

Woodland Community College

Academic Program Review
2007 – 2008

Executive Summary

Accounting
Administration of Justice
Art/Photography
Emergency Medical Technician
English
Management and Supervision
Mathematics/Statistics
Physical Science/Geology/Physical Geography
Physics/Astronomy
Psychology

Submitted May 19, 2008

Yuba Community College District

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Academic Program Review
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Executive Summary

Overview

Academic Program Review is one of five components of the Yuba Community College District's (YCCD) Institutional Effectiveness Model. Academic Program Reviews are periodic formal evaluations (every four years) designed to bring about systematic improvements and enhancements in instructional programs.

Program review serves as the basis for all program recommendations, including curriculum and program direction, staffing, facilities, and equipment. Recommendations on curriculum should consider district-wide implications and the desire of the District to maintain a common curriculum. Therefore, communication between like programs at each college is critical when making recommendations with regard to curriculum. Individual college-based recommendations and analysis, as well as district-wide recommendations, if appropriate, may be developed for staffing, equipment, and facilities. Reviews involve the critical self-evaluation of the program as well as the use of appropriate internal and external data, including the use of student surveys, to support the evaluation, conclusions, and recommendations.

During 2007-2008, the following 10 Woodland Community College (including the Colusa County Outreach Operation) programs completed an Academic Program Review:

- **Accounting**
- **Administration of Justice**
- **Art/Photography**
- **Emergency Medical Technician**
- **English**
- **Management and Supervision**
- **Mathematics/Statistics**
- **Physical Science/Geology/Physical Geography**
- **Physics/Astronomy**
- **Psychology**

After program reviews are completed and submitted, the district-wide Curriculum Committee Co-Chairs review them and produce a general overview of each program's review. This general overview is provided as background information to the Curriculum Committee subcommittees. The appropriate subcommittee then reviews the Academic Program Reviews for the programs for which they are responsible. All Woodland Community College (WCC) Academic Program Reviews were reviewed by the WCC subcommittee which was established for 2007-2008 as the

body that will become the core of the WCC Curriculum Committee which will function as an independent committee after WCC receives initial accreditation.

The subcommittees were asked to address the following specific areas or questions posed as they relate to each program review:

- Overall content.
- Was the analysis in each section logical? Cite examples of strengths and/or weaknesses.
- Appropriateness of the rationale given for conclusions drawn.
- Was data appropriately used to support conclusions?
- Appropriateness of recommendations, that is, do they follow from the points made in the major sections of the program review?

The subcommittees prepared short written reports that included pertinent comments for each of the programs reviewed. These summaries were presented to the Curriculum Committee at its meeting on April 15, 2008. Identified below is a brief summary of the completed assessments, including relevant comments from the Curriculum Committee Co-Chair Overview.

Program	Assessment of Academic Program Review
Accounting	<ul style="list-style-type: none"> • Generally, this is a good program review. Information is clearly presented. Points made are good. • Data is used effectively to present an overview of the program in the “Program Description and Current Status” section. In the “Curriculum and Program Direction” section, data analysis used to support conclusions made in each section, “Strengths,” “Areas of Improvement,” and “Future Direction,” is appropriate. • Conclusions drawn and recommendations made for future direction of the program are appropriate. • Recommendations follow from the conclusions drawn in the “Curriculum and Program Direction” and “Staffing” sections. • Although the “Recommendations” section indicates reactivation of the local Business Advisory Committee should occur, no timeline or plan is included to address this recommendation. • Some sections have been omitted from the report. In particular, the review does not address “Equipment” or “Facilities.”
Administration of Justice	<ul style="list-style-type: none"> • This is a good program review. It is easy to follow. Points made are well thought out. • The “Program Description and Current Status” section is strong. Data is included in this section. • Program review format is followed in all sections except the end of the “Recommendations” section. • Data should have been used in other sections to support points made, for example, under “Curriculum and Program Direction,” data should have been used to clarify the statements made in e. under “Strengths,” “A <u>majority</u> of enrolled students....” and f., “A <u>number</u> of students....” • Data used to support the current status of the Administration of Justice program clearly reflect a decline in Student Success Rate (15%) and Student Retention (7%) from 2002 to 2007. The recommendation to hire a full-time faculty member could help to change this trend.

Program	Assessment of Academic Program Review
Art/Photography	<ul style="list-style-type: none"> • Generally, this is a good program review. Points made are good. • Program description and recommendations are clear and rational and have student success, student opportunities, and growth of the program in mind. • Data is used to support the overall description of the program in the “Program Description and Current Status” section. • Recommendations are related to program goals and the “Overview of Program Analysis” section. • Program review format is not followed in the “Overview of Program Analysis” and “Recommendations” sections. • The report indicates that the program’s courses are current. However, the majority of the course outlines are from the 1990s and need to be updated.
Emergency Medical Technician (EMT)	<ul style="list-style-type: none"> • Overall, this is a good program review. It is written clearly and logically. All required sections are covered. • Using data in the “Program Description and Current Status Section” is good. The data table identified the respective areas to improve on, i.e., FTEF, FTES, WSCH. • Sound recommendations are made that flow from the report. • The recommendation made in the “Curriculum” section of the “Recommendations” section should have been broken out into two and possibly three separate recommendations. • Program review format is not followed in the “Recommendations” section.
English	<ul style="list-style-type: none"> • The program review is well written and makes solid points. • There is substantial analysis to support the recommendations made. Recommendations generally follow from this analysis. • Data elements are included but are not used to describe the program or to support points made. • The “Overview of Program Analysis” section and the “Recommendations” section are not formatted correctly.
Management and Supervision	<ul style="list-style-type: none"> • The overall content is clear, precise, and well organized. Identification of issues is informative and well documented. The review contains useful information that can enhance this academic program. • Data is used to make points in the “Program Description and Current Status” section. However, from this data, it appears that the program no longer exists. The five-year enrollment trend indicates the virtual absence of this program on campus the past two years due, in large part, to the robust enrollment in online courses offered through Yuba College. • Data given in the “Program Description and Current Status” section is confusing. It appears that program enrollment has dropped to zero, yet FTEF remains at 1.12. • The recommendations in the “Curriculum and Program Direction” and “Staffing” areas each appear to include multiple recommendations. These need to be broken out so that they can be addressed separately. • With the decline in enrollments in the face-to-face classroom offerings, combining the review of this program with the General Business program review is reasonable. • Since this program has migrated to the virtual realm, the recommendations relative to furniture no longer apply unless the face-to-face classroom enrollments increase. • Installation of a wireless system would facilitate student access to the online courses offered in the program.

