Evidence of Meeting the Standard

Yuba College's (YC's) mission, values, and strategic directions demonstrate its commitment to student learning and achievement. In conjunction with District Board Policy (BP) 1200, the college mission guides the purpose and actions of all programs and services as evidenced by program reviews (I.A.1-1 Board Policy 1200: District Mission). The recently adopted Integrated Planning (IP) Model also plays an important role in the commitment to student learning and achievement (I.A.1-2 Integrated Planning Model 25 Aug 2017). The IP model circles around the college mission, and guiding and core principles. The college is committed to a full institutional effectiveness cycle by effective planning, implementation and adjustment of plans, assessment and reporting of plan outcomes, and reflection and dialogue of planning in order to ensure continual improvement. Periodically, the College reviews its mission to ensure it is meeting the needs of the community it serves and it guided by the district mission statement. The Yuba Community College District's (YCCD's) mission, as articulated in BP 1200, underlines commitment to broad educational purposes, defines the district student population, and clearly states its dedication to student learning and student achievement. The District mission statement reads:

The mission of the Yuba Community College District is to serve the formal and informal educational needs to the extent possible under the State’s legal charge and available funding, providing the environment for students and faculty necessary for the pursuit of knowledge, wisdom, and truth, and the communication of knowledge and its interpretation.

• The mission of the YCCD is to serve the educational needs of a diverse community.
• The primary mission of the YCCD is to provide rigorous, high-quality degree and certificate curricula in lower-division arts and sciences and in vocational and occupational fields, as well as business-focused training for economic development.
• An essential and important function of the District is to provide remedial instruction, English as a second language instruction, and support services that help students succeed at the postsecondary level.
• Additionally, an essential and important function of the District is to provide adult noncredit educational curricula in areas defined by the State.
• An authorized function is to provide community service courses and programs compatible with the institution’s ability to meet its obligations in its primary mission.
• The District may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions.

The 2017 Yuba College mission statement reads:

Yuba College prepares a diverse student population to excel in a rapidly changing, interdependent world. Our quality programs and student services empower students to achieve their educational and life goals by providing counseling, transfer preparation,
associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning. We respond to the diverse educational, cultural, and economic needs of our community by promoting individual potential through effective teaching and learning in an inclusive environment.

Yuba College's Corresponding Core Principles are:

- Student Success
- Excellence in Teaching and Learning
- Workplace and Classroom Equity
- Inclusion and Diversity
- Campus Life
- Integrity
- Personal and Social Responsibility
- Collegiality and Collaboration
- Open, Respectful Dialogue
- Data-informed Decision Making
- Innovation
- Community Partnerships

**Broad Educational Purposes**

The current College mission statement, approved by College Council on March 14, 2017, describes the institution’s broad educational purposes of preparing a diverse student population to excel in a rapidly changing and interdependent world, empowering students to achieve their educational goals, providing opportunities for lifelong learning, and responding to the diverse educational, cultural, and economic needs of our community (I.A.1-3 Mission, Values, Goals 03/14/17). As an open access institution of higher education within the California Community College System and as a gateway to the world, the College provides comprehensive quality educational programs.

**Intended Student Population**

Yuba College's mission identifies its student population by their diversity and potential educational goals. The Educational Master Plan (EMP) (I.A.1-4 Educational Master Plan, 2013-2019, EMP, pg. 20), Fact Book (I.A.1-5 Fact-Book Fall-2016), and ASPEN report (I.A.1-6 Aspen Report Sep 26 2016 (see page 10)) describe the student population in terms of demographic, economic, social, cultural, and potential educational goals (e.g., lifelong learning, basic skills, career, workforce training, certificates, associates, and transfer). The Distance Education (DE) Committee’s objective report also defines the student population to include distance learners (I.A.1-7 DE Committee COR). The college's adoption of the Umoja and Puente programs demonstrates a strong focus in improving outcomes for specific student populations it serves (I.A.1-8 Umoja and Puente Learning Communities). All of these are within the district's policy of meeting the needs the educational needs of a diverse community.

**Degrees and other Credentials**

The mission statement describes the types of degrees and other credentials offered by the College. This is expressed as a commitment to providing "counseling, transfer preparation, associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning." The mission also describes the broad categories of instructional programs and this is reinforced by the institutional catalog, which outlines the intended outcomes for each individual degree, certificate, or career-specific field (I.A.1-9 2016-17 Catalog (see degrees and other credentials). The educational program prepares students for
transfer to baccalaureate-granting institutions, for entry into the job market, or for further career
development.

Commitment to Student Learning and Student Achievement

An institutional commitment to student learning and student achievement is evidenced by the
matriculation and counseling services students receive, the continuous improvement of student
services and academic programs through program reviews, ongoing investment in professional
development of staff and faculty, the implementation and evaluation of Student Learning
Outcomes (SLOs) and Service Area Outcomes (SAOs) and the implementation and improvement
of our distance education offerings (I.A.1-10 SLO Handbook). YC has performed the necessary
research to develop the EMP, Student Handbook (I.A.1-11 2017-18 Student Handbook), Course
Catalogs, Curriculum Handbook (I.A.1-12), SLO Handbook, Staff Development, Course Outline
of Record (CORs), and DE Committee CORs (I.A.1-13 Staff Development COR) within the past
three years. Each of these was created with a commitment to student learning and achievement as
a central goal. Committees such as the Student Success and Support Program (SSSP) Committee
and Basic Skills Initiative are further evidence that the college is committed to student learning
and achievement (I.A.1-14 2016-2017 SSSP Committee Purpose Statement, I.A.1-15 BSI

Analysis and Evaluation

The College's and the District's mission statements accurately describe the institution's broad
educational purpose, intended student population, types of degrees and other credentials offered,
and its commitment to student learning. The College's mission specifically states it is inclusive
and serves a wide range of student interest and needs. The mission also asserts the institutional
commitment to providing quality programs and its commitment to student learning and
achievement. Continuous improvement to ensure quality programs and excellence in teaching in
learning is clearly articulated in the College's Mission and Values Statements.

Evidence Cited

I.A.1-1 Board Policy 1200: District Mission
I.A.1-2 Integrated Planning Model 25 Aug 2017
I.A.1-3 Mission, Values, Goals 03/14/17
I.A.1-4 Educational Master Plan, 2013-2019, EMP, pg. 20
I.A.1-5 Fact-Book Fall-2016
I.A.1-6 Aspen Report Sep 26 2016 (see page 10)
I.A.1-7 DE Committee COR
I.A.1-8 Umoja and Puente Learning Communities
I.A.1-9 2016-17 Catalog (see degrees and other credentials)
I.A.1-10 SLO Handbook
I.A.1-11 2017-18 Student Handbook
I.A.1-12 Curriculum Handbook 2015
I.A.1-13 Staff Development COR
I.A.1-14 2016-2017 SSSP Committee Purpose Statement
I.A.1-15 BSI Committee Charter 2016-2017
I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
The College uses evidence and data to support its mission. The research analyst at the Office of the Vice President provides data and a variety of reports to the College and district stakeholders and members of the public. This data is related to college planning and decision making, student learning outcomes, student success, program and services reviews, as well as government-mandated reporting. YC systematically uses data grounded in the Completion by Design framework (I.A.2-1 Completion by Design Framework) to determine how effectively it accomplishes its mission, as exemplified by development of the Educational Master Plan (EMP) (I.A.2-2 EMP Overview (ppt)), Institutional Effectiveness Report (IER) (I.A.2-3 IE Report, 2015-2016), Program Reviews (PRs) (I.A.2-4 Sociology Program Review), YC Integrated Planning (IP) Model (I.A.2-5 Institutional Planning Model 25 Aug 2017), and the ASPEN report (I.A.2-6 ASPEN Institute Feedback Report 2016).

The EMP creates a roadmap outlining the future direction of the college, devises strategies to help reach goals, and defines how to measure success along the way. The EMP helps guide decisions and is the document linking the budget to planning. Writing the EMP required a synthesis of the College's guiding and core principles and mission and typically incorporated data about enrollment, community demographics, labor market projections, and student needs (I.A.2-7 College Council minutes of development of measurable EMP College objectives and actions Minutes College Council March, 2017). The development of the EMP objectives, multiple measures for placement examinations, and the Pathways projects are examples of how data analysis impacts institutional priorities. Noting low transfer rates of students led YC to host workshops to design pathways and apply to be a part of the Foundation for California Community College's California Pathways Project (I.A.2-8 Guided Pathways Application). YC was selected to be one of twenty college selected to participate. Some other programs that were developed in relation to students needs are the EOPS Summer Bridge Program and Math Boot Camp. The EOPS summer bridge program has had very promising results for the last 3 years (I.A.2-9 BSI Action Report on EOPS Summer Bridge Program). Summer Bridge depend largely on BSI funding to conduct the program and the college would like to scale it up to include college and transfer level courses in attempts to see larger returns for their students. Math Boot Camp has also seen positive results, but has a low participation rate. YC would like to continue to promote the program and increase participation because students do place much higher on the math placement test after the program (I.A.2-10 BSI Action Report on Math Boot Camp).

The IER focuses on academic quality, student success, enrollment management, the strategic planning and budget process, shared governance, and evaluation and research processes. The purpose of this report is to assess the College's institutional effectiveness in order to make recommendations for continuous improvement (I.A.2-11 IE Report, 2015-2016).

The development and reflection of PRs help the college accomplish its mission. Program reviews are completed every 2 years for CTE programs and every 4 years for all non-CTE programs. As part of the Program Review process, each program and department must address how its goals connect to the institution as a whole and they align and support the college mission and guiding and core principles. Program Review disaggregates data to determine student success gaps. The
College has implemented Student Success and Support Plans (SSSP) (I.A.2-12 SSSP Plan) to find the impact that orientation, placement, assessment, and development of the education plans, counseling, and advising have on students. The department and programs provide adequate reflection on progress the department has made in achieving their stated goals over the previous year. In addition, the department and programs provide a detailed analysis of their Program Review data and identify areas in which students' needs could be met.

In April 2016, YC worked with the Aspen Institute College Excellence Program to identify opportunities to improve student success. The ASPEN report is evidence of an in-depth assessment regarding the college's plan to continue to achieve its mission and meet students' needs. Data has been compiled and analyzed for the development of the college plans and reports. The subsequent report offers a broad set of recommendations in six specific domains: institutional culture, completion, learning, transfer and bachelor's degree attainment, equity, and labor market success. This feedback report was based on information gleaned from extensive document review, significant data analysis, and in-person site visit interviews (I.A.2-13 ASPEN Institute Feedback Report 2016).

On March 14, 2017, the IP Model was adopted. Data is the critical component for this model, and guides planning and improvement, implementation and adjustment, assessment and reporting, and reflecting and dialogue. The College's mission is the driving force in the creation of the College's goals [see I.A.3], which are focused on meeting the educational needs of students. To meet the identified goals, measurable actions are identified and monitored annually. In addition to the overall college goals, each department and program develops individual goals and objectives, the main focus of which is to improve processes and services for our students through program reviews. Similarly, committees also use the college goals as a lens of analysis. The Basic Student Initiative (BSI) Committee (I.A.2-14 BSI Committee Minutes Evaluating Requests), for example, evaluates funding requests based on their relevance to multiple committee Student Learning Outcomes (SLOs), which are, in turn, based on the College's goals.

Categorical programs, such as Student Support and Success (SSS), Student Equity Program (SEP) (I.A.2-15 Student Equity Plan), and BSI also use data to determine their program and project effectiveness in meeting the educational needs of students. These programs, along with the California Pathways Project that YC was selected to participate, are also evidence of responding to student achievement data in order to increase learning and achievement.

The summary reports of Community College Survey of Student Engagement (CCSSE) is a survey conducted by the University of Texas, and is administered at Yuba College every other year beginning in 2016. The summary reports created by the Office of Research, Planning and Student Success categorize survey questions into three reports based on the six Student Support (Re)defined categories (I.A.2-16 CCSSE Report).

- Directed and Focused
- Nurtured and Valued
- Engaged and Connected

Additional data gathered at the college include the Graduation Survey conducted each Spring. The Graduation Survey asks students petitioning for graduation to reflect on their experiences at Yuba College and share their plans moving forward. Revisions to the survey instrument were recently made based on feedback from stakeholders from within the service areas. Revisions include the addition of questions related to the effectiveness of communication methods utilized by the college and qualitative prompts to identify obstacles and supports students encountered or experienced while at Yuba College (I.A.2-17 Graduation Survey).
Yuba College also participates in the College Employee Satisfaction Survey (CESS), and is conducted every other year to gauge the climate of the college through the lens of employees. The data collected with this survey allows the college to see which issues are most important to our campus employees which help us identify priorities. Assess our employees' attitudes toward our institutional mission and goals. Reveals key data about the work environment our employees are exposed to on campus. Lastly, we are able to learn the most effective ways to keep your employees satisfied, productive, and engaged (I.A.2-18 CESS Report).

The annual setting of the IEPI Goals is another example of how Yuba College reviews their state outcomes data to assess the progress made in achieving improvements in student outcomes and success. Suggestions for goals are developed by CEAC and then sent for approval by College Council and the College President (I.A.2-19 IEPI Goals).

During the 2016-17 academic year, Yuba College decided to leverage AEBG funds to support the development of data dashboards for the college by a private contractor. The dashboards are scheduled to be produced in three phases beginning with Program Review dashboards that will make the program review data more digestible for faculty and staff responsible for completing the Program Review. The first phase of dashboards are scheduled for completion during Fall 2017. These Program Review dashboards will be available to the public and constantly updated to provide the most up-to-date information for faculty, staff, and the public. In conjunction of the development of data dashboards, the Yuba College Office of Research, Planning and Student Success will be organizing data literacy workshops that should improve the campuses confidence in gathering and interpreting data as well as increase their ability to utilize data in a productive way (I.A.2-20 Data Dashboard Development).

