

Student Services Review Handbook

2007 – 2008



Yuba College

Clear Lake Campus

Woodland Community College

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Student Services Review Procedures and Guidelines 2007-2008

Introduction

It is necessary that Student Services programs be reviewed regularly in order to ensure consistency, efficiency, effectiveness, and fairness in the distribution of services to students. The overarching goal of Student Services Program Review is to provide feedback for program improvement and implementation and to help promote efficient use of resources to maximize student success. To that end, program review should be undertaken as an opportunity to improve and/or revise the program and to realign resources for greater efficiency and effectiveness. The outcome of a successful program review will be the identification of strengths, as well as the ability to address weaknesses in individual programs and to unify services to students.

During the first two Student Services Review cycles, 2004-2005 and 2005-2006, each program was reviewed on a district-wide basis. In January 2006, YCCD made the transition from a single college district to a two-college district. At that time, Woodland Community College began to operate as a college in its own right and currently is in the process of completing its accreditation self-study to demonstrate that it deserves full college status with its own accreditation from the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). As such, certain processes that were formally done as one college/district now have to be accomplished as two separate institutions. One of these processes is Student Services Review. Therefore, beginning with the 2006-2007 academic year, programs were reviewed separately by Yuba College (including the Clear Lake Campus) and Woodland Community College. This process will continue during 2007-2008. Yuba College and its Clear Lake Campus will complete only one program review for programs that operate at both sites.

Identification of Programs

For purposes of Program Review, a Student Services program is defined as a unit or segment which can be identified as providing a unique set of services, or which functions independently from but in conjunction with other Student Services. Financial Aid, Counseling, Assessment, EOPS, DSPS, Housing, and Student Activities are some examples of Student Services programs. The college's Chief Student Services Officer (CSSO) will identify those programs, which will be placed into the cycle to be reviewed regularly. Programs not in the cycle may be reviewed periodically, as required by the CSSO.

Program Review Schedule

Student Services Program Review will be conducted on a 4-year cycle. Student services programs affect students while they participate in academic programs. Student persistence, retention, and classroom success may be affected by the service students receive in support of their academic endeavors. The assessment of the effectiveness of that service, and any modifications or adjustments made as a result of program review, can be accelerated because the information generally is available earlier than it is for academic programs. Programs that undergo substantial changes may wish to advance their schedule to assess the effectiveness of the changes. Such advancement is encouraged.

Program Review Team

The CSSO will appoint a Program Review Team (PRT) each academic year. It will be the responsibility of the Program Review Team to evaluate the various program review self studies, to facilitate the program review presentations, and to compile the program review report. The Program Review Team will consist of

the CSSO, a Student Services administrator, as appropriate, whose program is not being reviewed, a member of the Student Services classified staff, a student appointed by a member of the Student Services faculty, and a member of the instructional faculty whom the CSSO believes can offer expertise in evaluating the specific programs being reviewed. At least one member of the team must be primarily stationed at a site other than the main campus of the college. The CSSO may add other members who offer needed expertise for the specific evaluations.

The Program Review Process

The program review process will consist of several steps. The steps and basic time lines are listed below and on the following page.

- **Step 1:** Staff in each program will be expected to prepare for the self-study by conducting necessary research and gathering the information needed for a comprehensive self-study.
- **Step 2:** Complete a comprehensive self-study, following the guidelines supplied within this program review packet.
- **Step 3:** The Program Review Team will review the self-study and, if necessary, request additional information or clarification.
- **Step 4:** Complete an oral presentation at which Program Review Team members may ask questions that focus on the program and its relationship with institutional and District goals, or to clarify information in the study. The Program Review Team may elect to visit the program site and/or interview participating students or staff.
- **Step 5:** A report will be issued from the Program Review Team, which will compile a comprehensive review of the program using the self-study and other information gathered in the review process. The report will illustrate program strengths and weaknesses and make recommendations for strengthening the program or moving it into alignment with institutional and District goals.
- **Step 6:** The director of the program or the author of the self-study may write a response that addresses the recommendations and comments that are outlined in the Program Review Team's final report.