Program	Assessment of Academic Program Review
Mathematics/Statistics	<ul style="list-style-type: none"> • Generally, this is a very good program review that makes pertinent points. It is clear, concise, and thorough. • The “Program Description and Current Status” section is excellent. Data is used effectively to make points in this section. • Data is used appropriately to support conclusions. For example, FTEF data supports the need for an additional full-time instructor and an Instructional Assistant. More data and stronger rationale is needed to support a 20% release time coordinator. • The use of Basic Skills Initiative (BSI) monies to increase student retention and student success should be explored. • Program review format is followed in all sections except the “Recommendations” section.
Physical Science/Geology/Physical Geography (Earth Science)	<ul style="list-style-type: none"> • Generally, this is a solid program review. Relevant points are made. • Recommendations follow from points made in “Areas for Improvement”/“Future Directions” sections. • Program review format is not followed in the in the “Overview of Program Analysis” and “Recommendations” sections. • Although data is presented, it is not used to support points made in the review.
Physics/Astronomy	<ul style="list-style-type: none"> • Generally, this is an adequate program review. Information is clearly presented. Conclusions drawn are appropriate. • The “Program Description and Current Status” section uses data to make points. • Recommendations follow from points made in the “Areas for Improvement”/“Future Directions” sections. • Program review format is followed in all sections except the “Recommendations” section. • Data could have been used more to support conclusions drawn in the “Future Directions” sections that led to recommendations.
Psychology	<ul style="list-style-type: none"> • Overall, this is a good program review that makes relevant points. All required sections are addressed and formatted correctly. • Recommendations follow from points made in “Areas for Improvement” and “Future Directions” sections. • FTEF figures in “Program Description and Current Status” section seem to include only full-time faculty, but should include all faculty teaching Psychology. Figures are not consistent with what is presented in “Data Elements” section. • An effort is made to use data to support points made and to describe the program in the “Data Elements” section. However, sometimes statements aren’t clear and consistent. Two statements spoke of five-year totals, when it appeared that they should have stated five-year average. • Sound recommendations are made that are consonant with the program description and goals.

All Woodland Community College programs completing an Academic Program Review did a conscientious job in completing the review. Reviews were submitted in a timely fashion and generally provided relevant information and reasonable recommendations. There is a need to insure that all programs adhere to the prescribed format. Although some programs requested help with the use and interpretation of data, it is still necessary to provide most programs with

support on how to use the data provided in a manner that helps to justify conclusions drawn and recommendations made.

As part of the Program Review process, each program submitted an Executive Summary of its program review. The summaries, as presented below and on the following pages, include a program description and current status statement for each program, the program's strengths and areas of improvement/future direction, and the recommendations/specific actions that emerged from each program review.

Accounting

Program Review Committee Members: Sherry Spina, Christopher Myers
Dean of Program Area: Ken Nather

Program Description and Current Status

The Accounting program is vital to the mission of Woodland Community College. The program provides courses that transfer to four-year programs and that articulate with the CSU system for further concentration. The program also addresses the vocational needs of the business community, providing vocational and retraining skills. It also fulfills licensing requirements for income tax preparers. Students earn certifications and an Associate Degrees in Accounting to evidence the successful completion of various offerings. For the past five years, the Accounting program has averaged an annual FTES of 33.03 and an average annual WSCH per FTEF of 379.48. These statistics underscore the consistent contribution that the Accounting program makes to the college and the District.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - The Accounting curriculum is both vigorous and relevant. This approach serves to promote critical thinking, problem solving, and decision-making skills necessary for student success at four-year colleges and universities and in the business community. Specifically, of the 49 current students surveyed, more than 92% agreed that the Accounting curriculum helped them achieve their educational goals. Similarly, more than 89% of those students felt that instruction helped them achieve their educational goals.
 - The average student retention rate for the Accounting program for the past five-year period is 81.78% as compared to overall WCC average of 83.64%. The Accounting program experienced a success rate of 77.28% compared to an overall WCC success rate of 71.56%.

- **Areas for Improvement/Future Direction**
 - Survey results indicate that students are widely dissatisfied with tutoring services and other assistance available outside of class.
 - Faculty needs to participate in Accounting advisory meetings with CSU Chico, CSU Sonoma, and CSU Sacramento to insure the continued acceptability and compatibility of the Accounting curriculum.
 - Faculty needs to reactivate the local Business Advisory Committee to focus on current needs and trends within the community. This committee can provide invaluable input into Accounting/Business curriculum development.

Staffing

- **Strengths**
 - The WCC Accounting program is staffed by one full-time and two adjunct faculty members. The full-time faculty member is a licensed Certified Public Accountant who attends seminars, workshops, and conferences to keep up with the ever-changing field of accounting. Sponsors of these events include the California Society of CPA's, Spidell Publishing, Intuit Software and Teachers of Accounting at Two Year Colleges (TCTYC). The full-time faculty member is also completing a master's degree in taxation through Golden Gate University, San Francisco to remain current on tax law and accounting regulations.
- **Areas for Improvement/Future Direction**
 - The two adjunct faculty members are of retirement age. Since recruiting and selecting qualified Accounting instructors is time-consuming and requires long lead-time, efforts should be taken immediately to develop a pool of qualified candidates. Course offerings for future semesters may be limited as a result of a shortage of qualified Accounting instructors.

Equipment

- **Strengths**
 - Specifically, of the 49 current students surveyed, more than 79% agreed that appropriate equipment and technology are available.
- **Areas for Improvement/Future Direction**
 - This was not addressed in the review.

Facilities

- **Strengths**
 - Specifically, of the 49 current students surveyed, 79% felt that classrooms and labs were appropriate for their needs.
- **Areas for Improvement/Future Direction**
 - This was not addressed in the review.

Recommendations/Specific Actions

- Continue to improve the tutoring program for Accounting students.
 - Action: Actively identify, recruit, and encourage capable Accounting students to become tutors. Offer extra credit for tutors tutoring more than three students per semester.
- Continue to enhance library resources.
 - Action: Obtain more “desk copies” of textbooks from publishers and place them on reserve. Also, subscribe to the Journal of Accountancy, Wall Street Journal, and other business periodicals.
- Improve course scheduling.
 - Action: The faculty member in charge of scheduling course offerings will meet with counselors and review course schedule each semester prior to publication.
- Participate in Accounting advisory meetings with CSU campuses.
 - Action: Faculty members will volunteer to become active participants at Accounting advisory meetings for area CSU campuses.
- Continue to identify courses that may be conducive to distance education and other forms of delivery.
 - Action: Faculty members will continue to identify and recommend courses on an on-going basis.
- Improve marketing efforts.
 - Action: With the cooperation and support of the Marketing department, improve the visibility of the Accounting program by developing a new brochure and placing ads in local newspapers.
- Continue to recruit qualified Accounting instructors.
 - Action: By using contacts and networks of business professionals, identify and recruit qualified accounting professionals to teach Accounting courses.

