# Proposed Program Review Questions

**The Purposes of Program Review:**

Program Review, whether for instructional programs or student services and support programs, is a way for us to understand how to improve what we do. If conducted thoroughly, program review can be a powerful way for us help more students reach their educational goals. The questions below are designed to help us:

- Engage in continual self-evaluation and reflection. This will help us understand what's working and what's not working and inform strategic changes that will foster more student success.
- Assess how our efforts are affecting student learning so that we can continually improve the ways we help them learn.
- Analyze and prioritize what resources we need to help us in our endeavors.

ACCJC requires that program review include program curricular review and analysis of impact on educational quality and student success. Specifically, program review should include comprehensive and meaningful analysis of data with emphasis on disaggregated enrollment, program completion, success trends and instructional delivery modes. These should be part of an ongoing process of self-evaluation. The "Program Self-Evaluation and Reflection" section of the Yuba College Program Review fulfills this function.

ACCJC also requires that program review include evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning. The "Program SLO" and "Program SAO" sections of the Yuba College Program Review fulfill this function.

Finally, ACCJC requires that regular program review form the basis of institutional improvements and other action. Specifically, there must be a connection between program reviews and the budgeting and resource allocation process. The "Program Recommendations" section of the Yuba College Program Review fulfills this function.

| Number | Instructional Programs | Number | Student Services and Support Programs |
|---|---|---|---|
| | **Year of Review:** The academic year selected should represent the year under review, not the year the review is being completed. (Example: In 2015/16 I will complete the review for 2014/15). | | **Year of Review:** The academic year selected should represent the year under review, not the year the review is being completed. (Example: In 2015/16 I will complete the review for 2014/15). |
| | **Type of Review:** Annual Update or 4-year review | | **Type of Review:** Annual Update or 4-year review |

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| | Program Description: | | Program Description: |
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| | Please type your program description in the box. Describe how the program supports the college/district mission/vision. (Refer to page help for a link to the College Mission-Vision-Goals). http://yc.yccd.edu/about/mission-vision-goals | | Please type your program description in the box. Describe how the program supports the college/district mission/vision. (Refer to page help for a link to the College Mission-Vision-Goals). http://yc.yccd.edu/about/mission-vision-goals |
| | **Executive Summary (Include a list of team members):** Please summarize your departments Program Review process, what were your departments goals in completing this review, who was involved in completing the review. | | **Executive Summary (Include a list of team members):** Please summarize your departments Program Review process, what were your departments goals in completing this review, who was involved in completing the review. |
| **Program Self-Evaluation and Reflection** | | **Program Self-Evaluation and Reflection** | |
| 1 | How do your program or department goals align with stated Yuba College goals? Is your program or department achieving its goals? Explain. (Refer to page help for a link to the College Mission-Vision-Goals ). http://yc.yccd.edu/about/mission-vision-goals | 1 | How do your program or department goals align with stated Yuba College goals?  Is your program or department achieving its goals? Explain. (Refer to page help for a link to the College Mission-Vision-Goals ). http://yc.yccd.edu/about/mission-vision-goals |
| 2 | Please indicate which services students have access to that enhance student learning within your curriculum. (Hold down the "Ctrl" key to select multiple items).  Office Hours  Tutoring Services *(CSC, WLDC, MESA, Hard Math Café, etc.)*  Workshops *(Math Boot Camp, etc.)*  Supplemental Instruction *(In-class peer tutor)*  DSPS  EOPS  Library Services  Counseling Services  Learning Communities  First Year Experience  Other: _____ | 2 | How does your program facilitate learning equitably among all students, including DE? How does your program collaborate with other programs in facilitating that learning? |

