

**ADDENDUM**  
**ACCREDITATION FOLLOW-UP REPORT**



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This addendum, details changes made since the printing of the Accreditation Follow-Up Report dated October 15, 2014. College Recommendation 3 has been added for the November 6, 2014 site visit.

## College Recommendation 3 (Program Review)

*As recommended in 2005, to meet the Standard, the team recommends, again, that the college strengthen program review to include a comprehensive and meaningful analysis of data with emphasis on disaggregated enrollment, program completion, success trends, and instructional delivery mode. Analysis should integrate the achievement of student learning outcomes. (I.B.3, II.A.1.b, II.A.1.c, II.A.2.a-b, II.A.2e, II.C.2.i, II.B.2, II.B.3-4, II.C.2, ER 10, Recommendations 2 and 3 from the 2005 Report)*

### **Findings and Evidence from Fall 2013 Follow-up Visit:**

*Program Review Data:* The College provides enrollment, success, and retention data disaggregated by race/ethnicity, age, and gender at both program- and college-levels. The College provides performance data by instructional delivery mode at the program and college levels; it does not provide course-level performance data by delivery method.

The evidence the College provided of program review data did not include completion data, although their Follow-Up Report described the inclusion of questions about completion of degrees, certificates, and transfer.

*Program Review Analysis:* The Curriculum Committee (which is responsible for program review), conducted an analysis of the program review rubric that the college had been using. Based on this evaluation, they determined that the template did not elicit the level of analysis the program review process demanded. In response to this exercise, they revised the program review template to require data analysis, including attainment of, progress toward, and barriers to high-quality program characteristics.

The revised program review template includes two questions about student learning outcomes: asking programs to note which of their course SLOs and PLOs were assessed in the past year, and how the assessment data influenced program or course improvement.

Team interviews confirmed that program reviews are a key piece in the prioritization process for the budgeting team and for planning groups, reflecting an improved integrated planning process. To improve program review quality, each program owner meets with his/her area Dean during the writing process to discuss areas for improvement and program needs. In addition, the College has developed a Program Review Evaluation Rubric which will be used to help improve the quality of content in program reviews.

### **Conclusion from Fall 2013 Follow-up Visit:**

Yuba College has made substantial progress in this area over the past year. The revised program review template, strengthened data and institutionalization of the process are evidence of the college's progress. The data has been substantially improved by providing disaggregated data for use in program review and supported the adequacy of its analysis. Although the data was strengthened, the team found the data provided was not formatted to be user-friendly and a greater level of disaggregation may be needed upon evaluation including the inclusion of course-level data to assist programs in fully analyzing trends and determining where improvements are needed, particularly by instructional delivery method. Additionally, the program review template is improved by the addition of the two questions about learning outcomes assessment. In addition to making the considerable changes to the templates and

data, the college was in process of completing its first year with these enhancements. The college has an annual evaluation of program review planned; however, the full cycle could not be completed prior to the team’s mid-fall visit.

While the evidence indicates the college had addressed this recommendation, it has only met the minimum requirements. The team recognizes the good faith effort and substantial progress that the College is making in this area, especially in the absence of an institutional researcher, but believes that the college needs to evaluate the process. In addition to the efficacy of the process and its integration in the Institutional Effectiveness model, the evaluation needs to pay special attention to data provided and if broader incorporation of learning outcomes assessment is needed. With regard to program review data, the evaluation needs to evaluate its ease of use, appropriate disaggregation, quality analysis and appropriateness of measures to meet US Department of Education student achievement guidelines. Additionally, as program-level completion data is an essential tool for measuring the productivity of a program in service to the students and the community, this data should also be included in the analysis.