Administration of Justice

Program Review Committee Members: Jennifer Ellasces, David Althausen, Robert Jones,
Stanley Rommel

Dean of Program Area: Ken Nather

Program Description and Current Status

Woodland Community College currently offers an Associate of Science (A.S.) in Law Enforcement degree under the Administration of Justice (AJ) program of study. The Corrections major is partially offered, but not all required core courses are offered at the WCC campus to fulfill the major. In addition to the A.S. in Law Enforcement degree program, some Peace Officer Standards and Training (POST) approved courses are offered. These include PC 832 (Arrest, Search & Seizure, as well as the Firearms Familiarization component of PC 832). At this time, however, there are no Academy classes or related POST continuing education programs currently in operation at WCC.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - The AJ program provides required curriculum by state law for entry-level employment in the fields of law enforcement, corrections, and related fields.
 - The AJ program provides transfer opportunities to local four-year colleges/universities via transfer agreements (UC/CSU).
 - Textbooks and related materials are up-to-date for the course material being taught (new editions are chosen regularly).
 - A majority of enrolled students complete their courses and earn passing grades.
 - A number of students transfer to four-year colleges/universities to pursue bachelor's degrees and graduate degrees.
 - Courses are relevant, useful, and partially offered at times that benefit students.
 - Syllabi and course outlines are reviewed and updated as needed.
 - Faculty members carry a caseload of assigned students who are participating in work experience.

- **Areas for Improvement/Future Direction**
 - As part of community outreach, promote available academic programs and course offerings through advertising with local law enforcement, corrections, and related agencies.
 - Promote Job Fairs in conjunction with local law enforcement, corrections, and related agencies.
 - Hold education fairs to address the growing trend of employment in these fields.
 - Increase course offerings at varying times and days of the week/weekend.
 - Consider pursuing Instructional Television and online instruction for certain sections of core courses.

Staffing

- **Strengths**
 - Existing staff are dedicated to the student body and provide relevant instruction in their respective courses.
 - Existing adjunct faculty have many years of relevant field experience, a must in this Career Technical Education field of study.
 - Existing staff participate in relevant campus committee work to promote the AJ program at WCC.
 - Existing staff attend Continuing Education courses as needed to stay abreast of current topics in the criminal justice field.

- **Areas for Improvement/Future Direction**
 - Hire one full-time faculty within the next academic year to provide curriculum development and direction for the future.
 - Recruit for additional adjunct faculty with a broad range of experience in relevant subject matter to instruct in the AJ program.

- Develop a POST certification program, to include Standards of Training for Corrections course offerings for in-service training to be offered to local law enforcement, corrections, and related agencies.
- Hire support staff for AJ program at WCC.

Equipment

- **Strengths**
 - Currently, there is available a small budget for equipment in the AJ program at WCC. The plan for 2007 – 08 included purchasing new body armor.
- **Areas for Improvement/Future Direction**
 - Create a program budget for expenditures for the AJ program at WCC.
 - Provide for the purchasing of technologically relevant visual aids.

Facilities

- **Strengths**
 - There are currently no dedicated classrooms/facilities for the AJ program at WCC. Classroom space is determined on an as needed basis, and room changes are frequent.
- **Areas for Improvement/Future Direction**
 - Assign dedicated classroom space for AJ program course offerings.
 - Assign dedicated office space for AJ program support staff.
 - Assign dedicated office space for AJ program faculty to hold office hours.

Recommendations/Specific Actions

- Review all current course offerings to insure that they meet the needs of the student body and fulfill all requirements for graduation, certification, or transfer.
 - Action: Individually review each course syllabus and outline. Revise course syllabi and outlines as needed in keeping with updates in topics and course materials. Review all courses for content and update as needed. Purchase new materials to facilitate courses.
- Recruit/hire one full-time faculty for the AJ program at WCC.
 - Action: The college recently has begun the recruitment for a full-time faculty at the WCC campus.
- Recruit/hire additional adjunct faculty members to replace those who are nearing retirement.
 - Action: After successful hiring of full-time faculty, begin recruitment efforts for additional adjunct faculty.
- Recruit/hire support staff for the AJ program at WCC.
 - Action: Begin the recruitment/hiring process for support staff for the AJ program upon the successful hiring of the full-time faculty member.
- Update existing Academy safety and related equipment, and update instructional aids for classroom use.

- Action: Identify all materials currently in use that are either outdated or obsolete. Ascertain cost of replacement materials and determine if local area agencies might be willing to donate used equipment to the program for use in the classroom and in the Academy setting.
- Dedicate classroom/office space within the WCC campus facilities for the AJ program's use.
 - Action: Review available facilities with appropriate personnel to determine if space exists to dedicate to the AJ program.

Art/Photography

Program Review Committee Members: Terry Turner, Cynthia Kellogg, Christopher Howerton

Dean of Program Area: Ken Nather

Program Description and Current Status

The Art/Photography program offers a varied, yet limited, number of Art courses each semester. The offerings are strong and offer opportunities in commercial art as well as for transfer or personal interest.

The community of Woodland has been and continues to be very responsive to the program. The program has been active on the campus for over thirty years. One full-time instructor, whose teaching load has been divided with the discipline of Humanities, has provided the primary leadership.

All of the courses are articulated with the UC and CSU system and the program offers the course work so a student can satisfy the requirements for a major in Fine Art. Currently, courses are offered in a staggered method in order that students can complete the classes needed for a comprehensive study in the arena of fine art and graduate with an A.A. degree in the field.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - Curriculum is current and seeks to enhance student understanding and abilities in the creation, assessment, and appreciation of the arts.
 - The Art and Photography program provides a Multimedia Certificate of Training.
 - Current curriculum advocates and reinforces the connection between Woodland Community College and the communities it serves.
 - Knowledgeable instruction of current applications of Art and Photography with an offered focus on digital use and creation is provided.
 - Instruction is offered in both studio arts as well as the new trends in computer arts.

- **Areas for Improvement/Future Direction**
 - The Multimedia Certificate of Training can accommodate more students.
 - There are multiple possibilities for program/community connections that have not been accessed.
 - A stronger connection through public outreach, specifically with local high schools, is needed to create a stronger partnership with high school web page expertise (WE) instructors.
 - A schedule needs to be developed with counselors that would increase availability to a larger sector of the student population.
 - Explore the potential to work closer with the WCC public relations office to form a partnership with assignments that can benefit the college while providing tangible experiences for students.
 - Although there are a variety of Art and Photography courses, they are not offered every semester. This is due to current staffing being unable to teach all the classes all the time. A more consistent rotation of courses may increase student interest in this program

Staffing

- **Strengths**
 - A full-time tenured instructor has been connected with the program for over thirty years with decades of experience and knowledge in the instruction and appreciation of art and photography
- **Areas for Improvement/Future Direction**
 - The Art and Photography program currently is not given a 100% assigned instructor, as the full-time instructor also teaches in the Humanities program.
 - The limited staff of one does not allow the program to grow.

Equipment

- **Strengths**
 - Appropriate equipment includes the following: a 16-station Mac computer lab, two SLR 8 megabyte digital cameras, one flat bed scanner, a kiln (needs to be installed - requires new wiring and placement), easels (approx 15), clay and plaster supplies, and a small storage space and a full side etching press/printing press and etching chemicals, zinc plates, and paper for etching.
- **Areas for Improvement/Future Direction**
 - Currently, there is not an official replacement and repair schedule for the computer lab that is assigned to this program.
 - At this time, there is a shared budget that is used for both studio arts and computer arts. According to the staff in this program, the budget is not sufficient to promote and maintain both programs adequately.
 - The program possess a kiln, however, the building lacks a space and wiring to support this piece of equipment.
 - There is a need to acquire more “up-to-date” digital SLR cameras and camcorders so that multiple students can have access to this technology at the same time.

