

Academic Program Review Handbook 2009-2010



NOTE: This Handbook is reviewed annually and updated as appropriate - last revision July 2009.

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Preface

Yuba Community College District was a single college district when it began its first scheduled Academic Program Review cycle in 2004-2005. Through the next year (2005-2006) YCCD reviewed each academic program on a district-wide basis. In January 2006, YCCD made the transition from a single college district to a multi-college district. Therefore, beginning with the 2006-2007 academic year, programs were reviewed separately by Woodland Community College and Yuba College (including the Clear Lake Campus).

In 2006, the YCCD Board adopted the Institutional Effectiveness Model (IE Model) which has identified five components for review and continuous improvement. Academic Program Review is one of those five components. As well in 2006, the Academic Program Review Handbook was published for standard use in the review process. Since academic programs are directed college activities, both Woodland Community College and Yuba College are responsible for and have identified the specific programs that are reviewed. These reviews are scheduled on a four-year rotation cycle for the full self-study and provide an annual update for the three years that follow. Between 2006 and 2008 Academic Program Reviews were presented along with the Student Services Reviews to the Board for information. In summer 2009 the first IE Model Annual Report that incorporated all five components of the IE Model was presented to the Board for acceptance as a comprehensive institutional planning and effectiveness measure. Furthermore, the IE Model Report is also scheduled to be presented to the respective programs at the beginning of the fall 2009 semester to provide feedback for continuous improvement.

As YCCD transitioned from a single college district to a multi-college district, it was the District's intention to maintain a core curriculum. Therefore, like programs at each college will need to consult with one another on the curriculum section of the review. For all other aspects of the review, programs at Woodland Community College and Yuba College will conduct separate review processes and will submit separate Academic Program Reviews. Yuba College and its Clear Lake Campus will complete only one program review for programs that operate at both sites. However, individual site-based analysis and recommendations should be developed for staffing, equipment/technology, and facilities and included in the review.

Introduction

Yuba Community College District is committed to systematic quality improvement for student access and success. Associated with that commitment is our responsibility to ensure that our policies, procedures and practices align us with maintaining accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Board Policy 3250 – Institutional Planning clearly references this responsibility and opportunity for the YCCD college community.

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. (BP 3250)

The Office of Institutional Effectiveness, under the Vice Chancellor for Educational Planning and Services, is responsible for the implementation of the YCCD Institutional Effectiveness Model (IE Model) which is detailed in AP 3255 – Institutional Effectiveness. The IE Model consists of

five processes including Administrative Services Review, District/Colleges' Image-Marketing Review, Planning and Shared Decision Making Process Review, Academic Program Review, and Student Services Review.

Each of the five IE Model processes is scheduled for review and assessment for continuous improvement per Administrative Services Outcomes (ASO) and Student Learning Outcomes (SLO) (see Appendix J). Furthermore, each category is reviewed by our two colleges and the district office as appropriate. All reviewers use the same guidelines as established through representative handbooks that are reviewed annually and updated during the review process as needed. All handbooks are available on the district website under the Institutional Effectiveness page. For quick reference, the outline below details the review processes and associated handbooks.

IE Model Review Process	Focus	Handbook/Guide
Planning and Shared Decision Making Process Review	ASO	Planning and Shared Decision Making Process Review Handbook
Administrative Services Review	ASO	Administrative Services Review Handbook
District/Colleges' Image-Marketing Review	ASO	District/Colleges' Image-Marketing Review Handbook
Student Services Review	SLO	Student Services Review Handbook
Academic Program Review	SLO	Academic Program Review Handbook

Purpose of Academic Program Review

Program review is one part of determining the overall institutional effectiveness of the colleges in the Yuba Community College District. Academic Program Reviews are periodic formal evaluations designed to bring about systematic improvements and enhancements in instructional programs. Program review also serves as the basis for all program recommendations, including curriculum and program direction, staffing, facilities, and equipment/technology.

Because educational program development is an obligation of the Academic Senate, faculty from every department must play an active role in the program review process. In addition, a part of each faculty member's responsibility is to play a major role in the periodic departmental self-evaluation. It is also a collaborative process involving the Dean and other members of the college community with knowledge of the program.

Programs are reviewed on a four-year cycle. (See Appendix A: Schedule of Academic Programs for Review). The mission and goals of each college, along with the college's Strategic Directions and Educational Master Plan, form the basis for the existence of any instructional program and for program review. Institutional accreditation with its emphasis on institutional effectiveness underscores the importance of designing and participating in a creditable program review process. In addition, program-specific accreditation agencies, state and federal guidelines, and professional licensure boards are important elements for certain programs.

An academic program is an organized sequence or grouping of courses or other educational activities leading to a defined objective(s) such as a certificate, degree or license. Equipped with any of these credentials, students are able to pursue, transfer to another institution, obtaining employment/job, career goal, or acquisition of selected knowledge or skills. These instructional programs are identified and scheduled for review by the college's Vice President Academic and Student Services in consultation with the Academic Senate.