### A. Summary of Progress and Accomplishments on Yuba College Recommendation 3

Key Issues Identified by the Commission	Accomplishments as of October 15, 2014
<p>Program data provided was not formatted to be user-friendly and a greater level of disaggregation may be needed upon evaluation including the inclusion of course-level data to assist programs in fully analyzing trends and determining where improvements are needed, particularly by instructional delivery method.</p>	<ul style="list-style-type: none"> <li>As a result of an assessment of the program review process, programs were provided with disaggregated data sets, including course level data, in an accessible, user-friendly form for the 2014-2015 Program Review update. (<a href="#">YR03.01</a>, <a href="#">YR03.12</a>)</li> </ul>
<p>The college needs to evaluate the efficacy of the program review process and its integration in the Institutional Effectiveness model, with special attention to data provided and if broader incorporation of learning outcomes assessment is needed.</p>	<ul style="list-style-type: none"> <li>The college conducted a user survey and after action report to evaluate the efficacy of the program review process. (<a href="#">YR03.02</a>, <a href="#">YR03.03</a>)</li> <li>The college incorporated the results of program review evaluation into a comprehensive Institutional Effectiveness report. (<a href="#">YR03.04</a>)</li> <li>The College appointed a Program Review task force to improve the efficacy of the program review process, including more attention to Student Learning Outcomes. (<a href="#">YR03.05</a>, <a href="#">YR03.06</a>)</li> </ul>
<p>The evaluation needs to evaluate its ease of use, appropriate disaggregation, quality analysis and appropriateness of measures to meet US Department of Education student achievement guidelines.</p>	<ul style="list-style-type: none"> <li>The college conducted a user survey and after action report to evaluate the efficacy of the program review process. (<a href="#">YR03.02</a>, <a href="#">YR03.03</a>)</li> <li>The college appointed a workgroup of the curriculum committee to evaluate the quality of completed program reviews and provide feedback to program review preparers. (<a href="#">YR03.07</a>, <a href="#">YR03.08</a>, <a href="#">YR03.11</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>• The college has posted a Research Analyst position, to be filled by Spring 2015, which will allow a more thorough assessment of how well programs are using data. (<a href="#">YR03.09</a>)</li> </ul>
<p>As program-level completion data is an essential tool for measuring the productivity of a program in service to the students and the community, this data should also be included in the analysis.</p>	<ul style="list-style-type: none"> <li>• The college took part in the District Program and Service Vitality Reporting processes, which required departments to report and reflect on internal data trends, including program completion. (<a href="#">YR03.10</a>)</li> </ul>

### B. Response to Yuba College Recommendation 3

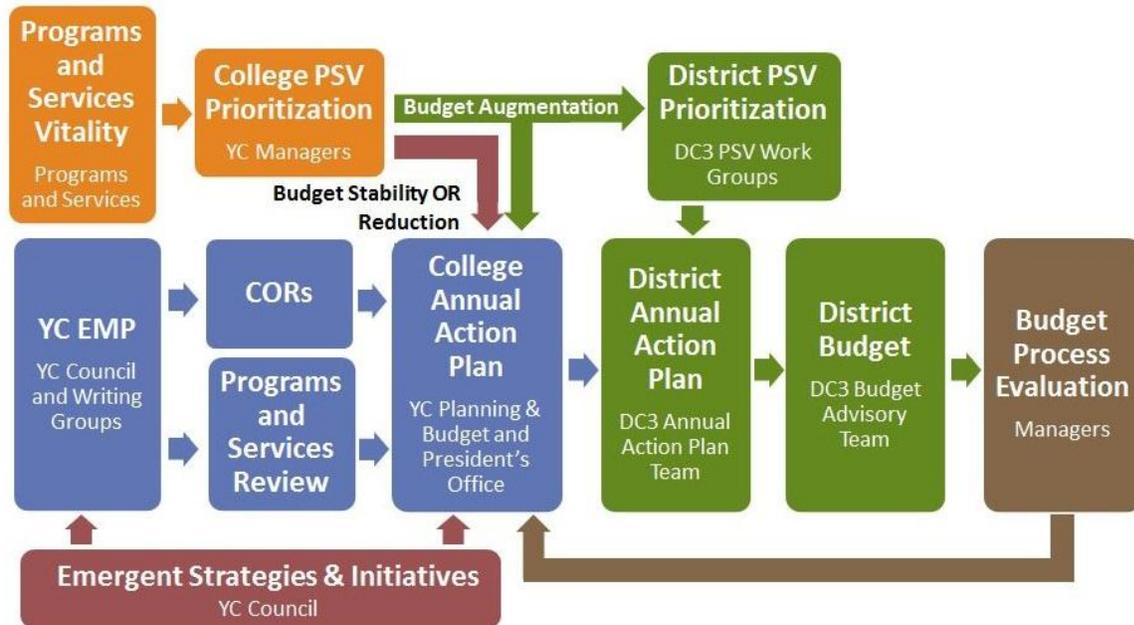
*Program data provided was not formatted to be user-friendly and a greater level of disaggregation may be needed upon evaluation including the inclusion of course-level data to assist programs in fully analyzing trends and determining where improvements are needed, particularly by instructional delivery method.*

In recognition of the fact that program review data was not in a user-friendly format, and that a greater level of disaggregation may be needed, the college administration hired an [interim Dean](#) (of Humanities) in the 2014-15 academic year who was specifically charged with data collection and presentation to assist programs in completing required reviews and reports. Simultaneously, the college formed [Program Review Taskforce](#) at the onset of the 2014-15 academic year, charged with reviewing both the content and format of the Programs and Services Reviews. Finally, the college has begun recruitment of [a research analyst](#), who will be charged providing much more assistance in data collection and data presentation for all reviews and reports.