Another indicator of the College's deep commitment to the use of data is the fact that the Dean of Student Success and Institutional Effectiveness is currently being hired to facilitate all College planning activities aligned with the college's Mission and Guiding and Core Principles and keep momentum going on projects such as data dashboards that will make it easier for the campus to access data on student success and achievement (I.A.2-21 Dean of Student Success Job Description).

Analysis and Evaluation
Yuba College uses data to determine how effectively it is accomplishing its mission. Moreover, the educational mission directs institutional priorities and ensures that the organization is meeting the educational needs of its students. Data is collected and published in a variety of reports that are communicated to all campus constituent groups through program reviews (programs and department reviews) and college documents. The EMP and IER are examples of the reporting undertaken by the College. These reports are written every two years provide an in-depth analysis of academic quality, student success, enrollment management, strategic planning, budgeting, evaluation and research processes.

Evidence Cited
I.A.2-1 Completion by Design Framework
I.A.2-2 EMP Overview (ppt)
I.A.2-3 IE Report, 2015-2016
I.A.2-4 Sociology Program Review
I.A.2-5 Institutional Planning Model 25 Aug 2017
I.A.2-6 ASPEN Institute Feedback Report 2016
I.A.2-7 College Council minutes of development of measurable EMP College objectives and actions Minutes College Council March, 2017
I.A.2-8 Guided Pathways Application
I.A.2-9 BSI Action Report on EOPS Summer Bridge Program
I.A.2-10 BSI Action Report on Math Boot Camp
I.A.2-12 SSSP Plan
I.A.2-14 BSI Committee Minutes Evaluating Requests
I.A.2-15 Student Equity Plan
I.A.2-16 CCSSE Report
I.A.2-17 Graduation Survey
I.A.2-18 CESS Report
I.A.2-19 IEPI Goals
I.A.2-20 Data Dashboard Development
I.A.2-21 Dean of Student Success Job Description
I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
At all times, the College's mission statement guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement. The College has established mission-driven, strategic directions as seen in the college catalog (I.A.3-1 Catalog pg12):

1. STUDENT SUCCESS AND ACHIEVEMENT: Support an inclusive learning environment that enables all students to achieve their educational goals by promoting Connection, Entry, Progress, and Completion.

2. TEACHING AND LEARNING AND SUPPORT SERVICES: Develop and scale innovative educational practices that enhance student learning and completion.

3. COLLEGE PROCESSES AND SYSTEMS: Steward our resources through data-informed practices that continually improve service and increase efficiency.

4. CULTURE AND CLIMATE: Build a college-wide sense of community through collaboration, professional development, and inclusion.

5. COMMUNITY LEADERSHIP AND ENGAGEMENT: Strengthen and develop partnerships to meet the educational, workforce, and cultural needs of our community.

The YC Integrated Planning Process (IP) (I.A.3-2 Integrated Planning Model 25 Aug 2017) systematically promotes alignment with the mission and continuous improvement through an iterative cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance. The College's mission guides planning, and is the basis for the Educational Master Plan (EMP) (I.A.3-3 EMP). On March 17, 2017, the Yuba College Council approved the College's current IP Model, which refers to the interconnected applications and processes of planning and decision-making within the college. This holistic model links the strategic and operational planning process.

Key steps in the IP process, which include broad-based constituent participation, are: (1) creation of plans, (2) implementation of the plans, (3) evaluation of progress, and (4) update and modification of strategies to support continuous improvement. At the College there are three types of plans: Institutional Plans (i.e., Educational Master Plan, Facilities Master Plan, Staffing Plan), Multi-Unit Plans (i.e., Student Equity or Staff Development Plans), and (3) Departmental Plans (i.e. Program Review). In the coming year, the College will work to enhance alignment in all of its planning documents through the revised IP model and processes. The planning and decision-making in the development and implementation of the Student Equity Plan (SEP) (I.A.3-4 Student Equity Plan) and the Student Success and Support Program Plan (SSSPP) (I.A.3-5 SSSP Report) could not be possible without the core purpose and focus of the mission. Fundamentally, the purpose of planning and resource allocation is to support the continuous improvement of student learning and the attainment of the College's mission. Foundational to this process is the regular assessment of student learning outcomes and analysis of disaggregated student learning and achievement data. Driving the development of both institutional, program and course level planning, and unit level planning is a commitment to academic excellence and ensuring that all students achieve their educational goals. Student Learning Outcomes (SLOs)
assessment is the mechanism for creating an academic culture dedicated to improving the quality of student learning and success (I.A.3-6 SLOs). SLO assessment is a continuous process focused on understanding and improving student learning. Regularly assessing and analyzing student learning allows faculty to promote student success through best practices. Student learning assessment also makes expectations and standards explicit, provides a process to evaluate how well student performance currently meets those expectations and standards, and facilitates the improvement of performance. SLO assessment represents data-driven evaluation of teaching and learning, with the purpose of informing educational planning and improvement. The SLO Committee at the College is continuously working to improve assessment practices.

Further, the SLO assessment is linked to the College’s Program Review (PR) process. PR is a planning and self-examination process designed to help academic, student service, and administrative programs better serve students (I.A.3-7 Program Reviews). It facilitates the examination of the effectiveness of all academic and student service programs and includes recommendations on how to improve things such student learning, curriculum development, and program design. The College Program Review process is used to identify resources needed to implement proposed changes. The review reports ask departments to assess: (1) how their program aligns with the College mission, (2) their student learning outcomes and achievement data, (3) the quality of the curriculum, and (4) enrollment trends. Academic departments are also using disaggregated student success and achievement data to evaluate historical performance, and to make recommendations about how to improve academic quality and promote innovative change.

The Program Reviews cycle requires all Career and Technical Education (CTE) programs to perform a full Program Review every two years, and all non-CTE programs every four years. All programs are required to perform an annual update every year except the year of a full program review, and at this stage, must be aligned with the College mission. Alignment with the college mission is also corroborated through a Program Review Feedback process. This process was successfully initiated in the 2015-16 academic year with all CTE programs (I.A.4-8 Program Review Timelines).

Yuba College's (YC's) programs and services are not only aligned with its mission through the development and assessment of program reviews, but are also aligned through the curriculum development and review process. Instructional programs must comply with the curriculum requirements, the objectives of which are to fulfill the College mission (I.A.3-9 Program Relationship to Mission) (see Program Relationship to Mission), as well as regulations mandated by applicable state and local governing bodies. The Curriculum Handbook (I.A.3-10 Curriculum Handbook) demonstrates the intent of meeting the college objectives and goals, which are a clear reflection of the college mission. The Handbook is a living document that may be changed by the Curriculum Committee Co-Chairs or the Curriculum Support Coordinator to reflect the current mission statement. New or updated programs must confirm that the stated goals and objectives are consistent with mission of the College.

Resource allocation at the College is always done with the mission in mind. The District Consultation and Coordination Council (DC3) reviews the State Budget and plans a budget that can address the current and future costs of current staffing, programs and services. The College utilizes the EMP (I.A.3-11 EMP) in developing expenditure budgets in order to have a contingency reserve for addressing projected revenue shortfalls and expenditure overruns. The College's adopted IP Model revolves around the college's mission and the components needed for the resource allocation are the mission and a plan of action. The Yuba College Planning and
Budget Committee has drafted a “Program Recommendation / Augmentation Request” process to make Program Review the guiding document in funding program recommendations. The figure below illustrates the workflow for prioritizing requests through four levels of review before submission to the college president. Additional information of the process can be found in I.B.9.

![Workflow Diagram]

**Analysis and Evaluation**

As prescribed in the Standard, institutional decision-making, planning, and resource allocation and institutional goals for student learning and achievement at YC are informed by the mission, as evidenced by development of the EMP and other multi-unit plans (Equity, SSSP, etc.). The objectives of the EMP document are to fulfill the College's mission, provide the foundation for strategic planning and decision-making in the overall college infrastructure, staff, and resources, and to provide a framework for making decisions about program offerings and services. The Program Review process is a crucial component for decision-making, planning, and resource allocation to support the mission. Through these processes, the college and each program or service engages in continual self-evaluation and reflection, efforts which positively impact student learning by analyzing and prioritizing the resources needed to support student learning and achievement which is a key component of the mission, values, and strategic directions.

**Evidence Cited**

I.A.3-1 Catalog pg12
I.A.3-2 Integrated Planning Model 25 Aug 2017
I.A.3-3 EMP when completed
I.A.3-4 Student Equity Plan
I.A.3-5 SSSP Report
I.A.3-6 SLOs
I.A.3-7 Program Reviews
I.A.4-8 Program Review Timelines
I.A.3-9 Program Relationship to Mission
I.A.3-10 Curriculum Handbook
I.A.3-11 EMP when completed
Evidence of Meeting the Standard
The College mission statement was last reviewed by constituents and approved by the Yuba College Council (YCC) on March 14, 2017 (I.A.4-1 2017_03 14 Minutes_YCC), then widely published through the College Catalog (I.A.4-2 YC Catalog), the EMP (I.A.4-3 EMP, 2013-2019 pg21), the College webpage (I.A.4-4 YC Mission Webpage), and multiple locations on both campuses (I.A.4-5 Poster that Theresa will be creating that is posted across the campus). The College’s current systematic planning cycle demonstrates a regular mission review every three years (I.A.4-6 Guide to Integrated Planning and Institutional Effectiveness 2013-2014), and provides opportunity for revision when necessary, as evidenced by the current revision and adoption of a new mission statement. The mission is reviewed as part of the EMP update, which is also conducted every three years (I.A.4-7 Mission Statement Review Process).
During Fall 2016, the College conducted three compression planning sessions (I.A.4-8 August Compression Planning Report, I.A.4-9 September Compression Planning Report, I.A.4-10 October Compression Planning Report), with a number of stakeholders (eighty-two faculty and staff), to generate cornerstones, which were used to update the college's mission. Data collected from the compression planning sessions was utilized by the YCC to develop a mission draft (I.A.4-11 Draft YC Mission_Vision & Values Survey). Input was requested from all faculty, staff, administrators, and the Associated Students of Yuba College (ASYC) (I.A.4-12 ASYC Agendas, Email, and Survey), in order to finalize the mission. The survey results demonstrate that the majority of the stakeholders who responded to the survey agreed or strongly agreed that the mission was strong (I.A.4-13 Survey Results on Mission).
The College's revised mission statement is more concise and is developmental in nature. It reflects the services, the opportunities, and the empowerment students have access to through the College. The mission clearly expresses the College’s commitment to the diverse educational, cultural, and economic needs of the community.
The YC approved mission statement was the YCCD board of trustee's agenda for the September 14, 2017 meeting with the recommendation to approve the revised YC mission statement (I.A.4-14 Sep 14, 2017 - Regular Board Meeting, Agenda Item for YC Mission).

Analysis and Evaluation
Yuba College systematically reviews its mission statement and publishes the College mission statement through widely-used publications such as the Catalog, Schedule of Classes, the Educational Master Plan, the Guide to Integrated Planning and Institutional Effectiveness, the College's webpage, and in various buildings and classrooms.
In a self-evaluation against the Standard, the College examined how its mission statement is periodically reviewed and updated as necessary. After an inclusive vetting process involving compression planning sessions and student, staff, and faculty surveys, the YCC approved the revised Yuba College Mission, Guiding Principles, and Core Principles on March 14, 2017. The YCC will review the college mission every three years.

Action Plan
The Yuba College March 2017 approved revised mission statement will be taken to the YCCD Board of Trustees for their review and approval during the 2017-2018 academic year.

Evidence Cited
Poster that Theresa will be creating that is posted across the campus

Mission Statement Review Process

August Compression Planning Report

September Compression Planning Report

October Compression Planning Report

Draft YC Mission, Vision & Values Survey

ASYC Agendas, Email, and Survey

Survey Results on Mission

Sep 14, 2017 - Regular Board Meeting, Agenda Item for YC Mission
I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
Yuba College engages in ongoing, substantive, and collegial dialogue of the institution's mission, goals, and objectives, and qualitative and quantitative data relating to: student access, retention, and success; student equity; resource allocation of human, fiscal, and other resources. The College's objectives emphasize planning, implementation, ongoing evaluation, reflection, and enhancement of current educational practices and support services at the institutional, program, course, support service, and resource levels, as evidenced in the EMP (I.B.1-1 EMP) and the Guide to Integrated Planning and Institutional Effectiveness report (I.B.1-2 IE Report).

Through focused dialog, assessment, review, feedback, and continuous quality improvement, the College works to identify gaps in student achievement and effectively address student needs. The College's dedicated engagement in student-centered dialogue and communications throughout the campus and community helps create an open, respectful, and empowering atmosphere for staff and students and promotes an inclusive, proactive, and innovative collegiate environment.

The College is one of 20 California community colleges chosen to participate in training beginning fall 2017 on the Completion by Design, CCC Guided Pathways Project. The goals of the Guided Pathways initiative are:

To improve rates of college completion, transfer, and attainment of jobs with value in the labor market—and to achieve equity in those outcomes.

The CCC Guided Pathways Model includes the following four dimensions: clarify paths to meet student end goals; help students choose and enter an academic pathway; help students stay on their path; ensure students are learning. The College's participation in Guided Pathways training is part of the College's IEPI objectives, in which the College will determine the functionality and feasibility of Guided Pathways and make recommendations based on the institution's findings towards integrating the Guided Pathways model to help facilitate student entry, retention, and success.

Learning Outcomes
Collegiate dialogue informs planning, assessment, review, and improvement of student learning outcomes (SLOs). Several college committees are part of the College's Institutional Planning process and review of SLOs, including the Curriculum Committee (CC), the College Effectiveness and Accreditation Committee (CEAC), and the SLO Committee.

The Curriculum Committee (CC) oversees curriculum review consistent with Administrative Procedure (AP) 4020 (II.B.1-3 AP 4020), and outlined in the Curriculum Handbook (I.B.1-4 Curriculum Handbook). The CC charter describes the committee's role in relation to student learning: to promote development of curricula and courses that meet the identified needs of the students, community, regional work places, and global society (I.B.1-5 Curriculum Committee Charter). The CC uses the College's curriculum management system, CurricUNET, to review new and changed programs and courses, all of which must include appropriate SLOs in order to obtain approval from the committee.