The program review is a three-step process:

1. An analysis of the current program, by college, will be completed. This includes the current status of the program; a look at the future direction of the program; and a specific look at the program in relationship to curriculum, staffing, facilities, and equipment/technology.
2. An analysis of the required data elements is to be completed to support conclusions drawn and recommendations made. These data elements should be used to summarize a program's growth, retention rates, grade distributions, and efficiency (WSCH/FTE) when analyzing the program. The data elements, used as previously mentioned, will be provided to the committee in the required format and must be included in the final report as an appendix to the program review document. In addition, the program review committee may decide to use other data elements to develop recommendations based upon the program analysis. The use of appropriate internal and external data, including the use of student surveys, is suggested to support the evaluation, conclusions, and recommendations that emerge from the review.
3. Development of the final report.

The Self-Study Review Process

The self-study review process entails several levels of review and analysis that are completed over an academic year (see Appendix B for report format). Critical components of this process include representative participants, defined roles and responsibilities, data collection and analysis, evidence-based recommendations, compiling the self-study report, and the feedback loop.

Program Review Committee

The self-study should be conducted with a representative team reflecting active members of the unit and members that the unit interacts with on a regular basis. This team approach ensures that all persons with areas of responsibility within the unit are represented.

Each program should identify five to eight people to serve on the committee. Full-time faculty in the program will work with the Dean/Director to determine the exact committee composition that will be helpful in undertaking a systematic analysis of the program.

It is the responsibility of full-time faculty members and the Dean to lead the program review process. Each committee may adjust the committee composition guidelines as appropriate depending upon the needs of the process. The committee will determine who should chair the committee – there needs to be a designated chair or co-chairs. The committee may select someone to take notes.

The membership should include the following:

- At least three full-time faculty in the program, where possible. Yuba College should include representatives from its Clear Lake Campus, as appropriate.
- A counselor or teaching faculty from outside the program.
- A community or advisory board representative (where appropriate).
- Dean/Director responsible for program.
- Adjunct Faculty (where appropriate).
- Classified Staff (where appropriate).
- Others as determined by the committee.

Roles and Responsibilities

As a process within the IE Model, the Academic Program Review is initiated by the District Office of Institutional Effectiveness. The colleges' Vice President and Academic Senate leadership are supported by the colleges' Director of Planning, Research and Student Success. The role and responsibility of the Director of IE is to work collaboratively with the colleges and district office Chancellor's Executive Team (CHEX) members or their designee to implement this component of the IE Model. This includes: completing and updating, with appropriate input, the Academic Program Review Handbook; detailing the process flowchart; recommending self-study methodology; incorporating an analysis of the Academic Program Reviews in the IE Model Annual Report; and, including substantive feedback to the unit team.

The program review's team roles and responsibilities are to conduct the review process according to the established timelines and submit a self-study report to their college president. A copy of this report should be submitted to the IE Director in the District Office to be included in the IE Model Annual Report.

The Dean of the area in which the program review is being conducted is responsible for the following:

- Call a meeting of the full-time faculty in the program and work with them to determine the committee makeup.
- If there is no full-time faculty, set up the program review committee for the particular program.
- Call the first meeting of the program review committee and coordinate the selection of the chair or co-chairs.
- Serve as a resource to the committee to help secure data to support the process and to ensure that the committee uses this data to analyze the program and to arrive at appropriate conclusions and recommendations.
- Promote dialog between faculty and administration at both colleges in the curriculum area and, where appropriate, in other areas.

- Establish checkpoints for meeting with chairs to assess progress in the program review process, to ensure consistency in the way the program review is completed, and to ensure that all programs adhere to the required format for presentation of the reviews.
- As part of the collaborative process, the Dean may take notes in meetings and may edit and/or write the final document, or may review drafts and provide comments and/or direction.
- Ensure that all members of the committee have reviewed and signed the final draft before it is submitted.
- Sign off on the Program Review Final Report before sending it forward to the review committee.

For Yuba College, the Dean from the Clear Lake Campus may be assigned to coordinate a program review in an area where that Dean has department faculty.

The Program Review Process Flowchart

The Academic Program Review process consists of several steps. The process flowchart and basic time lines are listed on Appendix K.

Data Collection and Analysis

Each college program review team can expect to receive from the District Office of IE their five year data on WSCH/FTES/FTEF. The colleges' Director of Planning, Research and Student Success will serve as the lead contact and supplier of other data related to the program reviews per self-study and annual update requirements. To be timely and useful to the program review team, advanced notice on requests is highly recommended.

Evidence-based Recommendations

The program review team must include in their self-study report data-driven, evidence-based recommendations. These can include reference to surveys, demographic data, response time, focus group results, labor market research, etc. The important thing to note is that anecdotal recommendations are not considered data-driven.

Compiling the Self-Study Report

From the onset the program review team leader(s) and members should note that a formal written report¹ is required at the completion of the review process. This report will add value to the annual updates that will follow over the next three years. The self-study report will serve as the basis for annual updates and allow the programs to keep measures of improvement on noted areas and services. A detailed listing of categories and format is included in the section: Completing the Self-Study Report.

