

Appendix 4

Program Review Self Studies 2009-2010 Cycle

Academic:

- Biology
- Business Computer Applications
- Computer Science and Information Technology
- Economics
- Ethnic Studies
- Reading

Student Services:

- Admissions and Records
- CalWORKS
- Career Center
- Counseling
- Extended Opportunities Programs & Services
- Testing Assessment
- Transfer Center

I. Program Description: The Biology/Ecology program at Woodland offers students a range of courses that meet General education, Majors requirement, and Pre-Allied Health occupation Majors requirements. All courses currently offered are transferrable to UC./CSU campuses. The program also offers the full range of courses to meet Nursing School pre-requisites.

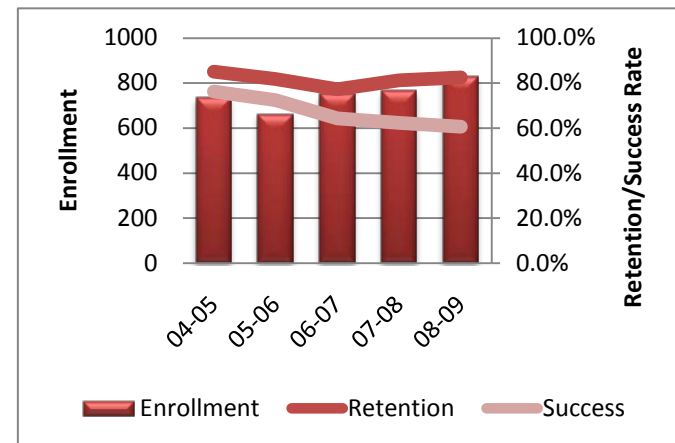
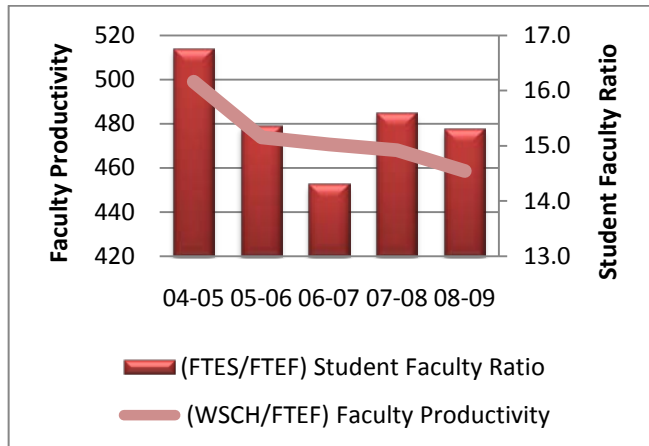
II. Program Assessment:

	Program Status	Program Needs
Program SLOs:	SLOs have been identified	Assessment/rubrics have not been developed yet
Curriculum/Program Direction:	Articulated to UC/CSU	Additional Course and Lab offerings
Staffing:	Dedicated faculty , 3 full time with terminal degree in field Ph.D.	Pursue addition staff growth opportunities
Equipment/Technology:	Inadequate for current demand	Numerous see attachment
Facilities:	Inadequate for current demand	Numerous see attachment

III. Recommendations/Program Goals

a. Please refer to attachment for Recommendations and Goals

IV. Data Overview



Academic Department: Business Computer Applications 2009-2010

I. Program Description: This program offers courses that may be used to satisfy various course prerequisites, requirements for a Certificate of Achievement or an Associate of Science Degree in Business Computer Applications.

