

# Academic Program Review Handbook 2010-2011



**NOTE: This Handbook is reviewed annually and updated as appropriate - last revision August 2010.**

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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 action. In summer 2009 the first IE Model Annual Report that incorporated all five components of the IE Model was presented to the Board for action 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 2010 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.

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## 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 with maintaining accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) (see Appendix E). 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 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 Academic Program Review, Administrative Services Review, District/Colleges' Image-Marketing Review, Planning and Shared Decision Making Process Review, and Student Services Review.

Each of the five IE Model processes is scheduled for review and assessment for continuous improvement per Student Learning Outcomes (SLO)/Administrative Services Outcomes (ASO) (see Appendix D). 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.

<b>IE Model Component and Review Process</b>	<b>Focus</b>	<b>2010-2011 Handbook/Guide</b>
Academic Program Review	SLO	Academic Program Review Handbook
Administrative Services Review	SLO/ASO	Administrative Services Review Handbook
District/Colleges' Image-Marketing Review	SLO/ASO	District/Colleges' Image-Marketing Review Handbook
Planning and Shared Decision Making Process Review	SLO/ASO	Planning and Shared Decision Making Process Review Handbook
Student Services Review	SLO	Student Services 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 Student Learning Outcomes (SLOs), staffing, equipment/technology, and facilities.

Because educational program development is an obligation of the Academic Senate, faculty from every department must play an active role in the Academic 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 complete a self-study on a four-year cycle. (See Appendix A: Schedule of Academic Programs for Review) and on subsequent self-study years complete an Annual Update. The

mission and goals of each college, along with the colleges' 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 (see Appendix E– ACCJC Rubric for Evaluating Institutional Effectiveness, Part I, II, and III) underscores the importance of designing and participating in a credible 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 a senior institution, obtain employment, advance in their educational/career goal, or acquire 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 composed of a Self-Study and subsequent three years of Annual Updates. The self-study 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 and SLOs, staffing, equipment/technology and facilities.
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/persistence/success rates, and efficiency (WSCH/FTE) when analyzing the program. Data will be provided to the program review team and must be included in the final report as an appendix to the program review document. In addition, the program review team may decide to use other data to develop recommendations based upon the program analysis. The use of relational qualitative and quantitative data (i.e., student surveys) is suggested to support the evaluation, conclusions, and recommendations that emerge from the review.
3. Development of the final written 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. 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 three to five members to serve on the program review team. Full-time faculty in the program will work with the Dean/Director to determine the exact team 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 their individual program review process. Each team may adjust the team composition and guidelines as appropriate depending upon the needs of the process. The team will determine who should chair the committee – there needs to be a designated chair or co-chairs.

The membership should include/reflect the following:

- At least three faculty members in the program, where possible. Centers and educational facilities should include representatives from their respective sites, such as YC and Clear Lake Campus
- A counselor or teaching faculty from outside the program
- A community or advisory board representative (where appropriate)
- Dean/Director responsible for program
- Adjunct Faculty
- Classified Staff (where appropriate)
- Others as determined by the team

### **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 program review 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 be reviewed and supported through their respective college process. A copy of this report should be submitted to the Vice Chancellor Educational Planning and Services at District Services to be included in the IE Model Annual Report that will be presented to the Board for action at year end (summer 2011).

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 program review team makeup.
- If there is no full-time faculty, set up the program review team for the particular program.
- Call the first meeting of the program review team and coordinate the selection of the chair or co-chairs.
- Serve as a resource to the team to help secure data to support the process and to ensure that the team uses 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 team have reviewed and signed the final draft before it is submitted.
- Sign off on the Program Review Self-Study Final Report before sending it forward.

### **The Program Review Process Flowchart**

The Academic Program Review process consists of several steps. The process flowchart and basic timelines are listed on Appendix G.

### **Data Collection and Analysis**

Each college program review team can expect to receive from their respective Office of Planning, Research, and Student Success their five year data on WSCH/FTES/FTEF, retention, persistence, completion/success rates. The colleges' Director of Planning, Research and Student Success<sup>1</sup> will serve as the lead contact and supplier of 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 special 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 report<sup>2</sup> 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 Vice Chancellor Educational Planning and Services. This report is scheduled to be completed in June and reviewed by the Chancellor's Executive Team (CHEX), presented to the Board in July/August and distributed to the program review teams in August or soon thereafter. Academic Program Annual Updates will

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YC Director of Planning, Research and Student Success is Erik Cooper (ecooper@yccd.edu)

<sup>2</sup> 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 the electronic forms/MS Word.