The program review team should consider having an internal review evaluation of their process and self-study report. The purpose is to assist them in reflecting what works within the process, what changes are needed to improve the process, and peer (non-team members) perspective on the report to add value to the program as well as the review process and recommendations presented. This activity should be coordinated by the team leader.

Feedback Loop

Academic Program Review teams will receive feedback on their processes and reports through the IE Model Annual Report written and distributed through the district office of IE. This report is

¹ All written reports (Self-study, Executive Summary, Annual Update) are to be submitted to the respective unit leader/administrator electronically as an email attachment using MS Word.

scheduled to be completed in June, presented to the Board in July and distributed to the program in August or soon thereafter. Academic Program annual updates will be included with reference to the comprehensive self-study report that is completed every four years.

Completing the Self-Study Report

The self-study report is a summary of the information collected and discussed by the Academic Program Review team during the self-study process as noted above.

The self-study report for each program under review will include 1) cover sheet; 2) program description and current status; 3) program goals and their ties to Student Learning Outcomes and the strategic directions of the college/district; 4) data elements, 5) overview of program analysis sections, and 6) recommendations and justification for staffing, equipment/technology, and facilities. Recommendations will flow from the findings and in-depth review of the academic program review self-study participants. The self-study report must contain and reference evidence-based recommendations.

In the current IE Model, the District and Colleges' budgets are aligned with the following activities and timelines:

- Annual Updates are due to the College by December 4th which allows the College President/Leadership to review requests and recommendations as they begin planning the following year's budget, which begins in January.
- Self-studies are completed within one academic year (September-May). The IE Model Annual Report is presented to the Board in June when the first review of the budget for the incoming year is presented by the Chief Business Officer. The Academic Program Units receive feedback on the Annual Report and Budget at the beginning of the incoming academic year (August). This allows the College Leadership to review requests and recommendations as they begin planning the following year's budget, which begins in January.

To complete each section of the self-study report the following information must be included (See Appendix B: Self-Study Format). A description/operational definition with examples for each section are listed below.

1. Cover Sheet

Use the Academic Program Review Cover Sheet found in Appendix C to provide the required information.

2. Program Description and Current Status

Provide a brief description of the program including the current status of the program, staffing patterns, major changes and/or accomplishments since the last program review and a general description of the program offerings. **An analysis of the required data elements should be completed when describing the program. These data elements should be used to summarize a program's growth, retention rates, grade distributions, and efficiency (WSCH/FTE). Where appropriate, program completion rates and pass rate trends for the past five years on state and/or national certification or licensure exams should be**

provided. Yuba College should include the Clear Lake Campus in this description/status area. Both colleges should include information for all outreach operations, as appropriate.

3. Goals of the Academic Program and Student Learning Outcomes (SLOs)

Provide a list of program goals. In this section, list the major functions and reasons your program exists within the college and the District. Also list your program's SLOs.

Goals should be in the format indicated in the following example.

The goals of the Psychology program are to:

- Prepare students with an introduction to Psychology as a science.
- Prepare students to advance to an institution of higher learning with the necessary skills and information for success, including academic knowledge and procedure, critical thinking skills, and communication skills.
- Expose students to the most comprehensive introduction to the field of psychology.
- Assure that the students in the psychology department benefit from the most current and upcoming technical advances in the discipline.
- Meet the ever-changing requirements for transfer eligibility of the four-year college/university and to grow as these organizations grow.
- Satisfy the general education requirement for graduation.

During Fall Convocation 2006, faculty were asked to select two to five of the Institutional Student Learning Outcomes that apply to all programs within a given identified program cluster. Please list those SLOs that apply to your program per the following example.

The SLOs of the Psychology program are as follows:

- Communication: At the completion of this program, students will be able to use effectively language and non-verbal communication consistent with and appropriate for the audience and purpose.
- Critical Thinking: At the completion of this program, students will be able to analyze data/information in addressing and evaluating problems and issues in making decisions.

Please note that during 2008-2009, programs began to develop methods of assessment to enable them to determine whether or not students within the program had achieved the specified SLOs. Programs will begin to develop course level SLOs no later than 2009-2010.

Also new to the 2009-2010 reviews is the addition of the Diversity Policy approved by the YCCD Board in March 2009. Include in your goals how the program will integrate diversity.

On March 11, 2009, the YCCD Board of Trustees adopted Board Policy 1300-Diversity Policy. This policy directs all units of the college to engage in implementing a Diversity Framework for Institutional Transformation and Cultural Competency. In the unit's review it is critical to incorporate diversity in its review of current status, goals, and recommendations.

4. Data Elements

Provide a copy of the following data in the format provided and include it in the appendix of the program review document. These will be provided to the program review committee before the beginning of program review.

- FTEF (CO and EP/NC) – 5 years
- FTES – 5 years
- WSCH/FTEF – 5 years
- Retention rate (class census date vs. ending date) – Five years of data will be provided to the committee; only the last year is to be included in the final report.