II. Program Assessment

Program Status

Program Needs

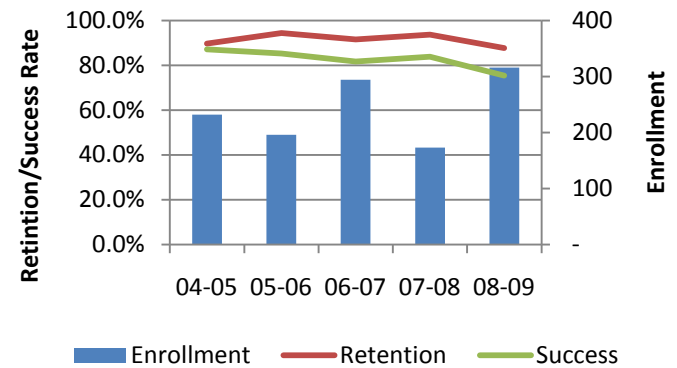
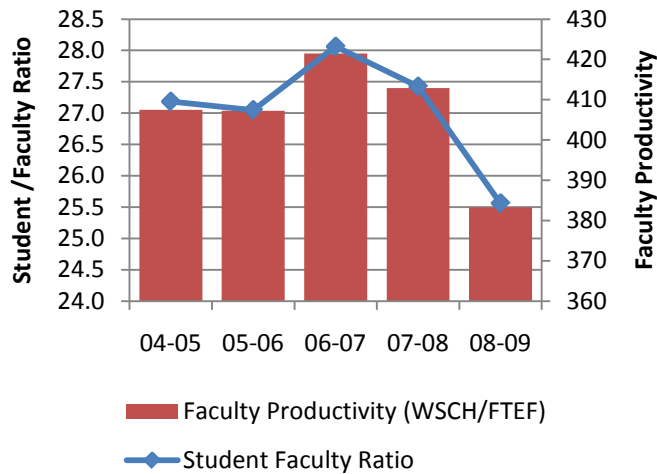
Program SLOs:	SLOs have been identified
Curriculum/Program Direction:	Students are satisfied with curriculum
Staffing:	1 full-time and 1 adjunct faculty
Equipment/Technology:	New Computers – 301 Lab, 844 Lab is up-to-date
Facilities:	Remodeled work area in 301

Assessment/rubrics have not been developed
 Expanded Course Offerings
 Additional part-time for Open Media Lab
 Furniture 301L, wireless access, smart-classroom technology
 Eliminate HVAC problems in 300 Bldg.

III. Recommendations/Program Goals

- a. Expand Course offerings
- b. Upgrade or move 301 Computer Lab
- c. Hire part-time Instructional Assistant for Open Media Lab
- d. Increase operating hours for Open Media Lab

IV. Data Overview



Academic Department: Computer Science/Information Technology 2009-2010

I. Program Description: XXXXXXXXXXXXXXXXXXXX

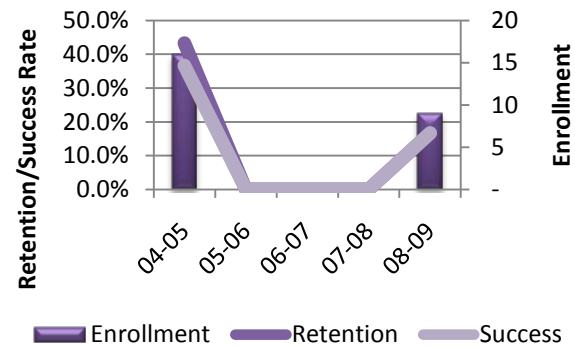
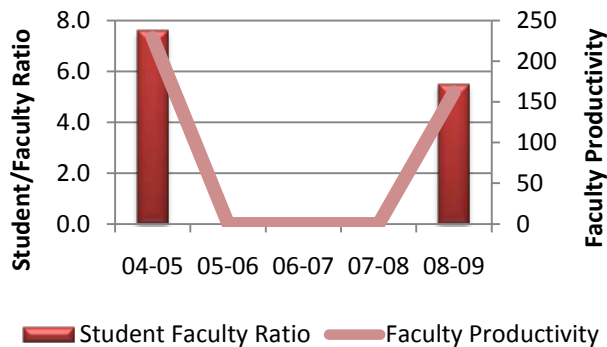
II. Program Assessment