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:

- A list of the program review team members by name;
- Program description and current status;
- Program goals and including definitions, measures, and assessment results of Student Learning Outcomes and their tie to strategic directions of the college/district;
- Data ;
- Overview of program analysis sections, and
- 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/January 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 review teams 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. A description/operational definition with examples for each section are listed below.

**Cover Sheet/Program Review Team Members:** It is important to list all the members who participated in the self-study.

**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 data should be completed when describing the program. These data elements should be used to summarize a program's growth, retention/persistence/success rates, and efficiency (WSCH/FTE). For certain Career Technical Education (CTE) programs, 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.



**Program Goals and Student Learning Outcomes:** Provide a list of program and course Student Learning Outcomes (SLOs). Make sure to list in your program and course SLOs measures of assessment whether it is a rubric, a grade, portfolio or presentation evaluation. In reporting assessment it is critical to note the completion of an assessment cycle at the end of each term or if in periodic stages throughout the term when and how that will be documented.

An example of an SLO definition and measures process using a “real” example of Biology 1 from WCC’s Biology Self-Study 2009-2010 can be found in Appendix F.

**Data Elements:** Standard data for the self-study will be distributed to the review teams for inclusion in their review process and to be included it in the appendix of the program review document. Five (5) Year data on: FTEF, FTES, WSCH/FTEF, retention, persistence, and completion/success rates.

In order to fully analyze each program, the program review team may want to research additional data elements or administer a survey (see the college Director of Research, Planning and Student Success for support in methodology, administration, analysis). **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.**

**Program Analysis:** The next four areas of the program review final report involve a program analysis and recommendations for each area.

Program Analysis is to be completed for each of the following four areas and should always address how it impacts Student Learning:

- 1) Curriculum and Student Learning Outcomes at the course and program levels
- 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 Technology Committee in the planning and 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 as well as what needs to be fixed or developed further. 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 to achieve maximum student learning.

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. 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 impact on your program.

**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 planning and 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.

## Executive Summary

After the self-study has been completed and submitted, the program review team, 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 two pages.

## 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. 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.

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**NOTE: All FORMS are electronic and are located at:**

- Yuba College –  
<http://yc.yccd.edu/about/research-planning-reviews.aspx>
- Woodland Community College –  
<http://wcc.yccd.edu/about/planning-program-reviews.aspx>

# APPENDIX A

## Schedule of Academic Programs for Review – 2010-2011

### 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	Skip Davies	•	•	•	X
Biology/Ecology	Skip Davies	•	X	•	•
Business Computer Applications	Al Konuwa	•	X	•	•
Chemistry	Skip Davies	•	•	X	•
Computer Science/IT	Al Konuwa	•	X	•	•
Early Childhood Education	Al Konuwa	X	•	•	•
Economics	Al Konuwa	•	X	•	•
Emergency Medical Technician	Al Konuwa	•	•	•	X
English	Skip Davies	•	•	•	X
English as a Second Language	Skip Davies	X	•	•	•
Ethnic Studies	Skip Davies	•	X	•	•
Family and Consumer Science (move to 10-11)	Al Konuwa	•	-	X	•
Fire Technology (move to 10-11)	Al Konuwa	•	-	X	•
Foreign Language (move to 10-11)	Skip Davies	•	-	X	•
Foster Care (deleted 09-10 –external agency review)	Al Konuwa	-	-	-	-
General Business	Skip Davies	•	•	X	•
Health Education/PE/Adaptive PE	Al Konuwa	X	•	•	•
History/Political Science	Skip Davies	•	•	X	•
Human Services	Al Konuwa	•	•	X	•
Humanities/Philosophy	Skip Davies	•	•	X	•
Library/Learning Resources	Skip Davies	X	•	•	•
Management & Supervision	Al Konuwa	•	•	•	X
Mass Communication (deleted in 2009-10 program inactive)	Al Konuwa	•	•	•	X
Mathematics/Statistics	Skip Davies	•	•	•	X
Music (move to 10-11)	Skip Davies	•	-	X	•
Office Administration	Al Konuwa	X	•	•	•
Physical Science (Geology/Geography)	Skip Davies	•	•	•	X
Physics/Astronomy	Skip Davies	•	•	•	X
Psychology	Skip Davies	•	•	•	X
Reading	Skip Davies	•	X	•	•
Sociology/Women's Studies	Skip Davies	X	•	•	•
Speech/Communications Studies	Skip Davies	•	•	X	•
Theater Arts (move to 10-11)	Skip Davies	•	-	X	•
Tutoring Center (new to APR 10-11)	Skip Davies	-	-	-	X
Work Experience (deleted 09-10 – course specific)	Al Konuwa	-	-	-	-
WAM (Writing and Math Center) (new to APR 10-11)	Skip Davies	-	-	X	•