In order to fully analyze each program, the Program Review Committee may want to research additional data elements or administer a survey (See Appendix D: Academic Program Review Student Survey – Sample. **Program review recommendations and conclusions are to be based upon evidence and/or backed by data. Data should be used in each section of the report to support points made about the program.**

To obtain required data go first to the college dean and the dean will direct the request to either the college office of Planning, Research and Student Success or the district office of Institutional Effectiveness. Some examples of additional data that may support a program's recommendations include:

From Dean or Institutional Effectiveness Department

- Cost/FTES
- Budget
- Prerequisite Validation – Success Rate in Subsequent Courses
- Enrollment Analysis of Other Courses Students Enroll in Outside Program
- Number of degrees/certificates

From Dean

- 5-year Enrollment History
- Class Demand by Site
 - Classes Cancelled Due to Low Numbers
 - Classes Cancelled Due to Lack of Instructor
 - Numbers of Closed Classes
- Analysis of Course Offerings – time, semesters, and room and space utilization

From Department

- Advisory Committee Recommendations
- Statewide Discipline Trends
 - Discipline trends
 - Community College trends
 - University and College trends
- Course Information
 - Review and update of current courses and outlines
 - Catalog information
 - Analysis of course offerings throughout district
 - IGETC and other Articulation Agreements

From Other Sources

- State/National Pass Rates for Certification/Licensure
- Employment Outlook (Local, regional, state, national)
 - EDD Data
 - Job Outlook
 - Economic Development Date
- Community Needs
- Student Survey (attached)

From Surveys (if used)

- Student Responses
- Graduate Responses
- Leaver Responses
- Support Departments Responses

5. Overview of Program Analysis Sections

(Curriculum and Program Direction, Staffing, Equipment/Technology, Facilities)

The next four areas of the program review final report involve a program analysis and recommendations for each area. General information on how to complete each of the four sections is provided first followed by information on each individual area.

Program Analysis is to be completed for each of the following four areas:

- 1) Curriculum and Program Direction
- 2) Staffing
- 3) Equipment/Technology
- 4) Facilities

Note: These four sections are to be stand-alone sections that can be used by District or college committees such as the Faculty Staffing Committee or the Educational Resources Planning Committee in the shared-decision making process.

The program analysis allows each program, in an organized way, to analyze the information collected and report what is good about each program, what needs to be fixed or developed, and where the status quo can be maintained. The program analysis recognizes accomplishments as well as forces each program to ferret out and face urgent issues and devise recommendations with the goal of systematic program improvement.

In each of the four areas listed above, a separate section of the program review final report will be completed. The strengths, areas for improvement, future directions, and recommendations with justification will be included under each section.

Strengths: These are things that are currently done well in the program. They need marginal or no improvement. This is where you recognize and describe accomplishments and changes that have already taken place which have led to the improvement of some aspect of the program. In describing the strengths of your program, you can highlight exemplary areas. Use data, as appropriate, to support conclusions drawn.

Areas for Improvement: These are things that are not going well at the present time. These are aspects of the program that need to be corrected. Areas for improvement may be areas that have been neglected, or not reviewed, for a significant amount of time, or that need a concerted effort to bring about change. These areas for improvement, as they are supported by evidence and data, will form many of the program review recommendations.

Future Direction: These are aspects of the program that you want to expand upon in the future because they will help you reach your constituents more effectively. Generally, they occur because of a change in external or internal markets and situations (i.e., UC or CSU, job demographics or other social, economic, and cultural trends) that invite involvement by the program. There may be issues (both internal and external) that will have an effect on your program.

Questions that should be considered as your department writes up the final report are included under each of the four sections, Curriculum and Program Direction, Staffing, Equipment/Technology, and Facilities, as presented below and on the following pages. In general, the questions provided do not comprise a comprehensive list of questions that must be answered – rather they provide suggestions to help each program analyze the information and data collected to develop conclusions and to support program recommendations made. They do not need to be answered and written up in the final report.

5a. Curriculum and Program Direction

The curriculum and program direction section of the program review report will be reviewed by the college, but will need to have district-wide input, especially in the areas of curriculum revision, addition and/or deletion, or change in direction, but also may include college or site-specific information.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

The following questions may be considered when developing this section of the report:

- How does your program meet the goals and mission of the college and the Educational Master Plan or Strategic Directions?
- How does your program meet guidelines established by accrediting agencies or other external agencies/organizations?
- How do your courses fit with other college departments and how do your courses articulate with other institutions?
- What internal and external communications or articulations is your department currently participating in?
- How does your department evaluate textbooks?
- What alternative methods of teaching (ITV, on-line, telecourse, College Success Center, etc.) does your program currently use or plan to use?
- How are program curricula and syllabi reviewed? By whom and how often? Are all Title 5 course outlines up-to-date and reviewed within the past five (5) years?
- Are courses relevant, useful, and offered at times that benefit students?

- What can be concluded from an analysis of course offerings, times, room utilization, and class size?
- What can be concluded from an analysis of persistence, enrollment, success, and graduation rates?

You may also want to consider the role of support services in regard to your program.

