



Chapter 3—General Institution

AP 3255 – Institutional Effectiveness

The Yuba Community College District (YCCD) has both a responsibility and a desire to ensure that the educational needs of its students and the communities within its service area are addressed. This requires the District to allocate a limited and often changing supply of resources to programs and services at the District’s colleges, education center, and outreach facilities. To do this effectively, BP 3250, Institutional Planning, states that “the Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” The responsibility to meet student and community needs through systematic planning supported by institutional effectiveness research provided the impetus for the development of the Institutional Effectiveness (IE) Office and the resulting IE Model and related processes for the District. Decisions with regard to the funding and future direction for programs and services will depend, in part, on the outcomes of these processes.

The Vice Chancellor Educational Planning and Services has administrative oversight for the IE Office and the IE Model implementation process/timeline. The Director of IE works in conjunction with the Vice Chancellor in establishing a working IE Office and IE Model.

The IE Model (See below and Attachment 1) consists of five (5) review processes directed at determining whether or not specific outcomes, including Board adopted institutional “Student Learning Outcomes” (SLOs), program SLOs, and course or service area SLOs have been achieved. These processes are governed by their own set of procedures and rules and each has its own set of expectations or outcomes. The IE Model is designed to include and make use of these outcomes in a yearly report on the progress made toward outcome achievement and overall effectiveness of programs, services, and institutional processes.

The five components of the IE Model include the following:

- Academic Program Review
- Student Services Review
- Administrative Services Review
- District Image/Marketing Review
- Planning and Shared Decision-Making Process Review

The reviews in each of the aforementioned review areas are periodic formal evaluations designed to bring about systematic and continuous improvements and enhancements in programs, services, or processes. They also serve as the basis for program/service/process recommendations, including, but not limited to, recommendations in the areas of budget allocation, planning, curriculum, program or service direction, staffing, facilities, equipment, marketing, and shared decision-making council, committee, and project team structure and function. Reviews involve a critical self-evaluation of the program/service/process as well as the use of appropriate internal and external data, including the use of surveys, to support the evaluation conclusions and recommendations. Outlined below is the overall process that each review follows and the role that the Office of Institutional Effectiveness plays in assessing the effectiveness of a review process in producing change and continuous improvement.



Chapter 3—General Institution

Academic Program Review (See AP 4020)

Academic programs at each of the District’s two colleges are reviewed on a four-year cycle. Selected programs at each college conduct reviews beginning in August of each academic year and concluding with the submission of the completed reviews in February (See Attachment 2—Academic Program Review Process Flowchart). During March and April, program reviews for a particular college are reviewed by the Curriculum Committee at that college. Executive summaries from programs reviewed at each college are presented to its College Council for information in May and to the Board of Trustees for acceptance in June. During August through November of the next academic year, programs address recommendations that developed from conducting the program review process. During this time frame, program reviews are used to support equipment, staffing, and facilities requests. Beginning in September of the second academic year after the initial review is completed and concluding the beginning of December, programs prepare a Program Review Annual Update. The Program Review Annual Update is conducted each year between scheduled formal Academic Program Reviews. The annual update provides the main source by which the Office of Institutional Effectiveness, assesses the progress that a particular program is making on its proposed recommendations. The IE Office produces a report on the assessment of program outcomes. The office also will assess whether or not funding availability was a contributing factor to a program’s ability to act on a particular proposed recommendation. The report on the assessment of outcomes is communicated to the Dean of the program. From April of the second academic year until December of the third academic year after the year in which the full academic program review was conducted, programs address concerns for improvement. Where funding is a contributing factor in the lack of progress made toward goal achievement, college and/or District involvement will play a part in the future achievement of, change of focus with regard to, or decision to abort efforts toward reaching the goal. The improvement process and its outcomes are reported each December as part of the next Program Review Annual Update.

