IE Process Review Handbook
2012-2013

Academic Program Review
Administrative Services Review
District Image and Marketing
Planning and Shared Decision Making Process Review
Student Services Review

NOTE: This Handbook is reviewed annually and updated as appropriate - last revision August 2012.

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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 A). 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 colleges' 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 Process (IE Process) which is detailed in AP 3255 – Institutional Effectiveness. The IE Process (Appendix B) consists of five processes including Academic Program Review, Administrative Services Review, District Image/Marketing Review, Planning and Shared Decision Making Process Review, and Student Services Review.

Each of the five IE Process processes is scheduled for review and assessment for continuous improvement per Student Learning Outcomes (SLO)/Administrative Services Outcomes (ASO) (see Appendix C). Furthermore, each category is reviewed by our two colleges and district services as appropriate. All reviewers use the same guidelines as established through the IE Process Handbook which is reviewed annually and updated during the review process as needed. The handbook is available on the portal.

The Review Process
Self-Evaluation and Annual Update

Self-Evaluation

For each of the five components of the IE Process, the self-evaluation review process entails several levels of review and analysis that are completed over an academic year (see Appendix D for Schedule of Reviews). Critical components of this process include representative participants, defined roles and responsibilities, data collection and analysis, evidence-based recommendations to include alignment with planning, compiling the self-evaluation report, and the feedback loop, which includes the college/district's priorities and resource allocation.

Annual Update

During the three years that follow a comprehensive self-evaluation, each unit review is required to submit an annual update. The annual update follows a similar process of review. However, the focus is on reporting any progress on or changes to the recommendations made in the self-evaluation specific to curriculum, staffing, equipment/technology, and facilities. SLOs/ASOs are also to be measured and reported on a regular schedule.

Program/Unit Review Committee
The self-evaluation/annual update 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/unit should identify members to serve on the review team. For academic programs, full-time faculty in the program will work with the Dean to determine the exact team composition that will be helpful in undertaking a systematic analysis of the program.

It is the responsibility of the unit members and review team (including administration and staff) to lead their individual program/unit review process. Each team may adjust the team composition as appropriate depending upon the needs of the process.

Roles and Responsibilities
The District: As a process within the IE Process, the Reviews are initiated by the District Office of Institutional Effectiveness. In the absence (vacancy) of the District Director of Institutional Effectiveness, the role and responsibility of the Vice Chancellor, Educational Planning and Services (VCEPS) is to work collaboratively with the colleges and the Chancellor's Executive Team (CHEX) members or their designee to implement this component of the IE Process. This includes: completing and updating the IE Process Review Handbook; detailing the review schedule and process flowcharts; recommending the self-evaluation methodology; submitting to the Board the IE Process Annual Report which includes an analysis of our progress on achieving sustainable continuous quality improvement.

The College/District Units: The colleges are supported with the data/analysis/report by each college's respective Director of Planning, Research and Student Success (PR&SS). The team roles and responsibilities are to conduct the review process according to the established timelines and submit a self-evaluation report to be reviewed and supported through their respective college/district processes. The reports need to be accessible to internal constituents through the MyCampus portal or ImageNow. For District units, the research is conducted within the unit and is central to utilizing internal data and reports submitted to the state or from Business Objects.

The IE Process Report: The report includes an analysis of all 5 components of the IE Process. The Vice Chancellor completes the report section of the District respective of the District units, and the colleges' Directors of PR&SS complete a report of their respective college for all 5 components of the IE Process. The VCEPS is responsible for coordinating the report template and compiling/submitting the report to the Board.

The Review Process Flowchart
All 5 components of the IE Process have a detailed process flowchart that is included in this handbook (Appendix E). The flowchart follows the timeline per the academic year and work that is conducted during that timeframe. In short, the colleges' VPs are responsible for working with their respective administrators/staff and senates to complete the following process:

- August-September 2012: Report the outcomes as presented in the previous year's IE Process Annual Report (2011-2012). The venues are respective of the college's planning and shared decision-making processes, including as appropriate management/leadership groups, committees, councils.

- August 2012 – December 2012: Initiation and completion of the reviews, both self-evaluations and annual updates, for the 2012-2013 units. Includes providing the units information on college priorities and commitment of resource allocations to previous year recommendations. In addition, provide support and data to conduct their reviews for the current year.

- December 2012: Reviews are uploaded to MyCampus portal or ImageNow for reference.

- January 2013 – April 2013: Budget Development and resource allocation

- April 2013 – May 2013: Each college completes their college-specific annual report to be combined with the IE Process Annual Report submitted to the Board.

- June 2013 - July 2013: VCEPS combines YC/WCC/District Services reports to compile the IE Process Annual Report (2012-2013) to be presented to internal constituents and the Board no later than their August-September 2013 meeting.

Data Collection and Analysis
Each review team can expect to receive from their respective Office of Planning, Research, and Student Success (PR&SS) data related to their respective unit's review. For example, Academic Program Review teams receive five-year data on WSCH/FTES/FTEF, retention, persistence, completion/success rates. The colleges' Director of Planning, Research and Student Success will serve as the lead contact and supplier of data and analysis support related to the reviews per self-evaluations and annual updates. Review teams for the other four components should contact their respective college Director of PR&SS to request data specific to their unit's review. To be timely and useful to the review team, advanced notice for special data requests is highly recommended.

Evidence-based Recommendations
The review team must include in their self-evaluation (and, as appropriate, Annual Update) 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. However, qualitative data is very relevant and should be sought and included when appropriate.

Compiling the Report (Self-Evaluation and Annual Update)
From the onset, the review team leader(s) and members should note that a formal written report is required at the completion of the review process. The self-evaluation report will serve as the basis for annual updates and allow the programs to keep measures of improvement on noted areas and services.

The review team should consider having an internal review evaluation of their process and self-evaluation 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/service area as well as the review process and recommendations presented. This activity should be coordinated by the team leader.

Feedback Loop
Review teams receive feedback from their respective college administration on the priorities that receive funding and are supported for the incoming year(s). As well, the IE Process Annual

Report is distributed to the colleges through the Vice Chancellor Educational Planning and Services. The purpose of the report is to highlight priorities for resource allocation and assess progress toward sustainable continuous quality improvement in regards to each unit's work and role in achievement of student learning. This report is scheduled to be in draft form in June to be reviewed by the District Communication and Consultation Council (DC3), the Chancellor's Executive Team (CHEX) and presented to the Board no later than the August Board meeting.

Tips for an Effective Review

Self-Evaluations are conducted every four years. Annual Updates are completed each of the three years following a self-evaluation. Below are some steps that can be helpful in organizing your time and resources to complete your report.

Self-Evaluations

Step 1: Comprise/identify the team that will work on the review. The team leader should begin with an orientation to the process and discuss the timeline and role of each member.