- Due to budget constraints, there is a limited supply of clay, plaster, and other usable materials.

Facilities

- **Strengths**
 - The program has a dedicated, useable studio arts room.
 - A fully functioning Mac computer lab supports the program.
- **Areas for Improvement/Future Direction**
 - The current studio arts facility is small, accommodating about 19 students.
 - The current Mac computer lab only provides space for about 16 students.
 - Labs/work space is only available when instructor is available. More open time opportunities for students to work on assignments that are specific to this program is needed.
 - Although Photography is offered at this campus, there is no darkroom for black and white photography.
 - Ceramics is offered, however, there is not an area to “fire” ceramics or to provide adequate space for sculpting.
 - There is a lack of display space for student or guest art work.

Recommendations/Specific Actions

- Develop a new course in digital photography without the prerequisite of a darkroom course.
 - Action: Create course and secure Curriculum Committee approval.
- Develop a new course in curation art exhibitions.
 - Action: Create course and secure Curriculum Committee approval.
- An instructor assigned only part time to the program is not sufficient to build and maintain the program.
 - Action: Option 1 – The full-time instructor should be assigned studio and computer art classes only. Option 2 - Add qualified adjunct faculty to help offer more course offerings each semester and/or to instruct courses that the full-time instructor is unable to teach due to course loads. Option 3 - Hire a second full-time instructor for the program. Option 4 – implement a combination of the previous options.
- Add an Instructional Assistant to provide open lab time for art students.
 - Action: Work with the Dean to explore this possibility.
- Create and implement a replacement/maintenance schedule for the Mac computer lab.
 - Action: Work with IT staff to develop the appropriate schedule and request funding through appropriate channels.
- Update inventory of current equipment in use or assigned to this program
 - Action: Instructor will inventory current equipment.
- Purchase additional SLR digital cameras, a digital camcorder, a large format printer, and an additional flatbed scanner.
 - Action: Apply for funding through the Educational Resources funding process.
- Provide additional computer labs for student use.

- Action: Work with the Dean to identify alternatives that will allow more students greater access to appropriate computers.
- An additional studio art space to provide a dedicated area for painting and drawing and a separate space dedicated to ceramics and sculpture are needed.
 - Action: Work with Dean to identify or create larger environmentally sustainable lab spaces for studio arts such as sculpture, ceramics, printmaking, photography, and computer graphics.
- Upgrade wiring to accommodate the existing kiln that is unused due to current wiring deficiencies.
 - Action: Work with Dean and Facilities Director to accomplish task.

Emergency Medical Technician

Program Review Committee Members: Ken Nather

Dean of Program Area: Ken Nather

Program Description and Current Status

The EMT program is a district-wide program of instruction for those students entering the field of emergency, pre-hospital, medical care. It is governed by the Sierra-Sacramento Valley Emergency Medical Services Authority in Rocklin, California. The program is designed to instruct students to the level of Emergency Medical Technician, Basic, to meet the requirements of the California State Department of Health and the National Registry of EMTs. The program offers a Certificate of Training upon successful completion.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - Curriculum is current and relevant to preparing students for careers in emergency medical services.
 - Courses prepare students to think critically, act ethically, and communicate clearly.
- **Areas for Improvement/Future Direction**
 - Continue to pursue staff professional growth opportunities.
 - Encourage faculty to become more involved with local services and community functions in order to insure the continued relevance of the curriculum to the workforce and expand the program's outreach capabilities.
 - Implement appropriate SLOs throughout the curriculum.

Staffing

- **Strengths**
 - Currently, there is no dedicated full-time faculty teaching in this program at Woodland Community College. All EMT courses are offered by an adjunct faculty member who has been doing so for more than ten years.
- **Areas for Improvement/Future Direction**
 - If EMT class offerings are to be expanded at Woodland Community College, there will need to be an expansion in the number of adjunct faculty to allow for the scheduling of additional classes.
 - Faculty could pursue staff professional growth opportunities, be encouraged to become involved with colleagues district-wide, and become more involved with local emergency medical services and business community functions as representatives of our students, our programs, and our institution.

Equipment

- **Strengths**
 - EMT courses are taught in the same room as the Nursing program so the necessary equipment currently is shared and readily available.
- **Areas for Improvement/Future Direction**
 - As the various mannequins, models, and other equipment wear out, they need to be replaced through the Instructional Equipment funds.

Facilities

- **Strengths**
 - The EMT classes are taught in the same classroom as the Nursing program, allowing direct access to the various models, mannequins, and simulators.
- **Areas for Improvement/Future Direction**
 - Facilities currently are adequate and properly maintained. No areas for improvement have been identified.

Recommendations/Specific Actions

- Continue to pursue staff professional growth opportunities.
 - Action: Contact community and business leaders to participate in an EMT Advisory Committee.
- Encourage faculty to become more involved with local services and community functions in order to insure the continued relevance of the curriculum to the workforce and expand the program's outreach capabilities.
 - Action: Support faculty participation in job fairs, business and community meetings, and professional development in the field.
- Implement appropriate SLOs throughout curriculum.
 - Action: As the college proceeds in developing SLOs for each course, insure that the SLOs for the EMT curriculum are relevant and current.

- If EMT class offerings are to be expanded at Woodland Community College, there will need to be an expansion in the number of adjunct faculty.
 - Action: During the development of the Education Master Plan for the college, insure that a labor market analysis is conducted for EMT. Should the analysis indicate a greater need for EMT training in the Woodland area, begin to recruit qualified adjunct faculty to deliver additional sessions of EMT 61 and EMT 225R
- Upgrade equipment as required.
 - Action: As the various mannequins, models, and other equipment wear out, appropriate requests need to be made through the Instructional Equipment funding process.

English

Program Review Committee Members: Noel Bruening, Monica Chahal, Cay Strode, Cynthia Kellogg

Dean of Program Area: Ken Nather

Program Description and Current Status

The English program at Woodland Community College is designed to offer a comprehensive writing curriculum that leads to the Associate of Arts (A.A.) degree. Six levels of composition courses, remedial and grammar-based classes through transfer level/argument instruction, are offered. The department has literature courses that cover basic analysis, women's literature, multi-cultural works, and the standard British and American cannon. In addition, the program offers grammar, vocabulary, and spelling to groups of diverse learners.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - The English Department currently offers a full complement of writing and literature courses as noted below. Students can graduate with an A.A. in English from WCC.

