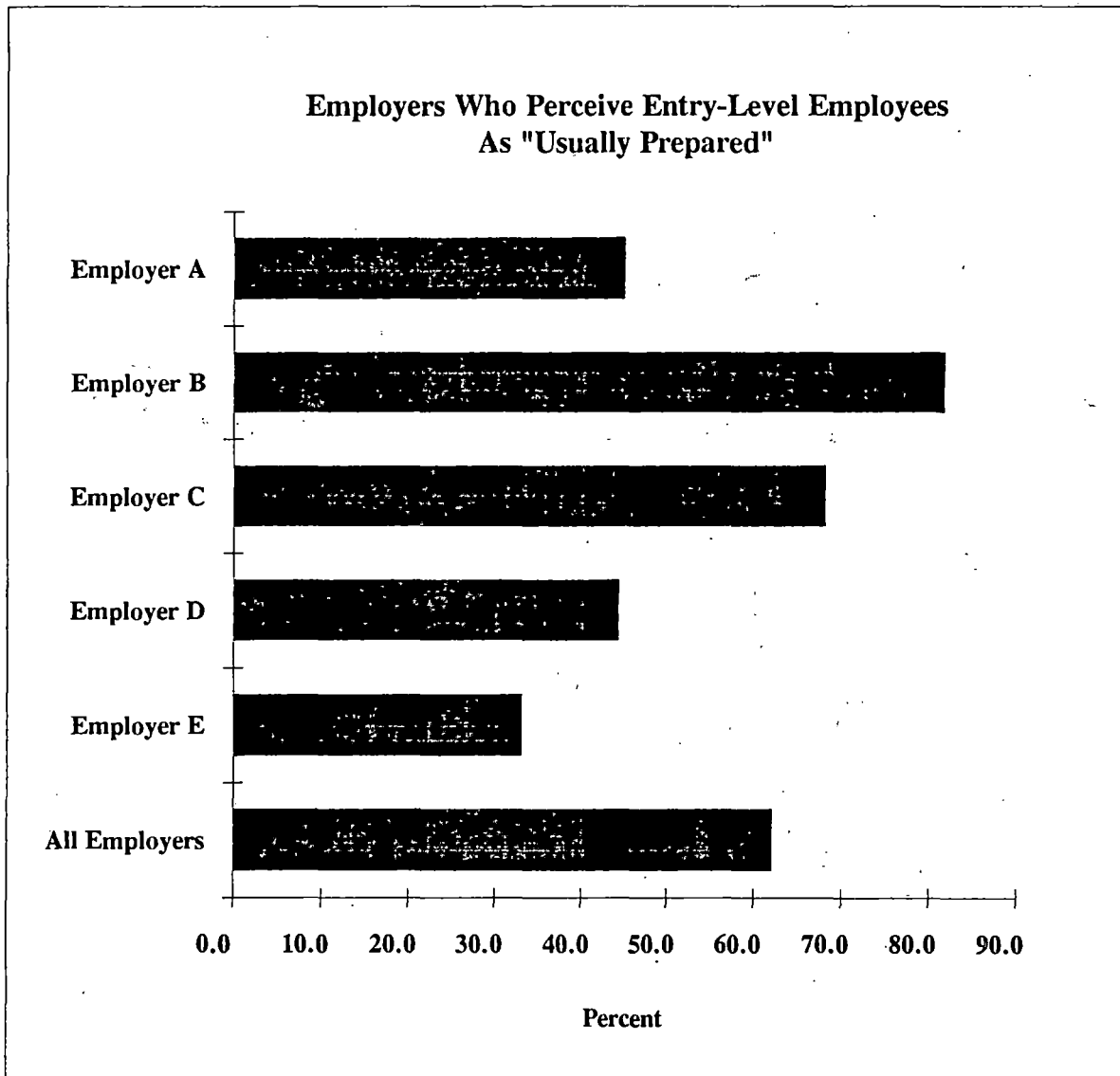
Entry Level Salaries & JobTitles

Job Title	Mean Salary
Title 1	\$35,000
Title 2	\$28,888
Title 3	\$24,894
Title 4	\$23,564
Title 5	\$22,312
Title 6	\$20,897
Title 7	\$19,874
Title 8	\$16,874
Title 9	\$15,897
Title 10	\$15,600