The CEAC oversees the College's annual program and services review process to ensure it reviews, maintains, and improves on institutional performance standards for student achievement. An important aspect of the review process is identification and evaluation of program and service goals and outcomes, as those aspects relate to student learning for
Institutional Student Learning Outcomes (iSLOs), Program Student Learning Outcomes (pSLOs), Course Student Learning Outcomes (cSLOs) and Service Area Outcomes (SAOs) (I.B.1-6 *Institutional SLOs*, I.B.1-7 *Program SLOs*). The SLO Committee works with division deans, program directors, faculty, and support services staff to establish clear and consistent SLO reporting policies and practices at the institutional, program, services, and course levels. In 2016-17, Committee members updated the SLO and SAO Handbooks, providing online links to each for administrators, faculty, and staff (I.B.1-8 *SLO Handbook*, I.B.1-9 *SAO Handbook*). The Committee assigned each member to specific programs as a liaison, providing "closing the loop" instruction, group workshops, and ongoing support for TracDat mapping, assessment, reporting, review, and planning of learning outcomes. As a result, the College achieved its IEPI goals for improving SLO reporting: in 2015-16, 60% of programs reported SLOs; in 2016-17, SLO reporting increased to 91%. Overall, between 2015-2017, all but a handful of courses have been assessed. These results reflect the College's commitment in meeting the ACCJC guidelines for learning outcomes processes.

The SLO Committee coordinates SLO processes, including cyclic institutional, program, service, and course SLO communication, training, planning, assessment, reporting, and improvement. The Office of Planning and Research works with the SLO Committee to monitor SLO compliance. In addition, the College recently approved a 40% faculty release-time position, a SLO Coordinator, demonstrating its commitment to SLO assessment (I.B.1-10 *SLO Coordinator Job Description*). This position helps to promote a campus culture that utilizes systematic evaluation of student learning for decision-making and continuous quality improvement at all levels. Though initially assigned a 20% release time, this position was increased to 40% release time starting 2016-2017. The SLO Coordinator chairs the SLO Committee and also serves on the CEAC.

Ongoing dialogue and training about SLOs occurs at the College through a variety of Flex and professional development activities held via Professional Development Days, convocations, online workshops, and regional conferences. The Academic Senate President-Elect also serves on the SLO Committee as a liaison in order to sustain and strengthen student learning and success throughout the College.

In addition, the Staff Development Committee was formed to evaluate current faculty and service personnel training, develop workshops, conferences, and events that address the continuing education needs of College staff. The committee focuses on equity-driven initiatives for ongoing staff training that aligns with the institution's mission of providing quality, innovative programs, courses, and services for our students. For example, the Staff Development Committee provides professional development opportunities for faculty and service support staff on SLO training, including SLO assessment, TracDat reporting, and planning of SLOs (I.B.1-11 *Staff Development Plan*). Results from the College’s self-assessment of institutional practices during 2016-17 highlighted significant examples of improvement regarding best practices centered on student equity and academic quality. In the Math, ECE, and PE Programs, the following changes were made: application of embedded tutoring for courses, inclusion of instructional associates to provide additional support for students, the extension of tutoring hours in the Student Success Center, development of a student workshop series and Book Lending Program, Math boot camps, and a NCLEX nursing exam prep course.

*Student Equity*
Continuous and focused dialogue at the College regarding student equity has increased in recent years, in part due to the presentation of disaggregated achievement data from the statewide Student Success Scorecard and the Student Equity Program administered through the California Community Colleges Chancellor’s Office, which identifies persistent achievement gaps for some student populations.

In 2014, the Student Equity Program began providing funding to support college initiatives to close achievement gaps among disproportionately-impacted student groups relating to access, retention, and success. The program requires colleges to identify and improve services to at-risk students. The College's work to meet this requirement has prompted substantive dialogue about the content of its Student Equity Plan (SEP). This dialogue is led by the Student Equity Committee (SEC) consisting of faculty, staff, and administrators from a variety of College areas.

Further analysis and review was conducted and findings published in the SEP report for 2015-16 (I.B.1-12 Yuba College Student Equity Plan). The SEC began the planning process by creating a purpose statement with input from all committee stakeholders (I.B.1-13 Student Equity Committee Purpose Statement). This process served a number of different functions, such as allowing for discussion, input, and ideas, and the development of common ground between members. The purpose statement was produced as a collaborative effort by committee members and volunteers:

Equity is our commitment to mitigate disproportionate impact, ensuring all students regardless of diversity, have the affective and academic support needed to reach their educational goals.

The SEC’s research and analysis was focused on five specific areas of disproportional impact: access, course completion, ESL, and basic skills completion; degree and certificate completion; and transfer. Analysis of the disaggregated data showed that specific student populations—White-non-Hispanics, Males, ages 40+, Veterans, and Disabled Students—experienced the highest disproportionate impact among the College's student population. From these findings, the SEC created key initiatives focusing on student support, staffing, and professional development, including the hiring of a Director of Academic Excellence, a Research Analyst, and a Dean of Student Services, to address the specific target areas and formulate a plan of action for decreasing the achievement gap of the identified student populations.

Student equity funding allowed the College to hire a Director of Academic Excellence (I.B.1-14 Director of Academic Excellence Job Description). This position works to increase professional development and equity activities on campus, and also serves as a liaison between faculty and student services. In addition, Student Equity funding enabled the College to hire a Research Analyst (I.B.1-15 Research Analyst Job Description). The analyst helps to collect data needed for Student Equity and SSSP, allowing the college to make data-driven decisions. Subsequently, Student Equity funded the hire of the Dean of Student Services, who works with both Student Equity and SSSP to meet the needs of both current and future students at YC. This position oversees financial aid, counseling, and a number of categorical programs (I.B.1-16 Dean of Students Services Job Description).
Together, the new administrative positions funded through the Student Equity Plan provide analysis of student equity data used to develop, evaluate, and annually update the College’s SEP. The work conducted by the Director, Analyst, and Dean, in conjunction with the SEC, requires collaboration, collegial conversation, and planning by faculty, staff, and administrators in both Student Services and Instructional Services to achieve the shared goals articulated in the SEP.

**Academic Quality and Institutional Effectiveness**

Beginning in 1911, Yuba College has a long tradition of providing high-quality education, including degrees and certificate programs, transfer courses, and job and life skills, to its students and local community. The administration, faculty, and staff collaboratively participate in focused dialogue, research, planning, evaluation and review, training and support, and embrace innovative principles and practices that enhance student learning and achievement.

The Academic Senate oversees development of College-wide policies, procedures, and initiatives, along with participation by committees and focus groups in meeting the institutional goals and objectives of our diverse student population (I.B.1-17 Academic Senate Constitution and Bylaws 2016). The Academic Senate was instrumental in revising the College's existing mission statement and obtaining state approval of the College's participation in the California Community Colleges (CCC) Guided Pathways initiative beginning fall 2017 (I.B.1-18 California Guided Pathways Project Website (Foundation for CA Community Colleges)).

The CEAC evaluates and makes recommendations on the College's accreditation and institutional practices. The committee oversees Program Review processes that incorporate ongoing dialogue, qualitative and quantitative analysis of data, and systematic evaluation and review of programs and services. These review processes result in continuous quality improvement of programs and services to enhance student success (I.B.1-19 CEAC Committee Objective Report (2016-2017)).

The Curriculum Committee oversees the development of new courses and recommends changes to existing courses to confirm the institution's commitment to providing engaging, innovative, and quality-driven course offerings that effectively meet the needs and interests of today's students. During 2016-17, the Curriculum Committee went through an extensive review of existing programs, degrees/certificates, related courses and courses awaiting approval on Meta to ensure alignment of program and course offerings with institutional goals and objectives.

Each program and service area at the College participates in self-evaluation of its goals, objectives, student retention and success data, as well as human, fiscal, and resource allocations to improve student learning outcomes and achieve the institution's mission. For example, the English Department, after collaborative department-wide discussion, engaged in researching innovative ideas for updating course SLOs to meet current course goals and piloted two new approaches to holistic grading of final exams, with the overriding objective of making the SLO process more meaningful and applicable to meeting the needs of students within their department (I.B.1-20 English Department Meeting Minutes 12 Sep 2017).

In 2016-2017, SSSP evaluated the services offered to students (I.B.1-21 Meeting Notes for SSSP 11-28-2016). For example, the Counseling Department evaluated its probation workshops, and the Assessment department is considering expanding its hours based on feedback. All
projects funded through the BSI are also evaluated by the committee and project participants for the purposes of continuous quality improvement.

**Analysis and Evaluation**
The College participates in substantive, sustained, and institution-wide dialogue about student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Opportunities for discussion of policies and processes by the College occur through formal and informal dialogue, committee participation and actions, cyclic reporting and evaluation, and ongoing self-assessment. The shared governance process supports substantive dialogue, research, reporting, evaluation, and planning. The College's commitment to developing a clear, consistent, and meaningful SLO process exemplifies the shared governance process. The assessment of SLOs are a key component of the Program Review process, which engages communication and action between several committees and focus groups such as the Academic Senate, the CEAC, the Curriculum Committee, Student Equity Committee, and the SLO Committee, along with department- and program-level focus groups.

In addition, the college embarked in the following strategies to improve academic quality and institutional effectiveness: the compression planning tool, to effectively develop and implement small or large projects; the integrated planning model, the Program Review feedback process; the update of the EMP; the development of the Guide to Integrated Planning & Institutional Effectiveness Report; and the development of a communication plan.

**Evidence Cited**
I.B.1-1 **EMP**
I.B.1-2 **IE Report**
I.B.1-3 **AP 4020**
I.B.1-4 **Curriculum Handbook**
I.B.1-5 **Curriculum Committee Charter**
I.B.1-6 **Institutional SLOs**
I.B.1-7 **Program SLOs**
I.B.1-8 **SLO Handbook**
I.B.1-9 **SAO Handbook**
I.B.1-10 **SLO Coordinator Job Description**
I.B.1-11 **Staff Development Plan**
I.B.1-12 **Yuba College Student Equity Plan**
I.B.1-13 **Student Equity Committee Purpose Statement**
I.B.1-14 **Director of Academic Excellence Job Description**
I.B.1-15 **Research Analyst Job Description**
I.B.1-16 **Dean of Students Services Job Description**
I.B.1-17 **Academic Senate Constitution and Bylaws 2016**
I.B.1-18 **California Guided Pathways Project Website (Foundation for CA Community Colleges)**
I.B.1-20 **English Department Meeting Minutes 12 Sep 2017**
I.B.1-21 **Meeting Notes for SSSP 11-28-2016**
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

**Instructional Programs**

Integral to the Institutional Effectiveness Partnership Initiatives (IEPI) for the College, the institution develops short- and long-range objectives for development, planning, assessment, and improvement of SLOs (I.B.2-1 IEPI Goals 2016-2017). The College follows the Accrediting Commission for Community and Junior Colleges (ACCJC) standards for SLO processes.

Learning outcomes are organized in a hierarchy with Institutional Student Learning Outcomes (iSLOs) setting district level standards for core competencies. Program Student Learning Outcomes (pSLOs) evolve from iSLOs and form instructional program and non-instructional service support level competencies, whereas Course Student Learning Outcomes (cSLOs) connect to pSLOs, reflecting course competencies for all courses offered within each program (I.B.2-2 SLO Handbook).

The College participates in reflective dialogue and actions, following the "Closing the Loop" model for SLO processes:

The College creates and assesses Institutional, Program, and Course SLOs based on current SLO assessment results and institutional-, division-, and program-level plans for improving student success. Programs participate in SLO reporting on a yearly cycle. Included as part of SLO assessment are student surveys. SLO reporting and assessment of programs connect directly to iSLOs and the College's mission. The SLO cycle represents an organic, changing process reflecting the institution's collaborative engagement and effectiveness in meeting the needs of our diverse student population (I.B.2-3 ISLO Assessment Schedule).

The development, assessment, and reporting of SLOs are a significant aspect of faculty responsibilities, as described in Article 7.15 of the Faculty contract (I.B.2-4 Faculty Contract Article 7.15), emphasizing the institution's recognition of the faculty's role in student success, and the College's commitment to continued progress towards achieving student learning objectives. In addition, all course SLOs are posted on syllabi, which are held in the division offices. Deans and directors check for faculty compliance with the policy. Faculty are required to report, at the end of each semester, cSLOs on each course for which they are the instructor of record (I.B.2-5 SLO Program Review Reports, I.B.2-6 SLO Adjunct Reporting Form). As
detailed in Standard I.B.1, the College also demonstrated its commitment to outcome assessment through its support of a 40% faculty release-time position for an SLO Coordinator, who facilitates the creation, support, and utilization of an integrated system for cyclic SLO assessment and reporting that emphasizes continuous quality improvement of student learning. SLO assessment results for programs and courses are listed in TracDat, included as part of program reviews, available in institutional disaggregated data reports (I.B.2-8 Student Equity Plan with Disaggregated Data), and reviewed in committee meetings. On the College's SLO webpage, iSLO and pSLO lists are available to the public (I.B.2-9 SLO Website with Public Information on Accessing Assessment Results), and through the public access link to TracDat. Feedback from the ACCJC in 2014-15 demonstrated that the College made progress towards proficiency in SLO assessment and reporting. Between 2015-2017, all but a handful of courses have been assessed. In conjunction with SLO processes, Student Area Outcomes (SAOs) are planned, assessed, reported, and evaluated by Student and Learning Support Service areas to align with the College's mission, IEP initiatives, and department goals.

**Student and Learning Support Services**

Student Support Services areas, such as Counseling, Admissions and Records, Financial Aid, and the Testing and Assessment Center, assess their SAOs each year, following the institution's cyclic SAO reporting guidelines. Learning Support Services areas, which include the Student Success Center, Disabled Students Programs & Services (DSPS), Library, and Writing, Language, and Development Center (WLDC), also participate in assessing SAOs on a yearly basis. SAOs are reported in TracDat, in the Core Competencies Matrix, included as part of service area reviews, available in institutional disaggregated data reports, and reviewed in committee meetings (I.B.2-10 Program Review for DSPS 2014-2015, I.B.2-11 Program Review for Writing and Language Development Center 2014-2015).