	Program Status	Program Needs
Program SLOs:	SLOs have been identified	Assessment/rubrics have not been developed
Curriculum/Program Direction:	Online Courses Current and Relevant, Insufficient offerings to allow earning Cert. or AS degree in Com. Sci. Info. Tech.	Offer additional courses at WCC
Staffing:	0 Full-time, 1 adjunct faculty	Additional interaction with district colleagues
Equipment/Technology:	New Computers-301 Lab, 844 Lab is up-to-date	New furniture for 301 Lab
Facilities:	Newly remodeled work area in 301	Upgrade if program continued

III. Recommendations/Program Goals

- a. Either eliminate program from curriculum or
- b. Expand program
- c. Consult with Yuba College Faculty, Marysville faculty regarding a. & b.

IV. Data Overview



I. Program Description: This program offers one introductory macro-economic issues and one introductory micro-economic theory course. They are designed to provide a basic level of sophistication in economics matters and prepare student for transfer to four year institutions.

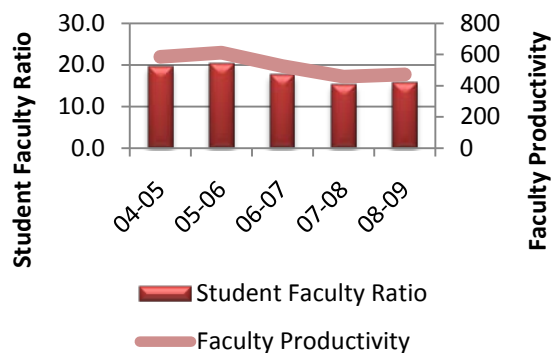
II. Program Assessment:

	Program Status	Program Needs
Program SLOs:	SLOs have been identified	Assessment/rubrics have not been developed yet
Curriculum/Program Direction:	Curriculum is current/relevant	Expand course offerings, Explore alternative teaching methods, Develop work-experience/intern opportunities
Staffing:	Dedicated faculty , 1 partial full time and 1 adjunct, is current in field	Pursue addition staff growth opportunities
Equipment/Technology:	Up-to-date smart technology , WiFi, Open Media Lab	Continue smart technology availability
Facilities:	Excellent learning environment in Building 800.	Additional classroom space

III. Recommendations/Program Goals

- a. Expand section offerings to respond to diversity and growth
- b. Build pool of adjunct instructors
- c. Provide more classroom space

IV. Data Overview



I. Program Description: This program offers courses that meet Social Science, Behavioral Science, and Arts and Humanities General Education requirements. They also meet standards for transfer agreements with the University of California, and California State University systems.

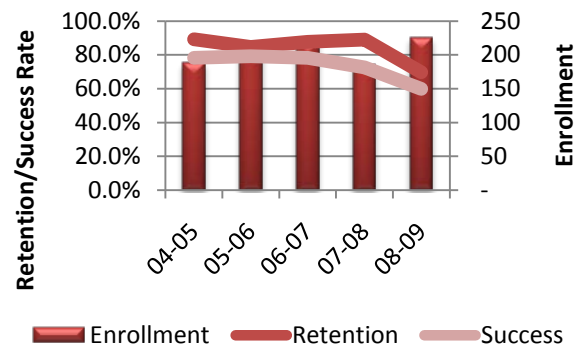
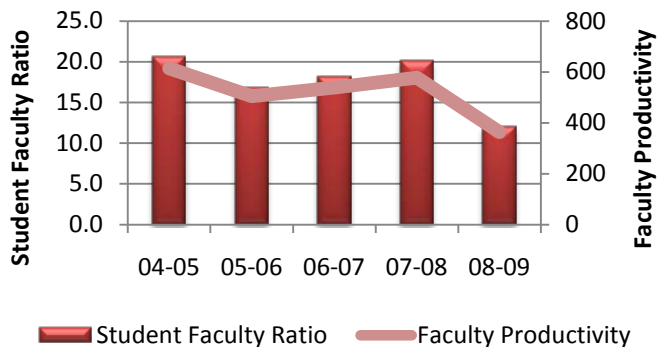
II. Program Assessment:

	Program Status	Program Needs
Program SLOs:	SLOs have been identified	Assessment/rubrics have not been developed yet
Curriculum/Program Direction:	Curriculum is current/relevant, reviewed annually, enrollment increasing, Changing various Course Designations to ETHN	Establish major offer AA degree, expand course offerings, scheduling on days and times of high demand
Staffing:	1 full-time and 0 adjunct faculty	Qualified pool adjunct faculty, increase course offerings at off-campus sites
Equipment/Technology:	Uses "smart classrooms"	Expand student access to computer lab
Facilities:	Uses "smart classrooms"	Expand student access to library and writing center

III. Recommendations/Program Goals

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|--|---|
| <ul style="list-style-type: none"> a. Revise & Update courses and SLOs b. Create Ethnic Studies major and AA degree c. Revise reporting to insure accurate WSCH reporting | <ul style="list-style-type: none"> d. Propose learning community course e. Expand library holdings in discipline f. Obtain data to support additional lab, library, & writing center resources |
|--|---|

IV. Data Overview



I. Program Description: XXXXXXXX

II. Program Assessment

	Program Status
Program SLOs:	SLOs have been identified
Curriculum/Program Direction:	Four Courses
Staffing:	2 full-time faculty each teach one class
Equipment/Technology:	Some new titles for library
Facilities:	Small library (Rm 841)

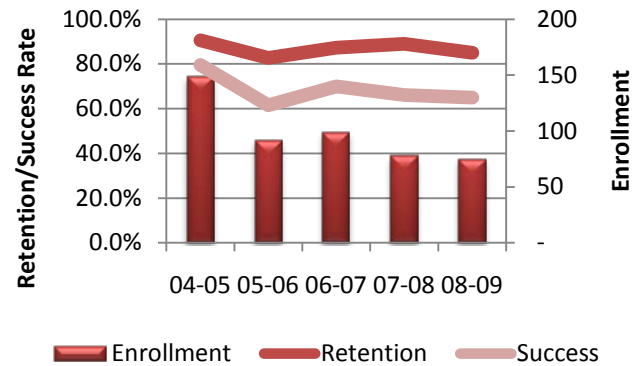
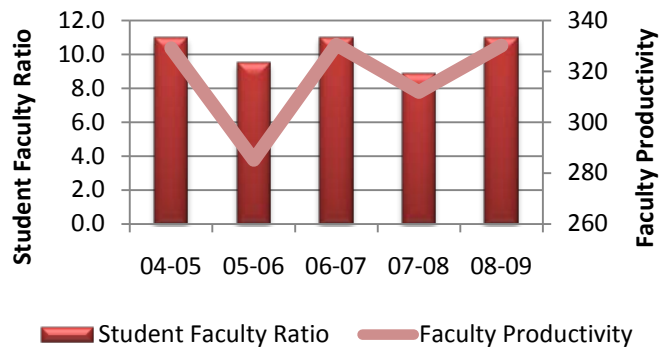
Program Needs

Assessment/rubrics have not been developed yet
 Reading /English co-requisite course, pilot learning community
 Full-time reading instructor/BSI coordinator, Improved coordination with counseling and student services
 Reading level diagnostic instrument, website, tutorial/self-paced materials
 Reading Assistance Center

III. Recommendations/Program Goals

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|--|--|
| <ul style="list-style-type: none"> a. Reading course as graduation requirement b. Develop Reading Assistance Center c. Combine Reading 110A & B into one course d. Establish grade level equivalencies as course exits | <ul style="list-style-type: none"> e. Hire full-time reading professor f. Acquire Degrees of Power assessment instrument |
|--|--|