- How is your program supported by services provided by the college and the District (library holdings, MIS, Student Services, Counseling, Bookstore, Business Office, etc.)?
- Is the availability of tutoring, technology, laboratories, and placement procedures appropriate for your department needs?
- What support services are available to students enrolled in your program?
- How is the adequacy of your instructional support in your department (clerical, lab assistance, work study, etc.)?
- How does your program recruit students?
- How does departmental faculty contact the counseling department to keep them aware of course offerings and program changes?

5b. Staffing

The staffing section of the report will be college specific, including needs at the college's campuses/outreach operations, but may address district-wide issues and/or make district-wide recommendations in areas such as needed district-level support services.

It will include the following three sections:

- 1) Strengths
- 2) Areas for improvement
- 3) Future Directions

The following questions may be considered when developing this section of the report:

- How does program faculty keep up-to-date in their field (conferences, workshops, presentations, statewide or national organizations, etc.)?
- How does program faculty support the college outside of the program (committees, student organizations, etc.)?
- Is the staffing level adequate to provide the necessary curriculum? How does the staffing level compare to levels in similar programs at similar colleges?
- What recommendations have professional organizations/advising committees made with regard to staffing levels?

5c. Equipment/Technology

The equipment/technology section of the report will be college/campus specific, but may address district-wide issues and/or make district-wide recommendations such as those related to the District's technology infrastructure.

It will include the following three sections:

- 1) Strengths
- 2) Areas for improvement
- 3) Future Directions

New and/or replacement equipment/technology needs should be addressed in this section of the report. Consider the quality and quantity of supplies and equipment and the needs of the program over the next five years. Be sure to identify the particular use of the piece of equipment/technology, its importance to the program, and its frequency of use.

5d. Facilities

The facilities section of the report will be college/campus specific, but may address district-wide issues and/or make district-wide recommendations, as appropriate.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

The facilities needed should be discussed in this section of the report. This would include the need for major improvements, renovations, and/or new buildings. If you have no need for new facilities or to improve existing facilities, just indicate that fact.

6. Recommendations

Recommendations are logical outgrowths of the program review process. They should be related to direct actions that are under the specific control of the program or department. For example, if a goal were to purchase new library equipment or to request a new faculty member, then the specific action would be to create and submit the appropriate forms to the corresponding committee in the shared decision-making process. Similarly, if the goal were to become recognized by an outside agency, then the specific action would be to prepare and submit all required paperwork.

Findings/conclusions that lead to recommendations must be based, at least in part, on data to support them. The objective is to incorporate defensible data into the analysis.

Use the Recommendations for Program Review form provided in Appendix E to list the recommendations for each of the areas below:

- 1) Curriculum and Program Direction
- 2) Staffing
- 3) Equipment/Technology
- 4) Facilities

Executive Summary

After the program review has been completed and submitted, the program review committee, working with the Dean, is responsible for completing an Academic Program Review Executive Summary which should outline the pertinent points of the review in summary fashion, generally in less than four pages. The format to be followed is included in Appendix G.

Program Review Annual Update

All programs in a given year not scheduled to do an Academic Program Review will complete a Program Review Annual Update. Use the form in Appendix F and address each of the areas noted on the form. Please be sure to comment on the progress made toward each of the recommendations noted in the last Academic Program Review or last Program Review Annual Update.

APPENDIX A

Schedule of Academic Programs for Review – 2009-2010

Woodland Community College

Academic Program Review	Dean/VP	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Accounting	Al Konuwa	•	•	•	X
Administration of Justice	Al Konuwa	•	•	•	X
Agriculture	Al Konuwa	X	•	•	•
Art/Photography	Ken Nather	•	•	•	X
Biology/Ecology	Ken Nather	•	X	•	•
Business Computer Applications	Al Konuwa	•	X	•	•
Chemistry	Ken Nather	•	•	X	•
Computer Science/IT	Al Konuwa	•	X	•	•
Early Childhood Education	Al Konuwa	X	•	•	•
Economics	Al Konuwa	•	X	•	•
Emergency Medical Technician	Al Konuwa	•	•	•	X
English	Ken Nather	•	•	•	X
English as a Second Language	Ken Nather	X	•	•	•
Ethnic Studies	Ken Nather	•	X	•	•
Family and Consumer Science	Al Konuwa	•	X	•	•
Fire Technology	Al Konuwa	•	X	•	•
Foreign Language	Ken Nather	•	X	•	•
Foster/Kinship Care Education	Al Konuwa	•	•	•	X
General Business	Ken Nather	•	•	X	•
Geology/Geography/Physical Science	Ken Nather	•	•	•	X
Health Edu/PE/Adaptive PE	Al Konuwa	X	•	•	•
History/Political Science	Ken Nather	•	•	X	•
Human Services	Al Konuwa	•	•	X	•
Humanities/Philosophy	Ken Nather	•	•	X	•
Library/Learning Resources	Ken Nather	X	•	•	•
Management & Supervision	Al Konuwa	•	•	•	X
Mass Communication	Al Konuwa	•	•	•	X
Mathematics/Statistics	Ken Nather	•	•	•	X
Music	Ken Nather	•	X	•	•
Office Administration	Al Konuwa	X	•	•	•
Physics/Astronomy	Ken Nather	•	•	•	X
Psychology	Ken Nather	•	•	•	X
Reading	Ken Nather	•	X	•	•
Soc Sci/Sociology/Women's Studies	Ken Nather	X	•	•	•
Speech/Communications Studies	Ken Nather	•	•	X	•
Theater Arts	Ken Nather	•	X	•	•
Work Experience	Al Konuwa	•	•	•	X