In 2015-16, the SLO Committee identified that Student and Learning Support Service areas were struggling to meet ACCJC compliance with SLO reporting. To address this issue, a SAO workgroup was created in Summer 2016 to develop a Service Area Outcomes & Assessment Handbook (I.B.2-12 SAO Handbook). In addition, the SLO Committee members worked with the College's service and support areas to establish authentic and meaningful SAOs for Spring 2017. The committee identified the need for development of appropriate SAO assessment methods and creation of a plan to utilize results to make positive changes within the Student and Learning Support Services departments. As of 2016-17, all service areas are submitting SAO results within their Program Review cycle.

The importance of college-wide support of SLO and SAO processes is emphasized in communications made by the Vice President's Office, Dean and Directors, the Academic Senate, College Effectiveness and Accreditation Committee (CEAC), and SLO Committee (I.B.2-13 Email regrading cSLOs from VP, I.B.2-14 Follow up emails regarding cSLO reporting). Examples of the types of communications used are provided in Standard I.B.8 and were used to help increase awareness by faculty and staff of SLO reporting and encourage proactive participation in the SLO/SAO process to support student success.

**Analysis and Evaluation**

Yuba College is dedicated to continuous development and improvement of SLO processes. As of Spring 2017, all Programs and Support and Learning Services areas have planned, assessed, and reported their Student Learning and Area Outcomes as reflected in TracDat and participation in the Program Review process. The College publishes Course SLOs on each course syllabus and Course Outline of Record (COR). Institution, Program, and Course SLOs and assessment
methods are available to the public on the College SLO website and TracDat. Institutional SLOs and how they link to the Program SLOs are published in the College Catalog. SLO and SAO results are used at the institutional, department, program, and service levels to engage in meaningful and ongoing dialog and review of the College's progress towards proficiency in achieving the ACCJC standards. Active engagement in SLO/SAO planning and reporting throughout the College reflects an atmosphere of collaborative teamwork in developing SLO processes to achieve IEP goals and the College's mission (see also I.A.I).

**Action Plan**
The College will create, map, and assess authentic degree and certificate learning outcomes to fully comply with ACCJC requirements.

**Evidence Cited**
I.B.2-1 IEPI Goals 2016-2017  
I.B.2-2 SLO Handbook  
I.B.2-3 ISLO Assessment Schedule  
I.B.2-4 Faculty Contract Article 7.15  
I.B.2-5 SLO Program Review Reports  
I.B.2-6 SLO Adjunct Reporting Form  
I.B.2-7 Core Competencies  
I.B.2-8 Student Equity Plan with Disaggregated Data  
I.B.2-9 SLO Website with Public Information on Accessing Assessment Results  
I.B.2-10 Program Review for DSPS 2014-2015  
I.B.2-11 Program Review for Writing and Language Development Center 2014-2015  
I.B.2-12 SAO Handbook  
I.B.2-13 Email regrading cSLOs from VP  
I.B.2-14 Follow up emails regarding cSLO reporting
I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
In 2014, Yuba College (YC) established institution-set standards for student achievement as part of the ACCJC annual report. The College engages in sustained and substantive strategic planning through participation in the Institutional Effectiveness Partnership Initiative (IEPI), in which the College reports and updates its goals each year to meet institution-set standards and assesses its performance against those standards. The College Effectiveness and Accreditation Committee (CEAC) reviews the institution-set standards and makes recommendations to the College Planning Council (CPC) on updates to the standards each spring semester. Participation in the development and review of the Educational Master Plan (EMP) (I.B.3-1 Educational Master Plan), the Community College Survey of Student Engagement (CCSSE) (I.B.3-2 Community College Survey of Student Engagement), and the Facilities Master Plan (FMP) (I.B.3-3 Facilities Master Plan) along with completion of yearly Program Reviews, are all important aspects of the College's strategic planning, assessment, and evaluation of institution-set standards that align with the College's mission to improve student retention, completion, and transfer rates.

Institutional Effectiveness and Accreditation
The IEPI establishes student performance and student learning outcome standards. The IEPI Framework Indicators outline the commitment of Yuba College to strategic planning and assessment of student retention, completion, and transfer rates towards improving overall student success. Performance Indicators include: Retention Rates, Career and Technical Education (CTE) Completion Rates, Course Completion Rates, Completion of Degrees, Completion of Certificates, and Transfers (to four-year universities) (I.B.3-4 IEPI Report). The following chart highlights IEPI disaggregation of student success rates for 2014-15 and 2015-16, along with the institution's goals for 2017-18 as reported to the California Community Colleges Chancellor Office:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Institution-Set Standard</th>
<th>IEPI Reported Data 2014-15</th>
<th>IEPI Reported Data 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Persistence Rates</td>
<td>Percentage of credit students enrolled at census during one fall semester that persists to the fall semester of the following year.</td>
<td>2017-2018 goals</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>2. Course Completion Rates</td>
<td>Percentage of credit enrollments at census resulting in a passing grade (A, B, C, or Pass).</td>
<td>70%</td>
<td>68.8%</td>
<td>70%</td>
</tr>
<tr>
<td>3. CTE Completion Rates</td>
<td>Percentage of students that completed a CTE</td>
<td>52%</td>
<td>48.7%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>
The success rates shown above reflect the College's achievement of IEPI goals and the institution's continued commitment to improving student success rates over successive years (I.B.3-5 [IEPI Goals]).

In addition, the College sets goals, assesses, and tracks Student Learning Outcomes (SLOs). Performance Indicators include: Completion of Transfer-Level Math-Years 1 and 2, Completion of Transfer-Level English-Years 1 and 2, Median Time to Degree, and CTE Skills Builder. The following chart highlights IEPI disaggregation of SLOs for 2015-16 and 2016-17, along with the institution's goals for 2017-18 as reported to the California Community Colleges Chancellor Office:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Institution-Set Standard</th>
<th>IEPI Reported Data 2014-2015</th>
<th>IEPI Reported Data 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion of Transfer-Level Math, Year 1</strong></td>
<td>Percentage of degree, certificate and/or transfer seeking students who completed transfer-level Math course in one year.</td>
<td>12%</td>
<td>9.9%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Completion of Transfer-Level Math, Year 2</strong></td>
<td>Percentage of degree, certificate and/or transfer seeking students who completed transfer-level Math course in two years.</td>
<td>25%</td>
<td>18%</td>
<td>24.6%</td>
</tr>
<tr>
<td><strong>Completion of Transfer-Level English, Year 1</strong></td>
<td>Percentage of degree, certificate and/or transfer seeking students who completed transfer-level English course in one year.</td>
<td>42%</td>
<td>34%</td>
<td>NA</td>
</tr>
</tbody>
</table>
seeking students who completed transfer-level English course in one year.

**Completion of Transfer-Level English, Year 2**
Percentage of degree, certificate and/or transfer seeking students who completed transfer-level English course in one year.

|                | 64.5% | 50.8% | 63.2% |

**Median Time to Degree**
Median number of academic years needed to obtain an AA, AS or ADT degree.

|                | 3 years | 3.7 years | 3.7 years |

**CTE Skills Builder**
The median percentage change in wages for students who completed higher level CTE coursework without receiving any type of traditional outcome such as transfer to a 4-year university or completion of a degree or certificate.

|                | 10% | NA | NA |

The Student Learning Outcomes (SLOs) data reported above highlights the College's improvement in SLO assessment and reporting for transfer-level Math and English, and CTE coursework in relation to number of years needed for successful completion of degrees and/or transfer to a 4-year university. The data reflects the institution's achievements in improving SLOs over successive years.

Yuba College utilizes and publishes Committee Objective Reports (CORs) (I.B.3-6 CEAC Committee Objective Report) and Committee Self-Assessment Reports (CSARs) (I.B.3-7 CEAC Committee Self Assessment Report) for all college committees to ensure that committee work aligns with the College's mission, objectives and actions. These reports are published on the Yuba College website. Additionally, a summary report is created by CEAC and presented to YC Council (I.B.3-8 COR CSAR Summary Report).

The Office of Research, Planning and Student Success maintains a report that aligns and maps all of the institutional outcomes, including EMP objectives, IEPI goals, and ACCJC reporting requirements (I.B.3-9 IEPI Goal Alignment (2017)).

*College Assessment and Review of Educational Practices*
The CEAC oversees continuous quality improvement of the College's institution-set standards for student achievement through the Integrated Planning Model (IPM) (I.B.3-10 Integrated Planning Model 25 Aug 2017). In 2016-17, CEAC reviewed the IEPI goals and reporting to ensure that the College's objectives align with institution-set standards and the College's mission. CEAC conducted Program Review meetings to collaborate with each Program and gain feedback from Program administrators, faculty, services and support staff, and students for updating and completing the Program Review Report for CTE programs (I.B.3-11 Program Review Questions on Feedback Checklist). The Program Review process aligns with the College's goal of reviewing educational practices for overall effectiveness and achievement of program objectives to improve student success rates and learning outcomes.

*Community College Survey of Student Engagement (CCSSE)*

In Spring 2017, Yuba College began using the Community College Survey of Student Engagement (CCSSE) exam as a benchmarking instrument to measure and monitor established national norms on educational practice and performance (I.B.3-12 Community College Survey of Student Engagement); it will be administered every other spring, beginning in 2018. The College will form two interdepartmental inquiry groups to review the CCSSE and the Survey of Entering Student Engagement (SENSE) (I.B.3-13 Survey of Entering Student Engagement) results to evaluate and implement interventions based on their findings. The results of these surveys will help inform the College about student experiences from first year through graduation, and assist the College in evaluating and updating institution-set standards for improving student retention, completion, and transfer towards completing students' educational goals.

*Program Reviews*

Program Reviews are conducted on a regular cycle. These are conducted every four years by instructional, non-Career and Technical Education (CTE) programs and service areas and every two years by CTE programs. All programs complete an annual update on off-cycle years. Each program reviews the results for the previous year to foster continuous improvement through self-evaluation. The reviews are used to improve student success, determine the effectiveness of SLOs, identify program resource needs, and promote institutional transparency of review processes. Program and interdepartmental faculty, services and support staff, and students participate in the review process by providing feedback on program level assessments and offering suggestions for changes and/or improvements. The data gleaned from the review process and resulting report is then used in determining appropriate allocation of human, fiscal, and facility/equipment resources. The Program Review Feedback Process demonstrates the College's commitment to sustained, substantive, and collegial dialogue about student success, learning outcomes, and academic quality, as described in Standard I.B.1.

During the semester of Spring 2017, the Veterinary Technician Program Review went through the Program Review Feedback Process. The feedback team confirmed the programs' commitment to student success, learning outcomes, and academic quality through the implementation of student workshops, boot camps, peer-tutors, in-class group study time, semester meetings with the Program Director, outreach with local high schools, and cohort model learning communities (I.B.3-14 Vet Tech PR Feedback 2016-2017). Similarly, the feedback team determined the Child Development Center is doing an admirable job assisting ECE and Nursing students in fulfilling their practical requirements, adapting to student's academic and personal schedules, and building strong relationships with community agencies, helping to improve student learning (I.B.3-15 CDC PR Feedback 2016-2017).
Analysis and Evaluation
The College has established institution-set college standards as detailed in the IEPI and as required by ACCJC standards. Disaggregated data on student success and SLOs are published and available to the public, for example, as part of IEPI reports, accreditation reports, and on the College's SLO webpage. The College utilizes an Institutional Effectiveness Scorecard (IES) that reports institutional performance on mandated metrics and is updated annually. The CPC reviews the findings of the IES; collegiate dialogue between committees, programs, and focus groups ensues on the findings, considering possible variables that may have affected the reported outcomes. Suggestions are made for modification of the College's short- and long-term goals, as applicable.

Action Plan
YC will develop and implement a new, more effective form of communication through the creation of a Balanced Scorecard to achieve institution-set standards in pursuit of continuous improvement.

The Office of Research, Planning and Student Success is developing a Scorecard Facsimile report that will allow the College to identify students one to two years before being captured in the state scorecard data. This will allow the College to target interventions for specific student groups and make adjustments to allocation of institutional resources in working to meet IEPI goals.

Evidence Cited
I.B.3-1 Educational Master Plan
I.B.3-2 Community College Survey of Student Engagement
I.B.3-3 Facilities Master Plan
I.B.3-4 IEPI Report
I.B.3-5 IEPI Goals
I.B.3-6 CEAC Committee Objective Report
I.B.3-7 CEAC Committee Self Assessment Report
I.B.3-8 COR CSAR Summary Report
I.B.3-9 IEPI Goal Alignment (2017)
I.B.3-10 Integrated Planning Model 25 Aug 2017
I.B.3-11 Program Review Questions on Feedback Checklist
I.B.3-12 Community College Survey of Student Engagement
I.B.3-13 Survey of Entering Student Engagement
I.B.3-14 Vet Tech PR Feedback 2016-2017
I.B.3-15 CDC PR Feedback 2016-2017
I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
Over the last six years, the College has made significant progress in updating existing, and developing new, data-driven institutional processes as a college-wide, integrated system connecting institutional planning, program review, and resource allocation to support student learning and achievement (I.B.4-1 Guide to Integrated Planning and Institutional Effectiveness). The College Effectiveness and Accreditation Committee (CEAC) oversees the continuous quality improvement process at the college, evaluating Yuba College’s institutional effectiveness and integrated planning process (I.B.4-2 CEAC Committee Charter). CEAC gathers data and evidence to determine the College’s effectiveness in planning, shared governance, budgeting, and student learning. Interdisciplinary and interdepartmental membership on the CEAC committee ensures the College supports sustained and substantive dialogue, planning, assessment, and improvement focused on student learning and success. The Vice President, research analyst, and the Student Learning Outcomes (SLO) Coordinator serve on CEAC, in addition to representatives from instructional and non-instructional departments, programs, and services.

