

USING DRUPAL TO SUPPORT PROGRAM REVIEW



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OVERVIEW

- The Problem
- The Solution
- Why Drupal
- An Example
- Current Status
- Next Steps
- Questions

THE PROBLEM

- **The requirements....planning connected**
 - across the organization
 - to assessment
 - to resource-allocation
 - to decision-making
- **The reality....planning is not easily connected**
 - across the organization
 - to assessment
 - to resource-allocation
 - to decision-making

CRC Mission and Strategic Plan

Assessment

Shared Governance Goals/Objectives

CRC's Planning Components

Manager's Goals and Objectives

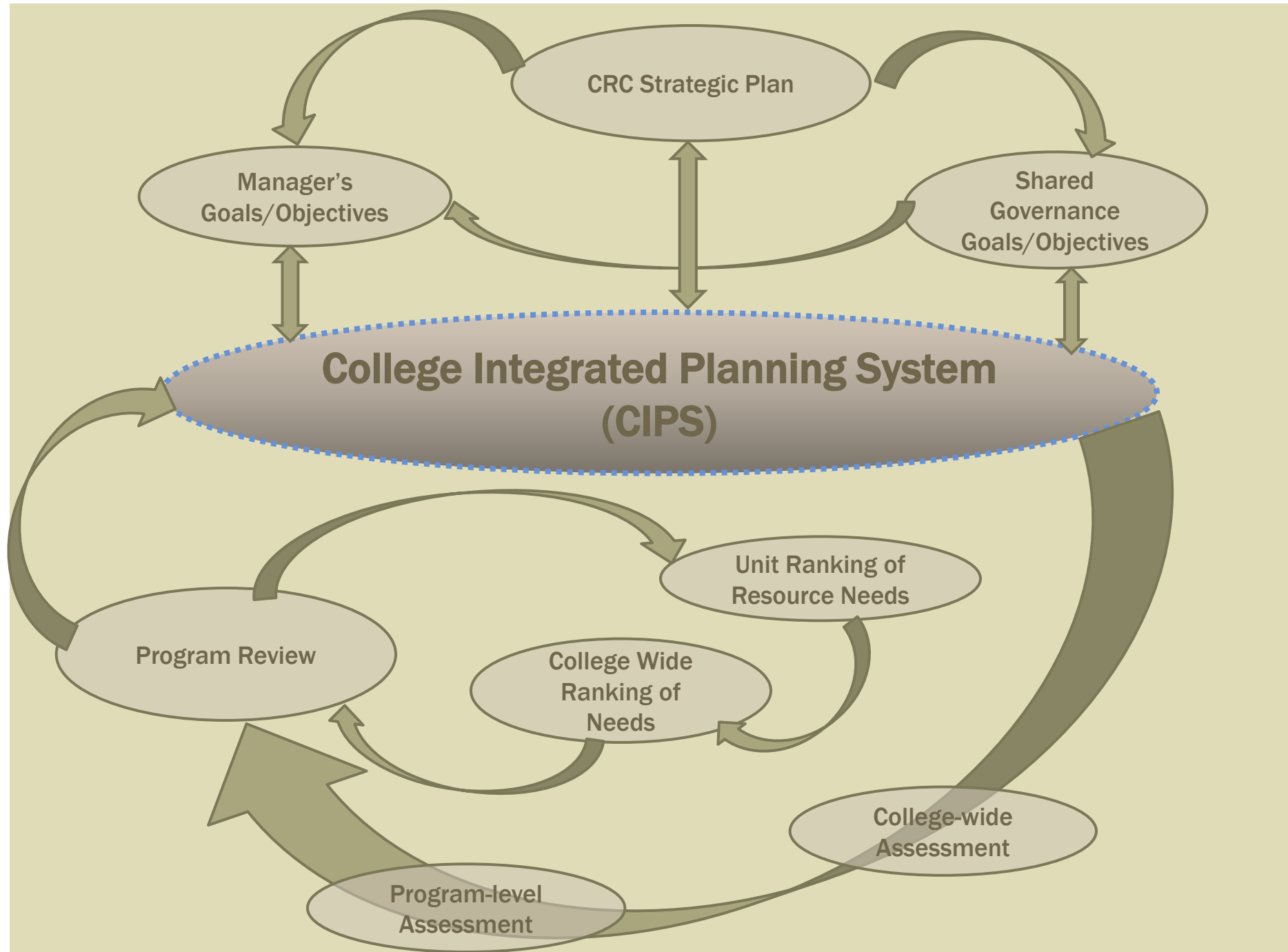
Program Review

College Prioritization of Resources Needs

Unit Prioritization of Resource Needs

THE SOLUTION

- Create a web-based system for all planning processes at the college
 - cost-effective
 - adaptable to existing processes
 - unified environment
 - single access point for each component
 - all data stored in one database
 - data is automatically shared across the different planning components
 - real-time and static report capability