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| 3 | Do all students, including DE, have equitable access to the support services you listed above? Are the services you indicated above appropriate, comprehensive and reliable? Explain. If you selected "Other" please specify. | | |
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| 4 | Reviewing data provided by the Research Analyst, how many degrees and certificates has your program awarded in the last four years? (Data is located in your Documents tab in the folder labeled "Program Review Data") | 3 | How many student contacts (duplicated) on average does your program make on both a semester and annual basis? (Contacts is defined as the number of times students are assisted. Example: One student is assisted four times in a given semester, this would count as 4 contacts.) |
| 5 | What has your program or department done to improve completion of degrees, certificates, and/or transfers? (Data is located in your Documents tab in the folder labeled "Program Review Data") | 4 | Does your program use faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of its services? If so, explain, citing evidence. |
| 6 | Do all your courses have current Course Outline of Records (CORs)? If not, please indicate which CORs need to be updated, and the department's timeline to complete them. (*Note: All CTE CORs must be updated every two years. All other CORs must be updated every five years*). | 5 | **Answer only if applicable**: Do all your courses have current Course Outline of Records (CORs)? If not, please indicate which CORs need to be updated, and the department's timeline to complete them. (Note: All CTE CORs must be updated every two years. All other CORs must be updated every five years). |
| 7 | How does your program collaborate with student services? | 6 | How does your program collaborate with instruction and other student services? |
| 8 | Review your program's entry in the current catalog. Are changes needed in courses, units, degrees or certificates as indicated in the catalog? If so, what are they and when will you launch those changes within CurricUNET? Have courses not taught for 2 years or more been inactivated? If not, explain why. (Refer to page help for a link to the College Catalog). http://yc.yccd.edu/academics/catalog | 7 | Does the current catalog accurately reflect what a student will experience, receive and/or understand as a result of the courses and/or services your program provides? (Refer to page help for a link to the College Catalog). http://yc.yccd.edu/academics/catalog |
| 9 | **CTE Programs only**: What are the industry trends and workforce needs within your program? | 8 | How does your program anticipate student needs and track their progress from outreach to entry to persistence to completion? |

| 10 | If your department offers DE courses or uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? How are instructors providing "regular effective instructor-initiated contact with students"? How are they accommodating students with disabilities? Specifically, are | 9 | How is your program providing services to DE students and others at a distance who cannot be physically present? Do those services accommodate students with disabilities and are they compliant with Section 508 of the Rehabilitation Act? Explain. (Refer to page help for a link to Section 508). |
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| 10 | If your department offers DE courses or uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction? How are instructors providing "regular effective instructor-initiated contact with students"? How are they accommodating students with disabilities? Specifically, are all videos captioned and is all other content compliant with Section 508 of the Rehabilitation Act? (Refer to page help for a link to Section 508). http://www.section508.gov/content/learn/laws-and-policies | 9 | How is your program providing services to DE students and others at a distance who cannot be physically present? Do those services accommodate students with disabilities and are they compliant with Section 508 of the Rehabilitation Act? Explain. (Refer to page help for a link to Section 508). http://www.section508.gov/content/learn/laws-and-policies<br><br>**Answer only if applicable.**<br>How are you evaluating the effectiveness of DE instruction? How are instructors providing "regular effective instructor-initiated contact with students"? How are they accommodating students with disabilities? |
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| 11 | Where is disproportionate impact an issue in your program, and how will you use this data to develop strategies and/or approaches to mitigate achievement gaps? (Refer to page help for a link to information about disproportionate impact). http://php.yccd.edu/documents/viewdocument.php?id=6193 | 10 | Where is disproportionate impact an issue in your program, and how will you use this data to develop strategies and/or approaches to mitigate achievement gaps? (Refer to page help for a link to information about disproportionate impact). http://php.yccd.edu/documents/viewdocument.php?id=6193 |
| **Program SLO (Student Learning Outcomes) Analysis** | | **Program SAO (Service Area Outcomes) Analysis** | |
| 12 | Have you completed mapping your Program SLOs to iSLOs, and Course SLOs to the Program SLOs? (Mapping in completed Via Tracdat under the Department's SLO Unit). Yes or No | 11 | Have you completed mapping SAOs to the core competencies and then to the institutional SLOs. (Mapping in completed Via Tracdat under the Department's SAO Unit). Yes or No |
| 13 | Analyze your program's assessment of **course** SLOs, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and | 12 | Analyze your service's assessment of **core competencies**, analysis of results, and improvements/changes made to the service as a result of this assessment. Please provide |

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| Program Recommendations | | Program Recommendations | |
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| **15** | In the last year, what professional development has your faculty and/or staff participated in, how was it shared out with your department, and how did these activities contribute to student success? | **13** | In the last year, what professional development has your faculty and/or staff participated in, how was it shared out with your department, and how did these activities contribute to student success? |
| 16 | How is this program review going to be used to reflect, refine and improve your program practices? | 14 | How is this program review going to be used to reflect, refine and improve your program practices? |
| | **Are you ready to submit your final program review?** When you are done with your review, please select "Yes" so the review and feedback process can begin. *Please do not submit the final Program review until you have completed the departments Program Recommendations.* | | **Are you ready to submit your final program review?** When you are done with your review, please select "Yes" so the review and feedback process can begin. *Please do not submit the final Program review until you have completed the departments Program Recommendations.* |