The department offers the following courses: Eight sections of English 1A, English 1B, three sections of English 1C, English 1LR-English Writing Lab, English 25- Multimedia Collaboration, English 33-History of Film, two sections of English 34-Introduction to film, English 36-Many Voices, English 34 R-Shakespearean Festival, English 46B-Introduction to English Literature II, three sections of English 51-Preparatory Comp and Reading, seven sections of English 105-Pre-Collegiate Composition, one section of English 110 A-Fundamentals of Composition 1, and two sections of English 110B-Fundamentals of Composition 1.

- The program is supported by the Writing Center that is presently staffed by a part-time Instructional Assistant.

- A 20% release time is allocated for a full-time professor to coordinate the Writing Center beginning in the fall of 2008.
 - An ongoing writing contest is in its fourth year of operation.
 - The department has written and initiated a new collaborative course, Art/English 25, in which students write articles and produce art with computer graphics programs. Two students in the class will write articles for the District newspaper, "The Prospector." If the collaboration with the Marysville students is a success, the course will continue to provide the link between the two colleges.
 - Courses are reviewed every three years and revised for currency. Generally, the Yuba College faculty has initiated course reviews and course changes. Beginning this semester, WCC English faculty updated five District English courses and collaborated with Yuba College faculty on two others.
 - The English department is in its second successful year of co-sponsoring a WCC Campus Book Project in which the campus community reads a single book. The department has integrated these books into coursework and helped to facilitate campus events such as films, discussions, and guest speakers. The department is currently partnering with the community by participating in Woodland Reads, a local book project, and hosting events.
 - The department involves the campus community in an annual Poetry Month celebration each April.
- **Areas for Improvement/Future Direction**
 - Numbers of students served in the Writing Center needs to increase.
 - Cooperation and collaboration between the two college English departments needs to continue.
 - Literature offerings should be expanded.
 - Reading improvement needs to be achieved through a reading co-requisite added to a writing class or classes.
 - Assessment of students for accurate placement needs to take place.
 - Financial support for projects such as the writing contest and production of a literary-arts magazine needs to be created.
 - A better bridge between local high school English classes and WCC English classes needs to be built by continuing a dialogue with high school English teachers in the area.
 - Success and retention rates need to be increased by offering better support for basic skills students through adjunct instructor taught classes that provide supplemental basic skills instruction to augment student composition classes.

Staffing

- **Strengths**
 - A full-time Instructional Associate position will be added to the Writing Center in the spring of 2008.
 - The department has four full-time English professors.
 - An additional full-time English professor will be added in the fall of 2008.

- **Areas for Improvement/Future Direction**
 - Nineteen of 30 English classes are taught by adjunct faculty.
 - Most reading courses are taught by adjunct faculty.
 - The full Yuba Community College District (YCCD) English program has been offered, but literature classes do not always fill.
 - A full-time reading instructor is needed.

Equipment

- **Strengths**
 - The program is supported by a 30-2-station English computer lab for word processing and research.
 - There are computers for word processing and research in the Writing Center.
 - The program has access to a 16 station Mac lab for English 25.
- **Areas for Improvement/Future Direction**
 - Bulletin boards are needed in classrooms.
 - New printers are needed in the English computer lab.
 - Replacements for English computer lab computers are needed.

Facilities

- **Strengths**
 - Classrooms are fully equipped as “smart classrooms.”
 - The Writing Center is large enough to accommodate the current numbers of students.
 - Plans for electronic monitoring of student attendance in the Writing Center are being implemented.
- **Areas for Improvement/Future Direction**
 - The Writing Center will need more space to accommodate growing numbers of developmental students
 - Writing Center calendar/appointment openings should be available to students directly and electronically.
 - There is no designated space for a Reading Center.
 - There are many concerns regarding student placement. ESL students need help enrolling in appropriate courses. The accuracy of the placement test also has been questioned.
 - The department needs to build relationships with area high school English teachers to better bridge WCC curricula with that of the high school.

Recommendations/Specific Actions

- Develop a new course to include a reading co-requisite with an English class or classes.
 - Action: Research and propose the new class to the Curriculum Committee for approval.
- Add Writing Center curriculum (variable unit classes), offer additional free workshops through the Writing Center, and offer online tutoring classes.

- Action: Research and propose the new classes to the Curriculum Committee for approval.
- Update English 1B so that it articulates with English 2 at UC Davis.
 - Action: Research and bring the revised course outline to the Curriculum Committee for approval.
- Develop a women's literature course that fulfills the YCCD and Sac State multicultural requirement.
 - Action: Research and propose the new class to the Curriculum Committee for approval.
- Provide appropriate courses and scheduling for students in basic skills
 - Action: Coordinate with counselors and the appropriate Dean or Vice President.
- Add a new full-time English instructor.
 - Action: Prepare appropriate application for submission to the Faculty Staffing Committee.
- Additional staff will be needed for the Writing Center as program and services grow.
 - Action: When appropriate, work with Dean to obtain approvals and budget support.
- Add a Reading Center Instructional Associate
 - Action: Work with Dean to obtain approvals and budget support.
- Provide new computers for student use and two new printers for the English computer lab.
 - Action: Work with Dean to order 32 new computers and two new printers for the English computer lab
- Develop a website with information on faculty, coursework, the English major, Campus Book Project, and other pertinent department information.
 - Action: Develop proposal and outline for the site and work with the Dean and the District Webmaster to accomplish.
- Strengthen the reading program by providing space for a staffed Reading Center.
 - Action: Work with the Dean to identify appropriate space and to create a proposal to develop such a center.

Management and Supervision

Program Review Committee Members: Donna McGill-Cameron

Dean of Program Area: Ken Nather

Program Description and Current Status

The Management and Supervision (M&S) program at the Woodland campus offers a very limited number of courses every academic year. The Management and Supervision program within the Yuba Community College District offers vocational and retraining courses, community education courses, and courses that promote the United States Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). The district-wide program includes instruction in supervision, management principles, human resource management, small

business management, and a wide range of courses that are designed to meet business and community needs.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - Curriculum is current and relevant and prepares students for careers in management, business, and related areas. Courses prepare students to think critically, act ethically, and communicate clearly.
 - Management and Supervision curriculum interfaces with other business department curriculum to provide a trained workforce to meet the needs of the regional business community.

- **Areas for Improvement/Future Direction**
 - Combine the Management and Supervision Program Review with the General Business Program Review due to a decrease in M&S program enrollment and addition of online courses.
 - Reactivate the local Business Advisory Committee to focus on current needs and emerging trends.
 - Initiate a partnership with the Business Education State Advisory Committee (BESAC) to prepare for employment trends state-wide and nation-wide.
 - Continue to pursue staff professional growth opportunities.
 - Encourage faculty to become more involved with local service clubs and business community functions.
 - Implement additional/appropriate Student Learning Outcomes (SLOs) throughout the curriculum.

Staffing

- **Strengths**
 - Currently, there is no dedicated faculty teaching in this program at Woodland Community Colleges. All M&S courses are offered online by faculty at Yuba College.

- **Areas for Improvement/Future Direction**
 - If M&S classes are to be offered face-to-face at Woodland Community College, faculty could pursue staff professional growth opportunities; be encouraged to become involved with colleagues district-wide; and become more involved with local service clubs and business community functions as representatives of WCC students, programs, and the institution as a whole.