# APPENDIX A – Continued

## Schedule of Academic Programs for Review – 2010-2011

### 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	Leslie Williams	•	•	•	X
Art/Photography	Brian Jukes	•	X	•	•
Automotive Technology	Ed Davis	•	•	•	X
Biology/Ecology	Leslie Williams	•	X	•	•
Business Computer Applications	Ed Davis	•	X	•	•
Chemistry	Leslie Williams	•	•	•	X
Computer Science and Electronics	Ed Davis	•	•	•	X
Cosmetology	Ed Davis	•	•	X	•
Culinary Arts	Ed Davis	•	X	•	•
Distributive Education	Martha Mills	•	•	X	•
Drafting	Ed Davis	X	•	•	•
Early Childhood Education	Ed Davis	X	•	•	•
Economics	Ed Davis	•	X	•	•
Education	Brian Jukes	X	•	•	•
Emergency Medical Technician	Rod Beilby	•	•	•	X
Engineering	Leslie Williams	X	•	•	•
English	Brian Jukes	•	•	•	X
English as a Second Language	Brian Jukes	X	•	•	•
Family and Consumer Science	Ed Davis	•	X	•	•
Fire Technology	Rod Beilby	•	X	•	•
Foreign Language/Sign Language	Brian Jukes	•	•	X	•
General Business/Mgt & Supervision	Ed Davis	•	•	X	•
Learning Assistance (formally Gen Studies)	Jan Ponticelli	•	•	X	•
Health/PE/Adaptive PE/Athletics	Rod Beilby	X	•	•	•
History	Ed Davis	•	•	X	•
Human Services	Ed Davis	•	•	X	•
Information Technology	Ed Davis	•	X	•	•
Library/Learning Resources	Martha Mills	X	•	•	•
Mass Communication	Martha Mills	•	•	•	X
Mathematics/Statistics	Leslie Williams	•	•	•	X
Mfg Technology/Welding Technology	Ed Davis	X	•	•	•
Music	Brian Jukes	•	•	•	X

Nursing ADN, LVN	Leslie Williams	X	•	•	•
Office Administration	Ed Davis	X	•	•	•
Philosophy/Humanities	Ed Davis	•	•	X	•
Physical Science/Geology/Geography	Leslie Williams	•	•	•	X
Physics/Astronomy	Leslie Williams	•	•	•	X
Political Science/Ethnic Studies	Ed Davis	•	•	X	•
Psychiatric Technician	Leslie Williams	•	X	•	•
Psychology	Ed Davis	•	•	•	X
Radiologic Technology	Leslie Williams	•	X	•	•
Reading	Brian Jukes	•	•	X	•
Soc Science/Sociology/Women's Studies	Ed Davis	X	•	•	•
Speech/Communications Studies	Brian Jukes	•	•	•	X
Theater Arts (move from 10-11 to 11-12 per VPASS)	Brian Jukes	•	•	•	X
Veterinary Technician	Leslie Williams	•	•	X	•
Work Experience	Ed Davis	•	•	•	X