Student Services Review

Selected Student Services programs/services at each of the District’s two colleges are reviewed on a four-year cycle. Selected programs/services at each college conduct reviews beginning in September of each academic year and concluding with the submission of the completed reviews the end of February (See Attachment 3—Student Services Review Process Flowchart). During March, the final review is completed by the Program Review Team. Executive summaries from programs/services reviewed at each College are presented to its College Council for information in May and to the Board of Trustees for acceptance in June. During September through November of the next academic year, programs/services address recommendations that developed from conducting the review process. During this time frame, reviews are used to support equipment, staffing, and facilities requests. Beginning in September of the second academic year and concluding the beginning of December, programs/services prepare a Program Review Annual Update. The Program Review Annual Update is conducted each year between scheduled formal Student Services Reviews. The annual update provides the main source by which the Office of Institutional Effectiveness, assesses the progress that a particular program/service is making on its proposed recommendations. The IE Office produces a report



Chapter 3—General Institution

on the assessment of program outcomes. The office also will assess whether or not funding availability was a contributing factor to a program's ability to act on a particular proposed recommendation. The report on the assessment of outcomes is communicated to the Dean of the program. From April of the second academic year until December of the third academic year after the year in which the full Student Services review was conducted, programs/services address concerns for improvement. Where funding is a contributing factor in the lack of progress made toward goal achievement, college and/or District involvement will play a part in the future achievement of, change of focus with regard to, or decision to abort efforts toward reaching the goal. The improvement process and its outcomes are reported each December as part of the next Program Review Annual Update.

Administrative Services Review

This area and its flowchart are under development. The proposed plan is to review selected service areas on a three-year cycle. A review team will serve as a customer service users group to provide feedback to managers on area reviews. From the outcomes of area Administrative Reviews, process improvement activities will be designed and implemented. The IE Office will make use of outputs generated from this process to track and measure progress in each area in terms of goal achievement and improvement. (See Attachment 4—Administrative Services Review Process Flowchart).

District Image/Marketing Review

The District Image/Marketing Review components were developed by the IE Project Team in order to address community needs and perceptions (See Attachment 5—District Image/Marketing Review Process Flowchart). The Office of Institutional Effectiveness designs surveys and prepares focus group questions necessary to accomplish the District's/colleges' mission. These efforts may be aimed at collecting information about the District or colleges' image or at doing a general or focused needs assessment. Information is collected through survey administration and/or focus group meetings as necessary to address issues that have arisen or to answer questions that need to be addressed for the District and/or its colleges to function effectively. The Office of Institutional Effectiveness reviews and analyzes the data collected and prepares recommendations that are shared, as appropriate, with Academic Programs; Student Services; Administrative Services; Shared Decision-making Councils, Teams, and Committees; and offices engaged in the marketing of the District and/or colleges. Recommendations are reported out to College Councils and to the Board of Trustees. The IE Office collects and analyzes the outcome data that resulted from the programs, services, offices, councils, teams, and committee implementation of recommendations and reports out to appropriate parties on the assessment of the accomplishments that resulted from addressing the recommendations. A summary report is provided by IE to College Councils and the Board.

Planning and Shared Decision-Making Process Review

In response to a recommendation made in a letter dated January 31, 2007, as a result of the Accrediting Commission's review of the District's Accreditation Progress Report submitted in October 2006, a process for assessing the District's/colleges' planning and shared decision-



Chapter 3—General Institution

making processes was developed (See Attachment 6—Shared Decision-making Review Process Flowchart).

From September to May of each academic year, the District's/colleges' shared decision-making bodies (committees, project teams, councils, responsible parties for plan implementation) are engaged in conducting their plans of work and in making progress toward achieving a set of established goals. Goals are established in early September. College-level shared decision-making bodies report out to their respective College Council. In most cases, District-level shared decision-making bodies report their goals to both College Councils. At the end of January, the progress toward goal achievement by these bodies is reported to the appropriate College Council(s). During April and May, the bodies engage in a self-evaluation process to determine if the steps that they have taken to research their outcomes/deliverables have been effective. Toward the end of the academic year, in late May, these bodies report out end-of-year goal achievement/outcomes to their respective College Council; generally both councils for District level bodies, as appropriate. For project teams, this end-of-year report generally concludes their work. Subsequently, a District or college office, a program(s), or service(s) is assigned the responsibility for implementing a completed project team plan with a set of recommendations. All ongoing committees and councils carry their work over into the next academic year. During the period from August to June of the following year in which these bodies continue their work, they also are asked to create strategies for improvement if outcomes were not achieved. The IE Office will create and administer a college-wide survey/assessment of planning and shared decision-making processes. The IE Office will tabulate results and report out such results to the District and its colleges via the website. A report will be given to the Board. As a result of the information gleaned from the assessment and the subsequent distribution of this information, the committees, teams, councils, and those individuals and offices responsible for plan implementation will create strategies for improvement where such is indicated.