Specific examples of how the College uses assessment data and institutional processes to support student learning and achievement include the following:

- Through the shared governance process, the Institutional Effectiveness Partnership Initiative (IEPI) is developed, implemented, and reviewed based on data-driven decisions formulated from historical and current data college-wide to ensure divisions, departments, programs, and services at the College are working collaboratively and centrally focused on improving student success (I.B.4-3 IEPI College Indicators PowerPoint).

- The Student Equity Committee (SEC) develops, implements, and reviews the Student Equity Plan (SEP) with a focus on analyzing, evaluating, and making recommendations to the College on closing achievement gaps among disproportionately-impacted student populations (I.B.4-4 Student Equity Plan). The Student Equity Committee (SEC) works in collaboration with other committees, such as the Basic Skills Initiative Committee (BSIC), Curriculum Committee (CC), Diversity Committee (DC), and Student Success and Support Program Committee (SSSPC), to develop cross-disciplinary guidelines and practices for improving student access, retention, and achievement for disproportionally impacted students.

- The Curriculum Committee (CC) uses historical and current disaggregated data to analyze and review college-wide trends in student retention and achievement for planning, revisions, and additions to existing curriculum based on current and projected data-driven assessments. For example, in Spring 2017, the General Education (GE) Degree Task Force of the Curriculum Committee (CC) reviewed student data to assess whether or not to keep GE degrees at Yuba College. The Task Force recommended keeping some of the GE degrees and eliminating one in addition to doing more monitoring and analysis of student impact on the matter (I.B.4-5 Academic Senate Minutes 5.26.2017 GE Degree Taskforce).

- The development and review of the College’s Institutional Effectiveness Scorecard (IES), as documented in the Integrated Planning Model (IPM), assists the College in effectively
planning and implementing district initiatives to ensure the College's sustained assessment, reporting, evaluation, and improvement of student learning (I.B.4-6 Institutional Effectiveness Indicators (CCCO), I.B.4-7 Integrated Planning Model 25 Aug 2017).

- Program level assessment and review of disaggregated data by, for example, the Math, English, and ESL programs, helps programs develop data-driven plans for establishing effective assessment processes, determining appropriate placement tools to support optimal student placement in programs and courses, and increase student achievement (I.B.4-8 Math Department Minutes 5.23.2017?, I.B.4-9 English Department Minutes, I.B.4-10 ESL Department Update Spring 2017).
- Human, fiscal, and facility/materials resource allocations are based on data-driven assessments and reporting of student needs for instruction, curriculum, support services and facilities within divisions, departments, programs, and services. The Faculty Staffing Committee (FSC) and Planning and Budget Committee (PBC) approve resource requests based on disaggregated data results from each department, program, or service area supporting the College’s mission and planning initiatives (I.B.4-11 PBC Minutes 5.19.2017).
- During the Program Review (PR) process, a variety of data is used to analyze and continuously improve Yuba College programs. SLO and SAO assessment data is used for institutional, program, and course self-evaluation, planning, and improvement of teaching and learning, development of meaningful and assessable student learning outcomes, and to ensure alignment with institutional objectives that support student achievement. Disaggregated student data provides insight into each program's student access, retention, and success rates for assessment, reporting, reviewing, and planning processes (I.B.4-12 PR Feedback Checklist for Instructional Programs, I.B.4-13 PR Feedback Checklist for Service Programs).

Additionally, the Dean of Student Success and Institutional Effectiveness is hired during early Fall 2017 to provide leadership in the ongoing development, implementation, and assessment of Yuba College planning and resource development activities (I.B.4-14 Dean of Student Success Job Description). A Students Learning Outcomes Coordinator with 40 percent faculty reassigned time also works to ensure assessment data on student learning and achievement in being used for various institutional processes (I.B.4-15 SLO Coordinator Job Description).

Analysis and Evaluation

The Yuba College Integrated Planning Process (IPP) systematically promotes alignment with the mission and continuous improvement through a recursive cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance. Foundational to this process is the analysis of student learning and achievement data and regular assessment of Student Learning Outcomes (SLOs). A Student Learning Outcomes Coordinator with 40 percent reassigned time ensures that the College utilizes student assessment data for decision-making, promotes authentic dialogue about student learning, and focuses the institution on continuous quality improvement.

College-wide awareness, action, and support for the IEPI, SEP, BSI, SSSP, and other College initiatives are an integral part of the College’s mission and are implemented through shared governance, committee oversight, division, program, and services alignment with the planned initiatives, and through assessment and reporting of disaggregated data and results gathered from divisions, programs, services, and student campus climate surveys. In addition to the posting of
data reports for public review on the College's website. The College uses data to support the work of its shared governance committees and to make evidence-based decisions on the College's performance and guiding and core principles for student success. Yuba College has established a system in which planning, evaluation, and resource allocation are integrated and all support the institution's mission of improving student learning and achievement.

Evidence Cited
I.B.4-1 Guide to Integrated Planning and Institutional Effectiveness (OLD, ADD NEW FALL 2017)
I.B.4-2 CEAC Committee Charter
I.B.4-3 IEPI College Indicators PowerPoint
I.B.4-4 Student Equity Plan
I.B.4-5 Academic Senate Minutes 5.26.2017 GE Degree Taskforce
I.B.4-6 Institutional Effectiveness Indicators (CCCCO)
I.B.4-7 Integrated Planning Model 25 Aug 2017
I.B.4-8 Math Department Minutes 5.23.2017
I.B.1-20 English Department Meeting Minutes 12 Sep 2017
I.B.4-10 ESL Department Update Spring 2017
I.B.4-11 PBC Minutes 5.19.2017
I.B.4-12 PR Feedback Checklist for Instructional Programs
I.B.4-13 PR Feedback Checklist for Service Programs
I.B.4-14 Dean of Student Success Job Description
I.B.4-15 SLO Coordinator Job Description
I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Yuba College (YC) assesses accomplishment of its mission through Program Review (PR) of instructional programs, student services, support services, and administrative areas and evaluates its goals and objectives, Student Learning Outcomes (SLOs), and student achievement through a cycle process of assessment, reporting, review, and evaluation. PR is a key mechanism for maintaining and improving academic quality and institutional effectiveness. The PR process at the College systematically promotes engagement in self-evaluation and reflection and is the key mechanism for ensuring ACCJC compliance, academic and service area quality improvement, institutional effectiveness, and accomplishment of the College's initiatives and mission. The College's Online Program Review Handbook (PRH) (I.B.5-1) provides detailed instructions for completing the review process and ensures the following standardized and reflective practices are accomplished during each Program Review:

- **Program Review Process**—The College Effectiveness and Accreditation Committee (CEAC) coordinates and assists programs in completing PRs. These are conducted every four years by instructional, non-Career and Technical Education (CTE) programs and service areas and every two years by CTE programs. All programs complete an annual update on off-cycle years (I.B.5-2 Program Review Cycle). This schedule allows each program to complete a PR twice during any given accreditation cycle.

- **Review of Mission**—The PR process includes a review and discussion of the College’s mission as part of the PR Feedback sessions. Each program reviews the mission statement and reflects on how their program instruction, curriculum, application of College support services, self-evaluation, quality improvement, planning, assessment, and reporting helps support the College's mission and improves Student Learning Outcomes (SLOs) and success rates. The program's responses are documented on the PR Checklist (I.B.5-3 Program Review Feedback Checklist (Instruction)).

- **Collaborative/Inclusive Dialogue and Participation**—The PR process at the College is collaborative and inclusive, linked to the College mission, and provides the opportunity for meaningful analysis and reflection. A CEAC committee member is assigned to each program as a PR Team Facilitator to assist PR Team members in completing the review. As described in I.B.3, participants in the review process are a mixture of interdisciplinary and interdepartmental faculty, staff, and students, ensuring a balanced cross-section of contributors to discussions, feedback, reflection, and overall evaluation of the program's effectiveness.

- **Reflective Self-Evaluation**—The CEAC PR Facilitator coordinates the PR Feedback sessions. Each PR Team member completes a PR Checklist, answering the review questions prior to meeting together to share their responses. By completing the PR Checklist independently, PR Team members engage in reflection of the program's processes and overall effectiveness. During the review sessions, Program Representatives for each program listen to other Team members share their reflections, then provide their own feedback about how the program is meeting institutional initiatives and the College's
mission, and/or the program's plan for improving current practices. The review sessions provide Program Representatives with opportunities for self-evaluation that aid future program assessment, planning, and improvements. Afterwards, the CEAC PR Facilitator consolidates each Team member's feedback into one report, and the draft is reviewed by all participants prior to final submission. The PR process culminates in an authentic PR Feedback Report, which can also serve as an evaluation of the program's health. The feedback team identifies, from the presented recommendations, what resources (funds, personnel, equipment, facilities, technology) are crucial to improve the department (I.B.5-4 Program Review Feedback Report Sample).

- Analysis of Quantitative and Qualitative Data—During PR, programs respond to questions concerning data analysis of student retention, success rates, and SLOs, identifying enrollment and completion trends and the number of degrees and certificates awarded, disaggregated by race, ethnicity, gender, and age. Program Representatives and Team Members review and reflect on student learning, curriculum, and disproportionate impacts to specific student subgroups, strategic planning strategies, and resource needs. Trend data is presented and provided for traditional and online modes of course delivery. In conjunction with PR processes, the College assesses disaggregated quantitative and qualitative data by program type and mode of delivery to determine accomplishment of the College's mission through a set of identified strategic goals adopted by the Governing Board (I.B.5-5 Sample Program Review Data, I.B.5-6 YCCD Strategic Goals).

- Assessment of Student Learning Outcomes—As part of shared governance, institutional "best practices," and established institution-set standards, programs, and services continually report and review their Program SLOs (pSLOs) and Course SLOs (cSLOs). The SLO Committee oversees reporting processes for programs, trains Program Representatives on how to create authentic SLOs, maps the pSLOs and cSLOs, along with assessing and reporting SLOs in TracDat. Questions on the PR Review Checklist ask Program Representatives to reflect on how SLO data is collected and assessed, what methods they use to evaluate the data and determine improvements, and how they implement changes to existing instruction, curriculum, support services, and resources to meet the Program's objectives for improving student learning. Additionally, SLO results are tracked by modality and are reviewed in department meetings as part of each department's ongoing dialogue, analysis, evaluation, and reflection of their programs (I.B.5-7 Department meeting minutes discussing SLOs).

- Continuing Evaluation, Reflection, and Planning for Student Success—The College assesses each program's performance against institution-set standards, the Educational Master Plan (EMP) (I.B.5-8 Educational Master Plan), and Institutional Effectiveness Indicators (I.B.5-9 Institutional Effectiveness Indicators), Student Equity Plan (SEP) (I.B.5-10 Student Equity Plan), Basic Skills Initiative (BSI) Reports (I.B.5-11 Basic Skills Initiative Report to Senate), and Student Success and Support Program (SSSP) reports (I.B.5-12 Student Success and Support Plan) towards meeting the institution's objectives and College mission. College performance is monitored annually by the College Council and the CEAC. CEAC also writes and publishes an Institutional Effectiveness Report (IER) every two years, which provides an in-depth analysis of academic quality, student success, enrollment management, strategic planning, budgeting, evaluation, and research processes (I.B.5-13).
Additionally, the Dean of Student Success and Institutional Effectiveness is hired during early Fall 2017 to provide leadership in the ongoing development, implementation, and assessment of Yuba College planning and resource development activities (I.B.5-14 Dean of Student Success Job Description).

Analysis and Evaluation
The College assesses accomplishment of its mission through PR, student completion and learning outcomes assessment, and by monitoring its progress against institutional standards, goals, and objectives. PR is conducted across all divisions of the College, and informs the College's interrelated planning efforts and resource allocation decisions. The College assesses, reports, analyzes, and reviews disaggregated quantitative and qualitative data on student retention and completion rates, number of degrees and certificates awarded, number of transfers, and SLO results in completing its self-evaluation and determining strategies for enhancing College effectiveness for student achievement.

Some examples of changes that were made as a result of assessment include a Math instructor who added additional lessons on word problems and reading comprehension, a history instructor revising an assignment instructions and prompt to decrease the numbers of students who misinterpreted the instructions, a counselor who revised how they assess an SLO so students would gain a deeper understanding of a course SLO on a reading strategy (SQ3R). The Writing and Language Development Center took steps to ensure drop in students needing tutoring were being helped after they reviewed student remarks that indicated some drop-in students were being overlooked by the tutors. The Student Equity Plan (and other college plans) include numerous changes that have been or will be instituted as a result of reviewing student learning and achievement data.

Evidence Cited
I.B.5-1 Online Program Review Handbook (PRH)
I.B.5-2 Program Review Cycle
I.B.5-3 Program Review Feedback Checklist (Instruction)
I.B.5-4 Program Review Feedback Report Sample
I.B.5-5 Sample Program Review Data
I.B.5-6 YCCD Strategic Goals
I.B.5-7 Department meeting minutes discussing SLOs (Math?)
I.B.5-8 Educational Master Plan
I.B.5-9 Institutional Effectiveness Indicators
I.B.5-10 Student Equity Plan
I.B.5-11 Basic Skills Initiative Report to Senate
I.B.5-12 Student Success and Support Plan
I.B.5-13 Institutional Effectiveness Report
I.B.5-14 Dean of Student Success Job Description
I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College engages in robust and informed dialogue, planning, assessment, and self-evaluation of its programs, service areas, instruction, curriculum, and resource allocations through analysis and review of disaggregated data, Student Learning Outcomes (SLOs), and achievement of various student subpopulations from entry level to graduation. Disaggregated data from the Student Equity Plan (SEP), Institutional Effectiveness Report (IER), Program Reviews (PRs), SLO reports, and the statewide Student Success Scorecard are used by the College to identify student performance gaps, develop new planning initiatives, implement changes to existing programs and services, and make adjustments to human, fiscal, and facility/material resources to mitigate student achievement gaps and improve student learning and success.

