

Peoples Resource Center
Computer Literacy Program Review

A review of the PRC Computer Literacy Curriculum will ensure that course offerings remain relevant. This review should include a needs assessment. A proposed outline of steps is offered below:

I. Perform needs assessment evaluation

- A. Review current student end-of-course evaluations
- B. Create client needs assessment survey
- C. Conduct survey of former students (email?)
- D. Analyze results and map into course offerings (not necessarily current offerings)
- E. Review relevance of current course offerings

Proposed additional objectives of the needs assessment:

1. *Enumerate the overall objectives of the current program: general computer literacy, individual skills development, employment preparation, skills refinement, and/or general computer instruction to "low income" people?*
2. *Profile current instructor base: teaching experience, skills, techniques, and professional experience.*
3. *Document the criteria currently used to qualify students for advancement within the curriculum.*
4. *Evaluate (quantify) the success of program in meeting the student's expectations that motivated them to enter the program.*
5. *Profile the student population in terms of background skills: language skills, level of education, physical handicaps, ability to type, and motivation (if possible).*

II. Create program objectives

Proposed Program Objects contents:

- Program Goals agreed with PRC management and coordinated with other PRC programs.
- Measurable Objectives of the program with scheduled reviews to assess success or adjustment.
- Student entrance qualifications including an assessment of base skills, language, physical capabilities, and other factors that affect the success of education.
- Class curriculum options based on the qualifications and needs of the students.
- Instructor qualifications including minimum certification.
- Standards for class instruction, lesson plans, assessments, and advancement criteria.
- Technology to manage the class instruction activity that handles Lesson Plans, Assessments, Student Test results, Attendance, and student/class issues.

III. Identify courses and course objectives

IV. Create curriculum flow (100 level, 200 level 300 level courses)

V. Develop a Detailed Design Document for each course

- A. Course objectives
- B. Lesson titles (Lesson Plans?)
- C. Lesson objectives
- D. Lesson exercises (Worksheets and Homework)
- E. Progress measurements (Assessments)
- F. Classroom requirements (Physical environment)

VI. Standardize template for course materials and lesson flow

- A. Maintain the same look and feel
- B. Standardized lesson flow (lecture – exercise – lecture – exercise – review objectives – assign homework)

VII. Establish timelines for course development

VIII. Develop course materials following the Detailed Design Document

IX. Run pilot sessions of each course

A. Create a student feedback form

B. Assign “expert” observer to monitor session and collect student feedback

X. Revise course materials based on assessment of Pilot session

XI. Continually monitor student end-of-course evaluations to determine if course modifications or instructor development and training are necessary