

Instructional Area Program Review Questions 2023-24

About Program Review

I. Introduction Program Review

Program Review, analysis, and evaluation are an essential part of institutional planning and development if the college is to meet the ever-changing needs of the community it serves. Therefore, the ability to measure the college's potential for institutional health lies in its capability to review and evaluate its instructional and service programs within the context of overall institutional effectiveness and to address identified needs accordingly.

II. Purpose of Program Review

For the Program Review process to be successful, it should serve as a mechanism for the assessment of performance that recognizes and acknowledges fulfillment of the college's mission, academic excellence, and student achievement, improves the quality of instruction and services, fosters self-renewal and self-study. Further, it should provide for the identification of under-performance and assist programs in achieving needed improvement. Finally, Program Review should be a component of college planning that will not only lead to better utilization of existing resources but also improve the quality of instruction and service. A major function of Program Review should be to monitor and pursue the congruence between the goals and priorities of the college; the outcomes the program publicizes in its course outlines, brochures, catalog, and other publications; and the actual practices in the program.

Important Note:

Clear, succinct language in the Program Review is recommended. The quality of program processes and outcomes, as thoroughly examined in the Program Review should be emphasized. Lengthy digressions from the specific questions may obscure this clear focus and should be avoided.

Program Review - Instructional Area

1. Program Mission Statement

A program's mission should include the program's purpose/primary functions, guiding values and principles, and key stakeholders. A good program mission statement is clear and concise, consistent with the Yuba College Mission and Vision, and connected to the program's own goals and objectives.

Helpful Links:

- Yuba College Mission, Principles, and Objectives: <https://bit.ly/3bOfpCG>

A. Provide a mission statement for your program that clearly and succinctly describes your program's purpose, motivations, and change it hopes to inspire.

2. Program Description

To address part A, consider including an organizational chart of your department.

A. Describe your program's structure and staffing.

- B. Provide a list and a brief description of the services and course offerings your program provides. Please include standard hours of operation or scheduling, alternative modes, and schedules of delivery (e.g., online, hybrid, early morning, weekend, and evening).

3. Institutional Alignment

Helpful Links:

- Yuba College Mission, Principles, and Objectives: <https://bit.ly/3bOfpCG>
- Yuba College Educational Master Plan: <https://bit.ly/3JR4Z1A>
- California Community College Chancellor Office Vision for Success Goals: <https://bit.ly/3PpLM89>

- A. Explain how this program supports the College's Mission and Principles.
- B. Describe how the program contributes to the achievement of Yuba College's Educational Master Plan Objectives.
- C. Describe how the program contributes to the achievement of the California Community College Chancellors Office Vision for Success Goals.

4. Reflection Since Previous Program Review

- A. Identify the point of contact for submission of this Program Review. Describe how the department's Program Review process ensured the collaborative input of all stakeholders. Who were the team members that helped complete the Program Review? How did each member contribute to the process?
- B. Describe how the program incorporated feedback received from the previous Program Review to improve the program as a whole and/or the quality of the Program Review document.
- C. Describe major accomplishments or changes in the program since the previous Program Review. D. Provide an overview of any significant challenges or barriers the program faces that affect its ability to accomplish goals or support students and student learning.

5. Facilities, Equipment and Technology

Helpful Links:

- Section 508, IT Accessibility Laws and Policies: <https://bit.ly/3JOpID2>

- A. Are the existing facilities utilized by the program adequate to support the program (e.g., room layout, office availability, lab space, and location of classes)? If not, please discuss what is necessary and why.
- B. Is the existing equipment adequate to support the program (e.g. relevant to the classrooms, offices, labs, computers, printers, and other office equipment)? If not, discuss what is necessary and why.
- C. Is the existing departmental/program technology adequate to support the program? If not, discuss what is necessary and why.
- D. Describe any facilities, equipment, and/or technologies the program has identified as not meeting Accessibility Standards, including Section 508, IT Accessibility Laws and Policies, and the steps taken by the department to meet current standards.

6. Outcomes

To generate outcomes data click the "Generate Data" button (blue) and choose to display data for all active courses or all active CSLOs. Only data entered from the previous 5 years will be displayed. PSLO data will only be generated if the mapping between CSLOs and PSLOs has been completed.

In the CSLO table please provide a short narrative for each CSLO that has been assessed since the last Program Review.

Action Plan: Describe any instructional changes, action steps, or objectives you will implement as a result of CSLO assessments. If none, please explain why.

Planned Assessment: If no data was available, identify what semester assessment will occur (i.e. Summer 2023 or Fall 2024).

Part A: "Closing-the-loop" refers to completing the entire SLO cycle, which means that departments meet to discuss data and create data-driven action plans for the improvement of teaching and learning in each course. Closing the loop activities refer to these departmental discussions. The department may also need to cut and paste SLO data recorded in TracDat for previous semesters. These can be found under "Course Planning / "Course SLOs" / "Results."

Part B: Highlight one or two of the most concerning CSLO data results from this cycle. Please quote the SLO, describe concerns, and then describe your action plan: instructional changes, action steps, or objectives. If you have had a chance to assess how well the action plan worked to improve teaching and learning, please describe that here also.

For more information about how to use CSLO assessments to devise "action plans" that implement "instructional changes, action steps, or objectives," see this "Closing the loop" document. Also, "Discipline Coordinators" can now record department action plans in eLumen under "Strategic Planning" / "Action Plans." See the document from eLumen for more information about recording action plans in eLumen.