Equipment

- **Strengths**
 - Management and Supervision courses can be taught in the new LRC Building in smart classrooms. Since classes are offered in the traditional lecture format, very little equipment is necessary.

- **Areas for Improvement/Future Direction**
 - New furniture and furnishings for the new LRC should be industry standard for business, as opposed to meeting only classroom standards. Implementation of this would greatly improve the learning environment.

Facilities

- **Strengths**
 - The new LRC Building provides a modern and attractive environment for learning.
- **Areas for Improvement/Future Direction**
 - Work needs to continue on procuring furniture and appropriate storage facilities for the new LRC classrooms.

Recommendations/Specific Actions

- Combine the Management & Supervision Program Review with the General Business Program Review due to decrease in enrollment in M&S program and the addition of online courses.
 - Action: Propose combining the two programs in the review process to the Dean and Vice President.
- Reactivate the local Business Advisory Committee to focus on current needs and emerging trends.
 - Action: Contact community and business leaders to participate in the Business Advisory Committee.
- Partner with college colleagues in other disciplines and at other sites locally and state-wide.
 - Action: Invite colleagues to participate in division activities including Advisory Committee meetings as well as BESAC.
- Implement the Business Minor program using successful models statewide; thinking globally—acting and implementing locally.
 - Action: Do initial research, develop program, and get Curriculum Committee approval.
- Encourage faculty involvement in business community activities, including service clubs.
 - Action: Identify business community activities and organizations that would best serve the interests of the program and the college and support the involvement of faculty in these activities and organizations.
- Continue to implement SLOs throughout the curriculum.
 - Action: Under the leadership of the SLO Committee, create SLOs for the program's courses and determine how to assess them.
- Faculty need to stay current in the discipline area.
 - Action: Faculty need to seek out professional growth opportunities.
- Seek opportunities for partnerships with businesses.
 - Action: Work with identified business organizations to develop partnerships to benefit the college and the business community.

- Wireless for student and instructional use is needed.
 - Action: Upgrade communications infrastructure to accommodate wireless technology.
- Continue to work on procuring furniture and appropriate storage facilities for the new LRC classrooms.
 - Action: Research various storage and furniture possibilities needed to enhance LRC classrooms.

Mathematics/Statistics

Program Review Committee Members: Matthew M. Clark, Thomas Duncan, Hanan Souki, Jesse Ortiz, Loretta Richard

Dean of Program Area: Ken Nather

Program Description and Current Status

The Mathematics and Statistics programs at Woodland Community College are both healthy and growing. Over the last five (5) years, FTES in Mathematics and Statistics has increased by 19.7% to the current level of 216 FTES. Over the same span of time, the full-time faculty in Mathematics and Statistics increased from 1.89 to 3.11 FTEF before a reduced workload of one instructor lowered the full-time FTEF to 2.63. Additional sections of classes have been added and new courses have been offered (Math 50A, Math 2B). Remarkably, even though for continuity and expansion some low enrollment courses (Math 2A, Math 7) have been run, average WSCH per FTEF has increased by 12.7% to the current 538 over the same period. The combination FTES and average WSCH per FTEF make Math/Statistics one of the most, if not the most, productive and healthy programs at WCC.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - Math 58 (Quantitative Reasoning) was developed, approved, and offered in Spring 2008.
 - A new course series, Math 50A and Math 50B (Elementary Algebra – First half and second half), was introduced as an alternative, slower-paced path through the material covered to meet the learning objectives of Math 50.
 - Math 50 (Elementary Algebra) has been offered as an online course since Fall 2006.
 - Drop-in help in Mathematics and Statistics began being offered in the Writing & Math Center (W&M) in Fall semester 2007.
 - Math tutoring through the WCC tutoring center has been expanded to include evening hours and virtual tutoring.
 - The faculty members are highly motivated to enhance student learning and devote time to the W&M to provide access for all WCC Math/Statistics students.

- A WCC student competed in the National Putnam Mathematics Exam. This was a first for the Yuba Community College District.
 - The Math faculty devote time and energy to insure that the course schedules tie in appropriately with courses offered in other departments (e.g., Physics, Chemistry, etc.).
 - There is a strong and supportive relationship among the Mathematics faculty across all the campuses in the District, and there is a strong consensus to continue this after WCC is accredited.
- **Areas for Improvement/Future Direction**
 - Appropriate class sizes that will support a positive learning environment need to be established.
 - The number of sections offered of required Mathematics and Statistics courses need to be expanded.
 - Options for increasing the hours of coverage at the W&M need to be explored.
 - A WCC Math IA to support both the W&M and the WCC Tutoring Center needs to be hired.
 - More student activities in mathematical societies and competitions need to be supported and provided.
 - Increasing offerings at the Colusa Center should be explored.
 - Campus awareness of numerical literacy through postings and contests should be encouraged.
 - The adjunct faculty pool needs to be increased and funding secured for adjunct office hours.
 - The strong line of communication between the WCC Mathematics and Counseling departments needs to be continued.

Staffing

- **Strengths**
 - A new full-time faculty member was hired to replace a departed full-time faculty member.
 - Faculty is actively involved in the college community as well as in professional mathematics and statistics societies and activities.
- **Areas for Improvement/Future Direction**
 - Two full-time faculty members are needed, one to replace the retiring Mathematics instructor and a second to accommodate growth in the demand for Mathematics/Statistics and reduce the current reliance on adjunct faculty.
 - A Math Instructional Assistant (IA), with duties split between the W&M and the WCC Tutoring Center, is needed.
 - Student tutoring appears to have room for improvement in both the areas of coverage and consistency among tutors.
 - A larger pool of adjunct Mathematics faculty is needed to provide greater flexibility in scheduling of courses and to support current offerings.

Equipment

- **Strengths**
 - A departmental set of thirty (30) scientific calculators (TI 30s) has been purchased for use in Math 110, 111, 50, 50A, 50B, and 52.
 - Seven (7) Cartesian coordinate system whiteboards have been purchased for use in classrooms and the W&M.
 - The new lab for Statistics (844) has new computers, new monitors, and a new printer.
 - Money has been secured through Basic Skills to purchase software to help students in Math 110 and 111.
- **Areas for Improvement/Future Direction**
 - The current version of MINITAB (v15) is needed for the computers in 844, the W&M, and open labs at WCC, which are currently using v12.
 - An additional printer for Room 844 should be purchased.
 - Options for a computer lab in Colusa for a Statistics course (which should be offered in the near future) need to be explored.
 - Software for student self-help and exploration should be explored.
 - Software for Math 110 and 111 needs to be purchased using the secured BSI funds.