IV. Data Overview



Service Unit: Admissions and Records 2009-2010

- I. **Unit Description:** The Admissions & Records Office at WCC functions as a self-sufficient entity for YCCD. It is responsible for accurate maintenance and retention of student records. It is also responsible for, verifying student residency, in person and on-line admissions , placement testing administration, in person registration, grade entry verifications, grade changes and incomplete grade postings, posting and removing registration restrictions, evaluating transcripts, verifying graduation requirements are satisfied, notifying students regarding their graduation status, arranging for diplomas and certificates, and processing transcript and IGETC/CSU certification requests. Admissions & Records delivers services at the Colusa One Stop Center and local high schools. Additionally, this office performs the traditional Bursar and mailroom functions for the college.

- II. **Analysis**
 - A. **Staffing:** The staff is a Director, two Full-time permanent Student Services Technicians, and three student workers (12-20 hours/week).
Strengths: Staff members have significant experience and are well trained. Datatel system training, CACCRAO conferences, CCCApply (XAP) workshops, and state training offered in Sacramento or through the CCCConfer system have contributed to existence of a well trained staff. A fall 2009 survey indicates 40.4% of students were "very satisfied" with Admissions & Records services, and only 1.6% were "very dissatisfied."
Areas for Improvement/Future Direction: The unit needs a Senior Student Services Technician position and a Transcript Evaluator position. WCC is experiencing an increase in the number of students transferring between WCC, other 2-year, and various 4-year colleges/universities. Yuba College still processes international student applications for WCC. Since 53.1% of WebAdvisor/Online Registration system users were "very satisfied," Admissions & Records is attempting to develop a strategy for increasing online registration.
 - B. **Equipment/Technology:**
Strengths: Recently acquired ImageNow scanner
Areas for Improvement/Future Direction: Replacement of computers and printers, additional support for the SARS system, acquire phone tree
 - C. **Facilities:**
Strengths: Admissions & Records will move to building 700 at the completion of, now in progress, renovation.
Areas for Improvement/Future Direction: Group counseling sessions should be offered to accommodate walk-ins.

- III. **Recommendations Specific/ Actions:**

Over several years, five computers and three high-performance printers should be acquired.

Service Unit: CalWORKS 2009-2010

I. **Unit Description:** During the 2009-2010 academic year, the CalWORKS Program at Woodland Community College became an independent entity. The program (funded through the Chancellor's Office, Sacramento, California) provides assistance to Community College students who are Welfare recipients. The program serves 90-120 students per semester. Its components include: counseling, job development and placement, childcare reimbursement services, and overall coordination of services including internal and external collaboration. These benefits enable participants to pursue higher education, enhanced employment opportunities/stability, and achieve self-sufficiency. The program offers degree or certificate options and includes remedial instruction as appropriate.

II. **Analysis**

A. Staffing:

Strengths: One full-time Counselor/Coordinator, one full-time Administrative Secretary 1, and a part-time .20 Job Developer.

Prior to the fall of 2009, counseling service was provided only on a part-time basis. WCC staff provides specialized counseling and case management services.

Areas for Improvement/Future Direction: The Job Developer position has traditionally been at 20%, and about 40 students are assisted per semester, but the demand is higher, and it would be ideal to increase the position to 50%.

B. Equipment/Technology:

Strengths: The program has seven computers dedicated exclusively for CalWORKS students. CalWORKS students also have access to free printing.

Areas for Improvement/Future Direction: Future information system needs include developing a program, exclusively for WCC students, in Datatel to retrieve CalWORKS student information.

C. Facilities:

Strengths: In fall 2010, the CalWORKS program will be moving into the 700 building, which is currently being renovated, and the program will have more space for a computer lab and study space. Offices will also be more conducive to meeting with students.

Areas for Improvement/Future Direction: Post move to 700 building, facilities will be a strength of the program.