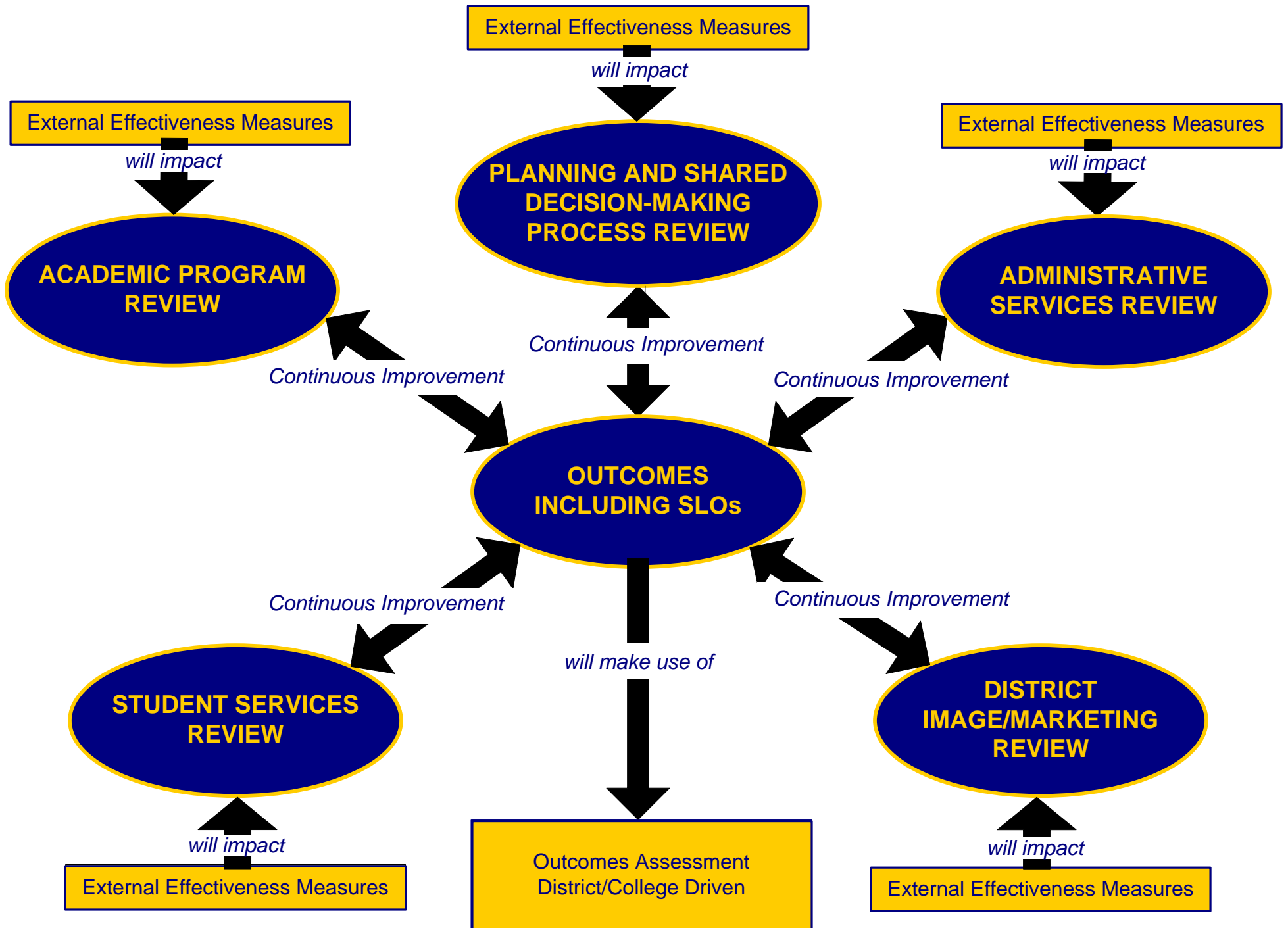
Summary

The IE model (See Attachment 1) depicts the interrelationship between the outputs and outcomes of the components of the model. With all of the five components of the model, the processes depicted by the attached flowcharts continue from year to year, either by the program, service, council, or administrative office, or in the case of a project team that creates a plan, by the office or individual responsible for plan implementation. The Director of Institutional Effectiveness