Program Review Timelines (Specific dates will be posted each year at the beginning of the process)

Time Period	Year 1	Year 2
September	<ul style="list-style-type: none"> • Notification of program review next year • Plan content of self-study 	<ul style="list-style-type: none"> ▪ Notification of program review due in early March of the current academic year
<ul style="list-style-type: none"> • October to December 	<ul style="list-style-type: none"> • Conduct student surveys and other research as needed • Coordinate research with IE and other resources 	<ul style="list-style-type: none"> • Analyze research results and compile reports • Begin self-study document
<ul style="list-style-type: none"> • January - February 		<ul style="list-style-type: none"> • Gather staff input for self-study • Revise and refine self-study document
<ul style="list-style-type: none"> • March 1 		<ul style="list-style-type: none"> ▪ Self-study document due
<ul style="list-style-type: none"> • By March 15 		<ul style="list-style-type: none"> ▪ Respond to PR Team request for more information
<ul style="list-style-type: none"> • By March 22 		<ul style="list-style-type: none"> ▪ Oral Presentation
<ul style="list-style-type: none"> • By March 31 		<ul style="list-style-type: none"> ▪ PR Team report due
<ul style="list-style-type: none"> ▪ May - June 		<ul style="list-style-type: none"> • Response to PR Team report due • PR summary reported to College Council and Board

Preparation for Program Review

The leadership of each program scheduled for Program Review in the following year will arrange to conduct student surveys and gather research information on participation rates, student outcomes, and other data that will help measure the effectiveness of the program, using District and college research resources as appropriate. Staff should collect samples of brochures, publications, and other documents and items that will help to illustrate how the program interacts with students. A team approach to preparation is encouraged and, wherever possible, staff should be assigned to various tasks associated with the program review process.

Self -Study

Each program scheduled for review will conduct a self-study during the fall semester, using the Program Review Self-Study Form (Appendix A). The guidelines are intended to allow flexibility in the information presented, but also provide for a consistent format that will make the self-study an effective tool. At a minimum, the self-study should contain reports on student satisfaction, student participation in the program, and comparisons between participants and non-participants on the basis of some measurable outcome variable such as retention, persistence, grades/GPA, etc. Other research that illustrates the effect of the program on District goal achievement and/or student success also may be presented. The narrative section of the self-study should clearly define the goals, outcomes, expectations, and accomplishments of the program in the guideline format.

The purpose of the self-study is to examine strengths and weaknesses and provide support and guidance for program improvement. Therefore, the self-study should make recommendations for improving the

program's efficiency and effectiveness, and/or how it impacts students. Recommendations to increase resources should illustrate clearly how the additional resources will add to overall program effectiveness.

The Self-Study Review

The CSSO will distribute copies of the self-study among the members of the Program Review Team. Members will examine the self-study document prior to meeting to discuss it. The CSSO will schedule a meeting of the team members at which the self-study will be analyzed and examined in terms of the information it provides about the program. The team will determine whether sufficient information is present with which to analyze the overall program effectiveness. If it is determined that more information is needed, the CSSO will request the information from the self-study author. If no further information is needed, the CSSO will schedule the program presentation.

Oral Presentation

The self-study author must attend the oral presentation. The area supervisor should also attend the presentation. Other program staff may attend to help facilitate the presentation of information. Staff will present a synopsis of the self-study, using such visual aids, handouts, and other materials as are necessary for clarity and thoroughness. The presentation should be structured to allow program staff to present their information and recommendations completely, but the Program Review Team may set a reasonable time limit for the presentation. Program staff should use this opportunity to add factual information that did not fit the self-study format and to build a factual case for their recommendations.

After the synopsis, Team members will review the information and ask such questions as are necessary to clarify information and recommendations. Commentary at this point should focus on the study itself and the information being presented. The Team should withhold its comments on the program for the Program Review Report. This meeting should be a collegial event with all parties focused on the analysis, support, and improvement of the program's service to students.

Program Review Report

The PRT will discuss the self-study and oral presentation in the context of the program's stated goals and purposes, and the purposes and goals of Student Services and the District. Using the self-study as a guide, PRT members will provide analysis and summary findings for each section of the self-study, making appropriate recommendations and setting time lines for recommended changes. The PRT report should provide comments on the recommendations made in the self-study, as well. The purpose of this report is to help program staff align the program with overall goals and objectives, and to provide coordinating guidance to help the program fit into a comprehensive Student Services program. This report will guide staffing, budgeting, and other decisions related to the program. It should, therefore, be complete and factual, and written in concise, clear language. The PRT may recommend a follow-up review between the review cycles to evaluate corrective action. The PRT should complete its work within the prescribed timelines posted each year at the beginning of the program review process.