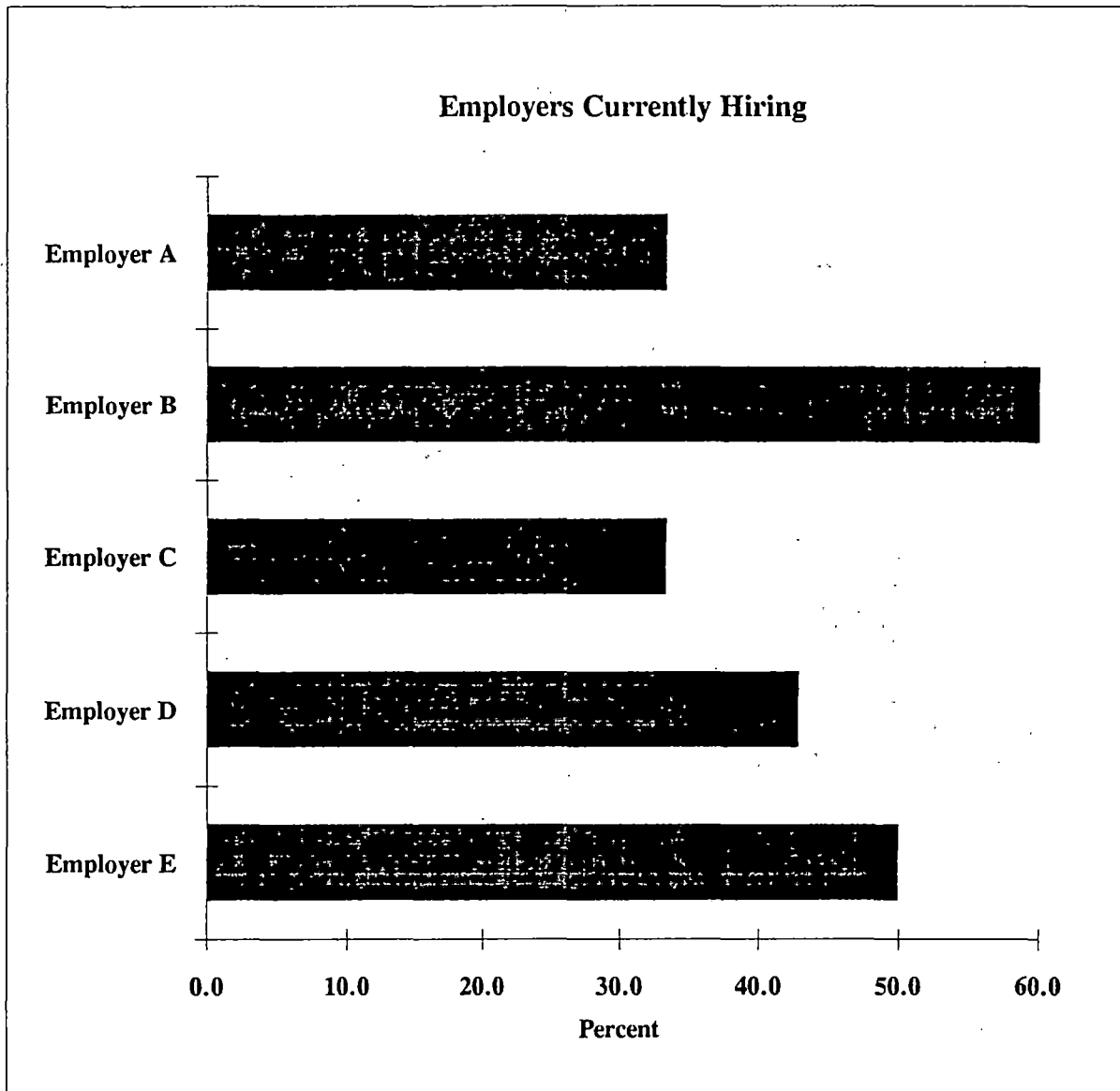
Perceived Preparation Levels of Entry-Level Employees

Employer Type	Usually Prepared	Sometimes Prepared	Not Prepared
Employer A	45.0	35.0	20.0
Employer B	81.8	12.2	6.0
Employer C	68.2	22.7	9.1
Employer D	44.4	33.3	22.3
Employer E	33.2	45.8	21.0
All Employers	62.3	26.2	11.5