The Program Review Taskforce decided to require only [an annual update](#) from all programs in the 2014-15 academic year while it evaluated and recommended improvements to program review content and format. It also set out to create a Services Review that is distinct from Instructional Program Reviews, creating a Programs and Services Review process. Furthermore, the Yuba College Council reconsidered the purpose of program reviews and decided to require a full Programs and Services Review, not every year as had been done during the last two academic years but every other year for CTE programs and every four years for all other programs.

Likewise, both the Program Review Taskforce and the Yuba College Council considered the purpose of the Program and Services Vitality (PSV) process--a district-wide process linked to resource allocation at both the college- and district-level--in relation to the Programs and Services Review process. Many of the questions in both the [Instructional PSV form](#) and the [Non-instructional PSV form](#) already require data and analysis of trends recommended by the visiting ACCJC team. The data and analysis from PSVs are already being used along side Programs and Services Reviews in the college's planning and allocation process, as illustrated below:

# Annual Operational Planning and Budget Cycle | 2014-15



Note how both Programs and Services Vitality Reports and Programs and Services Reviews feed into the College's Annual Action Plan. Because the YC College Council wished to avoid redundancy in the data and analysis garnered from both Programs and Services Vitality and Programs and Services Review--both of which take place in the fall semester, it approved a timeline and cycle to avoid redundancy and assist in coordination of data collection and analysis, as illustrated below:

## PSR and PSV Cycle

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Programs and Services Review</b>	Full Review: All Programs	Update: All Programs	Full Review: CTE and 1 <sup>st</sup> Half Programs Update: 2 <sup>nd</sup> Half	Update: All Programs	Full Review: CTE and 2 <sup>nd</sup> Half Programs Update: 1 <sup>st</sup> Half	Update: All Programs	Full Review: CTE and 1 <sup>st</sup> Half Programs Update: 2 <sup>nd</sup> Half
<b>Programs and Services Vitality</b>	All Programs	All Programs	None	All Programs	None	All Programs	None

4-Year Cycle

As illustrated above, when Programs and Service Vitality Reports are due, only Annual Updates will be due for Programs and Service Reviews. When full Programs and Services Reviews are due, no Programs and Services Vitality Reports will be due.

***The college needs to evaluate the efficacy of the program review process and its integration in the Institutional Effectiveness model, with special attention to data provided and if broader incorporation of learning outcomes assessment is needed.***

The College Effectiveness and Accreditation Committee administered a [Program Review Survey](#) in February 2014, receiving several responses to the following questions:

- In your opinion, what was the intention of the new program review format and approach?
- Whatever the intention, what do you think the actual outcome was in terms of this new format and approach?
- What were the positive and negative factors in this new process?
- What can be improved for next time?
- Please share any further thoughts you have on the form, process, or use of program review.

These responses were shared with the Program Review Taskforce, which has already begun to use this evaluation in its drafted [revision of Programs and Services Review questions](#), which now include much more substantial analysis of learning outcomes, specifically questions 2 through 7:

- How do your program's Student Learning Outcomes (SLOs) align with the education, demographic, and workforce needs of local communities?
- Please map your course SLOs to your program SLOs. Are your program's SLOs being adequately assessed through your courses?
- How has assessment of course SLOs led to improvements in student learning?
- How has assessment of program SLOs led to improvements in your department and program?
- How can you make your course and program SLO assessment processes more effective? Consider whether your expected outcomes are clearly defined and measurable.
- Do students have access to curriculum-specific support services that enhance student learning within your program for both face-to-face and DE instruction? If so, describe how these services increase student success and equity. If not, explain how these services could be provided?

The Yuba College Effectiveness and Accreditation Committee also completed an [After Action Review](#) of the 2013-14 Program Review form and Process. In the Yuba College [Institutional Effectiveness Report](#), 2013-14, produced by the College Effectiveness and Accreditation Committee on September 4, 2014, evaluated the efficacy of our current Programs and Services Review process on pages 13 through 15. According to the report, "The two biggest criticisms of the 2013-2014 Program Review process had to do with TracDat and the lack of data and data-analysis support provided to the faculty and staff responsible for preparing program review."