Response to the Program Review Report

The Student Services program staff should review the PRT's report as soon as it is received, paying careful attention to Team recommendations and summaries. It is appropriate for staff leadership to provide written comments on the team's report, particularly on recommendations and points of weakness. Comments should be constructive, and should focus on keeping the program aligned with overall mission, purposes, and goals. The response may include comments on or adjustments to time lines, and may clarify the interpretation of Team recommendations. The program's response should be returned to the CSSO, with a

copy retained by the program staff. The response should be returned to the PRT within 15 days of receiving the report.

The PRT will review comments and recommendations submitted. However, the PRT report and the response to the PRT review will constitute the entire report on the program review. A copy should be archived and used for subsequent program reviews. The program review should guide decisions regarding any changes or adjustments in the program.

Program Review Annual Update

All programs in a given year not scheduled to do a Student Services Review will complete a Program Review Annual Update. Use the form in Appendix B 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 Program Review or last Program Review Annual Update.

Program Review Executive Summary

After the program review has been completed and submitted, the program review committee, working with the Dean, is responsible for completing a 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 C.

Schedule of Student Services for Review

Programs are reviewed on a four-year cycle. See Appendix D: Schedule of Student Services for Review.

APPENDIX A

Program Review Self-Study Form

YUBA COMMUNITY COLLEGE DISTRICT

Student Services

Program Review Self-Study Form, 2007-2008

Name of College: _____

Name of Program: _____

Date Submitted: _____

Please note: The Student Services Office will provide this questionnaire, upon request, via email.

I. OVERVIEW OF PROGRAM

A. Overall Description

1. Please provide a brief overview of the program, noting its date of inception, enabling legislation, purpose, and relation to specific priorities in the college mission statement.
2. In what ways is this program particularly important to the college?

B. Need and Demand

1. What percentage of currently enrolled students are served by your program?
2. Appropriateness and Effectiveness of Services
 - a. How does the program ensure that students receive the level of service they need?
 - b. Cite ways in which the services could be improved.
 - c. What, if any, student needs are you unable to meet satisfactorily? Be specific, and please cite evidence.

C. Relation to Other Programs

1. How does your program interface with other Student Services programs? Cite the number of referrals your program receives from other programs.
2. How do you determine if there are gaps or duplications in the interface with other Student Services programs, and what do you recommend to eliminate these gaps or duplications?

3. How does your program support or interface with instructional programs?

D. Vitality of Program

1. Provide any evidence of particular vitality, energy, or enthusiasm in the program (student clubs, advisory committees, etc).
2. In what ways is the program important to the community?

E. Strengths and Weaknesses

1. Comment upon particular strengths and weaknesses in the program.

F. Trends, Directions, and Recommendations

1. What are the major trends in student demands, student demographics, state or federal funding patterns, or legislation that will influence the direction of this program?
2. Based on these, what are your recommendations for the future development and/or modifications of the program?

II. SERVICES

A. Overall description

1. Describe the range and type of services provided by the program.
2. What is the percent of staff time spent providing each service?

B. Appropriateness, Coherence, and Effectiveness of Curriculum

1. Please give an overview of the curriculum, explaining the different categories of courses within the program, the relationship among them and how they fit together, and the balance among them in terms of sections offered.
2. Describe the curriculum offered through the program and the goal of that curriculum.
3. How has the curriculum changed in the last five years to meet changing student needs for entry into transfer, degree, or vocational courses?
4. How does the program ensure that students develop skills in writing, speech, critical thinking, and for adaptive special needs?
5. Describe the various ways in which the curriculum is presented to students (e.g.,

lectures, collaborative learning, laboratories, workshops, etc.) paying particular attention to any recent innovations. What modes of instruction predominate in the program?

6. What forms of examination and evaluation of students predominate in the program, and what evidence is there of their effectiveness?
7. Are there any areas of the curriculum that need to expand or contract?