Facilities

- **Strengths**
 - The Learning Resources Center has opened and has added classrooms, increased tutoring space, a new lab for Statistics classes, and the W&M.
 - A large office room (851) was opened for adjunct use.
- **Areas for Improvement/Future Direction**
 - Many classrooms in the new LRC have flaws that make them less than optimal for teaching Mathematics and Statistics

Recommendations/Specific Actions

- Investigate the use of Basic Skills Initiative (BSI) project monies to increase student retention rates and student success rates.
 - Action: Contact the BSI Project Team for information, conduct a departmental meeting to brainstorm options, and create a proposal for BSI funds.
- Hire a full-time faculty member to replace the retiring faculty member.
 - Action: Prepare a request for the Faculty Staffing Committee. Follow the hiring process
- Hire an additional full-time faculty member.
 - Action: Prepare a request for the Faculty Staffing Committee. Follow the hiring process.
- Hire a Math IA for the W&M and the WCC Tutoring Center.
 - Action: Meet with WCC Tutoring Center staff to detail responsibilities and write the request for the position.

- Obtain licenses for current version of MINITAB (v15) for the Statistics Lab and various other locations (e.g., the W&M, the Tutoring Center, etc.)
 - Action: Work with IT at WCC to secure and install MINITAB.

Physical Science, Geology, Physical Geography (Earth Science)

Program Review Committee Members: Jennifer McCabe, Lee Mitchell

Dean of Program Area: Ken Nather

Program Description and Current Status

The Physical Science, Geography, and Geology program at Woodland Community College offers a number of basic, transfer level courses every semester. Although the program is small, it helps increase the diversity of science course offerings and is an integral part of the Yuba Community College District's mission and goals.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - WCC now has a full-time instructor who focuses all energies on the success of the Physical Science, Geography, and Geology program and is working to update the course outlines.
 - Physical Science, Geography, and Geology courses are now being offered on a regular basis at a variety of times by a full-time instructor who is dedicated to the success of all students.
 - The full-time instructor has taught at both of the two local transfer universities and is aware of the relevant programs at these institutions and can make sure that students are being adequately prepared for transfer and that the content of the courses is current.
 - The severely outdated course outlines have been updated and several new courses, including a lab for the very popular PHYSC 10A course and several field geology classes, have been created during the past year and will be offered in the near future.
- **Areas for Improvement/Future Direction**
 - A greater variety of courses needs to be offered and perhaps one day an Associate's degree developed.
 - Staff has to have opportunities for professional growth, especially given that there are no other full-time Physical Science, Geography, or Geology colleagues at this institution.
 - The development of more field-oriented classes is needed. Financial support from the District is needed so that these classes can be implemented.

Staffing

- **Strengths**
 - A full-time instructor now is focusing all energies on the success of the Physical Science, Geography, and Geology program.
- **Areas for Improvement/Future Direction**
 - The District needs to provide funding for professional growth for faculty so that they can keep up with changing trends in the field.
 - As the program grows, quality adjuncts will be needed in order to help cover the load. Also, it may become necessary to hire an assistant to help with lab preparation and organization of the collection.

Equipment

- **Strengths**
 - A new map cabinet supports the organization of maps and helps to increase their longevity.
 - Glass cabinets in the student lounge of the 600 building are in place to display samples.
 - While the supply of equipment may be limited, what is in place is generally new and of good quality.
 - The multimedia cabinet allows the instructor to utilize a variety of teaching methodologies so as to best reach the greatest variety of students.
- **Areas for Improvement/Future Direction**
 - More Physical Science (Physics and Chemistry) supplies are needed in order to provide students taking the lab portion of the class with those supplies they need in order to fully benefit from the class (without having to borrow them from Chemistry, Biology, or Physics).
 - More Geology supplies, especially maps, fossils, mineral models, and a greater variety of rocks and minerals are needed.
 - More cabinets with drawers in order to better organize and store these supplies are needed.
 - More Earth Science (PHYSC 10A) supplies are needed so that a lab section to Earth Science (PHYSC 10A) can be offered.
 - The multimedia collection (items like DVDs) needs to be expanded.

Facilities

- **Strengths**
 - Being in the new science building is an asset. This includes the following: lots of counter space to display samples and set up labs, available sinks, large tables where group work can be done and maps can be laid out, availability of smart classroom technology (especially, including ELMO and easy computer and projector access so rocks, charts, maps etc. can be projected for all to see and PowerPoint can be used, videos can be shown, and students can have access to the Internet in the classroom), and availability of space for setting up labs and for storing supplies.

- **Areas for Improvement/Future Direction**
 - More cabinets with drawers would aid in the organization and storage of samples.
 - If Biology is allowed to grow and move into Room 625, there could be problems regarding space to teach the Physical Science, Geology, and Geography courses, as well as space to store supplies and space to set up the labs. Any new lab space provided to Physical Science, Geology, and Geography will minimally need to have the following: large student desks set up for both lecture and lab purposes; a fully equipped media cabinet with a computer, a document camera, and video capabilities linked to a projector (and an accompanying screen); at least one sink; extensive counter space to lay out display samples and lecture and lab supplies; ample storage space containing cabinets with drawers and shelves; and a private prep area attached to the classroom for labs to be set up, without disturbing the lecture classes.

Recommendations/Specific Actions

- Make sure that the Curriculum Committee approves all new courses and course outline updates. Make sure that recently submitted curriculum is articulated appropriately.
 - Action: Discuss with the Curriculum Committee the status of these courses and contact the Articulation Officer about the articulation process.
- Develop and offer a greater variety of courses.
 - Action: Start writing new curriculum and submit such to the Curriculum Committee. Make sure the submitted curriculum is approved and articulated appropriately.
- If the Physical Science, Geology, and Geography program is forced to move out of Room 625, then an assistant will need to be hired in order to help with the move and to help reorganize the collection.
 - Action: Discuss with the Dean the status of the move and the funds available for an assistant.
- If the move out of Room 625 does occur, purchase the furniture and equipment that will no longer be available to the Physical Science, Geography, and Geology program due to its change in location.
 - Action: Discuss with Dean what equipment is needed for an adequate lecture and lab space and apply for Measure J funding (or some other funding source).
- Purchase equipment needed for current courses and for projected future course offerings.
 - Action: Request that the Physical Science, Geography, and Geology budgets minimally remain at the level provided for the 2007-2008 year. For large ticket items, submit requests to Educational Resource Planning Committee.

Physics/Astronomy

Program Review Committee Members: Julie Brown, Matt Clark

Dean of Program Area: Ken Nather

Program Description and Current Status

Due to the fact that there is no full-time instructor in Physics, there are just sporadic offerings of Physics courses with patchwork direction and oversight for the department by the Chemistry and Mathematics departments. No courses in Astronomy have been offered at WCC in the past five years, so this review focuses solely on the Physics program.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - Curriculum has been well established at Yuba College and not all courses offered there are offered at WCC. WCC currently offers Physics 2A, 3A, 2B, 3B and 10L.
- **Areas for Improvement/Future Direction**
 - The full range of Physics courses needs to be offered so that students will not have to go elsewhere to take these courses as they are doing now. WCC's growing calculus program necessitates more and varied Physics offerings. Physics 4A, 4B, and 4C that are the engineering level Physics courses will soon need to be offered.
 - The Physics A.A. degree needs to be developed and offered.