WHY DRUPAL

- Cost (software is free!)
- Internal Drupal expertise and interest
- Relatively easy to implement
- Ability to develop incrementally
- Availability of external support
 - Modules etc. to facilitate development
<https://drupal.org/project/modules>
 - Online community <https://drupal.org/community>
 - Training materials
<https://drupal.org/documentation/customization/tutorials/beginners-cookbook> and <http://buildamodule.com/>
 - User groups and conferences

CURRENT STATUS OF CIPS

- Two applications developed in CIPS
 - Program Review
 - Ranking of Resource Needs
- Dialog underway about Resource Allocation forms development
- Prototype Assessment System (not yet integrated)
(http://researchapps.crc.losrios.edu/slo_assessment_portal/?q=node/31)

“DRUPAL” – WHAT’S THAT? CAN I CATCH IT?



DRUPAL IS WIDELY USED IN EDUCATION

Drupal™ RULES EDUCATION

26%

OF ALL .EDU
SITES USE
DRUPAL



26.1%

DRUPAL

13%

WORDPRESS

12.6%

EKTRON

8.6%

JOOMLA

8.4%

SHAREPOINT

5.8%

OPENTEXT

(THAT'S DOUBLE THE
NEAREST COMPETITOR!)

DRUPAL WHO USES IT?

- Drupal – adopted by Higher Education
 - UC Berkeley (<https://content.berkeley.edu/content/open-berkeley>)
 - Stanford (www.edudu.org)
 - Glendale Community College (<http://www.glendale.edu/>)

CREATING WITH DRUPAL

- No complicated programming language to learn
- Easily configured
- Drupal has existing “modules”
 - Surveys
 - Reporting
 - E-commerce, etc.
- Download/install/configure modules to meet need

WHAT DOES DRUPAL PROVIDE?

- Drupal is the “foundation” to the house
- All applications share a common look
- Drupal + Modules = flexibility!

A REAL-TIME ILLUSTRATION BUILDING A FORM IN DRUPAL

- A 5-minute demonstration of how to build a simple web-based form.

<https://www.youtube.com/watch?v=DgxABxFLSiY&feature=youtu.be>

DRUPAL FOR DATA COLLECTION

■ Benefits

- Rapid development and deployment
- View data immediately
- Basic statistical reporting (counts, percents, averages, cross-tabs)
- Respondent data can be exported to SPSS/MS Office apps
- Real-time editing of respondent data
- User receipt of information submitted via email
- Ability to create customized real-time reports

CAN SEE/EDIT SURVEY RESPONSES

The survey administrator can view or modify (or delete) a record in the survey database

The screenshot displays the 'Course Assessment Data Entry' interface. At the top, there is a navigation menu with items like 'Dashboard', 'Content', 'Structure', 'Appearance', 'People', 'Modules', 'CTools plugin example', 'Configuration', 'Reports', 'Advanced help', 'Example help', and 'Help'. The user is logged in as 'Hello brazilb'. Below the navigation, there are buttons for 'VIEW', 'EDIT', 'WEBFORM', 'RESULTS', and 'TRACK'. The main content area shows a table of survey submissions. The table has columns for '#', 'SUBMITTED', 'USER', 'IP ADDRESS', and 'OPERATIONS'. The 'OPERATIONS' column contains links for 'View', 'Edit', 'Delete', and 'Download PDF'. The table lists 14 records, all from anonymous users, with submission dates ranging from 08/29/2013 to 11/04/2013.

Home » Course Assessment Data Entry

Submissions Analysis Table Download Clear Download PDF

Show 20 | All results per page. 22 results total.