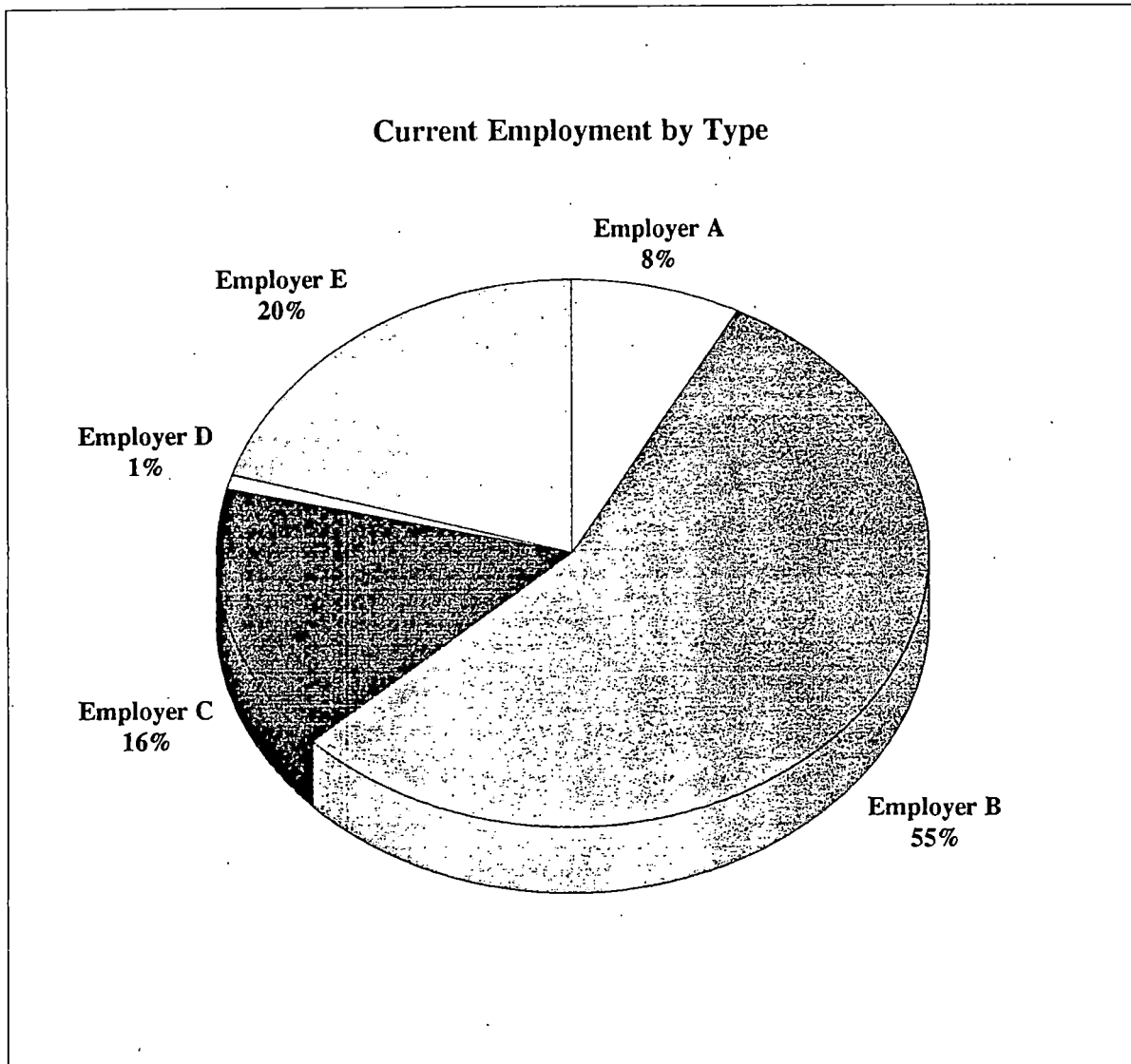
Employers Who Are Currently Hiring

Employer Type	Hiring	Not Hiring
Employer A	5	10
Employer B	6	4
Employer C	3	6
Employer D	3	4
Employer E	3	3
Total	20	27

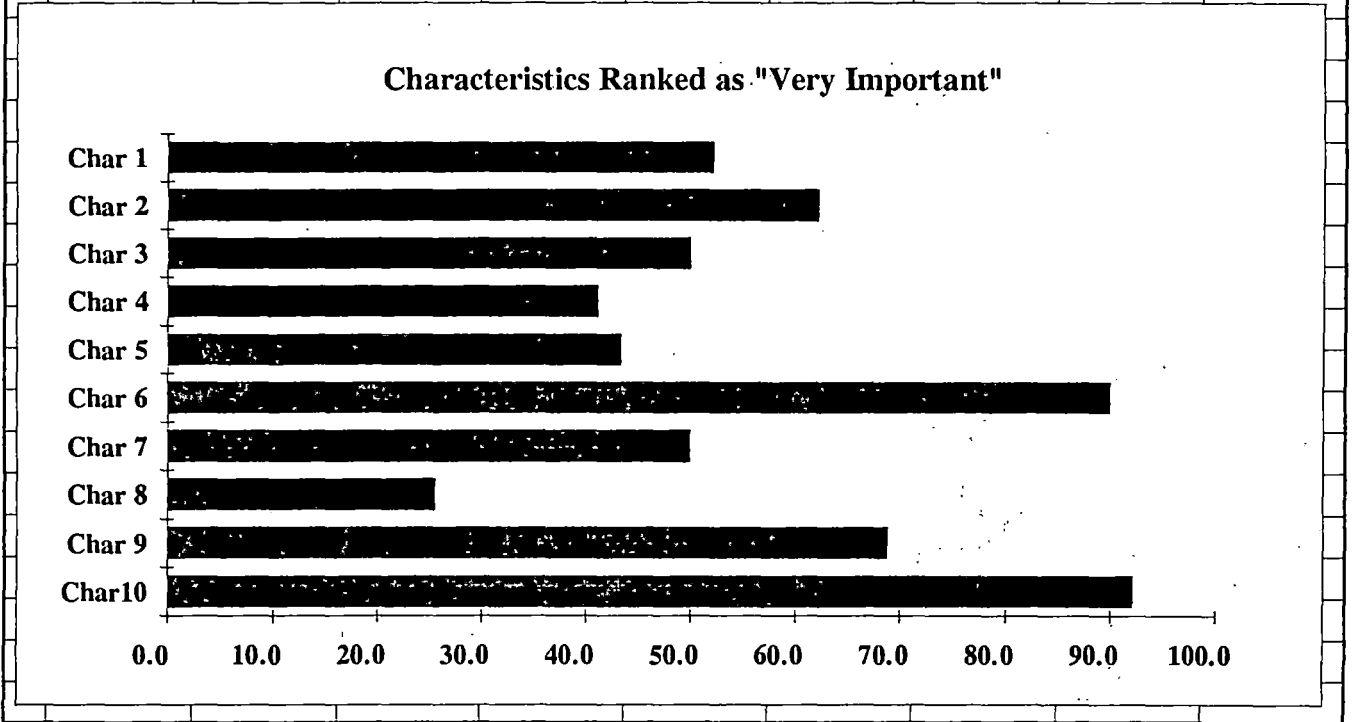


Current Employment by Type

Employer Type	Number of Current Jobs
Employer A	284
Employer B	1984
Employer C	568
Employer D	36
Employer E	722
	3594