III. **Recommendations Specific/ Actions:**

The CalWORKS Program needs to increase funding levels in order to provide the level of service needed to assist students in meeting their welfare-to-work requirements, and to support students with services that will assist them in becoming self-sufficient through education and work experience..

Service Unit: Career Center 2009-2010

- I. **Unit Description:** The Woodland Community College Career Center provides advisory services concerning current and future employment trends; it assists its students and neighboring community members identify skills and abilities, interests and values. The center uses a formal career exploration model, with an emphasis on self-awareness. Students develop action plans in addition to establishing career and educational objectives. As part of the career exploration process, the program administers and interprets industry standard career assessment instruments, and provides resume and job search services.
- II. **Analysis**
- A. Staffing: Center staffing is at .4 FTE. The .4 FTE is allocated as follows; 50% to Career Center Coordination, and 50% to Counseling /Business 25 Course.
Strengths: As a supplement to specialized Career Center counseling, general counselors are able to provide career counseling services to students. There is collaboration with other program counselors and faculty members.
Areas for Improvement/Future Direction: Adding a full-time clerical/support person to provide general information, schedule appointments, and allow the center to be open more hours. Add additional counselor staffing, to offer students more individual, one-on-one, counseling opportunities.
- B. Equipment/Technology:
Strengths: The center has approval to acquire additional computers and licenses for assessment instruments, i.e. MBT/Strong Campbell/Holland's Self Directed Search
Areas for Improvement/Future Direction: Offering assessment instruments on-line. Add a web site for the center, and create templates for resumes, etc.
- C. Facilities:
Strengths: In addition to providing space for day-to-day activities, the center accesses additional college facilities to host an annual Career Fair.
Areas for Improvement/Future Direction: Set-up the center for self-service. Acquire additional support staff to increase facilities utilization.
- III. **Recommendations Specific/ Actions:**
- The center coordinator should continue to seek funding for clerical/support staff. After the computers and assessment instrument software packages are available, the center should increase marketing efforts. Continue to promote the annual Career Fair. Develop a student-friendly website to inform students regarding, industry trends, workshops, and assessment offerings. Continue to collaborate with faculty across all disciplines. Continue to develop a self-serve Career Center.

Service Unit: Counseling 2009-2010

- I. **Unit Description:** The WCC Counseling Program assists the college's diverse student population attain individual educational and career goals. The program offerings, open to all students, are designed to meet title V requirements and include; Academic Counseling (including assessment and referral) Career Counseling, Personal Counseling related to education, and Coordination with counseling aspects of other student services. Services are delivered at the WCC main campus, at area high-schools, and the Colusa One Stop Center. The program has a community involvement initiative that involves city, county, primary and secondary school, participants.
- II. **Analysis**
- A. Staffing: The counseling program, for spring 2010, has 5.0 FTE counselors allocated among CalWORKS, EOPS, General Counseling, Career Center, Puente Project, Colusa One Stop Center, and the Transfer Center. In addition to providing counseling services the, 5.0 FTE includes coordination duties in the various projects/centers.
- Strengths:** Well qualified, experienced, diverse, flexible, and collaborative counseling staff that, in addition to counseling and administration, maintains positive relationships the UCD, Sacramento State, area schools and local community agencies and organizations. Staff members engage in a significant number of community outreach activities. The staff is diverse.
- Areas for Improvement/Future Direction:** Acquiring two general counselors, one DSPS/Veteran's counselor, an ESL counselor, and support/clerical staff to assist with files, transcripts, appointments, information dissemination etc. would enhance service delivery and effectiveness. Some students are unable to see a counselor on a timely basis. Counseling is not available after 6:00pm. Colusa County is underserved.
- B. Equipment/Technology:
- Strengths:**
- Areas for Improvement/Future Direction:** Adding on-line counseling, system for on-line education plans, and an on-line note system are needed.
- C. Facilities:
- Strengths:** The nearly complete student service center in building 700
- Areas for Improvement/Future Direction:** After relocation to building 700, facilities are deemed adequate for the near future.
- III. **Recommendations Specific/ Actions:**
- Discussed in the Areas for Improvement/Future Direction sections above