is responsible for ensuring the measurement of effectiveness of the work and whether or not outcomes have been achieved. The assessment will include recommendations for improvement. The processes of continuous improvement which include both internal and external evaluation leading to recommendations for improvement and subsequent action to improve will be documented in a final report to be posted on the District website.

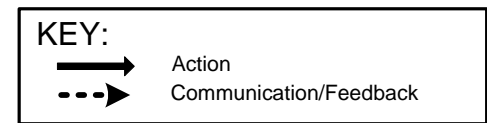
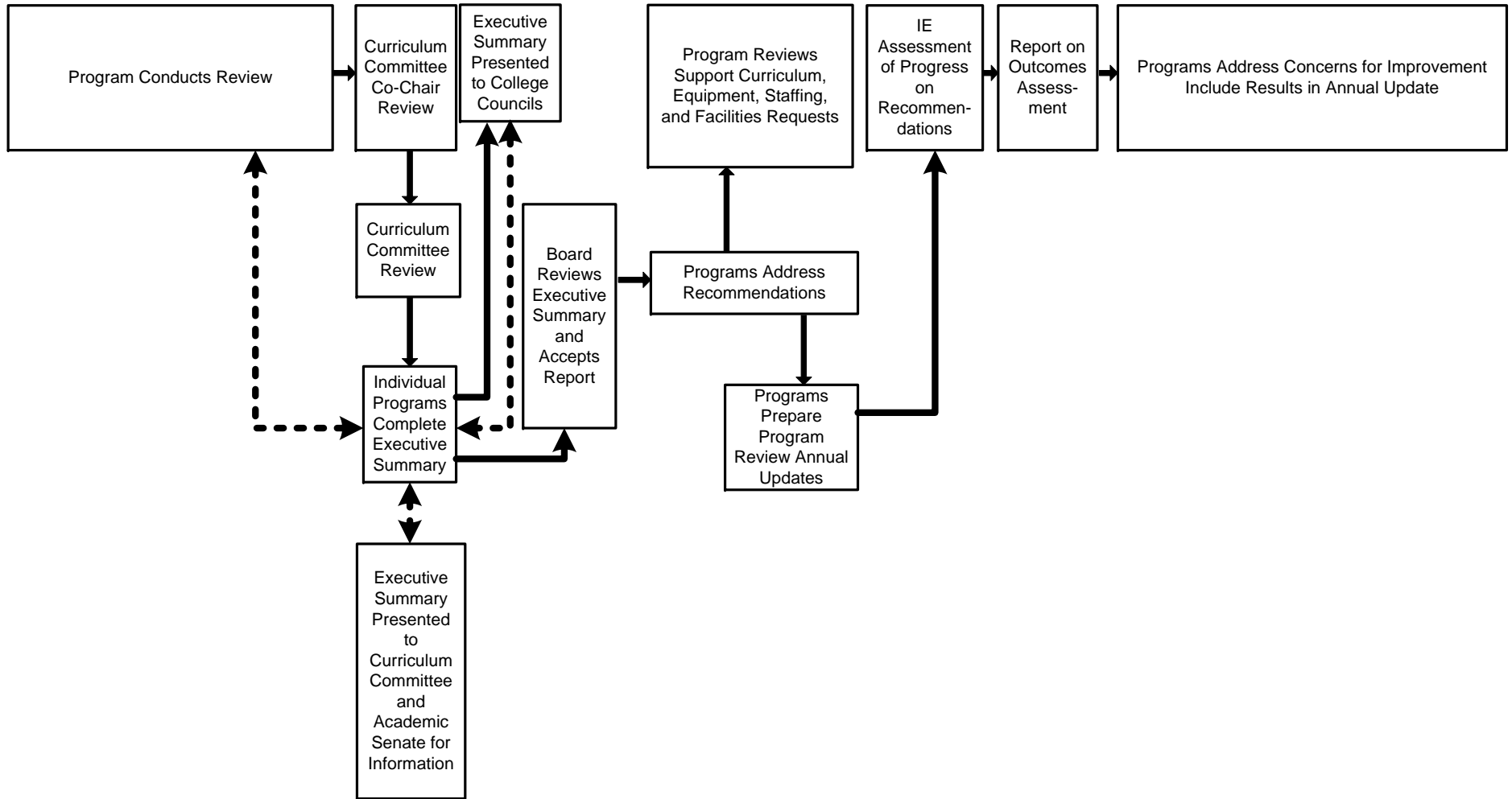
Revised: 9/29/08