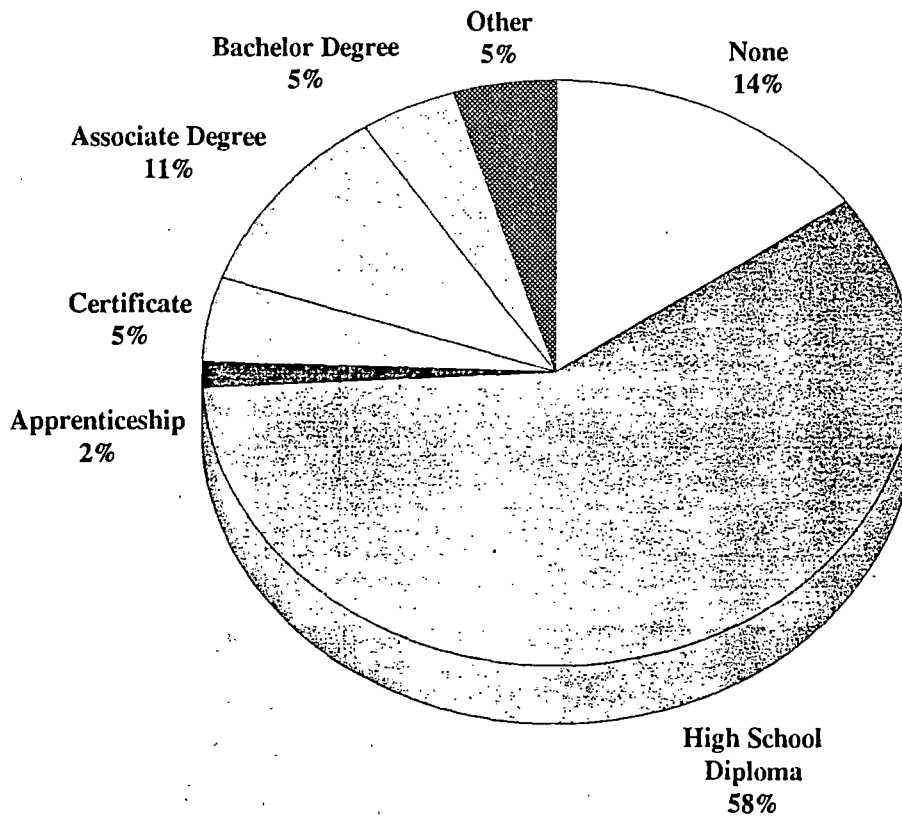


Personal/General Education Characteristics Viewed as "Very Important" for Entry-Level Employees				
Characteristic			Number	Percent
Char 1			47	52.2
Char 2			56	62.2
Char 3			45	50.0
Char 4			37	41.1
Char 5			39	43.3
Char 6			81	90.0
Char 7			45	50.0
Char 8			23	25.6
Char 9			62	68.9
Char10			83	92.2



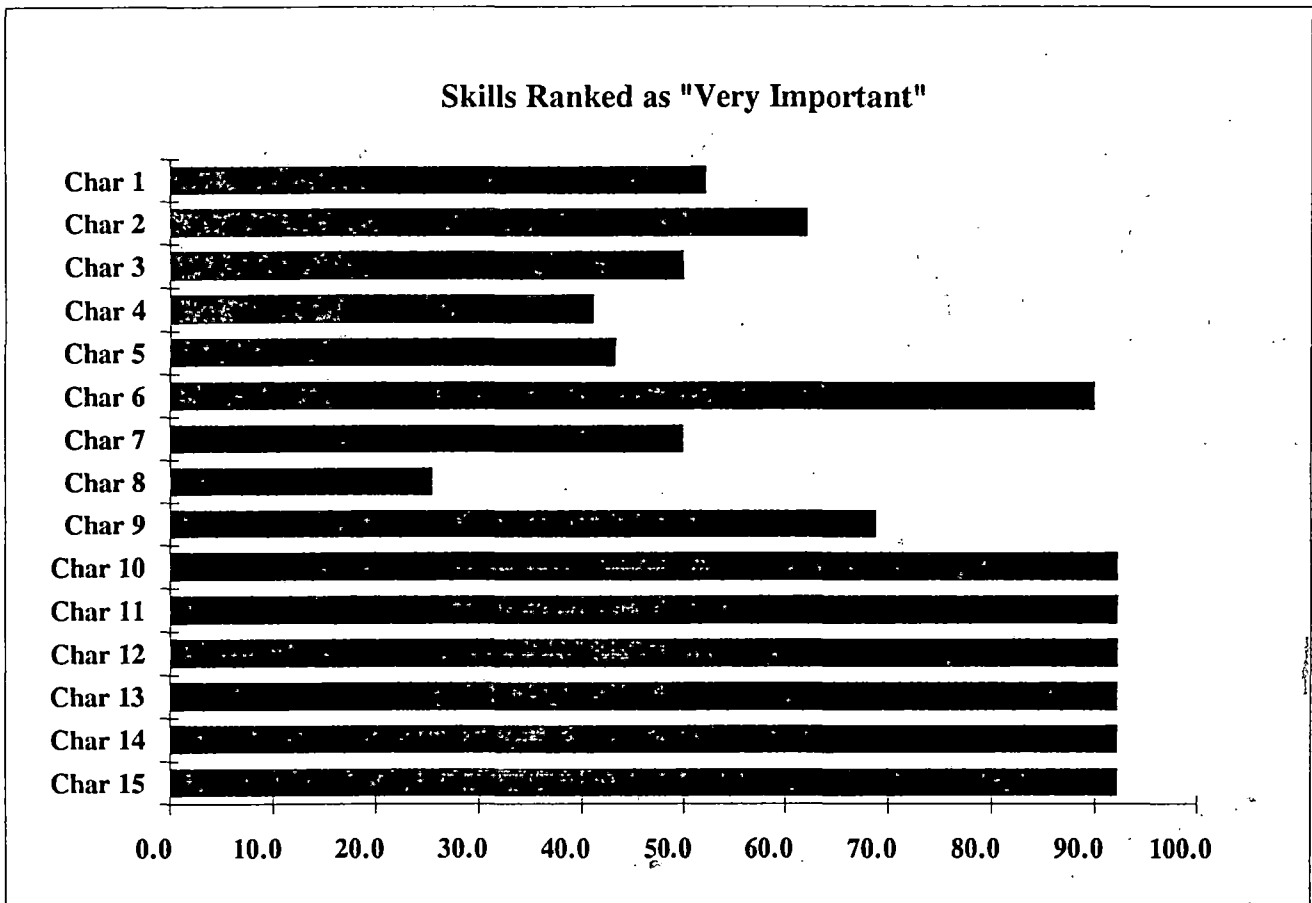
Educational Requirements of Entry-Level Positions

Education	Number	Percent
None	10	16.7
High School Diploma	39	65.0
Apprenticeship	1	1.7
Certificate	3	5.0
Associate Degree	7	11.7
Bachelor Degree	3	5.0
Other	3	5.0