Step 2: Compile research/data and resources needed to complete the review. Include in your list an inventory of the tools needed for a specific review. For example, the tools for an academic program review encompass curriculum[1], instructional materials, equipment, faculty, learning spaces, and learning resources. An inventory would include all the curricula that are associated with the program under review. All course outlines should be less than 5 years old and, if at all possible, be listed for their next cycle of update/review of the course outline. Any proposition in changes to units, certificates, degrees, etc. should be noted and the year the change will occur. The same should be included for instructional materials, where they are dated and need to be replaced and what the life of the replacement/maintenance cycle is so that funds are allocated to maintain the integrity and quality of the program. Requests for increased FT Faculty or FTEF should be aligned with data and rationale that supports the growth.

Step 3: Determine the SLOs or ASOs associated with the review, how they will be measured, and a plan for discussing the outcomes of the assessment of those measures. Academic programs for example will report and record the assessments for SLOs in TracDat at the end of a semester. On the other hand, service area reviews may have measures and assessment that are for the academic/fiscal/calendar year. All units have to identify a SLO/ASO, have measures associated with it, and conduct assessment by the end of Spring 2012. Course and program SLOs/unit ASOs are aligned with at least 2 of the 8 Institutional level SLOs.

Step 4: Analyze the data and initiate the report that encompasses all the information about a unit or program area. The analysis is inclusive of 3 areas where recommendations are being made: staffing, equipment-technology, and facilities. Academic Programs Reviews also include recommendations on curriculum. All reviews require the reporting of the results of the SLO/ASO assessment. All reviews should also have their recommendations aligned with planning (i.e., Educational Master Plan,

[1] Curriculum that is part of the general education core and is shared by both colleges needs to be reviewed and vetted/updated with input from faculty at both colleges – apply current review process.

Technology Plan, Facilities Master Plan) and recommendations prioritized. Areas where gaps are noted should be addressed with a plan that shows what steps will be taken, when they will occur, and the expected outcome at the conclusion of the plan.

Step 5: Prepare the report so that it can be followed up on after college priorities are assigned and follow up work can be done in specified areas, especially where gaps in student learning/outcomes assessment were noted.

Annual Updates

Step 1: Comprise/identify the team that will work on the review. The team members may be different from those that completed the self-evaluation or sequential annual updates due to changes in workforce. In such event, the team leader should provide an orientation to the process and discuss the timeline and role of each member.

Step 2: Provide the team a copy of the last self-evaluation/annual update so that an assessment of the status in relation to the program/unit review is understood by all. All previous year reports (self-evaluations and annual updates) can be found in electronic format in ImageNow or MyCampus portal. The review should reveal the top priorities and recommendations that need to be followed up on/action taken.

Step 3: Evaluate the SLO/ASO assessment from the previous terms/years so that specific discussion around gaps and needed changes can take place, a plan can be developed, and necessary activities may be implemented. This should provide an opportunity for new information/data and a reevaluation of the status at the end of the term/year.

Step 4: Prepare the report including progress on any SLOs/ASOs and recommendations (curriculum, staffing, equipment/technology, facilities) made previously and any changes being recommended for follow up. Continuous review and assessment of the program/unit is necessary to reach a level of proficiency and sustainable continuous quality improvement (Appendix F) reflective of a program or unit.

Completing the Report

To complete each section of the report, the following information must be included. A description/operational definition with examples for each section are listed below.

Program Review Team Members: It is important to list all the members who participated in the current year's self-evaluation/annual update.

Program/Unit Description/Purpose and Current Status: Provide a brief description of the program/unit including the current status of the program/unit, staffing patterns, major changes and/or accomplishments since the last review. Service units should also include such information as who received the services of the unit, the primary functions of the unit, and core activities.

Program/Unit Goals and SLOs/ASOs: Provide a list of program/course or unit Student Learning Outcomes (SLOs) or Administrative Service Outcomes (ASOs). Make sure to provide

measures of assessment for each SLO/ASO. In reporting the assessment, it is critical to note when the completion of an assessment cycle will occur, such as at the end of each term or if in periodic stages throughout the term, as well as when and how that will be documented/reported. SLOs identify skills or knowledge that a student is expected to achieve at the conclusion of the assessment period. ASOs measure how well a unit is fulfilling its purpose, how efficiently and effectively services are provided, and how satisfied the end user is with the service received from the unit.

Data Elements: Data is specific to the unit being reviewed. For example, in an academic program review standard data for the self-evaluation includes 5-year data on FTEF, FTES, WSCH, retention, persistence, and completion/success rates. Data for service units may include level or volume of activity, compliance with external standards or regulations, comparative data collected from other colleges, and results of end user surveys. Additionally, active courses with English, reading and/or math prerequisite/corequisite/advisory are required to undergo course content and statistical analysis review every six years, which must be documented in the review.

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

At the core of analysis is the identification of SLOs/ASOs for the program/unit, establishing the measures and conducting the assessment. Program Analysis is to be completed for each of the following four areas and should always address how it impacts Student Learning:

1) Curriculum (Academic Programs only)
2) Staffing
3) Equipment/Technology[2]
4) Facilities

Note: These four sections are to be stand-alone sections (each one starting on a new page) 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 analysis allows each program/unit, in an organized way, to analyze the information collected and report what is good about each unit as well as what may need to be developed further. The analysis has an emphasis on accomplishments. Each program/unit is responsible for addressing 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 review final report will be completed. Each section should be evaluated using the scale of Strengths, Areas for Improvement, and Future Direction. District Services units should present this information as subheadings within each of the four sections being analyzed. Colleges are utilizing Tracdat and will have those sections already separated.

[2] There are 2 documents that support your reference and work on equipment/technology. Both can be found when you log into TracDat. The first document is the AV Standards dated November 30, 2010 (25 pgs. so decide if you need a hard copy before printing it) which reflects AV equipment for classrooms, labs, etc. The second is the Multimedia Estimator May 2011 Excel spreadsheet (formula is imbedded) that is set up to calculate costs to budget item requests identified within your review as necessary to support instruction and improve student learning. It is important to include a budget - an estimated or quoted cost - with requests so that they can be accurately aligned with resources and prioritized.

Strengths: These are things that are currently done well in the program/unit. 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/unit. In describing the strengths of your program/unit, 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/unit 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/unit 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/state regulations or cultural trends) that invite involvement by the program/unit. There may be issues (both internal and external) that will have an impact on your program/unit.

Recommendations: Recommendations are logical outgrowths of the review process. They should be related to direct actions that are under the specific control of the program or unit. 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.

Executive Summary

Self-evaluations/annual updates require that an executive summary be written to highlight the direction and needs of the unit. The Dean or respective administrator in concert with the review team leader is responsible for completing the executive summary. The executive summary is written after the team has completed all of the steps outlined above and is generally less than two pages in length. Summaries are used to provide direction and highlight priorities for the college/district unit to determine the level and amount of resources it can commit to the unit.

NOTE: Using TracDat

All college reviews (self evaluations and annual updates) shall be completed utilizing the electronic report format located at:

- Yuba College –
  - http://yccd.tracdat.com
  - Username: The same as the first part of your e-mail address. Do not include "@yccd.edu"
  - Password: Unless you have changed your password, the password for administrators and faculty members is the first four letters of your last name and last four digits of your social security number. Classified staff should contact Erik Cooper (ecooper@yccd.edu) for their password.