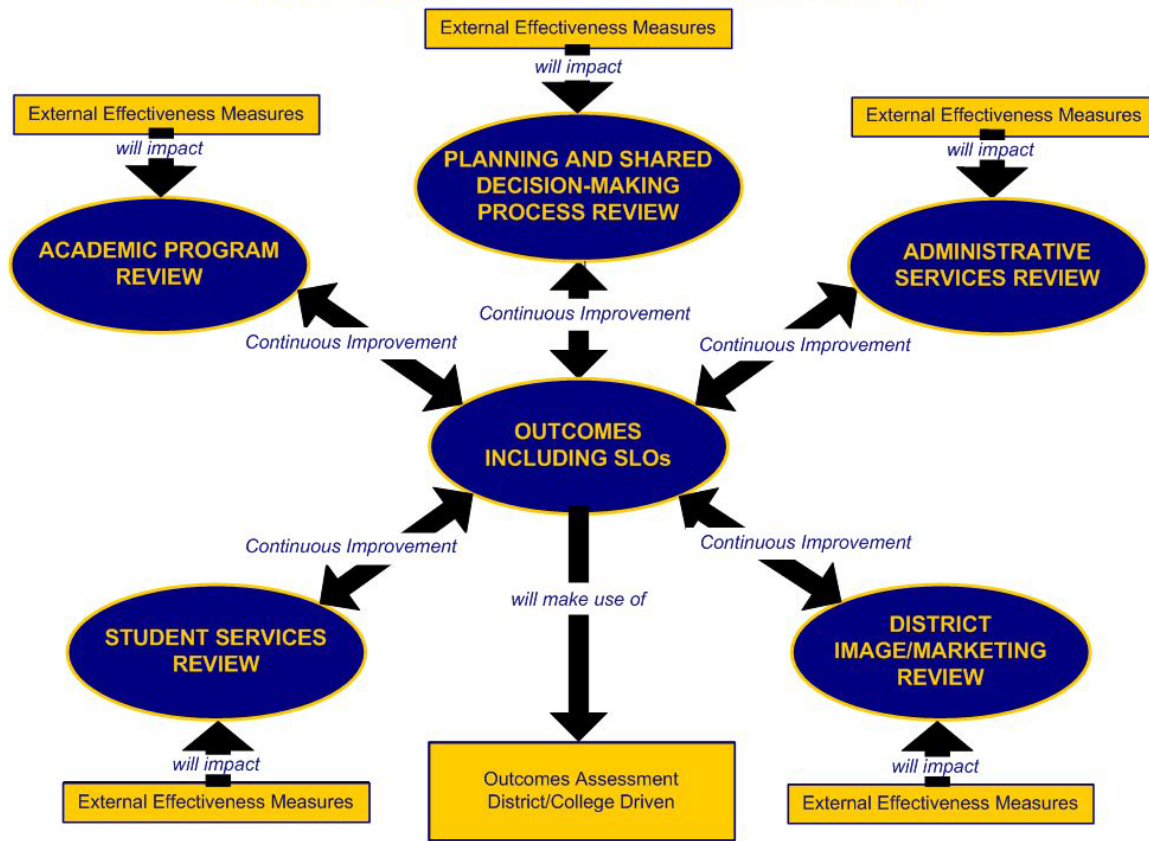
**X – Self-Study/Academic Program Review**

**• – Annual Update**

# APPENDIX B

## Institutional Effectiveness Model (IE Model)

### YCCD Institutional Effectiveness Model



Attachment #1

9-21-07

# APPENDIX C

## 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

## APPENDIX D

### 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 E

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

## Rubric for Evaluating Institutional Effectiveness – Part I: Program Review (See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Program Review</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>

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**Rubric for Evaluating Institutional Effectiveness – Part II: Planning**  
(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Planning</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• The college has preliminary investigative dialogue about planning processes.</li> <li>• There is recognition of case need for quantitative and qualitative data and analysis in planning.</li> <li>• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).</li> <li>• Planning found in only some areas of college operations.</li> <li>• There is exploration of models and definitions and issues related to planning.</li> <li>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"</li> <li>• The college may have a consultant-supported plan for facilities, or a strategic plan.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• The Institution has defined a planning process and assigned responsibility for implementing it.</li> <li>• The Institution has identified quantitative and qualitative data and is using it.</li> <li>• Planning efforts are specifically linked to institutional mission and goals.</li> <li>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.</li> <li>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.</li> <li>• Planning processes reflect the participation of a broad constituent base.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</li> <li>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</li> <li>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</li> <li>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</li> <li>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</li> <li>• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</li> <li>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</li> <li>• There is ongoing review and adaptation of evaluation and planning processes.</li> <li>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</li> </ul>