Educational Requirements

**Technical/Academic Skills Viewed
as "Very Important" for Entry-Level Employees**

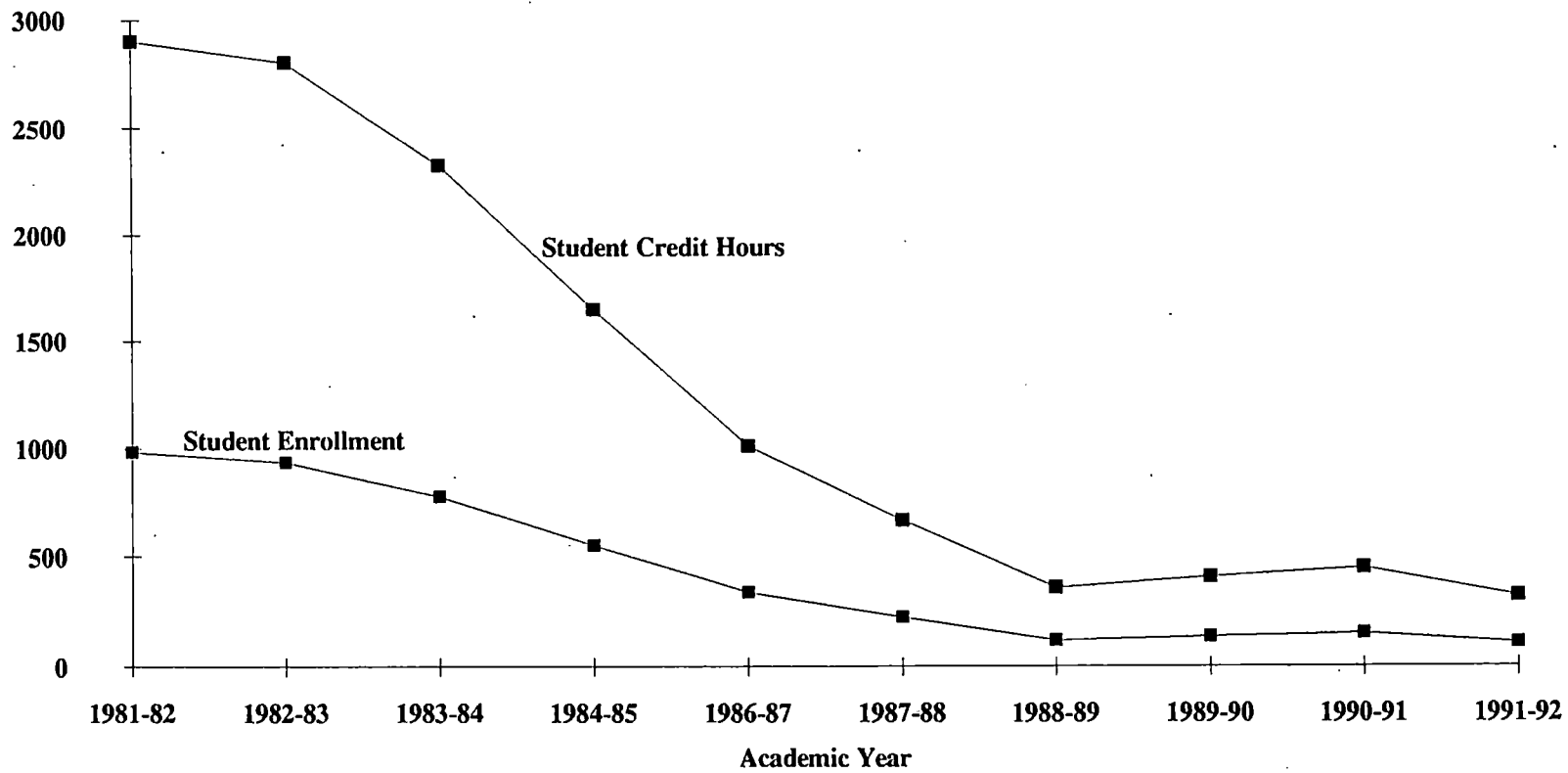
Characteristic	Number	Percent
Char 1	47	52.2
Char 2	56	62.2
Char 3	45	50.0
Char 4	37	41.1
Char 5	39	43.3
Char 6	81	90.0
Char 7	45	50.0
Char 8	23	25.6
Char 9	62	68.9
Char 10	83	92.2
Char 11	83	92.2
Char 12	83	92.2
Char 13	83	92.2
Char 14	83	92.2
Char 15	83	92.2



Historical Enrollment by Student Headcount and Credit Hours

	Academic Year									
	1981-82	1982-83	1983-84	1984-85	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Student Headcount	984	934	775	548	335	221	119	135	149	106
Student Credit Hour	2,902.0	2,802.0	2,325.0	1,644.0	1,005.0	663.0	357.0	405.0	447.0	318.0