- Woodland Community College –
  - http://yccd.tracdat.com
  - Username: This is your first initial and last name with no spaces (i.e. John Smith's username will be **jsmith**.)
  - Password: If you have not received a password, please contact the WCC TracDat administrator, Molly Senecal at msenecal@yccd.edu or (530) 665-8030
  - **Instructions: Step-by-step instructions regarding completing your program review in TracDat are available at: http://wcc.yccd.edu/about/planning/planning-program-reviews.aspx**

District Services unit reviews are reflective of the format used by the respective Vice Chancellor; TracDat will be implemented within District Services in 2012-2013.

APPENDIX A

Board Policy 3250

BP 3250 Institutional Planning

Reference: ACCJC Accreditation Reference Handbook (2009); *Accreditation Standard I.B; Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, 56270 et seq.*

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 colleges' communities and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to,

District-wide Plans

- Facilities Master Plan
- Matriculation Plan – CCCCO
- Technology Plan
- ADA Transition Plan

College-based Plans

- 5 Year Educational Master Plans
- Enrollment Management Plans
- Basic Skills Initiative Plans
- Diversity Plans
- Student Equity Plans

The Chancellor shall submit those plans to the Board for which Board approval is required by Title 5.

The Chancellor shall inform the Board about the status of planning and the various plans.

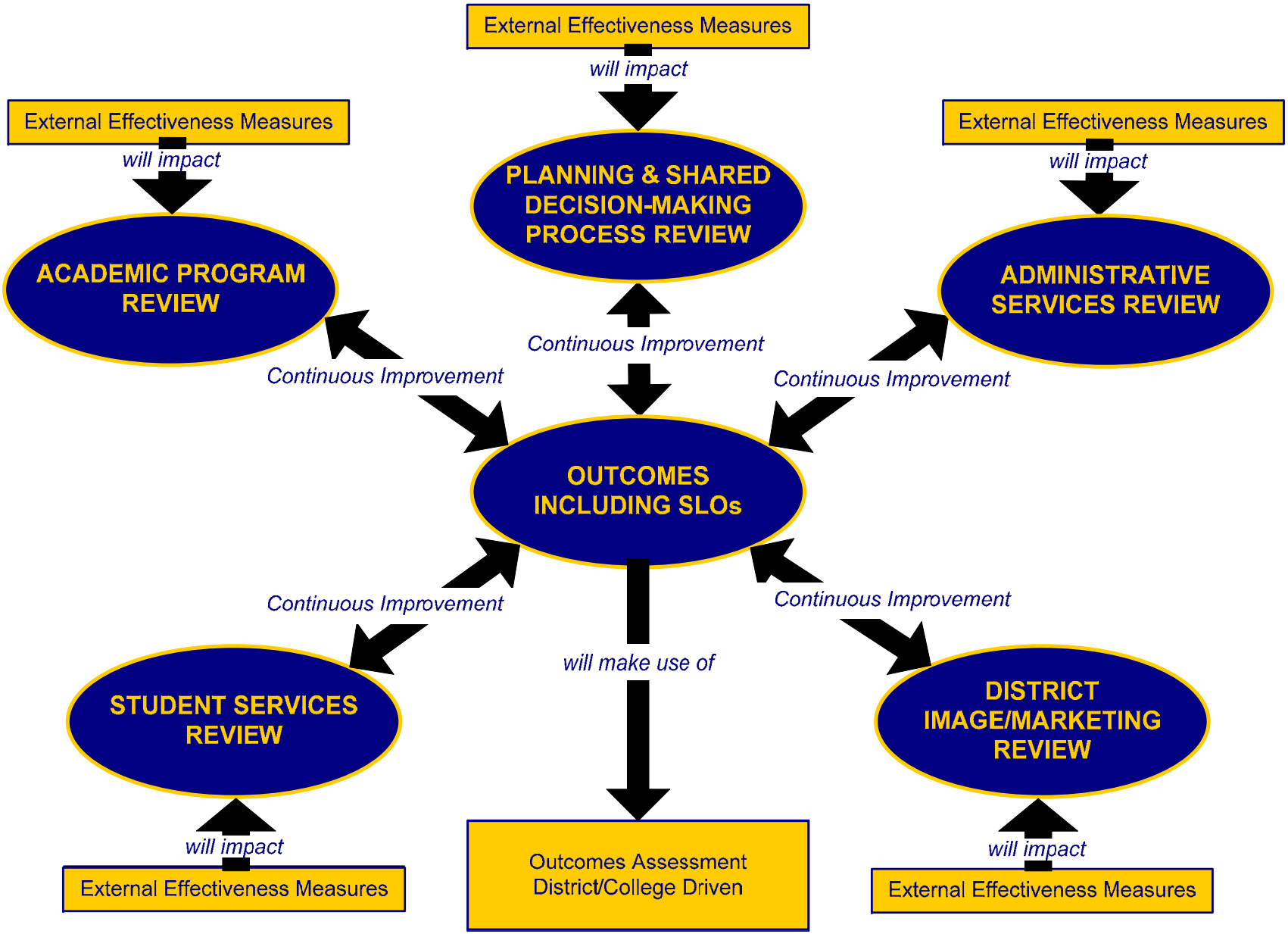
The Chancellor shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

Reviewed and revised: July 14, 2010
Revised: 01/08
Adopted: July 21, 2004

APPENDIX B

YCCD Institutional Effectiveness Process

January 2008



APPENDIX C

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 measure how well the unit is fulfilling its purpose. An example of an ASO might be to provide effective training to faculty and staff on completing the Self-Evaluation and Annual Update (SLO 1, Communication).

APPENDIX D

Academic Programs for Review
Schedule 2009-2013

Woodland Community College

Academic Program Review	Dean/VP	Year of Self-Evaluation/AU			
UNIT		**09-10**	**10-11**	**11-12**	**12-13**
Accounting	Al Konuwa	●	●	**X**	**UPDATE**
Administration of Justice	Al Konuwa	●	●	**X**	**UPDATE**
Agriculture	Al Konuwa	●	●	●	**FULL**
Art/Photography	Rudy Besikof	●	●	**X**	**UPDATE**
Biology	Rudy Besikof	**X**	●	●	**UPDATE**
Business • BCA, COMSC, GNBUS, OA	Al Konuwa	**X**	●	●	**UPDATE**
Chemistry	Rudy Besikof	●	**X**	●	**UPDATE**
Communication Studies	Rudy Besikof	●	**X**	●	**UPDATE**
Digital Media	Al Konuwa	**X**	●	●	**UPDATE**
Early Childhood Education	Al Konuwa	●	●	●	**FULL**
Economics	Al Konuwa	**X**	●	●	**UPDATE**
Emergency Medical Technician (no review 11-12)	Al Konuwa	●	●	-	**FULL**
English	Rudy Besikof	●	●	**X**	**UPDATE**
English as a Second Language	Rudy Besikof	●	●	●	**FULL**
Ethnic Studies	Rudy Besikof	**X**	●	●	**UPDATE**
Foreign Language • SPAN, SIGN	Rudy Besikof	**X**	●	●	**UPDATE**
Geology/Geography/Physical Science	Rudy Besikof	●	●	**X**	**UPDATE**
Health Education/PE	Al Konuwa	●	●	●	**FULL**
History/Political Science	Rudy Besikof	●	**X**	●	**UPDATE**
Human Services	Al Konuwa	●	**X**	●	**UPDATE**
Library/Learning Resources	Rudy Besikof	●	●	●	**FULL**
Mathematics/Statistics	Rudy Besikof	●	●	**X**	**UPDATE**
Music	Rudy Besikof	**X**	●	●	**UPDATE**
Physics/Astronomy	Rudy Besikof	●	●	**X**	**UPDATE**
Psychology	Rudy Besikof	●	●	**X**	**UPDATE**
Reading	Rudy Besikof	**X**	●	●	**UPDATE**
Social Science/Sociology	Rudy Besikof	●	●	●	**FULL**
Theater Arts	Rudy Besikof	●	**X**	●	**UPDATE**
Tutoring Center	Al Konuwa	-	-	**X**	**UPDATE**
WAM	Al Konuwa	-	-	-	**FULL**