The Program Review Taskforce has drafted a proposed [reorganization of Tracdat](#) tabs and questions in Programs and Services Reviews. The college anticipates hiring a [research analyst](#) before the conclusion of the academic year to address the criticism of a lack of data and data-analysis.

The [Program Review Evaluation Rubric](#) was developed by the Yuba College Curriculum Committee in order to provide departments with information regarding the quality of completed Program Reviews. Unlike the Vitality rubric, the intention behind the Program Review Evaluation Rubric is not to create a

snapshot of program health or generate funding recommendations but rather to ensure the quality of completed program review submissions. By subjecting completed Program Reviews to the rubric, the curriculum committee is able to share information with academic programs that will allow them to improve their annual Program Review updates.

A large sampling of Program Reviews was tested against the rubric by an ad hoc working group of the Curriculum committee. This information was forwarded to the Vice President's office and uploaded in TracDat. The efficacy of the rubric and feedback will be fully confirmed once these departments access the information when completing full Program Reviews for 2015-2016.

***The evaluation needs to evaluate its ease of use, appropriate disaggregation, quality analysis and appropriateness of measures to meet US Department of Education student achievement guidelines.***

The College Effectiveness and Accreditation Committee administered a [Program Review Survey](#) in February 2014, which included questions about ease of use, required data and format. The Yuba College [Institutional Effectiveness Report](#), 2013-14, produced by the College Effectiveness and Accreditation Committee on September 4, 2014, evaluated the efficacy of our current Programs and Services Review process on pages 13 through 15. According to the report, "The two biggest criticisms of the 2013-2014 Program Review process had to do with TracDat and the lack of data and data-analysis support provided to the faculty and staff responsible for preparing program review."

To address the concerns of ease of use, the Program Review Taskforce has drafted a proposed [reorganization of Tracdat](#) tabs and questions in Programs and Services Reviews. The Taskforce has also drafted a proposed revision of the [Programs and Services questions](#), to ensure that SLOs and other relevant data not captured in the Programs and Service Vitality process are included. The college anticipates hiring a [research analyst](#) before the conclusion of the academic year to address the criticism of a lack of data and data-analysis.

***As program-level completion data is an essential tool for measuring the productivity of a program in service to the students and the community, this data should also be included in the analysis.***

The Yuba College [Institutional Effectiveness Report](#), 2013-14, evaluated the efficacy of our current Programs and Services Review process on pages 13 through 15. According to the report, one of the biggest criticisms was "the lack of data and data-analysis support provided to the faculty and staff responsible for preparing program review." To respond to this concern, [program completion data](#) was provided this academic year to all programs and services conducting their annual updates. Explanation of how to access and use this data was provided at an [All College Meeting](#) on September 12, 2014. Additionally, program-level completion data is addressed in the [Instructional PSV Reports](#), which are used in our college annual action plans. Specifically, the following questions address this measure of productivity:

1. Include data of the 2-year enrollment trend within your program.
2. Include data of the course fill rate (enrollment/capacity) within your program.
3. How many degrees and certificates did your program award last year?
4. How many degree/certificate applicable courses are offered in your program? What percent of your courses are degree/certificate applicable?

5. How many transferable courses are offered in your program? What percent of your courses are transferable?

In these ways, Yuba College is ensuring that data and data-analysis are significant components of our planning and self-evaluation processes.

## Appendices

### College Recommendations Evidence

#### College Recommendation 3:

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<a href="#">YR03.01</a>	Program Review Data
<a href="#">YR03.02</a>	Program Review After Action Report Survey
<a href="#">YR03.03</a>	Program Review After Action Report
<a href="#">YR03.04</a>	YC Institutional Effectiveness 2013-2014
<a href="#">YR03.05</a>	Task Force Roster Email
<a href="#">YR03.06</a>	Program Review Project Team Draft Program Review Questions
<a href="#">YR03.07</a>	Program Review Evaluation Rubric
<a href="#">YR03.08</a>	Program Review Feedback 2013-2014
<a href="#">YR03.09</a>	Research Analyst
<a href="#">YR03.10</a>	Program Services Vitality
<a href="#">YR03.11</a>	Program Review Feedback 2013-2014 (Copy of History)
<a href="#">YR03.12</a>	Program Review Data (Copy of Political Science)