Insert Program Here



Standardized Tables & Graphs

for all

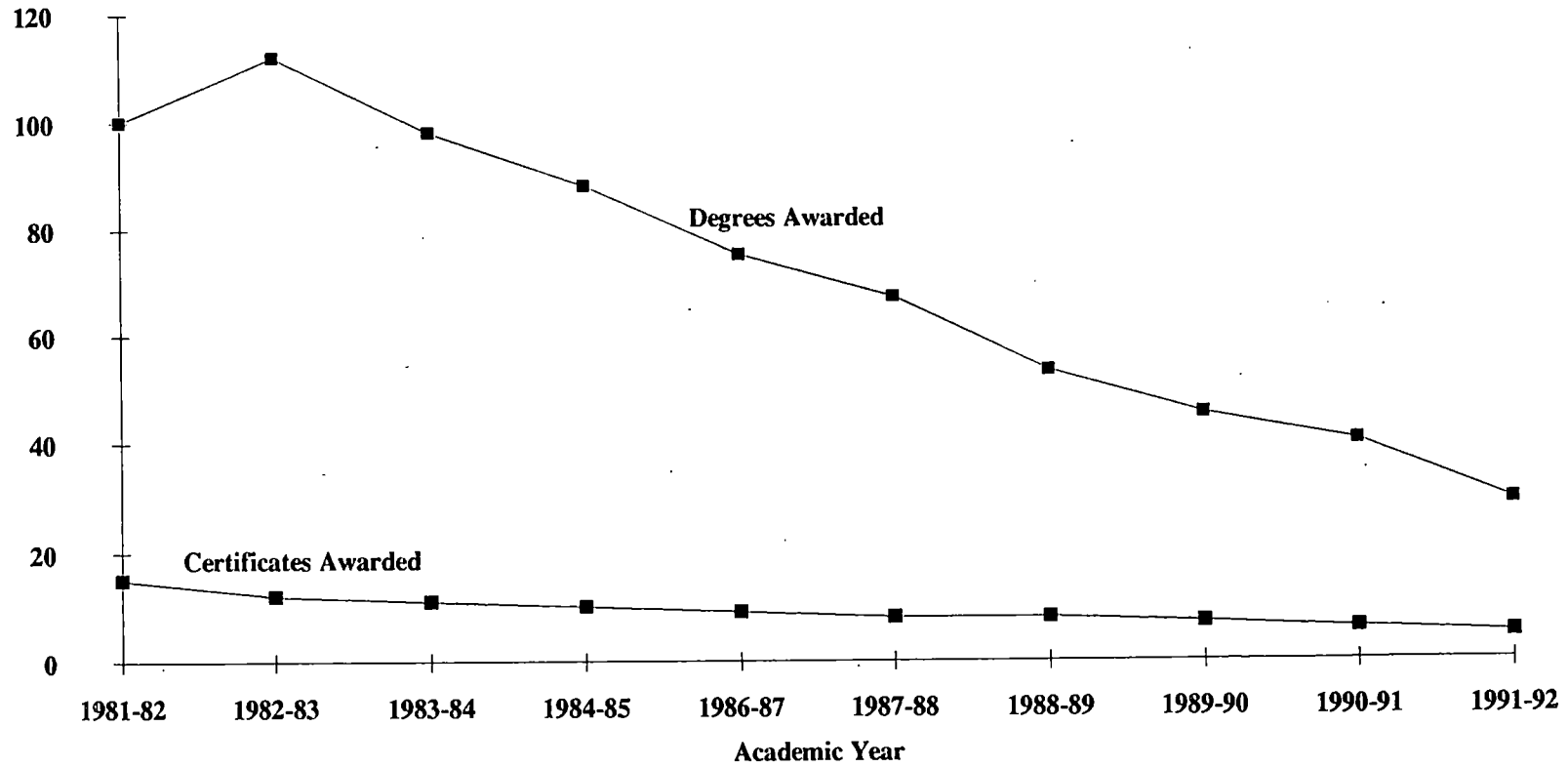
Needs Assessments

Excel Files found on I:\need\process\tables

Historical Degree and Certificates Offered

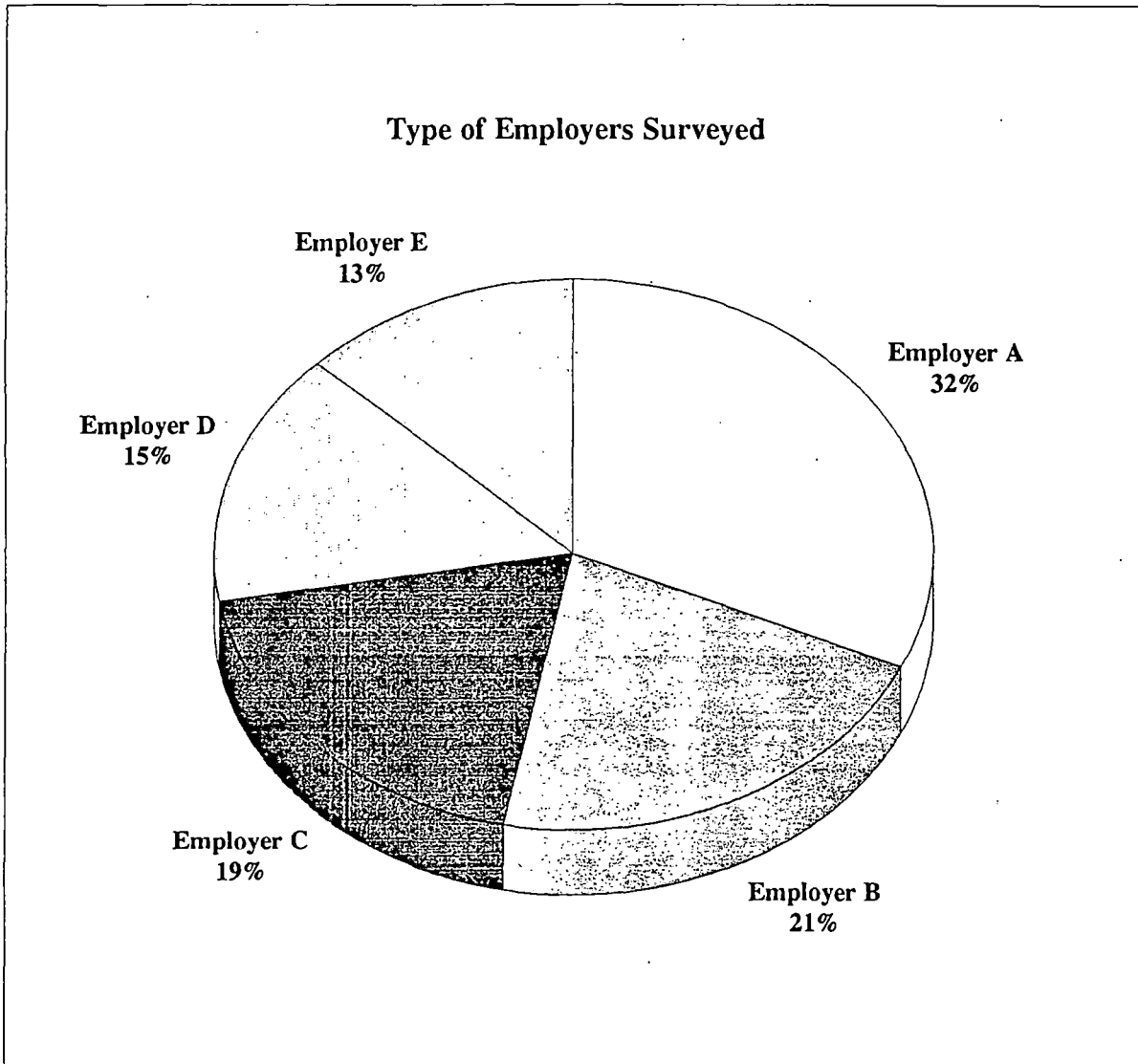
	Academic Year									
	1981-82	1982-83	1983-84	1984-85	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Degrees	100	112	98	88	75	67	53	45	40	29
Certificates	15	12	11	10	9	8	8	7	6	5