#	SUBMITTED	USER	IP ADDRESS	OPERATIONS
180	11/04/2013 - 10:33	Anonymous	165.196.140.179	View Edit Delete Download PDF
163	10/01/2013 - 11:27	Anonymous	165.196.134.155	View Edit Delete Download PDF
162	09/24/2013 - 22:29	Anonymous	108.252.62.184	View Edit Delete Download PDF
161	09/19/2013 - 16:01	Anonymous	165.196.144.57	View Edit Delete Download PDF
160	09/19/2013 - 16:01	Anonymous	165.196.144.52	View Edit Delete Download PDF
159	09/19/2013 - 16:00	Anonymous	165.196.144.50	View Edit Delete Download PDF
158	09/19/2013 - 15:59	Anonymous	165.196.144.73	View Edit Delete Download PDF
157	09/19/2013 - 15:57	Anonymous	165.196.144.51	View Edit Delete Download PDF
156	09/19/2013 - 15:48	Anonymous	165.196.144.63	View Edit Delete Download PDF
155	09/19/2013 - 15:45	Anonymous	165.196.144.56	View Edit Delete Download PDF
154	09/17/2013 - 16:22	Anonymous	165.196.135.13	View Edit Delete Download PDF
153	09/13/2013 - 17:50	Anonymous	71.137.205.35	View Edit Delete Download PDF
152	09/13/2013 - 11:25	Anonymous	165.196.135.45	View Edit Delete Download PDF
151	09/13/2013 - 11:19	Anonymous	165.196.135.45	View Edit Delete Download PDF
150	09/09/2013 - 18:38	Anonymous	165.196.133.45	View Edit Delete Download PDF
147	08/29/2013 - 14:07	Anonymous	165.196.133.35	View Edit Delete Download PDF

REAL-TIME ANALYSIS IS AVAILABLE

Survey administrators can get immediate, useful results

Q RESPONSES
 Use the results of your course assessment(s) to select the level of proficiency demonstrated by students on each of the course SLOs. If you select the wrong outcome, contact Brad Brazil to have it corrected.

4

	BEGINNER	NOVICE	PROFICIENT	ADVANCED	CANNOT DETERMINE
SLO#1	0	2	19	1	0
SLO#2	0	3	15	4	0
SLO#3	0	1	16	3	0
SLO#4	0	0	12	1	0
SLO#5	0	2	5	0	0
SLO#6	0	2	0	0	0
SLO#7	0	0	0	0	0
SLO#8	0	0	0	0	0

5

Mark the method(s) of assessment utilized for each SLO. (If you used multiple methods or a method not listed, please check "Other", and explain below.)

	DIRECT OBSERVATION	ANALYSIS OF STUDENT WORK	ITEM ANALYSIS	STUDENT SELF-ASSESSMENTS	FINAL EXAMS	OTHER
SLO#1	2	13	3	1	3	0
SLO#2	1	13	2	1	5	0
SLO#3	4	11	1	2	2	0
SLO#4	1	9	1	0	2	0
SLO#5	1	4	0	0	2	0
SLO#6	1	1	0	0	0	0

REAL-TIME REPORTING IS AVAILABLE

As soon as the survey respondent enters their data, it is available for immediate viewing

Program/Department Name ▲	If you were able to complete an assessment project, please identify the PSLO(s) (*by number*) you assessed. (See "Link to PSLO's" for PSLOs by number)	List the courses and number(s) of sections of each course assessed.	What did you learn from your outcomes assessment?	Please briefly describe the changes you will make (based on your assessment) and the anticipated completion date.
BIOL	PSLO 6	102, 310, 400, 410, 420, 430, 431, 440	A majority of our students were able to collect and analyze data, and make appropriate conclusions. However, many students struggle to appropriately apply their conclusions to novel areas.	We will observe colleagues to determine how they assess, participate in professional development activities, continue to network with colleagues. Based upon these activities, we anticipate purchasing equipment and supplies, and attending professional development activities.
CHEM	PSLO 2	CHEM 300 12345	The majority of students were able to demonstrate an understanding of the fundamental chemical concept of glucose regulation. They were able to demonstrate a knowledge of basic chemical terminology. The average score for the question that covered this assessment was 70%.	I will make sure that there is more emphasis at the beginning of the semester on the need for clear and effective oral and written communication in the course. Information will be added to the course syllabus indicating that all submitted work will be assessed for content and the use of proper spelling, punctuation and grammar.