***WCC will select a few programs to pilot 1) the proposed October 15th deadline (as opposed to the first week of February of the following year), and 2) review by degree/certificate rather than discipline area.**

Yuba College/APR – DUE OCTOBER 15, 2012

Academic Program Review	Dean	Year of Self-Evaluation/AU			
UNIT		09-10	10-11	11-12	12-13
Accounting	Ed Davis	●	●	X	●
Administration of Justice	Rod Beilby	●	●	X	●
Agriculture (Reevaluate next cycle -on hold pending limited course offerings)	TBA	●	●	-	-
Art/Photography	Walter Masuda	X	●	●	●
Automotive Technology	Ed Davis	●	●	X	●
Biology/Ecology	TBA	X	●	●	●
Business Computer Applications	Ed Davis	X	●	●	●
Chemistry	Walter Masuda	●	●	X	●
Computer Science/Electronics	Walter Masuda	●	●	X	●
Cosmetology	Ed Davis	●	X	●	●
Culinary Arts	Ed Davis	X	●	●	●
Drafting (on hold – limited offerings)	Walter Masuda	●	●	●	-
Early Childhood Education	Ed Davis	●	●	●	X
Economics	Ed Davis	X	●	●	●
Education	Erik Cooper	●	●	●	X
Emergency Medical Technician	Rod Beilby	●	●	X	●
Engineering	Walter Masuda	●	●	●	X
English	Walter Masuda	●	●	X	●
English as a Second Language	Walter Masuda	●	●	●	X
Family and Consumer Science	Ed Davis	X	●	●	●
Fire Technology	Rod Beilby	X	●	●	●
Foreign Language/Sign Language	Walter Masuda	●	X	●	●
General Business/Mgt & Supervision	Ed Davis	●	X	●	●
Health/PE/Adaptive PE/Athletics	Rod Beilby	●	●	●	X
History/Political Science/Ethnic Studies	Ed Davis	●	X	●	●
Human Services	Ed Davis	●	X	●	●
Information Technology	Ed Davis	X	●	●	●
Learning Assistance	Jan Ponticelli	●	X	●	●
Library/Learning Resources	Martha Mills	●	●	●	●
Mass Communication	Martha Mills	●	●	X	●
Mathematics/Statistics	Walter Masuda	●	●	X	●
Mfg Technology/Welding Technology	Ed Davis	●	●	●	X
Music	Walter Masuda	●	●	X	●
Nursing ADN, LVN	Sheila Scroggins	●	●	●	X
Office Administration	Ed Davis	●	●	●	X

Yuba College/APR - Continued– DUE OCTOBER 15, 2012

Philosophy/Humanities	Ed Davis	●	X	●	●
Physical Science/Geology/Geography	Walter Masuda	●	●	X	●
Physics/Astronomy	Walter Masuda	●	●	X	●
Psychiatric Technician	Sheila Scroggins	X	●	●	●
Psychology	Ed Davis	●	●	X	●
Radiologic Technology	Sheila Scroggins	X	●	●	●
Reading	Walter Masuda	●	X	●	●
Soc Science/Sociology/Women's Studies	Ed Davis	●	●	●	X
Speech/Communications Studies	Walter Masuda	●	●	X	●
Theater Arts	Walter Masuda	●	X	●	●
Veterinary Technician	Walter Masuda	●	X	●	●
Work Experience	Ed Davis	●	●	X	●

X – Self-Evaluation/Academic Program Review
● – Annual Update

Administrative Services Review - Schedule 2009-2013
YCCD- District Office

Administrative Services	Lead Administrator	Year of Self-Evaluation/AU			
UNIT		**09-10**	**10-11**	**11-12**	**12-13**
Office of the Chancellor/BOT	Douglas Houston			X	●
Foundation & Grants (under VCEPS 2008-2011)	Phil Krebs	X	●	●	●
Office of the Vice Chancellor, Administrative Services	Interim VC			X	●
Facilities Planning/Measure J (moved from 09-10 to 10-11)	George Parker	-	X	●	●
Fiscal Services	Kuldeep Kaur		X	●	●
Human Resource Management & Personnel Services	Jacques Whitfield		X	●	●
Police Department (moved from 08-09 to 10-11)	John Osbourn	-	X	●	●
Printing Services	Mike Wieber	X	●	●	●
Purchasing/Contracts (moved from 09-10 to 10-11)	Melinda Bogdonoff	-	X	●	●
Office of the Vice Chancellor, Educational Planning and Services	Vacant			X	●
Academic Services / Articulation – reorganized unit in 2010 (staff change moved from 10-11 to 11-12)	Lani Aguinaldo			X	●
Institutional Effectiveness (combined with VCEPS, no staff in unit 2009)	Vacant		-	-	-
Information Technologies (moved from 08-09 to 09-10)	Karen Trimble	-	X	●	●
CTE Grants (Perkins IV, Tech Prep, SB70, Contract Ed moved from SBDC due to funding issue)	Adrian Lopez	X	●	●	●
Public and Governmental Relations *(This unit is reviewed under District/Colleges' Image-Marketing Review)*	Miriam Root	●	X-Int	●	●
Small Business Development Center/Economic Development and Contract Education (change in funding to SBA only 2010)	Ken Freeman		-	-	-

X – Self-Evaluation Review

● – Annual Update

Woodland Community College/ASR

Administrative Services	Lead Administrator	Year of Self-Evaluation/AU			
UNIT		**09-10**	**10-11**	**11-12**	**12-13**
Administrative and Fiscal* • Office of the President • Office of the Vice President • Fiscal Services • Flex Program	Angie Fairchilds and Al Konuwa			X	●
Colusa County Outreach Facility (new, opened January 2011)	Rudy Besikof	-	-	X	●
Maintenance & Operations	Myron Hord	-	X	●	●
Planning, Research, and Student Success	Molly Senecal	-	X	●	●
Public Information and Community Events (This Unit is reviewed under District/Colleges' Image-Marketing Review)		-	X-Int	-	-