Adopted: 10/15/2007

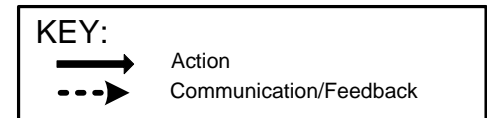
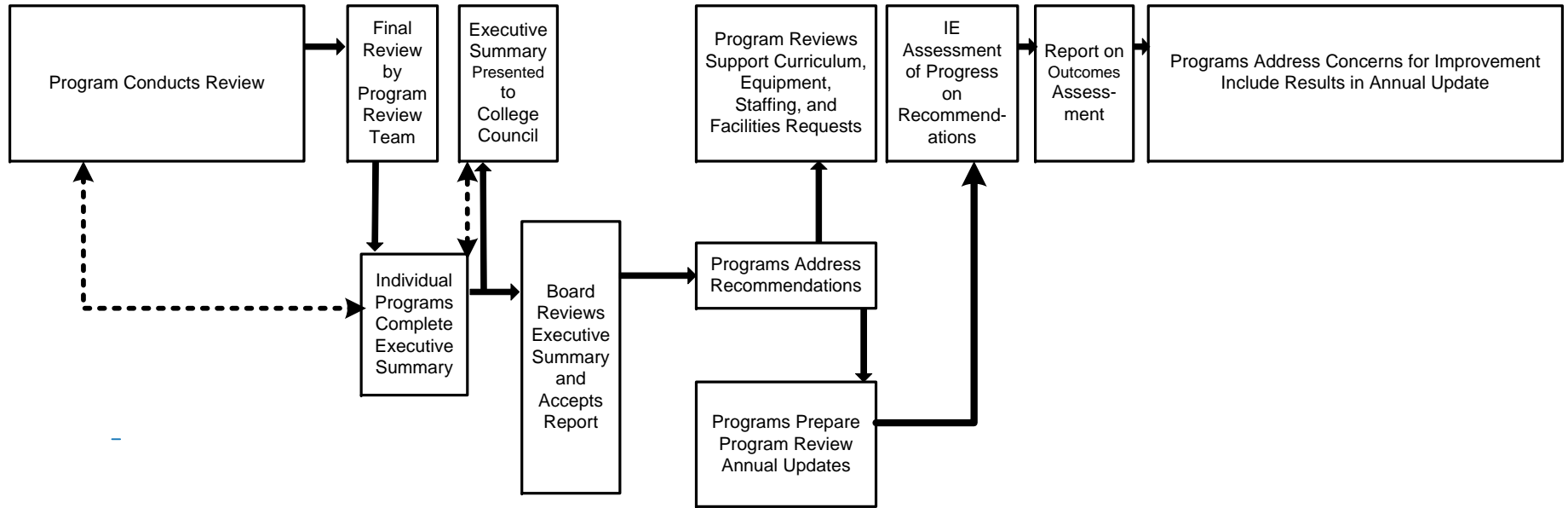
YCCD Institutional Effectiveness Model