Part C: Highlight strategies your department uses to ensure equity-minded assessment throughout the SLO assessment cycle. See this document for a description of the SLO cycle and specific strategies for equity-minded assessment.

Part D: Describe your approach to PSLO assessment. Highlight one or two PSLO data results over the last Program Review cycle. Please quote the PSLO, describe data results, and then describe any data-informed improvements made since the last program review. Also, if PSLOs and CSLOs are mapped in eLumen, an "SLO Performance Report" for PSLOs can be generated in eLumen by a discipline coordinator and attached to Program Review.

Helpful Links:

- Closing-the-loop PDF: <https://bit.ly/3JXwSoH>

- CSLO Performance Report Video: <https://bit.ly/3QCN94z>
- Recording Action Plans in eLumen: <https://bit.ly/3zUglHY>
- Equity Minded Practices in the SLO Cycle: <https://bit.ly/3phGSQ0>
- Yuba College PSLO Handbook: <https://bit.ly/3JR9CbY>
- Yuba College SLO Website: <https://bit.ly/3vZCsRw>
- Yuba College TracDat Login: <https://bit.ly/3SMOAPB>

Contact the Institutional Effectiveness Analyst or Outcomes Workgroup for support with SLO assessment or strategies for responding to this prompt.

Outcomes: CSLO Results and Action Plans - Instructional Areas

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CSLOs text	Aggregate Data percent	Benchmark percent	Action Plan text	Planned Assessment text

Outcomes: CSLO Narrative - Instructional Areas

- Provide a summary of the CSLO results and describe closing the loop activities since the last Program Review.
- Describe any instructional changes, action steps, or objectives you will implement as a result of CSLO assessments. If none, please explain.
- Describe how your department implements equity-minded assessment in the CSLO cycle.

Outcomes: PSLO Results and Action Plans - Instructional Areas

Outcomes: PSLO Results - Instructional Areas		
PSLOs text	Aggregate Data percent	Benchmark percent

Outcomes: PSLO Narrative - Instructional Areas

- Summarize the processes for PSLO assessment and describe any data considerations, assessment plans, and/or data-informed improvements made since the last Program Review. (If your program has not conducted PSLO assessment, outline a timeline for when assessment is expected to occur and what specific PSLOs you will be assessing.)

7. Program Data and Equity

The data to respond to this prompt can be found in PowerBI-Program Review Dashboard and the Answers Program Review data file (Excel spreadsheet).

Contact the Institutional Effectiveness Analyst for support in reviewing program data or help responding to this prompt.

- A. Review the program data, summarize results, and identify staffing needs (if applicable). Describe the steps taken to improve staffing by department/program, fulltime/associate/part-time faculty staffing, and demographic profile.
- B. Review the program data, summarize results and identify areas for improvement to increase department/program FTES, fill rates, and efficiency (FTES/FTEF).
- C. Review the program data and describe the steps taken to improve or sustain student enrollment rates by demographic profile. Compare the program's student demographics data to overall college student demographic data for student access, retention, and success, especially for disproportionately impacted student populations. Describe any achievement and/or equity gaps identified that affect your program. How are those gaps being addressed by the program to improve student access, retention, and success? What assistance and/or support does the program need from the college to achieve the program's objectives for reducing equity gaps and improving student success?
- D. Review the program data, summarize results and describe any steps taken to increase the number of degrees and certificates awarded by the program.

8. Collaboration, Morale, and Professional Development

In part D we are not seeking a list of all of the professional development faculty and staff have attended, but rather select a few events program faculty and/or staff have attended since the last Program Review that was especially impactful and spotlight it in the response.

- A. Describe efforts to promote positive morale and a collegial atmosphere in the department (e.g., involvement and respectful treatment of diverse faculty, staff, and students).
- B. Explain and provide examples of collaboration, dialogue, and planning between your department, other departments, and student services at Yuba College. What plans are there to sustain or expand these activities?
- C. Highlight and provide examples of institutional partnerships with other departments, schools, businesses, or community organizations, as appropriate.
- D. How does faculty stay current in their respective disciplines and with instructional methodologies? Highlight impactful professional development, including examples of FLEX activities and events attended by faculty and/or staff. Provide specific examples of how the strategies and/or practices learned through professional development activities contributed to improving the program and achieving college objectives.

9. Teaching Excellence

- A. Highlight and provide examples of how instructors enhance classroom activities (i.e. outside learning experiences).

10. Curriculum

Helpful Links:

- Yuba College Curriculum Committee Website: <https://bit.ly/3PkoPDw>
- Yuba College Sunset List: <https://bit.ly/3QmlunG>

- A. List major changes to degrees, certificates, and courses from previous Curriculum Review work.
- B. Refer to the Curriculum Committee Sunset List and provide a timeline to address any courses for your program identified in the Sunset List.
- C. Describe how college or state initiatives have influenced your department's curriculum development.

11. Future Plans

Helpful Links:

- Yuba College Educational Master Plan: <https://bit.ly/3JR4Z1A>
- California Community College Chancellor Office Vision for Success Goals: <https://bit.ly/3PpLM89>

- A. Identify short-term (1-5 years) and long-term (more than 5 years) program goals and describe strategies for addressing the goals, including timeline, budgetary requirements, and person(s) responsible. Describe how these goals support and align with the Yuba College Educational Master Plan Objectives and/or California Community College Chancellors Office Vision for Success Goals.

12. Suggestions

The Program Review Workgroup will use these suggestions to inform changes to the template. Please be as specific as possible.

- A. Provide any specific suggestions and/or feedback to improve this Program Review template for future cycles