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
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