Service Unit: EOP&S 2009-2010

- I. **Unit Description:** This service unit includes Extended Opportunity Program and Services (EOP&S) and Cooperative Agencies Resources for Education (CARE). In accordance with Title 5 provisions, EOP&S serves a population of students typically prone to high attrition rates, traditionally deficient in basic skills and who also have been underrepresented in higher education because of their education and socio-economic disadvantaged status. The CARE program provides additional dollars for student grants and allowances for childcare, transportation, textbooks and supplies for EOP&S students that receive welfare or TANF assistance and have children under age 14. Students are required to meet once per week with an assigned peer, twice per semester with a paraprofessional to review their academic progress, and twice per semester with their counselor to develop or review their educational plan and to discuss their academic or vocational goal and to chose their course schedule for the subsequent semester.
- II. **Analysis**
- A. **Staffing:** Currently there are three staff serving EOP&S-CARE. The staff includes a combined position of a Coordinator/Counselor which serves 40% and 60%, respectively, a full time specialist and a full time Clerical Assistant.
Strengths: EOP&S is a diverse department that is representative of the student population it serves. Staff participates in staff development workshops and conferences as they become available. As much as possible, and based on budget availability, staff also participates in the annual EOP&S-CARE Conference, the Financial Aid Conference, California Community College Chancellors Training for new and continuing Directors, and Counseling training.
Areas for Improvement/Future Direction: Woodland Community College has the population that will allow growth in future years. Staff would then have to be added to provide the services to students as outlined in Title 5.
- B. **Equipment/Technology:**
Strengths: A lab area for computers, a room for lending library books and a storage room will be provided in building 700.
Areas for Improvement/Future Direction: See comment above.
- C. **Facilities:**
Strengths: A move to a new student services area in building 700 will double the square footage of existing location and therefore will adequately meet the needs of the program.
Areas for Improvement/Future Direction: See comment above.
- III. **Recommendations Specific/ Actions:**
The Annual Program Plan is based on direct funding received through the Chancellor's Office. This approach allows EOP&S to plan on specific student services and activities, grant amounts, and staffing patterns with strict accountability. One recommendation is to continue to assess and monitor program growth to be able to take advantage of every growth opportunity made available through student growth.

Service Unit: District Testing Assessment Program 2009-2010

- I. **Unit Description:** The District Assessment and Testing Program is designed to assess students' skill level in English, Mathematics and Reading, to enable them to enroll in appropriate courses. At WCC, the program utilizes the College Board's "Accuplacer computerized Placement Testing System". Accuplacer operates in accordance with the guidelines of the State's Matriculation Program under AB-3, Title 5, State Assessment Regulations and Standards and is validated by the California community College Chancellor's Office until March 2012. The assessment program administers the CELSA test for English as a Second Language classes. In addition to these tests the program uses multiple measure questions that factor in motivation, understanding, self esteem or other characteristics that will support a successful academic experience.
- II. **Analysis**
- A. **Staffing:** Current, staffing is .2 FTE.
Strengths: Staff have established a program that has an excellent reputation within the testing community. WCC is frequently contacted for information and suggestions on establishing and maintaining a valid testing system. The high school testing program, in support of the High School Out-reach Program, has produced steady enrollment increases from our feeder schools.
Areas for Improvement/Future Direction: There is a need for one full-time testing technician at WCC.
- B. **Equipment/Technology:**
Strengths: WCC has 5 testing systems and tests 4 times a day 5 days per week; therefore, it can accommodate 100 testers per week.
Areas for Improvement/Future Direction: When the testing center moves to the 700 building, video monitoring will be added. Add an automatic data up-load capability to the Accuplacer system.
- C. **Facilities:**
Strengths: The testing center is scheduled to move, in the near future, to the 700 building.
Areas for Improvement/Future Direction: Insure the new testing center meets all testing environment requirements of the National College Testing Association.
- III. **Recommendations Specific/ Actions:**
- Secure an adequate test unit funding allocation. Hire a full-time testing technician.
- The Assessment program needs to expand into a whole-student assessment utilizing career and personal assessment tools.
- Continue offering the services in the Prometric Testing Center, CLEP, HESI, DANES and the Distant Education Program with the National College Testing Association to accommodate the students and community need which will continue to add approximately \$2000.00 per year to assist with the purchase and upgrading of equipment in the Testing Centers. We are continuing to research the addition of other test to increase income.
- The High School Testing program needs continued monitoring and increased training of High School Proctor to insure adherences to good testing practices, proper briefing of student on the test and the importance of doing well and the allowance /insurance of enough time to complete the placement test. Semi-annual visitation of high school to insure that a good testing environment is available for testing.
- Given the continued growth in the District's ESL Population, combined with the increased focus on ESL and Basic Skills, it is imperative that an online testing option for ESL course placement be implemented in the near future. Either we solve the technical barriers to the online system for CELSA, or we make the decision to adopt the LOEP or another online test. It needs to be noted that in the event agreement of all parties in the District is reached requiring an online option, we would still need to maintain the option to take a paper and pencil version for this particular population.