APPENDIX A – Continued

Schedule of Academic Programs for Review – 2009-2010

Yuba College

Academic Program Review	Dean	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Accounting	Ed Davis	•	•	•	X
Administration of Justice	Rod Beilby	•	•	•	X
Agriculture	TBA	•	•	•	X
Art/Photography	Kevin Dobbs	•	X	•	•
Automotive Technology	Ed Davis	•	•	•	X
Biology/Ecology	TBA	•	X	•	•
Business Computer Applications	Ed Davis	•	X	•	•
Chemistry	TBA	•	•	•	X
Computer Science	TBA	•	•	•	X
Cosmetology	Ed Davis	•	•	X	•
Culinary Arts	Ed Davis	•	X	•	•
Distributive Education	Martha Mills	•	•	X	•
Drafting	TBA	X	•	•	•
Early Childhood Education	Ed Davis	X	•	•	•
Economics	Ed Davis	•	X	•	•
Education	Kevin Dobbs	X	•	•	•
Electronics	TBA	•	•	X	•
Emergency Medical Technician	Rod Beilby	•	•	•	X
Engineering	TBA	X	•	•	•
English	Kevin Dobbs	•	•	•	X
English as a Second Language	Kevin Dobbs	X	•	•	•
Family and Consumer Science	Ed Davis	•	X	•	•
Fire Technology	Rod Beilby	•	X	•	•
Foreign Language/Sign Language	Kevin Dobbs	•	•	X	•
General Business/Mgt & Supervision	Ed Davis	•	•	X	•
General Studies/Learning Assistance	Kevin Dobbs	•	•	X	•
Health/PE/Adaptive PE/Athletics	Rod Beilby	X	•	•	•
History/Political Science/Ethnic Studies	Ed Davis	•	•	X	•
Human Services	Ed Davis	•	•	X	•
Information Technology	Ed Davis	•	X	•	•
Library/Learning Resources	Kevin Dobbs	X	•	•	•
Mass Communication	Martha Mills	•	•	•	X
Mathematics/Statistics	TBA	•	•	•	X
Mfg Technology/Welding Technology	Ed Davis	X	•	•	•

Music	Kevin Dobbs	•	•	•	X
Nursing ADN, LVN	TBA	X	•	•	•
Office Administration	Ed Davis	X	•	•	•
Philosophy/Humanities	Ed Davis	•	•	X	•
Physical Science/Geology/Geography	TBA	•	•	•	X
Physics/Astronomy	TBA	•	•	•	X
Psychiatric Technician	TBA	•	X	•	•
Psychology	Ed Davis	•	•	•	X
Radiologic Technology	TBA	•	X	•	•
Reading	Kevin Dobbs	•	•	X	•
Soc Science/Sociology/Women's Studies	Ed Davis	X	•	•	•
Speech/Communications Studies	Kevin Dobbs	•	•	•	X
Theater Arts	Kevin Dobbs	•	•	X	•
Veterinary Technician	TBA	•	•	X	•
Work Experience	Ed Davis	•	•	•	X

X – Self-Study/Academic Program Review

• – Annual Update

APPENDIX B

Self-Study Report Format – Academic Program Review - 2009-2010

1. Cover Sheet
 2. Program Description and Current Status
 3. Goals of the Program
 4. Program Analysis
 - a. Curriculum and Program Direction
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - b. Staffing
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - c. Equipment/Technology
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - d. Facilities
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 5. Recommendations
 - a. Curriculum and Program Direction
 - b. Staffing
 - c. Equipment/Technology
 - d. Facilities
- Appendices
- a. Data Elements
 - b. Other Information to Support Review (For example, charts, tables, etc. that are not appropriate to be included in the major sections of the report).

APPENDIX C

Cover Sheet - Academic Program Review - _____ Academic Year

College: _____

Program: _____ Year: _____

Program Review Committee Members and Signatures:

<u>Member</u>	<u>Signature</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Dean of Program Area-Printed Name

Signature

College's Chief Instructional Officer- Printed Name

Signature

Presented to Curriculum Committee on:
(With a copy sent to all campuses of the college).

Date _____

Faculty Chair Curriculum Committee Signature

Date

Administrative Chair of Curriculum Committee Signature

Date

APPENDIX D

Program: _____

Academic Program Review Student Survey -- Sample

One of the goals of the Yuba Community College District and its colleges is to improve the services and programs offered to students. Please answer the following questions related to the _____ program.