***WCC has combined several unit reviews due to size and overlap/coordinated responsibilities.**

Yuba College/ASR– DUE OCTOBER 15, 2012

Administrative Services	Lead Administrator	Year of Self-Evaluation/AU			
UNIT		**09-10**	**10-11**	**11-12**	**12-13**
Office of the President	Rod Beilby			X	●
Office of the Vice President (moved in 2011)	Lisa Jensen-Martin		-	-	-
Fiscal Services (moved in 2011)	Patsy Gasper		-	-	-
Flex Program	Miriam Root	X	●	●	●
Child Development Centers	Laurie Scheuermann			X	●
Clear Lake Campus	Bryon Bell	X	●	●	●
Beale Air Force Base Outreach Facility	Ed Davis	X	●	●	●
Distributive Ed & Media Services (moved from 10-11 to 11-12)	Martha Mills			X	●
Maintenance & Operations (moved from 09-10 to 10-11)	Randy Joslin		X	●	●
Planning, Research, and Student Success	Erik Cooper		X	●	●
Public Information and Community Ed (This unit is reviewed under District/Colleges' Image-Marketing Review)	Miriam Root	●	X-Int	●	●

X – Self-Evaluation Review
● – Annual Update

District/Colleges' Image-Marketing Review Schedule 2009-2013

Note: The units listed below are cross-listed with the Administrative Services Review Schedule.

YCCD- District Office
Woodland Community College
Yuba College

Unit	Lead Administrator	Year of Self-Evaluation/AU			
		09-10	10-11	11-12	12-13
District Office - Public and Governmental Relations	Miriam Root				
External Focus		●	NA	NA	NA
Internal Focus			X	●	●
WCC - Public Information and Community Events	Angie Fairchilds				
External Focus		●	NA	NA	NA
Internal Focus			X	●	●
YC – Public Information and Community Education	Miriam Root				
External Focus		●	NA	NA	NA
Internal Focus			X	●	●

X – Self-Evaluation
● – Annual Update
N/A – No Self-evaluation or Annual Update Required

Planning and Shared Decision-Making Process Review Schedule 2009-2013

YCCD- District Services

Unit	Chair/Co-Chair	Year of Self-Evaluation/AU			
		09-10	10-11	11-12	12-13
Councils		-	-	-	-
District Management Council	Douglas Houston		X	●	●
Standing Committees		-	-	-	-
Academic Calendar Committee	Vacant	X	●	●	●
DC3	Douglas Houston			X	●
DCAS (new in 2010)	Vacant			X	●
District Curriculum Committee (new in 2010)	Vacant			X	●
EEO Committee	Jacques Whitfield	X	●	●	●
Sabbatical Leave Committee (Moved from 10-11 to 11-12)	Vacant			X	●
Staff Development Committee	Jacques Whitfield			X	●
Technology Committee (Moved from 10-11 to 11-12)	Karen Trimble			X	●
Management Groups		-	-	-	-
CHEX (Moved from 10-11 to 11-12; new CEO)	Douglas Houston			X	●

X – Self-Evaluation
● – Annual Update

Woodland Community College/PSDM

Unit	Chair/Co-Chair	Year of Self-Evaluation/AU			
		09-10	10-11	11-12	12-13
Councils					
Woodland Community College Council	Al Konuwa/Jennifer McCabe	●	●	●	X
Standing Committees					
Academic Senate	Monica Chahal	●	●	●	X
Accreditation Steering Committee	Al Konuwa/ Julie Brown	●	●	●	X
Basic Skills Committee	Al Konuwa/Jesse Ortiz	●	●	●	X
Bond Steering Committee	Al Konuwa	-	-	-	X
Communication Resource Committee	Matthew Clark		X	●	●
Curriculum Committee	Al Konuwa/ Sharon Ng	X	●	●	●
Diversity Committee	Art Pimentel/Neli Gonzales-Diaz			X	●
Faculty, Staff and Administrative Planning	Rudy Besikof/ Matthew Clark	X	●	●	●
Flex Committee	Al Konuwa/Donna McGill	-	-	X	●
Heritage Committee	Dena Martin	-	-	-	X
Safety Committee	Myron Hord		X	●	●
Schedule Criteria Committee	Al Konuwa	-	-	-	X
Student Learning Outcomes Committee	Rudy Besikof/ C. Howerton	X	●	●	●
Student Success Committee	Al Konuwa/Cay Strode		X	●	●
Perkins IV Local Planning Team	Al Konuwa	-	-	X	●
Planning and Budget Committee	Al Konuwa	-	-	-	X
Management Groups		-	-	-	-
President's Management Group	Angela Fairchilds		X	●	●

X – Self-Evaluation
● – Annual Update

Yuba College/PSDM– DUE OCTOBER 15, 2012

Unit	Chair/Co-Chairs	Year of Self-Evaluation/AU			
		09-10	10-11	11-12	12-13
Councils		-	-	-	-
Yuba College Council	Kevin Trutna/ John Steverson	●	●	●	X
Clear Lake Campus Site Council	Bryon Bell	●	●	●	X
Standing Committees		-	-	-	-
Academic Senate	John Steverson	X	●	●	●
Academic Standards Committee	Jan Ponticelli			X	●
Basic Skills Initiative Committee	Erik Cooper	●	●	●	X
Bond Steering Committee	Dan Turner	●	●	●	X
College Access and Awareness Committee	Miriam Root	X	●	●	●
Curriculum Committee	Susan Ramones	X	●	●	●
Diversity Committee	Marisela Arce			X	●
Educational Resources Planning Committee (move from 10-11 to 12-13)	TBA				X
Faculty Staffing Committee	Marcia Stranix	X	●	●	●
Flex Committee	Karsten Stemmann/ Miriam Root			X	●
Institutional Animal Care and Use Committee (move from 10-11 to 11-12)	Randy Joslin		-	X	●
Safety Committee	Randy Joslin		X	●	●
Student Learning Outcomes	Erik Cooper/Marc Flacks			X	●
Perkins IV/CTE Local Planning Team	TBA			X	●
Management Groups		-	-	-	-
Yuba College Leadership Team	TBA		X	●	●
Directors & Deans (D&D)	TBA	X	●	●	●

X – Self-Evaluation
● – Annual Update

Student Services for Reviews Schedule 2009-2013

Woodland Community College

Student Services Unit Review	Lead Administrator	Year of Self-Evaluation/AU			
UNIT		09-10	10-11	11-12	12-13
Admissions & Records	Vacant	X	●	●	●
CalWORKS	Al Konuwa	X	●	●	●
Career Center	Al Konuwa	X	●	●	●
Counseling & ESL Counseling (combined in 09-10)	Al Konuwa	X	●	●	●
DSP&S	Todd Sasano		X	●	●
EOPS-CARE (moved from 08-09)	Al Konuwa	X	●	●	●
Financial Aid (Part/Under YC until 2011)	Judy Smart	●	●	●	X
SS Testing Assessment (moved from 08-09)	Vacant	X	●	●	●
Transfer Center	Al Konuwa	X	●	●	●