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**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**  
(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</li> <li>• Results of assessment are being used for improvement and further alignment of institution-wide practices.</li> <li>• There is widespread institutional dialogue about the results.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>

tl: 6/25/2009

# APPENDIX F



## COURSE-LEVEL STUDENT LEARNING OUTCOMES

<i>A. Course Number &amp; Title</i>	Biology 1
<i>B. Program Level SLOs:</i>	<ol style="list-style-type: none"> <li>1. Critical Thinking: Identify and apply the steps of the scientific method in order to design and conduct laboratory or field experiments, collect and analyze results, and solve problems in the biological sciences (aligns with I-SLO Critical Thinking)</li> <li>2. Scientific Awareness: Identify and apply the central concepts, hypotheses, and theories that comprise the major areas of the biological sciences, including cell and organismal structure and function, evolution, and ecology (aligns with I-SLO Scientific Awareness)</li> <li>3. Communication: Communicate biological information in oral and/or written form (scientific lab reports, oral presentations, posters, research proposals, etc.) using appropriate oral and written presentation formats, proper scientific terminology, and appropriate use and evaluation of primary literature and/or news media reports (aligns with I-SLO Communication)</li> <li>4.</li> </ol>

### Section 1: SLO and Assessment Proposal

*Directions:* Complete this section to propose SLO statement(s) for each course in your department. You will need one form for each course. Also include proposed assessment instruments (tests, portfolios, essays, lab notebooks, departmental exams, etc.) and accompanying rubrics, where appropriate.

We recommend that each course have no more than 5 SLOs. Most Social Science/Humanities courses have 1-2 SLOs, while most science courses have 3-5 SLOs. Bear in mind that all course SLOs must be assessed, to achieve the 'continuous cycle of improvement' desired by the Accreditation Commission.

<i>1A. Date Submitted</i>	11/16/2009		
<i>1B. Lead Contact Personnel</i>	Name:	Extensions:	Email Addresses:
	Barbara Nemeth Rhode	668-3686	brhode@yccd.edu
<i>1C. Additional Personnel</i>			
<i>1D. Division &amp; Department Information</i>	Division:	Program/Department:	Course:
	Math ad Science	Biology/Ecology	Biol 1

**After filling out section 1, please save this document and submit it to [WCC-SLO@yccd.edu](mailto:WCC-SLO@yccd.edu) (for our records) as well as to your department/division. The SLO committee will review this document and get back to you with recommendations, if necessary.**



SLO Committee

**Section 1: SLO and Assessment Proposal**

<p><b>A. Course Number &amp; Title</b></p>	<p><b>Biology 1</b></p>
<p><b>B. Program Level SLOs</b></p>	<ol style="list-style-type: none"> <li>1. Critical Thinking: Identify and apply the steps of the scientific method in order to design and conduct laboratory or field experiments, collect and analyze results, and solve problems in the biological sciences (aligns with I-SLO Critical Thinking) <b>2</b></li> <li>2. Scientific Awareness: Identify and apply the central concepts, hypotheses, and theories that comprise the major areas of the biological sciences, including cell and organismal structure and function, evolution, and ecology (aligns with I-SLO Scientific Awareness) <b>2</b></li> <li>3. Communication: Communicate biological information in oral and/or written form (scientific lab reports, oral presentations, posters, research proposals, etc.), using appropriate oral and written presentation formats, proper scientific terminology, and appropriate use and evaluation of primary literature and/or news media reports (aligns with I-SLO Communication) <b>2</b></li> <li>4.</li> </ol>

SLO Number	SLO statement	Proposed Assessment Tool	Proposed Rubric (check & attach as appendix)
1	Describe and correctly apply the scientific method by designing and carrying out controlled experiments, including formulating hypotheses, collecting and analyzing data, proposing conclusions, and communicating them in proper scientific format (P-SLO 1, P-SLO 3)	Weekly lab reports/scientific lab reports Essay questions on exams	<input type="checkbox"/>
2	Describe and correlate cell structure to function, especially as it relates to metabolism (energy conversions) and reproduction (cell cycle, mitosis, meiosis). (P-SLO 2, P-SLO 3)3	Exam questions Lab exercises/Problem sets	<input type="checkbox"/>
3	Given a genetics problem, explain and apply the principles of transmission and molecular genetics, DNA replication, transcription, and translation (P-SLO 1, P-SLO 2)	Exam questions Lab exercises/Problem sets	<input type="checkbox"/>
4	Describe and correctly apply organisms', population, community, and ecosystem ecology principles to explain the interactions and distribution of organisms (P-SLO 2, P-SLO 3)	Exam questions Lab exercises/Problem sets	<input type="checkbox"/>
5	Describe and correctly apply the theory of evolution by natural selection, to explain adaptation, biological unity, and diversity (P-SLO 2, P-SLO 3)	Exam questions/ Lab exercises	<input type="checkbox"/>

Course SLO 10.22.09 Fillable PDF

# APPENDIX G

## Process Flowchart- Academic Program Review 2010-2011