WANT TO USE DRUPAL DATA IN SPSS?

Survey administrators can easily migrate Drupal data to Excel for external analysis.

Activity Assessment Data Entry



OSUMNES

Assessment Reporting System (ARS)

VIEW

EDIT

WEBFORM

RESULTS

TRACK

Home » Activity Assessment Data Entry » Results

Submissions

Analysis

Table

Download

Clear

Download PDF

Export format

Delimited text

Microsoft Excel

MS Excel – Export Option!

Delimited text format

Tab (t)

This is the delimiter used in the CSV/TSV file when downloading Webform results. Using tabs in the export is the most reliable method for preserving non-latin characters. You may want to change this to another character depending on the program with which you anticipate importing results.

▶ SELECT LIST OPTIONS

▶ INCLUDED EXPORT COMPONENTS

▶ DOWNLOAD RANGE OPTIONS

Download

NEXT STEPS

- Finish development of other components
- Secure adequate IT Support
 - IT support staff may not know or embrace Drupal
- Secure dedicated personnel to institutionalize Drupal as a web development platform
 - Development of other components
 - Ongoing enhancement of applications
- Fully realize the benefits that we have already experienced



USING DRUPAL TO SUPPORT PROGRAM REVIEW

QUESTIONS?

COMMENTS?

Browser navigation bar showing address: https://gateway.crc.losrios.edu/cips_d7?q=prof_program_lists

File Edit View Favorites Tools Help

Program Overview and Forecast (PrOF) Lists | College...

You will be logged out in 30 min if this page is not refreshed before then.

- Home
- Program Overview and Forecast (PrOF)
- Unit Plans
- Issues Tracker
- CIPS Admin Tasks

Home » Program Overview and Forecast (PrOF) Lists

Program Overview and Forecast (PrOF) Lists

- Alphabetical
- By Division

PrOF program name/cluster

PrOF program name/cluster	Cycle period	Dept/Dean dialogue	Department approval	Reviewed by Dean	Status	Report View	View/Edit PrOF	Archive
Accounting	2013	No	No	No	Not started	Report View	View/Edit PrOF	Archive
Admissions and Records	2013	No	No	No	Complete	Report View	View/Edit PrOF	Archive
Agriculture/Agriculture Business/Animal Science	2013	No	No	No	Not started	Report View	View/Edit PrOF	Archive
Allied Health/Medical Assisting	2013	No	No	No	Not started	Report View	View/Edit PrOF	Archive
Anthropology	2013	Yes	Yes	No	Complete	Report	View/Edit	Archiv

PrOF Menu

▼ GETTING STARTED ON PrOF

- [Background and Context](#)
- [CRC College Strategic Goals](#)
- [How to Proceed](#)

◦ PROGRAM IDENTIFICATION


▼ Section I – Program Outcomes and Components

- [IA. Program/Area Learning Outcomes](#)
- [IB. SLO / SAO Alignment](#)
- [IC. Program Outcomes Assessment Plan](#)
- [ID. Course/Activity Assessment Dates](#)
- [IE. Course/Activity Assessment Reports Review](#)

IF. Curriculum Review

▼ Section II - Program

Accounting, 2013, Program Overview and Forecast (PrOf)

 QUESTION: IF. Curriculum Review
 

Question

Directions

Purpose/Function

For Instructional Program Only! Your courses and the revise-by-date from SOCRATES are in the first three columns of the table below. Enter the anticipated review date for courses that need to be reviewed in the next four years (Column 4). Note: Academic Senate good practices require all courses to go through a full review at least once every six years.

Answer: Data Table (Required)

Answer: Descriptive Info (Optional)

Comments

Course	Course description	Revise-by-date	Anticipated full review date	Cycle period
ACCT 101	Fundamentals of College Accounting	10/17/2013	<input type="text" value="Edit this field"/>	2011
ACCT 103	Intermediate Accounting - Part I	04/02/2012	<input type="text" value="Edit this field"/>	2011
ACCT 104	Intermediate Accounting - Part II	04/02/2012	<input type="text" value="Edit this field"/>	2011
ACCT 107	Auditing	12/03/2014	<input type="text" value="Edit this field"/>	2011