Disaggregation and Analysis of Data For Student Subpopulations

The IER addresses the College's key student success indicators and related disaggregated data and is presented annually to college council and senate for informed, data-driven review, evaluation, and planning (I.B.6-1 Institutional Effectiveness Report). The IER is published and available on the College's website for public review.

The College’s most recent SEP was adopted in 2016, and is based on access and success data disaggregated by ethnicity, gender, age, disability, veteran status, and foster youth status (I.B.6-2 Student Equity Plan). The SEP addresses five student success indicators: Student Access, Course Completion, Basic Skills Persistence, Completion of Degrees & Certificates, and Transfer for disproportionately impacted student subpopulations. Student Equity Committee (SEC) findings were calculated by applying the percentage point gap methodology exclusively for analysis of disproportionate impact. Percentage point gap measures were calculated by subtracting the College-wide student average success rate percentage from the success rate percentage of disaggregated subgroups in the same outcome. According to this methodology, a (-3) percentage point gap or greater is evidence of a disproportionate impact. The SEP includes the following chart, that summarizes which student subpopulations are most disproportionately impacted for each student success indicator:
From the SEC's findings, it was determined that the student subpopulations most experiencing disproportionate impacts for the five student success indicators were: White Non-Hispanic, Male, Students with Disabilities, Veterans, ages 40+, and Foster Youth. SEP initiatives were planned and implemented to address these specific disproportionately-impacted student subgroups.

**Evaluation, Implementation, and Review of Student Success Strategies**

Achievement gaps, as well as strategies for addressing those gaps, are incorporated into the Student Equity Plan (SEP) 2016 report initiatives, and include the following:

- **Access**—To improve student access for the reported disproportionate student subpopulations, the following actions were proposed: expand the hours of campus childcare so students can attend early morning classes; the Veteran's Affairs Officer and counseling staff attend the Veterans Summit focusing on the unique needs of Veterans and their families; create a new position, the Director of Outreach, for promoting College services and events; develop high school faculty focus groups aligning high school curriculum with the College placement exam; acquire a marquee for the College visible to the community for promoting awareness of College services and events (see page 9).
Course Completion—The SEP initiatives include plans to improve course completion rates for identified student subgroups. Proposals included: develop training for tutors of the Writing and Language Development Center (WLDC) in order to assist students in improving foundational English and reading skills; create the position of Instructional Assistant at the Sutter County Center for expansion of tutoring services; develop Academic Excellence Workshops to teach students a variety of reading and writing skills; host a Welding Olympics at the College giving students in the program an opportunity to display their knowledge and skills (see page 9).

English as a Second Language (ESL) and Basic Skills Completion—The following activities were planned to help improve completion rates for ESL and Basic Skills students: develop ESL focus groups centered on collaboration and creation of specific curriculum and new teaching techniques; request WLDC bilingual tutor stipends for assisting ESL students with communicating their educational needs; increase the availability of textbooks on reserve in the library for low-income ESL and basic skills students; create embedded ESL tutoring in classes; promote embedded peer mentors for accelerated English courses, giving students course-specific content support from peers who have successfully completed the courses (see page 9-10).

Degree and Certificate Completion—College research identified specific student subgroups as experiencing a disproportionate impact in obtaining degrees and certificates. SEP initiatives include instituting degree audits administered by the Admissions and Records Office to identify students who need assistance with completing degrees and/or certificates (see page 10).

Transfer—To improve transfer rates for disproportionately-impacted student subpopulations, the following initiatives were proposed: plan Extended Opportunity Programs and Services (EOP&S) trips for students to explore four-year universities and prepare them for transfer; create two cohorts for English in the Puente program and support students by providing mentors in their career fields; collaborate with the Umoja program to help students successfully complete coursework and transfer to a four-year university; work with the Mathematics, Engineering, Science Achievement (MESA) program to help underrepresented students in the Science, Technology, Engineering, and Math (STEM) fields increase transfer rates to four-year universities (see page 10).

Other SEP Initiatives—Additional College actions were proposed to further address the success indicators above, some of which included: design a compressed calendar to allow for more student contact with instructors and flexibility for working students; create the Dean of Student Services position to work with financial aid, counseling, and other categorical programs to better meet the needs of current and future students; establish the position of Research Analyst to assist with the collection of data for Student Equity and Student Success and Support Program (SSSP), and to help the College in making data-driven decisions for the allocation of human, fiscal, and facility/materials resources to meet the needs of disproportionate student subpopulations (see pages 10-11).

The SEP initiatives address key student success indicators and align with the College's other student success initiatives. To help implement the initiatives, the SEC encouraged collaboration
with other College committees, including EOP&S, Cooperative Agencies Resources for Education (CARE), CalWORKS, Veterans, Disabled Student Programs and Services (DSPS), MESA, Puente, and Umoja. The SEC was discerning in its selection of proposed initiatives that were either new, or added to existing programs, in order to avoid supplanting funding. The SEP report was disseminated throughout the College and made available on the College’s public website (I.B.6-3 Student Equity Committee Website).

In addition to the use of disaggregated data and results provided by the SEC, data on enrollment, retention, and success are disaggregated in the Program Review reports by student, age, gender, ethnicity, and modality (I.B.6-4 Sample Program Review Data). Departments analyze the data as part of the Program Review, and resource requests are often based on identified gaps in student achievement. For example, the Radiologic Technology Program found data that showed that students who were on the program waitlist would be under-prepared by the time they could be accepted. The program is developing a course for waitlisted students to strengthen their prerequisite skills so they will be successful upon entering the program and looking for ways to eliminate the waitlist.

Additionally, the College collects and analyzes core competency data as a basis for making policy changes and developing new student success initiatives. Basic Skills Initiative (BSI) disaggregates data by credit and noncredit courses in the ESL program (I.B.6-5 ESL Credit v Non Credit Data Disaggregated). Course SLOs are disaggregated by modality via online reporting by Programs and Service areas on TracDat. The SLO Committee is working on a plan to disaggregate data by additional demographic indicators (I.B.6-5 Data Dashboard Plan).

The Research Analyst met on May 24, 2017 with TracDat representatives to discuss integration with the College's Learning Management System (LMS), Canvas, in order to have more options for disaggregated data (I.B.6-6 TracDat Meeting Notes 5/24/2017). Other data sources used by the College in making data-driven decisions on College-wide policies and initiatives for improving student access, retention, and success include disaggregated data from committees and programs, such as DSPS, EOP&S, and the SSSP, the District Budget Advisory Team (BAT) and District Facility Planning (DFP), and program advisory committees. Disaggregated data used in College-wide planning is also available in the Yuba College Fact Book and the Student Success Scorecard (I.B.6-7 Fact Book, I.B.6-8 Student Success Scorecard).

The College analyzes data provided by the Student Success Scorecard, a statewide initiative sponsored by the California Community Colleges Chancellor’s Office (CCCCO). It contains valuable indicators of student progress and achievement. College-level data submitted through the statewide Management Information System (MIS) is used to generate reports for each community college in California; reports include data disaggregated by ethnicity, gender, and age group. Disaggregated Scorecard data is presented annually to the Board of Trustees to inform policy decisions relating to human, fiscal, and resource allocations throughout the College (I.B.6-9 Scorecard Data Presentation to the Board 4/17/17).

Analysis and Evaluation
The College has established policies and practices for evaluation and implementation of student success initiatives based on data-driven and collaborative analysis and review of disaggregated data through shared governance by committees, programs, support services, and District committees. While performance gaps continue to exist for some disproportionate student subpopulations, the College has plans in place to address these gaps via the SEP and College planning processes such as Program Review (PR). Analysis, review, and evaluation of the SEP initiatives is ongoing, with programs and service areas participating in substantive dialogue about their progress with the SEC, and reporting disaggregated data on student success rates, SLOs, and Service Area Outcomes (SAOs) relating to multiple indicators that address disproportionately-impacted student subpopulations. The SLO Committee is working with Information Technology (IT) Services and LMS providers to improve current data reporting methods throughout the College. A TracDat update enabling integration with the Canvas LMS is scheduled for Summer 2017. A method for disaggregating SLOs by additional demographic indicators has been designed and will be tested beginning Fall 2017.

With collaboration from College committees, such as the College Planning Council (CPC), CEAC, SEC, and the SLO Committee, the College continues to evaluate current research processes, data disaggregation methodologies for SLOs and other success indicators, and current policies and procedures for human, fiscal, and facility/materials resource allocations to improve on current practices and implement changes, where indicated, to succeed in reaching the College's institutional goals and mission for student learning and success.

**Action Plan**

**Evidence Cited**
I.B.6-1 Institutional Effectiveness Report
I.B.6-2 Student Equity Plan
I.B.6-3 Student Equity Committee Website
I.B.6-4 Sample Program Review Data
I.B.6-5 ESL Credit v Non Credit Data Disaggregated
I.B.6-5 Data Dashboard Plan

I.B.6-6 TracDat Meeting Notes 5/24/2017
I.B.6-7 Fact Book
I.B.6-8 Student Success Scorecard
I.B.6-9 Scorecard Data Presentation to the Board (4/17/17)
I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
Consistent with Board Policy (BP) and Administrative Procedure (AP) 2410, the Chancellor conducts a review of all board policies and administrative procedures on a 5-year cycle (I.B.7-1 BP 2410, I.B.7-2 AP 2410). All board policies are vetted through the Board of Trustee’s Policy Committee. Policies that are the purview of the Academic Senate are reviewed and revised in the District, Colleges, and Academic Senate (DCAS) meetings (I.B.7-4 DCAS Minutes 4.6.2017 Pages 6-7). In DCAS, the focus is on academic quality and accomplishing the College's mission. Through sustained and substantive dialogue, DCAS actively assesses the board policies and administrative procedures. The Academic Senate reviews and approves board policies and administrative procedures to ensure the academic quality of the College's shared governance processes. The Chancellor can approve board policy changes received from the Community College League of California (CCLC) Policy and Procedure Services that are minor in nature (such as spelling, grammar, and title changes). If necessary, due to legislative updates or other changes, board policies and administrative procedures may be updated sooner than the 5-year cycle. The review of board policies is informed by the CCLCs Board Policy and Administrative Procedure Services (I.B.7-5 CCLC Board Policy and Administrative Procedure Services Website).

In 2006, the Yuba Community College District (YCCD) Governing Board adopted the Institutional Effectiveness (IE) Model. According to AP 3255, "the IE Model is a district-wide assessment process that consists of five components all of which have at the core Student Learning Outcomes (SLOs) assessment" and it lists the five components:

- Academic Program Review
- Administrative Services Review
- District/College's Image-Marketing Review
- Planning and Shared Decision-Making Process Review
- Student Services Review

AP 3255 continues with stating that "all five components in their self-evaluation and annual updates assess SLOs at the unit level as well as provide recommendations in the areas of staffing, equipment/technology, and facilities. Academic Program Reviews also provide recommendations on curriculum" (I.B.7-6 AP 3255). To ensure institutional effectiveness in the College's shared governance decision-making processes, Instructional Programs, Student Learning and Support Services, and Administrative Services, the College adopted the following timetable for its Program Reviews and Program Review Feedback:

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</tr>
</thead>
<tbody>
<tr>
<td>Full PR</td>
<td>All units</td>
<td>All CTE Units</td>
<td>A&amp;R to EOPS/CARE Units</td>
<td>All CTE Units</td>
<td>Financial to WLDC Units</td>
<td>All CTE Units</td>
<td></td>
</tr>
<tr>
<td>Annual Update</td>
<td>All Units</td>
<td>All non-CTE Units</td>
<td>Financial to WLDC &amp; CTE Units</td>
<td>All non-CTE Units</td>
<td>A&amp;R to EOPS/CARE Units &amp; CTE Units</td>
<td>All Non-CTE Units</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Start Feedback</td>
<td>Cont. Feedback</td>
<td>A&amp;R to EOPS/CARE</td>
<td>All CTE Units</td>
<td>Financial to</td>
<td>All CTE Units</td>
<td>A&amp;R to EOPS/</td>
</tr>
</tbody>
</table>
In addition, the College adopted the following timetable to ensure institutional effectiveness in the development, reporting, evaluation, review, and revision of SLOs and Service Area Outcomes (SAOs) (I.B.7-7 Program Review Timetable).

The institution regularly evaluates its policies and procedures to ensure effectiveness in supporting academic quality and accomplishment of its mission, as follows:

**Instructional Programs, Student Learning and Support Services**

All programs and student learning and support services at the College conduct Program Reviews (PRs) to ensure their effectiveness in supporting academic quality and accomplishment of the College's mission. The purpose of the Program Review is broadly two-fold: 1) it provides programs and services departments the opportunity to reflect on their status, needs, and areas for improvement, and 2) it allows these same groups to contribute to the planning and budgeting processes at the College. The College Effectiveness and Accreditation Committee (CEAC), working with the SLO Committee and Curriculum Committee (CC), establishes, evaluates, revises, and improves PR policies and practices (I.B.7-8 Guide to Integrated Planning and Institutional Effectiveness).