Insert Program Here



Type of Employers Surveyed

Employer Type	Number Responding
Employer A	15
Employer B	10
Employer C	9
Employer D	7
Employer E	6
	47



def →

Request

Barriers

Funding

Process

awareness

priority

selection criteria

purpose

- awareness
- lack of support (admin)
- \$ & time
- lack of \$
- lack of time
- fear
- are the needs met?
- other

what information
do we need?

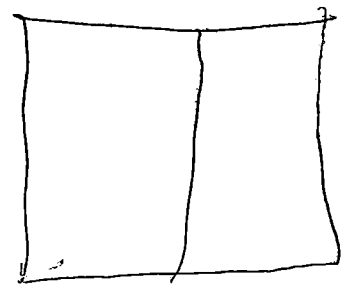
Use

- accountability

- barriers

- ~~utilized~~

- awareness
- are the users needs met?
- time/practicality
- other
-



Focus Group

Prepare and go through the perfect process for the best result.
Eliminate and Add.

Remember: Most importantly, the needs of the user must be systematically gathered and analyzed.

PREVENTION OF WASTE: Time, money, equipment, materials, missed opportunities.

MEASUREMENT AND VARIANCE: Effective systems are stable, in control, consistent, predictable.

PEOPLE DEVELOPMENT: Training and empowerment.

CHANGE: Refine and stabilize current process.
Replicate a stable process.
Innovate and design a better process.

STRATEGIC: Clear directions for setting priorities to determine WHICH system process will receive attention WHEN.

WHAT WOULD THIS PROCESS BE LIKE IF EVERYTHING WERE PERFECT?

1. Formalized request and purpose to be submitted.
Desired program and wanted outcomes (wants and needs).
Approved by designated individual.
2. Requester responsibilities and department responsibilities
Common factors and differing factors.
3. Gathering user data
Input from department and college as it relates to curriculum or development of a program and funding.
Input from other departments using the completed information.
Preparation of surveys (set questions and open-ended questions), reviews and outreach to community, student advisement, etc.
4. Voice of the user
Utilize data obtained.
Determine validity of facts obtained.
5. Actions speak louder than words
Informational meetings scheduled.
6. How long to complete tasks?
Length of time to do an individual analysis.
Check list of things to watch.
Priority lists.
7. Conduct a field trip to another college.
8. Review for a better process again.

CQI Needs Assessment

Have you ever seen a needs assessment? Used it? Are you aware of this service?

Who are the users? (current, potential)

Do you use it?

Would you use it?

How do you use the needs assessment?

Who do you disseminate n/a to, if anyone?

(list options)

REQUESTING

awareness

process (to request)

priority

purpose

selection criteria

barriers (\$+)

- Are the user needs identified?

UTILIZATION

awareness

distribution

presentation

incentive

- Are the user needs met?

SAMPLE SURVEY

Strongly Agree(1), Agree(2), Neutral(3), Disagree(4), Strongly Disagree(5)

- 1. There should be a formal request for services.
- 2. A Dean should approve this request prior to submission.
- 3. Proposed curriculum or program should be related to the college mission
- 4. There should be a timeline for analysis completion.
- 5. There is a positive perception of this department.
- 6. Temporary staffing should be available as needed.
- 7. A priority system for projects should be in place for all requesters.
- 8. Funding should come by means of the requester.
- 9. Several meetings should take place to implement a comprehensive and complete analysis not only with requester but other departments.
- 10. Employers should be involved in the analysis of needs in the field and future trend.

Have you ever requested the services of the Needs and Analysis Department?

YES NO

Please offer a critical and helpful suggestion to enhance the efficiency and process of this department.

Focus Group

Prepare and go through the perfect process for the best result.
Eliminate and Add.

Remember: Most importantly, the needs of the user must be systematically gathered and analyzed.

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7. Conduct a field trip to another college.
8. Review for a better process again.

Every year the Office of P+A produces 5-8 needs assessments for OCC

Needs Assessment Report

~~CQI Survey~~

~~At P+A you can provide curriculum from~~

1. Are you aware of ~~a~~ needs assessment report?

- 1 Yes
0 No (60 to 5)
Used No response

these needs assessments?

2. Have you ever requested or used a needs assessment report?

- 1 Yes, requested
2 Yes, used (Go to #4)
0 No, neither requested nor used (Go to #5)
8 Not sure
9 No response

3. What was your purpose in requesting the needs assessment report? (Go to #7)

4. What was/is your reason for using the needs assessment report? (Go to #7)

5. A needs assessment report is a detailed analysis of an existing or proposed OCC program, which includes: consultation with deans and/or faculty, an extensive literature search, a survey of local employers, a survey of students, ...

Do you think that you may use such a report?