C. Student Progress

1. What evidence do you have that students progress toward their educational goals as a result of your program?

III. STAFF

Please provide the following statistical information as it pertains to the program:

STATISTICAL INFORMATION					
	Marysville	Lake	Beale	Woodland	Colusa
Number of FT Non-Teaching Faculty					
Number of FT Teaching Faculty					
FTEF of PT Non-Teaching Faculty					
FTEF of PT Teaching Faculty					
Number of FTEF in Reassigned Time					
Number of FT Classified Staff					
FTE of PT Classified Staff					
FTE of Federal/District Work-Study Student Help					
FTE of Administrative Time					

1. Please give an overview of staffing in the program by describing the role in the program of all full-time and part-time staff (certificated, classified, and student help). Please note staff qualifications in terms of degrees, licenses, training, certifications, and experience.
2. Please discuss the ethnic and gender diversity of staff in your program in comparison to the district. What are the program’s goals with regard to diversity?
3. Explain any activities related to staff development that are a regular part of the program or that in the past have contributed to the program.
4. If the program anticipates any future staffing needs, please justify these needs as specifically as possible and explain how your program’s staffing patterns compare with program-based funding ratios?

IV. STUDENTS

A. Characteristics

1. Describe the students in the program, expanding upon the statistical information supplied by the Institutional Effectiveness Office.
2. Provide any evidence of student satisfaction with the program (e.g., outcomes of surveys, evaluations, etc.).

V. EXTERNAL RELATIONS

- A. Describe how the program articulates or cooperates with programs at secondary schools and four-year colleges. Discuss how the program coordinates or provides information to faculty.
- B. Describe coordinated efforts of the program with local business, industry, local community-based providers, and state/federal agencies (e.g., legal, political, or economic).

VI. RESOURCES

A. Adequacy of Facilities

1. Describe the facilities and equipment available to the program. Discuss their adequacy and note critical needs.
 2. Would it be possible to increase class size or program services if facilities were expanded?
 3. Are the facilities and equipment adequately maintained?
- B. Are fiscal resources sufficient to meet program needs? If not, cite specific amounts needed and rationale. What percentage of program costs is covered by unrestricted and restricted sources?
 - C. What information system needs does the program have that are not being met? Identify future information system needs.

Prepared by:

Prepared by (continued):

8-30-07

APPENDIX B

Program Review Annual Update

APPENDIX C

Program Review Executive Summary

Executive Summary Format

Insert College Name

Insert Program Name

Program Review Committee Members: List member names

Dean of Program Area: Insert name of Dean

Program Description and Current Status

Provide a brief description of the program and its current status.

Program Analysis

List strengths and areas of improvement/future direction in the format provided below for each of the four major areas (Identified in bold). Examples are provided for the first area.

Program and Curriculum, if Applicable, Direction

- **Strengths**
 - The program collaborates well with other student support services.
 - Courses are reviewed on an annual basis to ensure that they remain current.
- **Areas for Improvement/Future Direction**
 - DSPS is planning to further develop SLO assessment.
 - DSPS plans to expand its offerings in General Studies coursework.

Staffing

- **Strengths**

- **Areas for Improvement/Future Direction**

Equipment

- **Strengths**

- **Areas for Improvement/Future Direction**

Facilities

- **Strengths**

- **Areas for Improvement/Future Direction**

Recommendations/Specific Actions

- Develop a new General Studies courses to better serve students.
 - Action: Research and propose the new classes to the Curriculum Committee for approval.
- Provide additional computer labs for Upward Bound student use.
 - Action: Working with administration, identify possibilities for additional lab space.
- Expand LD screening to include “at risk” students on probation.
 - Action: Coordinate with Counseling for purposes of screening and academic accommodation support.

APPENDIX D

Schedule of Student Services for Review

Yuba College (including Clear Lake Campus)

2007-08

Student Support Services
College Success Center
Public Information
Campus Life
CalSOAP
Community Education

2008-09

Financial Aid
EOPS
CARE
ESL Counseling
Assessment/Testing

2009-10

Admissions/Records
Counseling
Career Center
Transfer Center
CalWorks

2010-11

Upward Bound
Disabled Student Programs and Services
Veterans Affairs

Woodland Community College

2007-08

Tutoring Center
Campus Life

2008-09

Financial Aid
EOPS/CARE
ESL Counseling
Assessment/Testing
Public Information

2009-10

Admissions/Records
Counseling
Career Center
Transfer Center
CalWorks

2010-11

Upward Bound
Disabled Student Programs and Services
Veterans Affairs