The College’s committees, through shared governance, systematically review and revise existing policies and procedures. For example, in 2014-15, Program and Service Review questions were revised and then approved by the Academic Senate and College Council. These new questions were adopted for all programs and services to conduct a full review during the 2015-16 academic year and an annual update during the 2016-2017. To facilitate a PR Feedback Pilot Program and to align all programs with an appropriate 2- or 4-year cycle, a sequence of PR submissions was proposed by CEAC and approved by the Academic Senate and College Council, as detailed in the following table (I.B.7-9 Program Review Cycle):

<table>
<thead>
<tr>
<th></th>
<th>2017-2018 (Year 1)</th>
<th>2018-2019 (Year 2)</th>
<th>2019-2020 (Year 3)</th>
<th>2020-2021 (Year 4)</th>
<th>2021-2022 (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full PR</td>
<td>All CTE Units</td>
<td>A&amp;R-EOPS/CARE</td>
<td>All CTE Units</td>
<td>Financial-WLDC</td>
<td>A&amp;R-EOPS/CARE</td>
</tr>
<tr>
<td>Annual Update</td>
<td>All non-CTE Units</td>
<td>Financial-WLDC &amp; CTE Units</td>
<td>All non-CTE Units</td>
<td>A&amp;R-EOPS/CARE &amp; CTE Units</td>
<td>Financial-WLDC &amp; CTE Units</td>
</tr>
<tr>
<td>Feedback</td>
<td>A&amp;R-EOPS/CARE</td>
<td>All CTE Units</td>
<td>Financial-WLDC</td>
<td>All CTE Units</td>
<td>All CTE Units</td>
</tr>
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</table>

Additionally, policies and practices related to instructional programs and student learning and support services are created, evaluated and revised under the purview of the Academic Senate and its subcommittees, Distance Education (DE), the Curriculum, and SLO Committees. For example, on May 11, 2016, the Academic Senate approved language changes to the DE handbook, Section VI, regarding scheduling. In 2017, the Curriculum Committee, based on their review of all courses in CurricUNET, recommended and the Academic Senate approved that all courses not offered for three years be deactivated (I.B.7-10 Academic Senate Minutes 5.12.2016 Pgs 3-4, I.B.7-11 Curriculum Committee Minutes 19 May 2017).

**Resource Management**

The YCCD Resource Allocation Process is used for the following district allocations:
• Ongoing College Operating Budgets
• District and College Annual Action Plans
• One-Time Allocations Outside the Annual Action Plan Process

The YCCD Resource Allocation Process is shown in the following chart (I.B.7-12 [YCCD Resources Allocation Process]):

Review of program and services resource allocation and funding recommendations is the purview of the Planning and Budget Committee (PBC). The College Council approves division recommendations, and the College President approves division requests for allocation/reallocation and funding of resources. In 2016-17, the College PBC drafted a Program Recommendation/Augmentation Request process (as detailed in I.B.9) and a one-time funding allocation process to make PR the guiding document in funding program recommendations (I.B.7-13 [PBC Minutes 5.19.2017 One Time Allocation Prioritization]). Additionally, the PBC recommended that Faculty Staffing Recommendations follow the same workflow for prioritizing resource allocation requests for review and subsequent submission to the College President. Staffing policies and procedures are evaluated and reviewed through the annual assessment and updating of the College’s Staffing Plan (I.B.7-14 [Management and Staff Plan]). This process is part of integrated planning, and changes to the Staffing Plan are shared with the appropriate governance bodies.

Governance Processes
The College Council monitors and manages the College’s processes on all metrics related to the Educational Master Plan (EMP). The College planning cycle aligns with the YCCD integrated planning cycle. Thus, the College annually reviews its 3-year goals and objectives. This review occurs during the fall of each academic year. The EMP Strategic Goals and Objectives provide a foundation for all planning efforts at the College. The annual review and update ensures that all activities and planning efforts are aligned with the Mission, Guiding Principles, and Core Principles of the institution, and that resources are being expended to support current goals. The EMP guides and is linked to all annual planning and budgeting documents, PRs, and SLO/SAO processes.
The CEAC assesses the College’s IE every two years, based on the policies and practices detailed in the IE Model adopted by the Governing Board in 2006 as described above, and consolidates its findings in an Institutional Effectiveness Report (IER) (I.B.7-15 Institutional Effectiveness Report 2015-2016). The report is an evaluation of the institution's shared governance decision-making processes, including: Program and Support Services Review and Feedback processes for Career and Technical Education (CTE) and non-CTE programs; the development, implementation, assessment, evaluation, and revision of SLOs/SAOs; the Administrative Services Review, and the College's marketing review. CEAC's IER is an integral part of the institution's cyclic process of continuous self-evaluation of its policies and practices to ensure academic quality and accomplishment of its mission.

**Analysis and Evaluation**

YCCD has a substantive and continuous process of reviewing BPs and APs over a 5-year cycle. Although the process is in place, there are policies that have not been updated in five years. Efforts have been made to speed up the revisions, but some policies take longer to process through the shared governance structure. Instructional programs, student services, resource management, and governance practices are all regularly reviewed and improved to ensure that they support the mission of the College and promote academic quality. As part of the institution's review process, CEAC publishes the IER that includes an evaluation of the College's instructional, service, and administrative effectiveness and provides recommendations for improvement. In addition, Yuba College has developed, implemented, and systematically assesses resource allocation processes to ensure effectiveness in supporting academic quality and accomplishment of the College's mission to improve student learning and achievement.

**Action Plan**

Collaborate with the district to create a timeline and/or plan to ensure all Board Policies and Administrative Procedures have been reviewed and/or revised within the five-year guidelines as currently policy states in BP & AP 2410.

**Evidence Cited**

I.B.7-1 [BP 2410](#)
I.B.7-2 [AP 2410](#)
I.B.7-4 [DCAS Minutes 4.6.2017 Pages 6-7](#)
I.B.7-5 [CCLC Board Policy and Administrative Procedure Services Website](#)
I.B.7-6 [AP 3255](#)
I.B.7-7 [Program Review Timetable](#)
I.B.7-8 [Guide to Integrated Planning and Institutional Effectiveness](#)
I.B.7-9 [Program Review Cycle](#)
I.B.7-10 [Academic Senate Minutes 5.12.2016 Pgs 3-4](#)
I.B.7-11 [Curriculum Committee Minutes 19 May 2017](#)
I.B.7-12 [YCCD Resources Allocation Process](#)
I.B.7-13 [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)
I.B.7-14 [Management and Staff Plan](#)
I.B.7-15 [Institutional Effectiveness Report 2015-2016](#)
I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The College, through shared governance and evaluation of the Institutional Effectiveness (IE) Scorecard, reports its progress on institution-set standards; Board policies and administrative procedures following Accrediting Commission for Community and Junior Colleges (ACCJC) Standards; College-wide practices, including Program, Service, and Committee self-evaluations, review, and planning processes; student equity and diversity initiatives; business, fiscal, and resource allocation planning; news and marketing; and outreach planning and initiatives. The College uses electronic and printed media to broadly communicate the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses, and sets appropriate priorities for college-wide planning, assessment, reporting, review, research and development, and resource allocations. Examples of institutional dialogue and written communications that inform and engage the College's shared governance and constituency groups, such as the Governing Board, advisory committees, College councils and committees, division deans and administrators, instructional and classified staff, students, and local community members, are:

- **Formal Dialogue**—Board of Trustees Meetings, Advisory Board Meetings, Academic Senate, Advisory Committees, College Council, College Effectiveness and Accreditation Committee (CEAC), Planning & Budgeting Committee (PBC), Academic Integrity Committee, Curriculum Committee (CC), Distance Education (DE) Committee, Student Equity Committee (SEC), Student Learning Outcomes (SLO) Committee, Staff Development Committee, Faculty Staffing and Flex Committee, Extended Opportunity Programs and Services (EOP&S), Career and Technical Education (CTE) Committee, Early Childhood Education (ECE) Committee, Basic Skills Initiative Committee (BSIC), Program, Department, and Service Area Meetings (I.B.8-1 [Board Docs Website for Agenda and Minutes](#))

- **Reporting**—Chancellor's Office, District & Advisory Board, Academic Senate, College Council Reports; Committee Objectives Report (COR), Committee Self-Assessment Report (CSAR), CEAC Report; Institutional Effectiveness Report (IER); SLO and Service Area Outcome (SAO) Reports; Program and Service Area Feedback and Reviews; Student Equity (SE) Report; Planning & Budget Reports, CTE, ECE, BSI Reports; Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), New Student & Graduation Surveys, Noel-Levitz Survey, Staff Development Survey, EOP&S, Cooperative Agencies Resources for Education (CARE), CalWORKS, Writing Language Development Center (WLDC); Department, Program & Service Area Surveys (I.B.8-2 [Committee Webpage Directory for Agenda and Minutes](#))

- **Formal Written and Web-Based Communications**—College online portal and dashboard (publicly accessed site); College-wide announcements and e-mails from the Executive Offices of the President and Vice-President; Websites for standing committees (i.e., CEAC, Curriculum, SLO, Student Equity, Student Success and Support Program or SSSP, BSI, CTE, Diversity); Program Reviews; Qualitative and quantitative data (i.e.
Tracdat, Meta); CARE, Newsletters, College Convocation; Student Newsletter, Literary Journal (I.B.8-3 Research and Planning Website Reports and Surveys)

- Campus-Wide Events and Activities—Convocation, Commencement, Job Fairs, Program, Department, and Student Learning & Support Services Events; Staff Development Training, Workshops, Conferences, Teaching Community, Technology, Faculty/Student Events, Employee Appreciation; Associated Students of Yuba College, Student Clubs & Organizations, Career Center, Crossing Borders, Theater/Music, Sports, Community Events (I.B.8-4 Convocation 2015 Agenda)

- Informal Dialogue and Web-Based Communications—Social Media (e.g. Facebook, Twitter) (I.B.8-5 YC Facebook Page)

Formal Dialogue—Through the shared governance system, all institution-set initiatives for the College are systematically evaluated, and regular updates provided to the Academic Senate (I.B.8-6 Academic Senate Minutes see Strategic Goals Item). During 2016-17, the focus of the SSSP was to evaluate the need and effectiveness of specific student services. For example, the Counseling Department evaluated its probation workshops. Based on the feedback received by the Assessment Department, it is considering expanding its hours to better serve the college (I.B.8-7 SSSP Committee Minutes 11.28.2016 Probation Workshops). The BSIC and project participants evaluate all projects funded through BSI on an ongoing basis for the purpose of continuous quality improvement (I.B.8-8 BSIC Funding Request Form).

Reporting—Institutional reports and related data are updated and published through the College's website in a timely manner for public access and review following ACCJC guidelines (I.B.8-9 Accreditation Website). The College engages in ongoing and substantive dialogue, review, evaluation, and planning of "Institutional Effectiveness as a cyclic process of continuous and sustainable improvement" (I.B.8-10 Guide to Institutional Planning and Effectiveness). CEAC reviews the IE Scorecard, Educational Master Plan (EMP), institution-set standards, processes and practices, submission of disaggregated data from divisions, programs, services, and surveys, Program and Service reviews and reports, SLO and SAO reports, and committee self-evaluation and objectives reports (I.B.8-11 CEAC Charter). It then analyzes and evaluates the needs and areas for improvement of administrative, program, student learning, and support services to create the Institutional Effectiveness and Accreditation Review and Report (IEAR). All administrative, program, and service area reports are completed through a systematic process, and posted on the College's website for public review (I.B.8-12 Program Review Reports on Website). The IEAR is completed bi-annually and also published for public review on the website (I.B.8-13 IE Report 2015-2016).

Formal Written and Web-Based Communications—Written and web-based communications are initiated by departments, programs, services, and other campus operations as part of the College's efforts to provide open, easy-access communications for disseminating updates and changes to policies and procedures; announcements; student retention, learning, and success data; matriculation; course scheduling and curriculum notifications; campus events and activities; Emergency Alert notifications; and other pertinent information to various groups throughout the College and community (I.B.8-13 Veterinary Technology Website).

Campus-Wide Events and Activities—Through campus-wide events and activities, the College actively supports institutional, program, and service area initiatives for improving student access, retention, and success, improving student preparedness for college, and community outreach to effectively meet the College's mission (I.B.8-14 Student Focus Group Advertisement Website).
Informal Dialogue/Web-Based Communications – Social Media (i.e. Facebook, Twitter) (I.B.8-15 [YC Twitter])

Analysis and Evaluation
The College has established, integrated, and ongoing board policies, academic procedures, and processes for broadly communicating the results of all of its assessment and evaluation activities, supporting a shared understanding of its strengths and weaknesses, and the value of institutional integrity and transparency in all of its College-wide communications, reporting, business and marketing, and community outreach practices and activities. College collection and analysis of disaggregated data, assessments, evaluations, reviews, and planning are identified and widely disseminated across the institution and community through formal dialogue, reporting, and written and web-based communications, and indirectly supported through Campus-wide events and activities, and informal dialogue and web-based communications.