ACADEMIC PROGRAM REVIEW PROCESS



STUDENT SERVICES REVIEW PROCESS



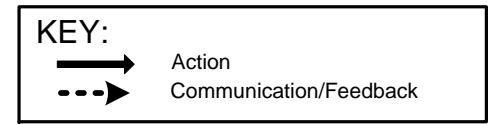
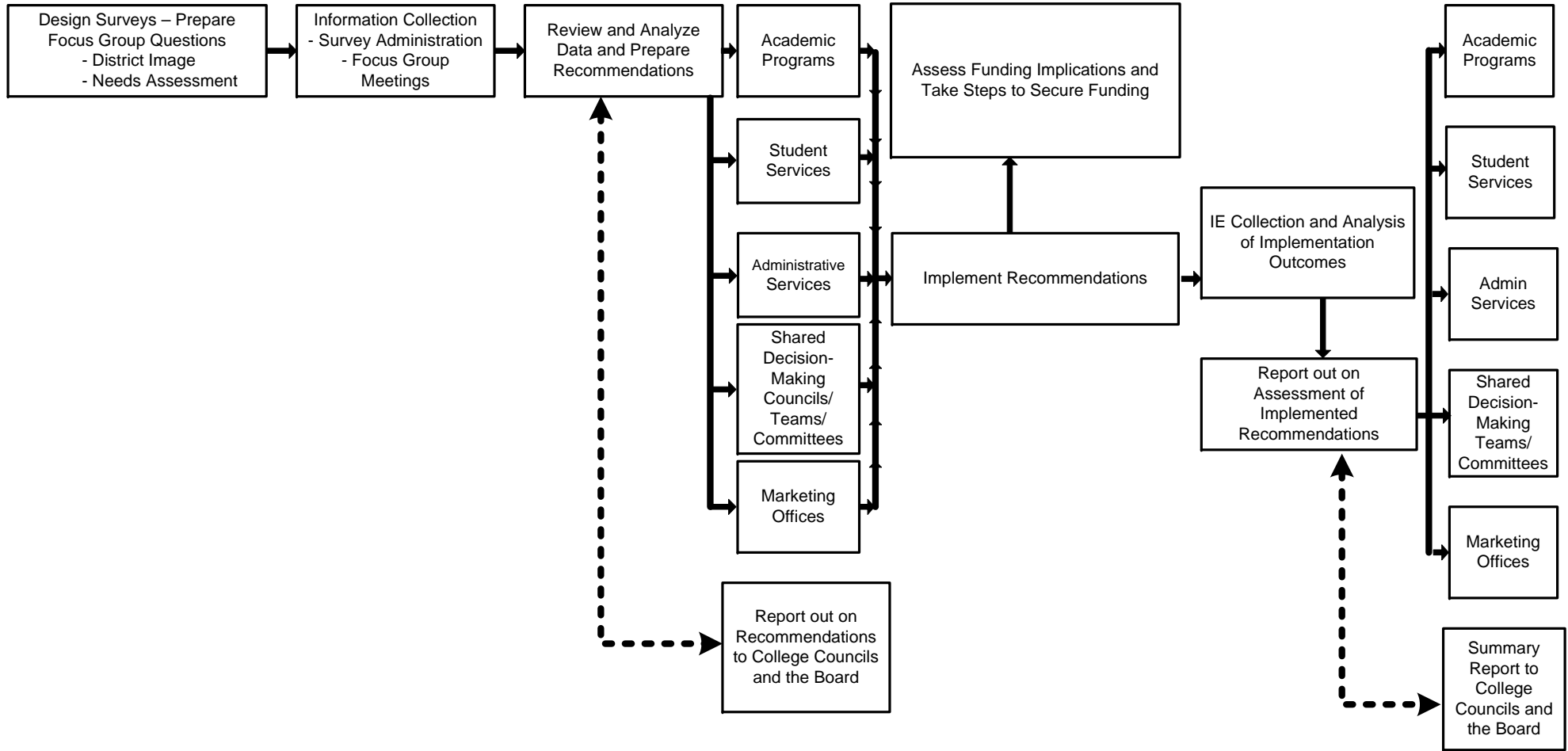
ADMINISTRATIVE SERVICES REVIEW