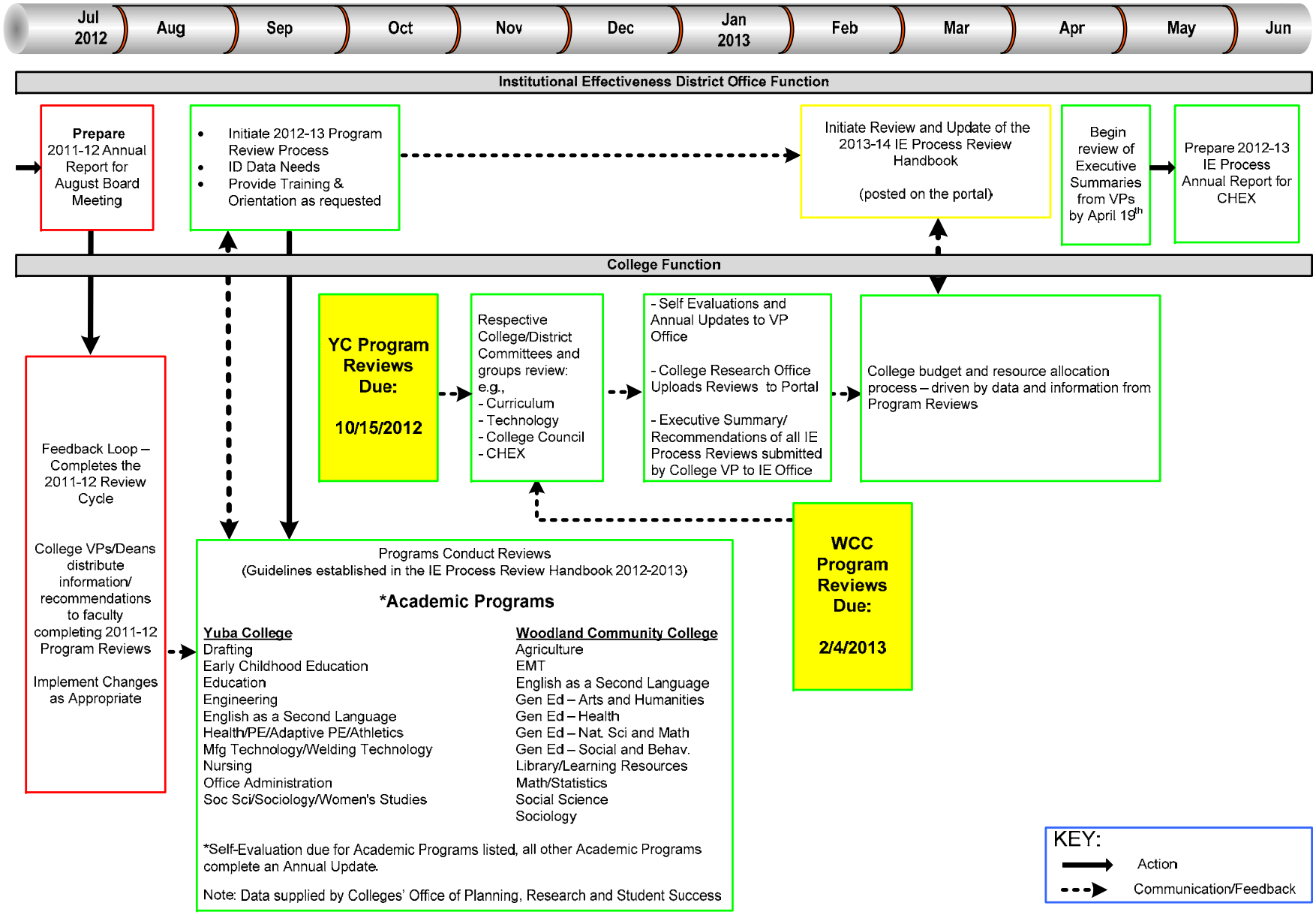
Yuba College

Student Services Unit Review	Lead Administrator	Year of Self-Evaluation/AU			
UNIT		09-10	10-11	11-12	12-13
Admissions & Records	Kendyl Magnuson	X	●	●	●
Cal-SOAP (lost funding June 2011)	Yvette Santana-Soto	●	●	-	-
CalWORKS (moved from 09-10)	Jan Ponticelli	●	X	●	●
Campus Life	Miriam Root	●	●	X	●
Career Center	Marisela Arce	X	●	●	●
College Success/Tutoring Center	Erik Cooper	●	●	X	●
Counseling	Marisela Arce	X	●	●	●
DSP&S	Jan Ponticelli	●	X	●	●
Educational Talent Search	Marisela Arce				X
EOPS-CARE	Marisela Arce	X	●	●	●
Financial Aid	Marisela Arce	●	●	●	X
MESA	Kristina Vanucci				X
SS Testing Assessment	Erik Cooper	X	●	●	●
Transfer Center (moved from 09-10)	Marisela Arce	●	X	●	●
Veterans Affairs	Marisela Arce	●	X	●	●