Staffing

- **Strengths**
 - None are noted at this time.
- **Areas for Improvement/Future Direction**
 - The department has only one part-time instructor and no full-time instructor. The growth of the department will demand a full-time instructor in the next year.
 - To support this instructor, to maintain the equipment, and to set up the labs, a part time Physics Instructional Assistant also is needed.

Equipment

- **Strengths**
 - None are noted at this time.
- **Areas for Improvement/Future Direction**
 - Physics equipment needs are just beginning to be formed. An inventory of existing equipment and a list of new equipment are needed.

Facilities

- **Strengths**
 - There is now a lab which Physics shares with Geology and Physical Science. It has adequate storage needs.

- **Areas for Improvement/Future Direction**
 - The above-mentioned lab is designated for takeover by the Biology department. There will need to be a new space identified for Physics and its related equipment.

Recommendations/Specific Actions

- Begin offering the Physics 4 and Physics 15 series.
 - Action: Initially, hire adjunct faculty qualified to teach in this area and then expand course offerings.
- Develop an A.A. degree or certificate for Physics.
 - Action: Consult with Yuba College faculty.
- Hire a full-time Physics instructor.
 - Action: Submit request to the Faculty Staffing Committee during Fall 2008.
- Hire a part-time Instructional Assistant for the Physics department.
 - Action: Submit request to Dean and follow through with recommendation.
- Survey of equipment that exists and identify equipment that is still needed.
 - Action: Hire full-time Physics instructor to organize equipment and submit appropriate requests for new equipment.
- Identify a new, adequate Physics lab.
 - Action: Hire a full-time Physics instructor to oversee this project

Psychology

Program Review Committee Members: Sharon Joy Ng Hale, Kathy Anderson, Alison Buckley

Dean of Program Area: Ken Nather

Program Description and Current Status

The Psychology program at Woodland Community College offers lower-division courses for general education credit and for meeting lower division requirements for transfer students. It is designed to prepare students for upper division work in a major in Psychology. Courses also help students to meet Psychology requirements in other majors.

Program Analysis

Curriculum and Program Direction

- **Strengths**
 - The Psychology curriculum meets the goals and mission statements of WCC and the Educational Master Plan.

- Courses are scheduled from morning through late afternoon and begin again for evening classes. Courses are varied throughout the day, with Psychology 1A being heavily offered throughout to meet transfer and program requirements.
 - Courses meet Yuba Community College District's graduation requirements, as well as CSU and UC transfer requirements.
 - At least 11 different courses are offered on a regular rotation. Many Psychology transfer courses are offered online.
 - The Psychology department captures a large number of FTES for the college.
 - The district-wide faculty have decided on appropriate caps for all courses, including online courses.
- **Areas for Improvement/Future Direction**
 - As the Psychology program grows and begins to attract more Psychology majors, course offerings need to be expanded to include Psych 8: Research Methods.
 - Additional online Psychology courses that may increase student access to higher education need to be considered.

Staffing

- **Strengths**
 - Psychology courses are taught by well qualified professors/instructors who represent diverse fields and specialties in the discipline.
 - A diverse, qualified adjunct pool exists that meets the needs of the current curriculum offered.
 - The Psychology department currently has one full-time faculty member.
- **Areas for Improvement/Future Direction**
 - Increase the number of full-time tenure track Psychology faculty. The five-year average annual WSCH per FTEF is 517.85 indicating that another full-time tenure track faculty member is needed to support this growing program. Because there is a high demand for Psychology courses, the department must rely heavily on adjunct faculty.
 - Recruit additional diverse and qualified adjuncts.

Equipment

- **Strengths**
 - The Psychology department uses "smart classrooms." This is possible due to the addition of new 800 building on the WCC campus. The department's ability to offer the most up-to-date technology in the classroom is extremely important and allows students an opportunity that is not available at numerous other campuses in the area.
 - WCC values adjuncts and has provided faculty a large office with work areas and computers.
- **Areas for Improvement/Future Direction**
 - Although faculty computers have DVD capabilities, a VCR/TV is needed in the department for screening and review purposes.

- A departmental film resource area needs to be developed to allow adjunct faculty greater access to available materials for use in the classroom.
- Purchase more up-to-date films in Psychology to be used in the classroom.
- More books, magazines, professional journals, and periodicals specific to the various areas in Psychology need to be purchased or subscribed to as part of the library collection to enable students to have access to current resource materials in the discipline.
- The District must reevaluate the current budget allotment for Psychology to allow for the building of resource materials.

Facilities

- **Strengths**
 - With the recent completion of the 800 building, the classrooms and facilities are new and up-to-date.
- **Areas for Improvement/Future Direction**
 - The light switches are on the wall and not readily accessible. Additional switches need to be installed on the desk that houses the media equipment to facilitate instruction.
 - Although there are a number of light switches to control the lighting in the classroom, the ability to switch off all rows of lights adjacent to the projector screen is needed. A short row of lights at the back of the room in the opposite corner of the screen would be sufficient when movies are being shown.
 - The teaching consoles are awkwardly placed in front of the whiteboards in some of the rooms (804, 805). When attempting to write on the board, one often has to maneuver around the chair or desk since there is little room between the wall and the desk. The computer screen on the desk is in front of the whiteboard and partially blocks the students' view of what is written on the board.

Recommendations/Specific Actions

- Additional courses should be offered as needed that allow transfer students to complete lower division requirements in the major.
 - Action: Develop course outlines for identified courses to be added and secure Curriculum Committee approval.
- More online courses need to be developed to strengthen and build the Psychology program at WCC.
 - Action: Identify courses to be offered in the online modality and secure Curriculum Committee approval.
- Hire another full-time Psychology faculty member.
 - Action: Develop and submit request to the Faculty Staffing Committee.
- Continue to recruit qualified applicants into the Psychology adjunct pool.
 - Action: Continue recruitment efforts.
- Purchase a TV/VCR.
 - Action: Identify and purchase appropriate equipment.
- Establish a Psychology departmental resource area in the 800 building.

- Action: Identify a common area that is accessible to adjuncts. Secure a locked cabinet for such purpose.
- Subscribe to select magazines, professional journals, and periodicals in various areas of Psychology.
 - Action: Identify current available resources at WCC. Identify appropriate magazines, journals, and periodicals to submit for subscription
- Purchase up-to-date films for use in the classrooms.
 - Action: Identify and purchase. Meet with adjuncts for suggestions.
- Purchase more Psychology books for the WCC library collection.
 - Action: Identify the books to be ordered. Submit for purchase.
- Adjust light switches to accommodate the showing of films in the classroom.
 - Action: Have maintenance rewire the light switches to allow for all lights to be switched off except for a short row in the back of the room opposite the projector screen.
- Install additional light switches to the teaching console.
 - Action: Have maintenance do the necessary work.
- Move the teaching console to a position that does not obscure the blackboard.
 - Action: Redesign the placement of the teaching console.