- 1 Yes
0 No (Go to #?)
8 Not sure
9 No response

6. If so, what would be your objective in requesting a needs assessment report? (Go to last question?)

Screened

1-800-451-2989

YES
NO

meet

→ prioritizing
→ requesting

7. Did the needs assessment report ~~meet~~ your needs? ~~Yes~~ Please rate your satisfaction with the following aspects of the report: (1-5 scale)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	No Response
a) Content	5	4	3	2	1	9
b) Format	5	4	3	2	1	9
c) Request	5	4	3	2	1	9
d) Executive Summary	5	4	3	2	1	9
e) References	5	4	3	2	1	9
f) Presentation	5	4	3	2	1	9
g) User-friendliness	5	4	3	2	1	9
h) Useful information	5	4	3	2	1	9
i) Tables and graphs	5	4	3	2	1	9
k) Other _____						

8. Please rate your satisfaction with the overall report:

- 5 _____ Very satisfied
- 4 _____ Satisfied
- 3 _____ Neutral
- 2 _____ Dissatisfied
- 1 _____ Very dissatisfied
- 8 _____ Not sure
- 9 _____ No response

Should a
not be
part of
every curr. change
or new program?

9. Currently, there is no formal procedure for **requesting** a needs assessment report. Please comment on each of the following proposed request procedures (paper form?,)

- Formal request
- Dean approval
- _____
- _____
- _____
- Other _____

what
needs to
be
accommodated
on

at which point ...

By whom ...

10. What should be the process for **prioritizing** needs assessment reports?

- Who should make the decision?
- IR Director
- New programs committee
- Other: _____

why chose
"not" to
request.

barriers

Here are some reasons n/a have been done. How would you rank ^{major's} reasons for ~~course modification~~

11. What should be the criteria for prioritizing needs assessment reports? (Rate criteria for priority...)

- a) accreditation
- b) new program
- c) modification
- e) _____
- f) _____
- g) Other

~~minor course revision~~
~~curriculum~~
~~major course revision~~

12. Funding (Central fund?)

bucket of \$ → budget
→ Perkins
→ campus?
Funds are → part of the
reason to do a n/a

13. What, if any, improvements would you suggest we make to the needs assessment process?

How should the costs of n/a be funded?

—
—
—
—

SAMPLE SURVEY

Strongly Agree(1), Agree(2), Neutral(3), Disagree(4), Strongly Disagree(5)

- 1. There should be a formal request for services.
- 2. A Dean should approve this request prior to submission.
- 3. Proposed curriculum or program should be related to the college mission
- 4. There should be a timeline for analysis completion.
- 5. There is a positive perception of this department.
- 6. Temporary staffing should be available as needed.
- 7. A priority system for projects should be in place for all requesters.
- 8. Funding should come by means of the requester.
- 9. Several meetings should take place to implement a comprehensive and complete analysis not only with requester but other departments.
- 10. Employers should be involved in the analysis of needs in the field and future trend.

Have you ever requested the services of the Needs and Analysis Department?
 YES NO

Please offer a critical and helpful suggestion to enhance the efficiency and process of this department.

Office of Institutional Planning & Analysis
Completed Need Assessments

Program	Requester	Completion Date	Primary Researcher
31. Home Health Care	Board of Trustees	9-95	K. Palmer C. Hawkins T. Paulson
30. Industrial Skill Trades (Apprenticeship)	B. Rose	7-95	T. Paulson
29. Robotics	B. Rose	7-95	C. Hawkins
28. Legal Assisting	C. Brown	11-94	T. Paulson
27. Computer Aided Engineering	C. Krakow B. Rose	11-94	S. Swager
26. Computer Integrated Manufacturing	C. Krakow B. Rose	11-94	C. Hawkins
25. Emergency Public Service	J. Macri	9-94	C. Hawkins
24. Exercise Science Technology	N. Boulos	8-94	T. Paulson
23. Automotive Servicing	C. Krakow	2-94	S. Swager
22. Quality Assurance Technology	C. Krakow B. Rose	2-94	R. Blatte
21. Hospitality	G. Keith C. Brown M. Crow	2-94	C. Augustine
20. Fluid Power Technology	B. Rose	8-93	C. Augustine
19. CAD/Industrial Modeling (Clay)	T. Kahn Curriculum Committee	5-93	K. Palmer
18. Hazardous Waste Technology/Environmental Science	Consortium	5-93	C. Augustine
17. Water/Waste Water Technology	Consortium	8-93	C. Augustine
16. Vehicle Body Technology	B. Rose	3-93	L. Silk
15. Graphic Arts (Advertising & Illustration)	M. McGee	3-93	S. Swager
14. Histology Technician	Curriculum Committee	1-93	K. Palmer
13. Automotive Engineering Technology (Engineering & Retail)	B. Rose	9-92	S. Swager

Office of Institutional Planning & Analysis
Completed Need Assessments

Program	Requester	Completion Date	Primary Researcher
12. Retail Management (Wholesale & Retail)	M. Crow	6-92	L. Silk
11. Welding & Fabrication Technology	B. Rose	5-92	K. Palmer
10. Communication Arts (Broadcasting & TV Field Production)	M. McGee	3-92	K. Palmer
9. Environmental Studies	B. Rose	2-92	J. Martin
8. International Business	M. Crow	2-92	L. Silk
7. Technical Writing	B. Rose	12-91	R. Vanwagner
6. Sign Language Interpreter	M. McGee	11-91	K. Palmer
5. Plastics & Composite Technology	B. Rose	11-91	H. Siddiqui
4. Civil Engineering Technology	B. Rose	9-91	P. Cohen D. Muniz
3. Cardiovascular Technology (Invasive & Non-Invasive)	J. Warner	3-91	J. Martin
2. Air Frame Mechanics	J. Warner	10-90	R. West
1. English Language Institute	P. Batty	9-90	J. Martin