1. In relation to the program, circle the response corresponding with the answer to each of the following:

- | | | | | |
|---|---------------------------|--------------|-----------------|------------------------------|
| <p>(a) Courses in this program are offered at times that meet my needs.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(b) Courses in this program help me to achieve my educational goals.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(c) Classrooms and laboratories in this program are appropriate for my learning needs.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(d) Tutoring services and other assistance is available outside of class.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(e) Appropriate equipment and technology are available in classrooms and laboratories.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(f) The textbooks and supporting material are helpful in meeting my educational goals.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(g) Instruction in courses in this program has helped me to meet my educational needs.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(h) Library resources and services are sufficient to meet my educational needs in this program.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(i) My initial placement in this program was appropriate.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |
| <p>(j) I had adequate preparation to succeed in the courses in this program.
Specific recommendations:</p> | <p>Strongly
agree</p> | <p>agree</p> | <p>disagree</p> | <p>strongly
disagree</p> |

2. Why did you enroll in this current course? (check all that apply)

- General Education requirement
- Career Technical Education training/job skills
- Requirement for your major
- Career Technical Education certificate or degree
- General knowledge or interest
- Other: _____

3. Other courses taken in the _____ program.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

APPENDIX E

Recommendations – Academic Program Review- _____ Academic Year

Note: Rationale/justification and appropriate support documentation/data should be included in appropriate **major area** section, i.e. curriculum, staffing, equipment/technology, facilities, of the program review report. As space permits, each of the recommendations for one of the aforementioned four major areas can be addressed on the same page. However, each recommendation must address all requested information. Begin a new page when addressing a recommendation in another of the major areas.

College: _____

Program: _____

Year of Review: _____

Curriculum (Respond to the following for each recommendation made in this area)

Recommendation # 1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Staffing (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Equipment/Technology (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Facilities (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

APPENDIX F

Program Review Annual Update- _____
Academic Year

Self Study Date: _____ (Academic Program Reviews/Self-Study are completed on a 4- year cycle)

Program Review Annual Update (AU): (Conducted Annually for three years following the self-study)

1st AU _____ **2nd AU** _____ **3rd AU** _____

College: _____

Program: _____

Year of Review: _____

Date of Next Scheduled Self-Study Program Review: _____

1) Based upon the data provided, briefly explain the current status of the program.

2) Explain significant changes in the program since the last program review or annual update.

3) Briefly explain significant changes expected during the upcoming year.

4) Briefly identify the current program needs in each of the following areas:

- Curriculum and Program Direction

- Staffing

- Equipment/Technology

- Facilities

5) What progress has been made on the recommendations from the last program review and/or annual update? Please specifically list and address all recommendations.

APPENDIX G

Executive Summary Format/Template- _____ Academic Year

College Name: _____

Program Name: _____

Program Review Committee Members: List members by name/title

Dean of Program Area: _____

Program Description and Current Status: Brief description

Program Analysis: List strengths and areas of improvement/future direction in the format provided below for each of the major areas listed. Examples are provided for the first area.

Curriculum and Program Direction

- Strengths
 - The program currently offers courses that meet appropriate standards for both the Certificate of Completion and the Associate in Arts Degree.
 - Courses are reviewed on an annual basis to ensure that they remain current.
- Areas for Improvement/Future Direction
 - Poor retention in specialty courses needs to be addressed.
 - Developing an on-line version of the introductory course will provide access for students who cannot come to campus.

Staffing

- Strengths
- Areas for Improvement/Future Direction

Equipment/Technology

- Strengths
- Areas for Improvement/Future Direction

Facilities

- Strengths
- Areas for Improvement/Future Direction

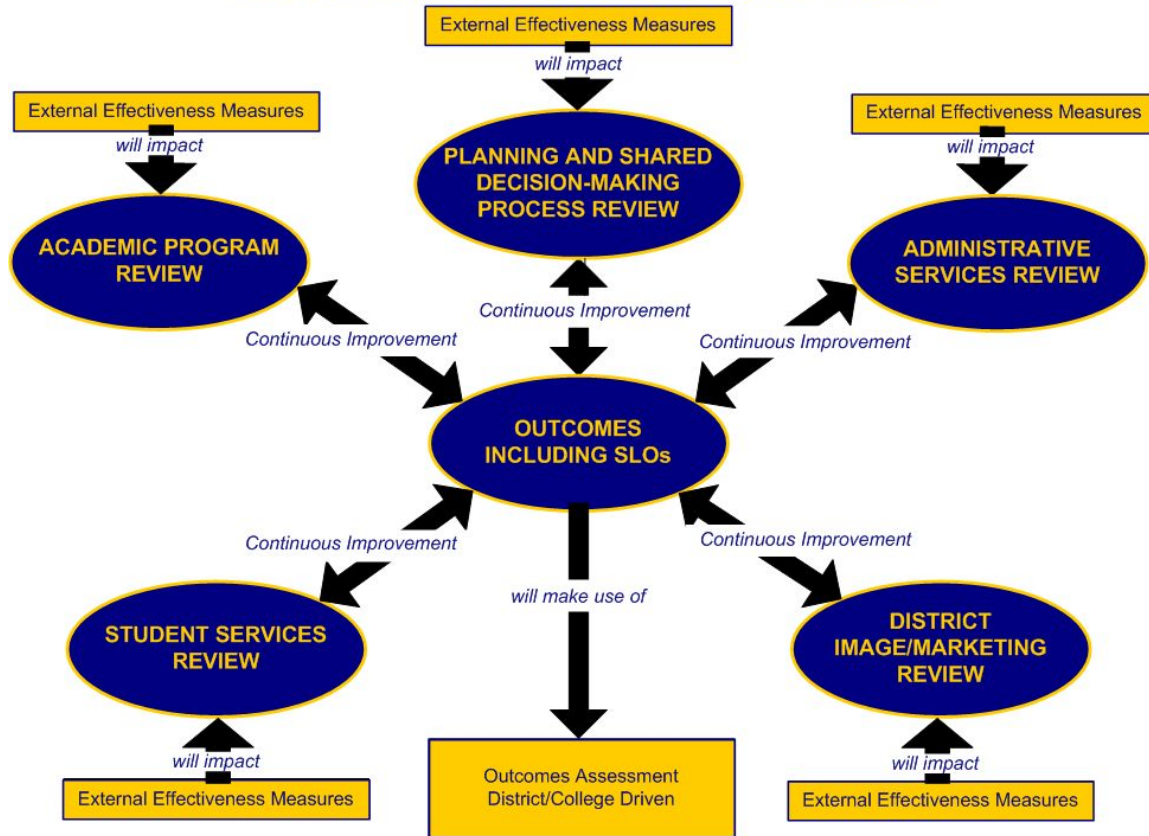
Recommendations/Specific Actions:

- Develop a new course to address new technologies impacting the program.
 - Action: Research and propose the new class to the Curriculum Committee for approval.
- Develop an on-line introductory course.
 - Action: Submit appropriate Course Outline addendum to the Curriculum Committee for approval.
- Provide additional computer labs for student use.
 - Action: Work with Dean(s) to identify or create lab space and submit appropriate request through the budget and equipment request processes.

APPENDIX H

Institutional Effectiveness Model (IE Model)

YCCD Institutional Effectiveness Model



Attachment #1

9-21-07

APPENDIX I

YUBA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES STRATEGIC DIRECTIONS FOR 2007- 2011

(Revised August 5, 2009)

1. **Student Retention and Success, Student Learning Outcomes and Institutional Accountability**
 - 1.1 Ensure student retention and success
 - 1.2 Develop Student Learning Outcomes
 - 1.3 Refine student success metrics for continuous improvement and to support accountability
 - 1.4 Conduct sound research; build a “culture of evidence”; use results for institutional improvement, including results from the ARCC report.

2. **The Basic Skills Initiative**
 - 2.1 Embrace the statewide basic skills initiative
 - 2.2 Integrate and implement strategies across Yuba Community College District programs and services
 - 2.3 Assess effectiveness of strategies and improve college effectiveness
 - 2.4 Sustain efforts within college missions and educational master plans

3. **Transformative Change and Innovation**
 - 3.1 Design and implement initiatives to make measurable improvements in student success and organizational effectiveness
 - 3.2 Initiate and encourage participation in innovation
 - 3.3 Create an inclusive environment that values diversity
 - 3.4 Infuse innovation into facilities modernization (Measure J)

4. **Resource Development and Alignment**
 - 4.1 Align budget with District priorities
 - 4.2 Seek alternative resources
 - 4.3 Strengthen the Foundation’s role in resource development
 - 4.4 Refine budget allocation model and align fiscal management practices with multi-college structure

5. **Student Access and Response to Changing Needs**
 - 5.1 Identify and anticipate changing demographics
 - 5.2 Enhance student access
 - 5.3 Design programs and services to support new and diverse populations

6. **Community Engagement and Institutional Heritage**
 - 6.1 Enhance each college’s position and image in the community
 - 6.2 Preserve and build on our legacy and heritage
 - 6.3 Enhance the Board’s role in community engagement

7. **Integration of Accreditation Standards and Cycle of College Requirements**
 - 7.1 Integrate ongoing Institutional Effectiveness in College and District Operations
 - 7.2 Establish Research Agenda for District and Colleges
 - 7.3 Successfully complete Self Study process for Yuba College
 - 7.4 Ensure compliance with Accreditation Standards
 - 7.5 Complete ongoing reports as required by ACCJC

8. **Safety and Security**
 - 8.1 Complete training for Board and all employees
 - 8.2 Establish protocol and ensure emergency preparedness

Board Adopted 9/12/07

Revised August 5, 2009

APPENDIX J

YCCD – Institutional Student Learning Outcomes (SLO)

1. Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 3. Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.
 4. Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 5. Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 6. Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values.
 7. Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.
 8. Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

YCCD – Administrative Services Outcomes (ASO)

Administrative Services Outcomes (ASO) is established for and by Administrative Services Units and parallel the Board approved Institutional Student Learning Outcomes (SLO). Each administrative unit and the two generalized areas (Planning and Shared Decision Making Review Process, District/Colleges' Image-Marketing Review) conducting a comprehensive self-study shall select a minimum of three Institutional SLOs to create the Units' ASOs. The purpose of the ASOs is to have the Unit measure their institutional outcomes effectiveness.

APPENDIX K

Process Flowchart- Academic Program Review 2009-2010