Service Unit: Transfer Center 2009-2010

I. **Unit Description:** The Transfer Center at WCC provides information and other services, to prepare students for transfer to a university. In addition, the program hosts university visits and works to strengthen partnerships between WCC and universities. To increase the number of students who transfer, it promotes the transfer mission throughout the campus, and functions as a transfer information center for student services staff and faculty. Section 51027 in the Education Code, requires the governing board of each community college district to recognize transfer as one of its primary missions.

II. **Analysis**

A. Staffing: Unofficially, 0-20% of one counselor's time is scheduled to career center maintenance.

Strengths: All WCC counselors can and do offer transfer counseling services. The staff maintains the following relationships: with instructional faculty, with CSU Sacramento and University of California Davis, with other student services programs, Utilization of UCD TAG program, Participation by the department in campus leadership, Outreach to community.

Areas for Improvement/Future Direction: Adding a full-time counselor/coordinator and one part-time technician to the center, Hold an annual transfer fair, Track UC applicants through the data sharing project to make sure that they follow through with applications, financial aid etc. Provide additional transfer and major specific workshops, Provide drop-in transfer counseling outside of the counseling office (student lounge, quad area etc...), Increase counseling availability, Provide flex activities regarding transfer, Increase advertising of transfer related opportunities, Update the transfer library, Bring former WCC students who have transferred back to WCC to discuss transfer with current WCC students, Increase student outreach activities on and off campus, Classified assistance would allow counselors to focus on counseling.

The following are also considered program weaknesses: Minimal usage by students of the center since it has limited hours and is not staffed; Negative impact of budget on transfer course offerings, Inadequate counseling hours (not enough and not in the evenings), Professional development opportunities for counselors, Minimal Colusa services, No on-line advising/counseling, Minimal opportunities for transfer University visits (bus trips) by WCC students, Some weaknesses in articulation/availability of transfer courses in some majors and/or to some Universities, Minimal TAGS written to UC's other than UCD.

B. Equipment/Technology:

Strengths: The center has new equipment.

Areas for Improvement/Future Direction: Develop a website for the center.

C. Facilities:

Strengths: The planned move to the 700 building will provide adequate facilities for the near future.

Areas for Improvement/Future Direction: In the near future, the Transfer Center will move to the newly renovated 700 building.

III. **Recommendations Specific/ Actions:**

A full-time counselor should be assigned to the center, and it should become a budget center. Also, the center should receive clerical support. Replace computer equipment in consonance with the district replacement cycle. Develop a website for the center.