X – Self-Evaluation/Student Services Review
● – Annual Update

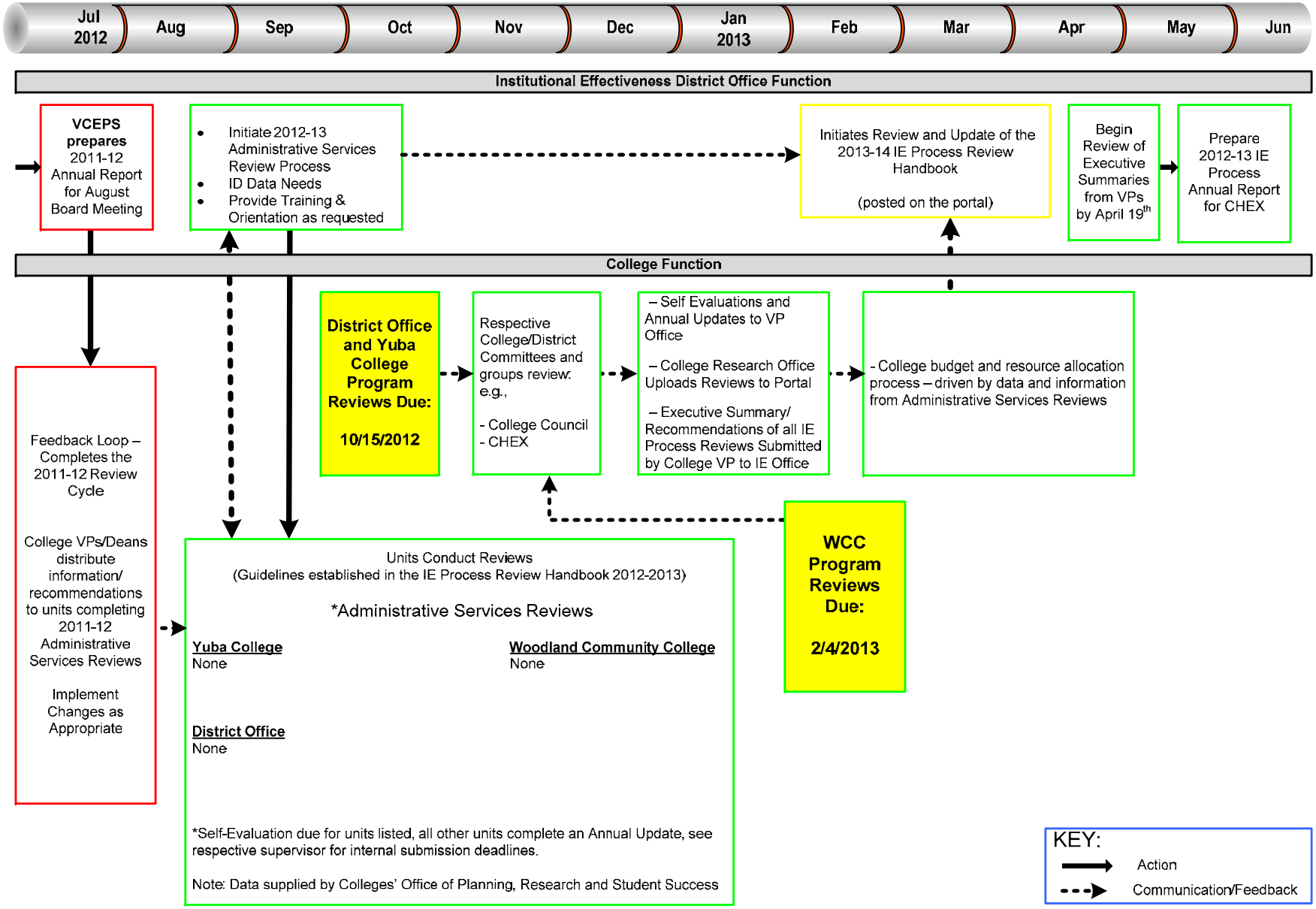
Appendix E – Process Flow Charts

ACADEMIC PROGRAM REVIEW PROCESS



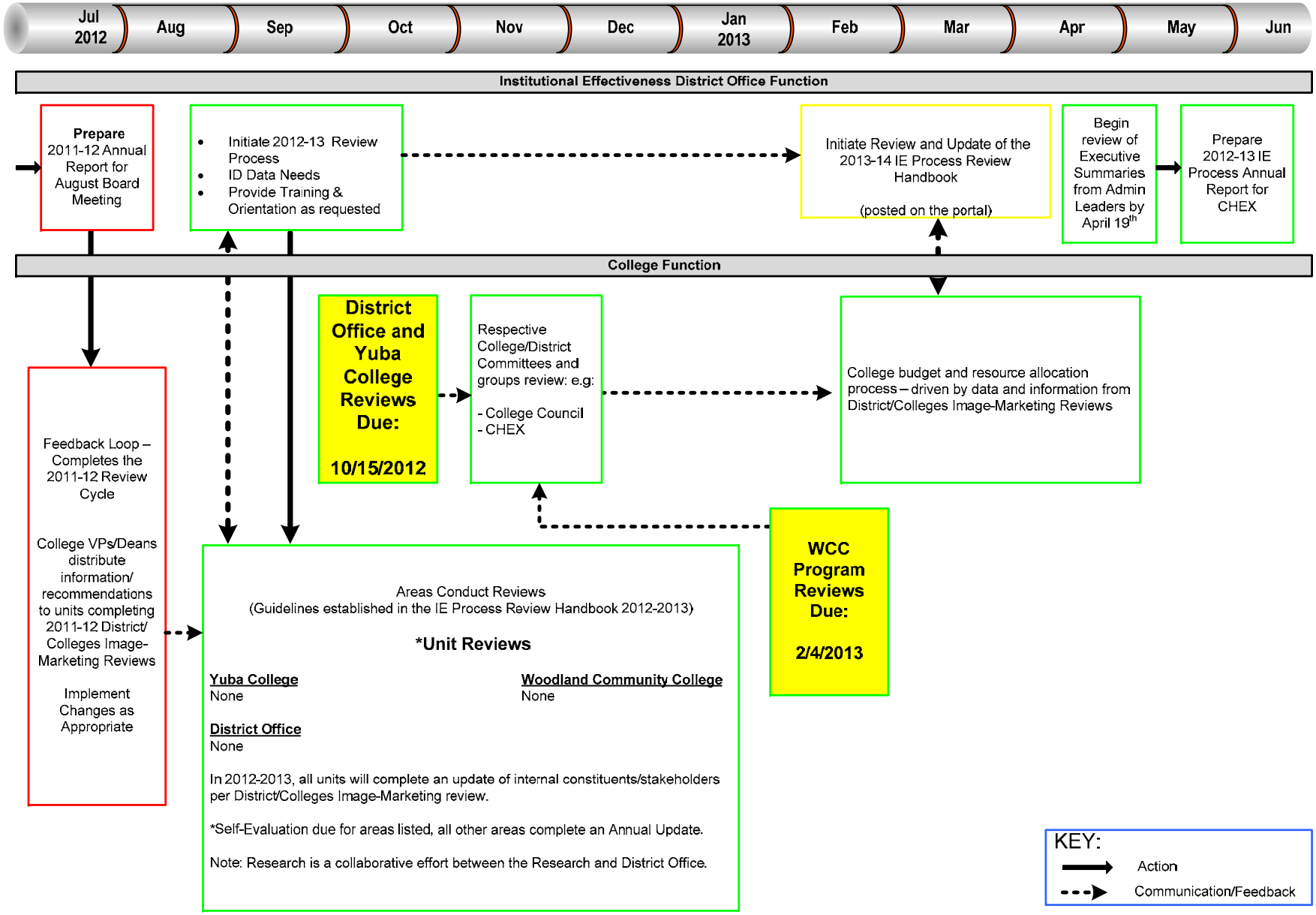
YCCD IE Process

ADMINISTRATIVE SERVICES REVIEW PROCESS



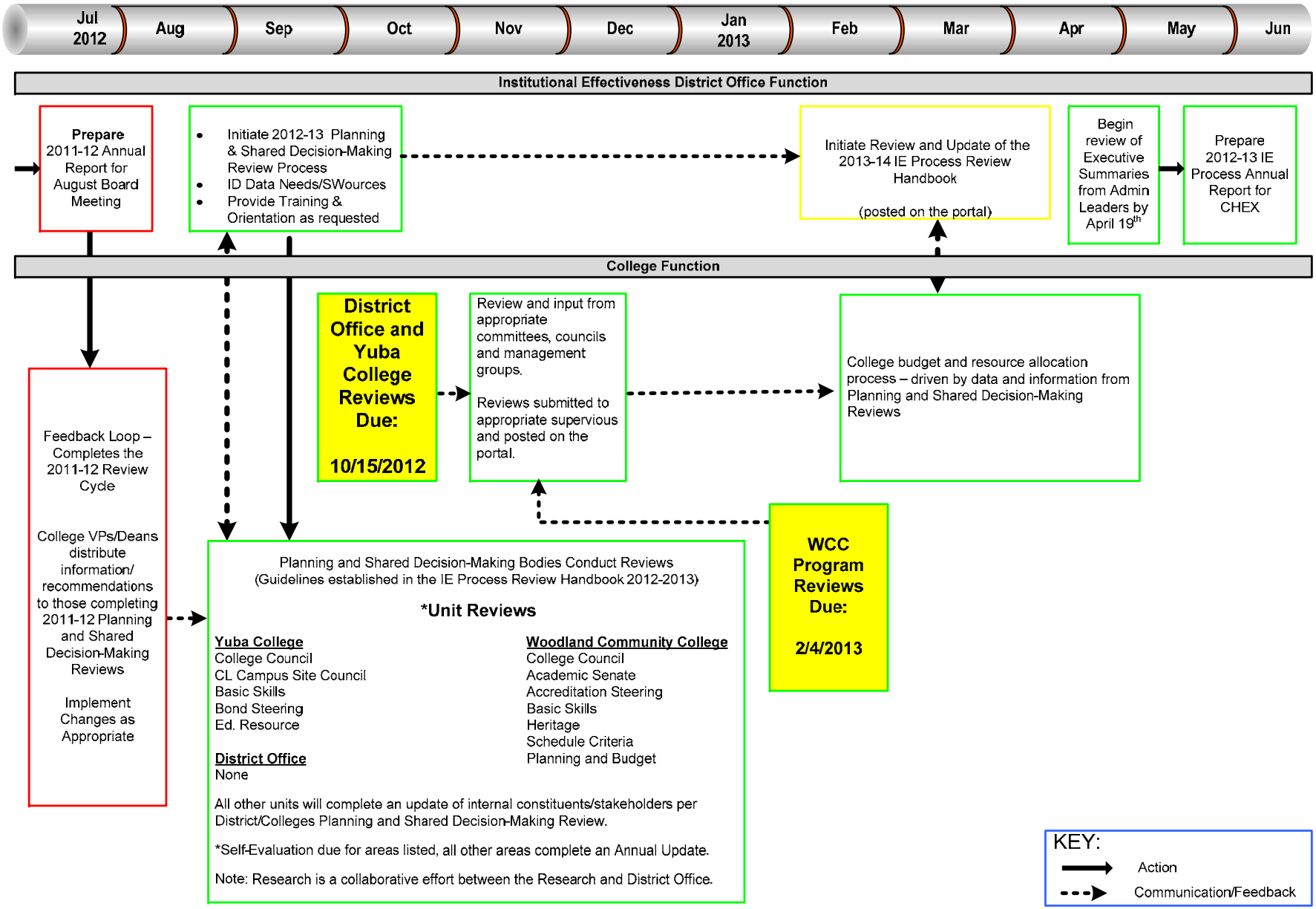
YCCD IE Process

DISTRICT/COLLEGES IMAGE-MARKETING REVIEW PROCESS



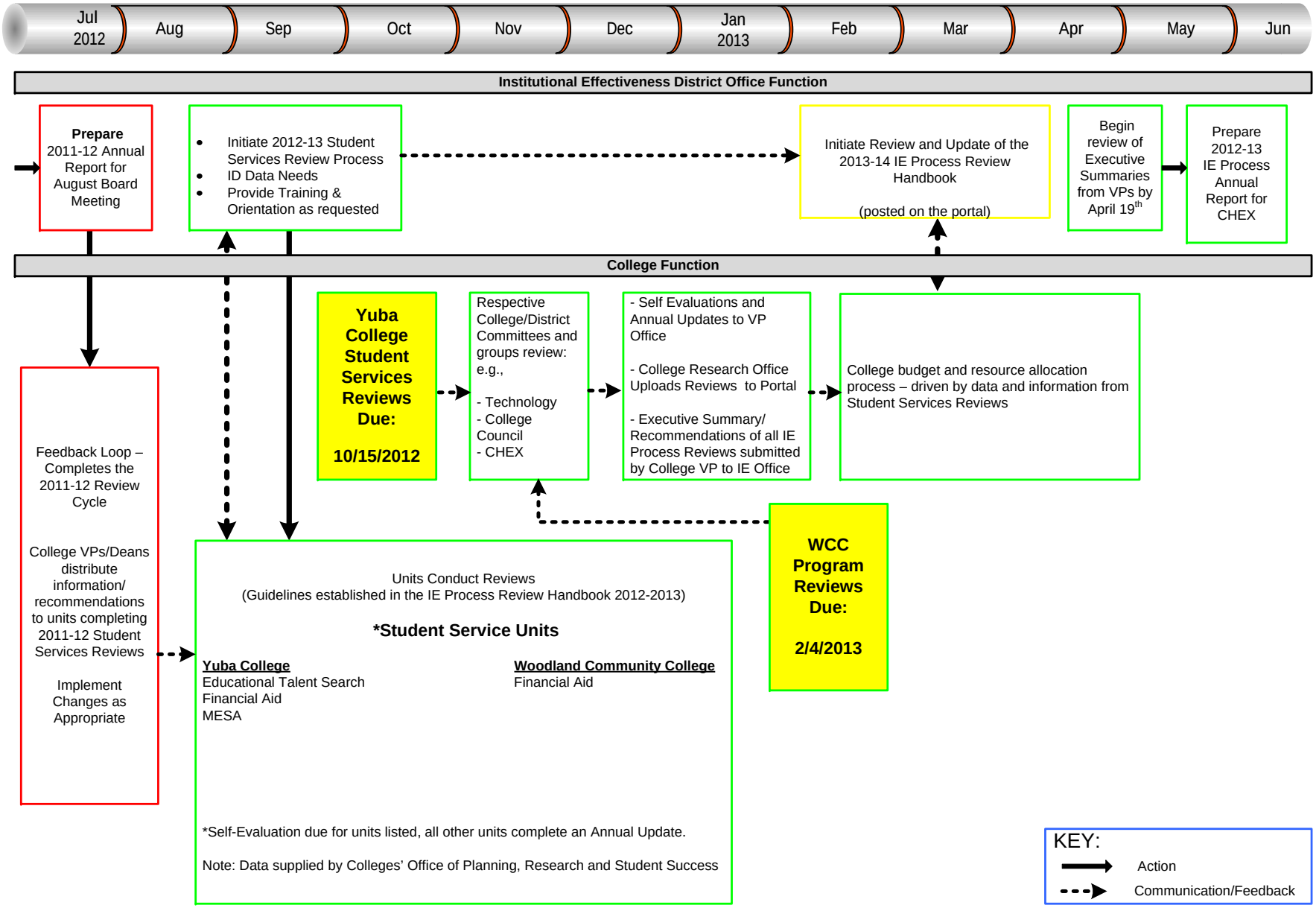
YCCD IE Process

PLANNING & SHARED DECISION-MAKING REVIEW PROCESS



YCCD IE Process

STUDENT SERVICES REVIEW PROCESS



Appendix F

ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES

10 COMMERCIAL BOULEVARD
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NORVAL WELLSFRY

July 2011

Memo to: **ACCJC Member Institutions**

From: **Barbara Beno, President** Barbara Beno

Subject: **ACCJC Rubric for Evaluating Institutional Effectiveness**

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education.*

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement. [1] Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

[1] The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

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.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)*
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

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

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning *(Sample institutional behaviors)*
Awareness	• The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • 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). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	• The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	• 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. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • 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). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

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

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes *(Sample institutional behaviors)*
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.