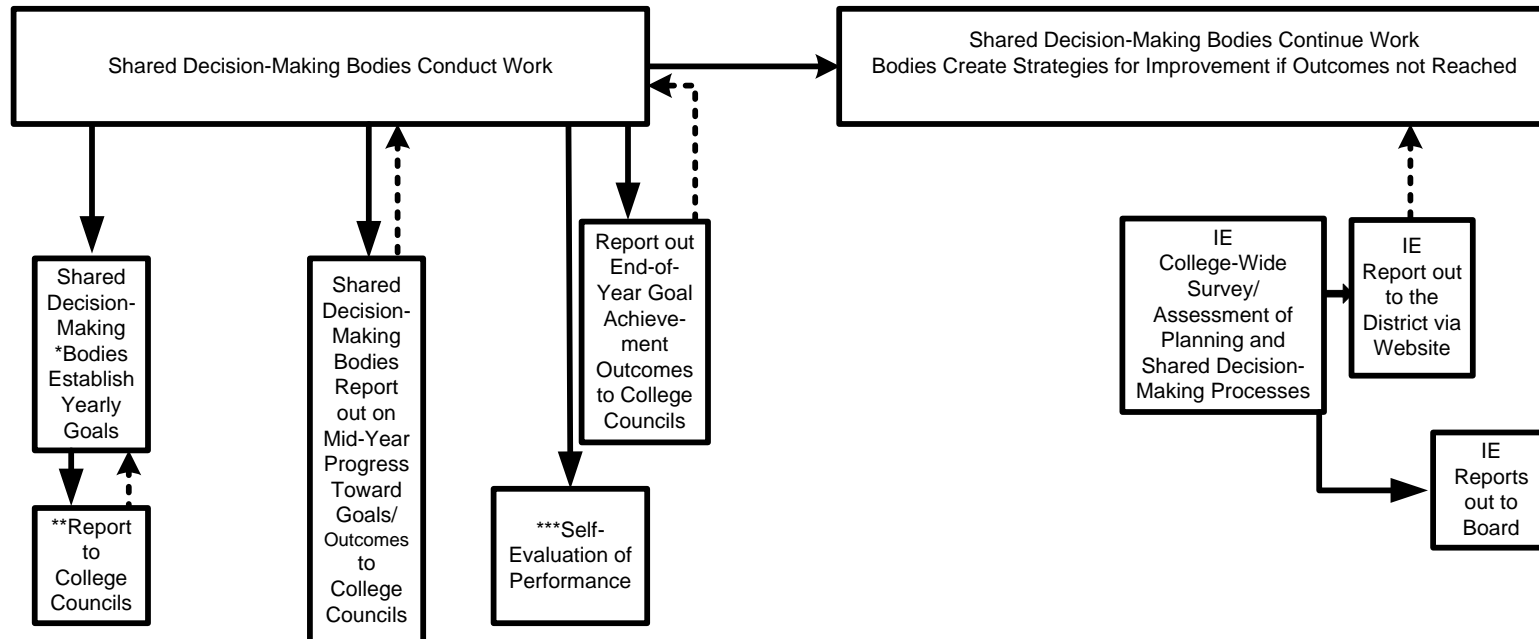
-UNDER CONSTRUCTION-

KEY:
→ Action
---→ Communication/Feedback

DISTRICT IMAGE/MARKETING REVIEW PROCESS



PLANNING AND SHARED DECISION-MAKING REVIEW PROCESS



*Committees, Project Teams, Councils, Responsible Party for Plan Implementation
 **Report out to the College in which they Reside – District Bodies Report to Both College Councils, as Appropriate
 ***Summary of Self-Evaluation (Strengths, Weaknesses, and Anticipated Changes)