Evidence Cited
I.B.8-1 Board Docs Website for Agenda and Minutes
I.B.8-2 Committee Webpage Directory for Agenda and Minutes
I.B.8-3 Research and Planning Website Reports and Surveys
I.B.8-4 Convocation 2015 Agenda
I.B.8-5 YC Facebook Page
I.B.8-6 Academic Senate Minutes see Strategic Goals Item
I.B.8-7 SSSP Committee Minutes 11.28.2016 Probation Workshops
I.B.8-8 BSIC Funding Request Form
I.B.8-9 Accreditation Website
I.B.8-10 Guide to Institutional Planning and Effectiveness
I.B.8-11 CEAC Charter
I.B.8-12 Program Review Reports on Website
I.B.8-13 Veterinary Technology Website
I.B.8-14 Student Focus Group Advertisement Website
I.B.8-15 YC Twitter
I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
Yuba College (YC) engages in continuous, systematic, and inclusive institutional assessment, reporting, evaluation, review, and planning of all of its programs, services, budgeting and resource allocation policies and practices as a comprehensive cyclic process described in the College's Integrated Planning Model (IPM). The College has a successive and substantive history of evaluating and improving on its IPM towards achieving its initiatives for student success and its mission, as reflected in the Integrated Planning Timeline below, highlighting the College's key objectives and accomplishments over the last six years:

*Integrated Planning Timeline*

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<td>Accreditation Visit (Fall 2012)</td>
<td>Accreditation Follow-Up Report Submitted to ACCJC (Fall 2013)</td>
<td>Accreditation Follow-Up Report Submitted to ACCJC (Fall 2014)</td>
<td>Annual Program Review Update Implemented 2015-2016 Institutional Effectiveness Review and Report published (Spring 2016)</td>
<td>Mission Statement, Guiding and Core Principles reviewed, revised and vetted through the shared governance processes</td>
<td>Mission Statement, Guiding and Core Principle approved by the Board</td>
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<td>ACCJC Letter of Accreditation Received, placing College on Probation (Spring 2013)</td>
<td>ACCJC Letter of Accreditation Received, removing College from Probation and Placing on Warning (Spring 2014)</td>
<td>ACCJC Accreditation reaffirmed Program Review process reviewed and revised</td>
<td>Drafting of the Accreditation Self-Study begins Program Review Process piloted and implemented</td>
<td>New Educational Master Plan</td>
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<td>Proposed mission statement process and schedule approved and adopted by College Council (Spring 2013)</td>
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<td>Yuba College Goals approved (March 2013)</td>
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<td>Committee/Project Team Objectives and Self-Assessment Reports instituted</td>
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Integrated Planning Model revised
Institutional effectiveness report format created
Revised the Educational Master Plan (EMP)
Established institutional levels of performance for success, retention, degree completion, and transfer
College Effectiveness and Accreditation Committee established

- identifying specific objectives and linking those objectives to the College goals.
- Program Review Evaluation tool created
- Program and Service Vitality rubrics developed

Integrated Strategic and Operational Planning
Integral to the College's mission of preparing "a diverse student population to excel in a rapidly changing, interdependent world," the College's Integrated Planning forms the foundation for all district, program, service, administration, and budgeting and resource policies, procedures, and practices. As detailed in *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College, 2016-17*, prepared by the College Effectiveness and Accreditation Committee (CEAC):

Integrated Planning refers to the interconnected applications and processes of planning within the District and College. It represents a holistic model that links Strategic Planning and Operational planning. Recently, on March 14, 2017, the Yuba College Council approved substantial revisions to Yuba College’s Yuba College Mission, Guiding Principles, and Core Principles. Yuba College’s Integrated Planning Cycle revolves around its Yuba College Mission, Guiding Principles, and Core Principles, its institutional SLOs, the Yuba Community College District’s Strategic Plan, and the Governing Board’s strategic goals. The cyclical IP process follows the model below:
The IPM reflects the College's dynamic and recursive process of self-evaluation, assessment, reporting, review, and planning to achieve its goals (I.B.9-1 Guide to Integrated Planning and Institutional Effectiveness (Draft)).

Planning and Improvement of Programs and Services
As illustrated above, all committees, programs, and services participate in planning and improvement that leads to implementation and adjustments to existing processes and initiatives, cyclic assessment and reporting, and ongoing reflection and dialogue. Planning and improvement take place annually within the College committees in the form of Committee Self-Evaluation and Objectives Reports. Each department, program, and service plans and improves their practices through Program and Service Reviews, Feedback, and Reporting in conjunction with Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) review and evaluation. The IPM occurs over a 6-year cycle in the form of the College's Educational Master Plan (EMP), which drives all College planning. The College Council updates and revises the EMP during the established 3-year cycle (I.B.9-2 Long-Term and Annual Review Timeline).

Evaluation and Implementation of Resource Allocations
Implementation, adjustments, and evaluation are realized annually through the college’s resource allocation processes. It is also manifested annually in course, program, and institutional SLO and
SAO integration. The Yuba Community College District (YCCD) Resource Allocation Process addresses district allocations for:
- Ongoing College Operating Budgets
- District and College Annual Action Plans
- One-Time Allocations Outside the Annual Plan Process

The chart below outlines the District's Resource Allocation Process:

Strategic Assessment and Reporting
Assessing and reporting take many forms at the College, but they are most notably seen in Program, Service and Administrative Reviews and Annual Updates. The College gathers information at the program level every year through Program Reviews (PR) or Annual Updates as shown in the PR cycle (I.B.9-3 Program Review Cycle). PRs are conducted every four years by instructional, non-Career and Technical Education (CTE) programs and service areas and every two years by CTE programs. All programs complete an annual update on off-cycle years. The College Effectiveness and Accreditation Committee (CEAC) reviews all recommendations in each PR and program update, and provides feedback to the respective departments. PRs are then used to guide decisions related to faculty and classified staffing as well as resource allocations. For example, the Faculty Staffing Committee will consider only requests that were made in the current program review or its update. The same can be said for requests that were made for instructional supplies and equipment through one-time funds, facilities maintenance requests and upgrades, and technology requests. All of the decisions related to the above are based on PR recommendations.

Other areas affected by PR include the Annual Budget Review and Committee Self-Assessment Reports. Program and Service area deans take into consideration what is being requested in PRs and Updates when reallocating funds within each division or when requesting additional funds. Committees also submit annual Committee Self-Assessment Reports (CSARs) (I.B.9-4 College Council Committee Self Assessment Report). CEAC submits a biennial IEAR, analyzing areas of needed improvement for the college, which is presented to both the College Council and the Academic Senate. Finally, SLOs and SAOs are assessed regularly at the course, program, and
Institutional planning at the College addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. The College PBC has developed a Program Recommendation/Augmentation Request process to make PR the guiding document in funding program recommendations. The figure below illustrates the workflow for prioritizing requests through four levels of review before submission to the College president.
Figure: Yuba College Program Recommendations/Augmentation Requests Workflow

The PBC is currently considering having Faculty Staffing Recommendations follow the same workflow until after the second Review. One-time funds from the District would also be allocated following the same workflow, as well as ongoing requests. A general YCCD Resource Allocation Process is used for ongoing College operating budgets (I.B.9-8 YCCD Resource Allocation Process).

For facilities and technology, since the District has the primary role, the plans are written as a district. The Facilities Master Plan includes all locations and the Technology Plan is created for all colleges and locations. Creation of the plans include the same governance processes as explained above. Additional information on the process behind the YCCD Facilities Master Plan and the YCCD Technology Plan, see III.B and III.C (I.B.9-9 YCCD Facilities Master Plan Update 2014, I.B.9-10 YCCD Technology Plan).

Analysis and Evaluation

The College integrates PR, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. For the past five years, the College has been evaluating and redesigning its integrated planning efforts to create a meaningful and effective IPM. Some of the highlights of these efforts include rewriting the EMP in 2013 and 2017, overhauling the PR and Services Review cycle, questions, and PR feedback processes, creating the CEAC, revising the College Mission statement and guiding and core principles, evaluating and revising the resource allocation process, and ensuring that SLOs and SAOs are included throughout the planning processes. PR and resource allocation are clearly integrated through the College's IPM. The College Council and CEAC assure that issues of institutional effectiveness are widely discussed throughout the shared governance process.

Evidence Cited

I.B.9-1 Guide to Integrated Planning and Institutional Effectiveness (Draft)
I.B.9-2 Long-Term and Annual Review Timeline
I.B.9-3 Program Review Cycle
I.B.9-4 College Council Committee Self Assessment Report
I.B.9-5 CEAC Committee Objective Report 2017-2018
I.B.9-6 PBC Minutes 5.19.2017 One Time Allocation Prioritization
I.B.9-7 Institutional Effectiveness Report 2015-2016
I.B.9-8 YCCD Resource Allocation Process
I.B.9-9 YCCD Facilities Master Plan Update 2014
I.B.9-10 YCCD Technology Plan
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard
The College provides students and the public clear and accurate information. It follows procedures that ensure information provided to students and prospective students about its mission statement, learning outcomes, educational programs, and student support services is correct. Information sources include the College Catalog, the website, e-mail, information boards placed around campus at both locations, electronic signs at the main entrance to campus, and printed brochures with programmatic communication. The College website includes a virtual campus tour (I.C.1-1 Virtual Tour), and maintains active social media presence on Facebook and Twitter (I.C.1-2 Yuba College Facebook page). Counselors provide outreach to area high schools with information about the College, its educational programs, and students support services in order to recruit students to successfully complete their educational goals. Additionally, the College hosts a Community Day to inform the public about the college (I.C.1-4 Community Day).

The College’s Office of Instruction provides both print and online versions of the catalog and schedule of classes (I.C.1-5 College Catalog, I.C.1-6 Course Schedule). The schedule of classes is created two times a year. The catalog is revised and updated every year. Producing a catalog is a collaborative effort by the Catalog Team, consisting of a District Educational Services Analyst, Counselor, and Public Events Technician, as well as deans, faculty, and staff in applicable departments, to ensure the information is precise, accurate, and current. In order to ensure clarity, accuracy, and integrity the catalog is reviewed by multiple people, such as departments and a rotating recruited staff member, following a timeline to ensure that it meets publication deadlines (I.C.1-7 2017-2018 Catalog Timeline). In addition to program and departments reviewing their information, the College recruited a staff member to review the catalog holistically to ensure accuracy. The schedule of classes is also reviewed before publication. The deans prepare the schedule before it is reviewed by the Curriculum and Scheduling Support Specialist and audited by the district office.

Printed Student Handbooks are updated annually and are distributed to all new incoming students that attend new student workshops throughout the year. Handbooks contain information on campus deadlines as well as student and academic support services. The College website provides clear and accurate information related to its mission statement (I.C.1-8 YC Webpage: Mission Statement), accreditation status (I.C.1-9 YC Accreditation Information Website), learning outcomes, educational programs, student services, and academic support services. Program Student Learning Outcomes (pSLOs) are listed on the SLO website (I.C.1-10 SLO Website) and mapped in the cocollege Catalogo the Institutional outcomes (iSLOs). Course SLOs (cSLOs) are listed in course syllabi, which are stored in each dean's or program director's office. Every semester, the deans review syllabi to ensure that SLOs are present. The learning assessment results are available on the SLO website to the students and the public (I.C.1-11 Guest view option in TracDat for SLOs.) The guest view options in TracDat and CurricuNet
software programs enables everyone to see course outlines, SLOs, and assessment methods (I.C.1-12 Curricunet Guest View).

Program information is available on the College website. Much of the information is the same information that is printed in the catalog. Some programs, such as Radiologic Technology Program and Nursing, have additional information about their programs available on the web (I.C.1-13 Radiologic Technology Website, I.C.1-14 Nursing Program Website). The Veterinary Technology program also lists their program accreditation through the American Veterinary Medical Association (I.C.1-15 Veterinary Technology Program website, listing its accreditation status). Many programs take advantage of having printed brochures with similar information to market their programs. Fire Technology and Veterinary Technology Programs maintain Facebooks pages to market their program and engage current students (I.C.1-16 Fire Tech Facebook page, I.C.1-17 Vet Tech Facebook page). A video introduction to Yuba College is available on the New Student webpage with the steps to enroll (I.C.1-18 Video Introduction to College "We Believe in Your Future"). Programs and non-academic departments are responsible for ensuring the information is up-to-date on their program or department website, Facebook pages, and other materials. The Information Technology (IT) department provides access and technical support to employees who provide content to the college website.

Students, personnel, and the public are informed about the College’s accreditation status through the Yuba College Accreditation webpage. The College’s accreditation status is also included in the College’s print and online catalog (see page 11). Board Policy (BP) 3200 states, "The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations" (I.C.1-19 BP 3200). Programs requiring accreditation by other accrediting agencies publish information about their status. For example, the Veterinary Technology program states that it is accredited by the American Veterinary Medical Association.

**Analysis and Evaluation**

Through a variety of communication media, including the College Catalog, website, and schedule of classes, the institution provides clear and accurate information to prospective and current students, personnel, and community members related to its mission statement, learning outcomes, educational programs, and student support services (including academic support). In addition, the institution gives accurate information to students and the public about its accreditation status with its various accreditors.

**Action Plan**

Finalize the draft Communication Plan that will be adopted during Fall 2017.
Create plan to ensure the Yuba College website is reviewed periodically by the appropriate departments to ensure relevant and current information for their audience and links are working. See also 1.C.3.
Curriculum Committee to implement a new curriculum review process that includes SLO Committee Review of all SLOs to begin spring 2018 or fall 2018.
During the 2017-2018 academic year, all active degree and certificates, with the exception of those degrees and certificates updated during the prior academic year and AA and AS transfer degrees (ADTs), will be updated by faculty and approved by the College CC. The update will include revisions or development of program outcomes for all degrees and certificates. The
program (degree and certificate) outcomes will be added to the 2018-2018 catalog. See also I.C.2 and I.C.4 action plans.

**Evidence Cited**

I.C.1-1 [Virtual Tour](#)
I.C.1-2 [Yuba College Facebook page](#)
I.C.1-3 [Yuba College Twitter page](#)
I.C.1-4 [Community Day](#)
I.C.1-5 [College Catalog](#)
I.C.1-6 [Course Schedule](#)
I.C.1-7 [2017-2018 Catalog Timeline](#)
I.C.1-8 [YC Webpage: Mission Statement](#)
I.C.1-9 [YC Accreditation Information Website](#)
I.C.1-10 [SLO Website](#)
I.C.1-11 [Guest view option in TracDat for SLOs](#)
I.C.1-12 [Curricunet Guest View](#)
I.C.1-13 [Radiologic Technology Website](#)
I.C.1-14 [Nursing Program Website](#)
I.C.1-15 [Veterinary Technology Program website, listing its accreditation status](#)
I.C.1-16 [Fire Tech Facebook page](#)
I.C.1-17 [Vet Tech Facebook page](#)
I.C.1-18 [Video Introduction to College "We Believe in Your Future"](#)
I.C.1-19 [BP 3200](#)
I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard
The College’s Office of Instruction provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the Catalog Requirements. The catalog is available on the College's website and can be downloaded as a pdf document (I.C.2-1 Website Catalog). The catalog is revised and updated every year. Producing a catalog is a collaborative effort by the Catalog Team, consisting of a District Educational Services Analyst, Counselors, as well as deans, faculty, and staff in applicable departments to ensure the information is precise, accurate, and current.

The College’s Catalog Development Workgroup has been tasked with carefully reviewing all catalog course descriptions and prerequisites to ensure that no discrepancies exist between those and the description and prerequisites listed in the schedule of classes. In doing so, the workgroup has developed Catalog Development Guidelines (I.C.2-2 Catalog Development Guidelines and Timeline) which include criteria so that these discrepancies are not repeated.

For a course description to be used in the catalog (including any prerequisites or co-requisites), it must meet the following criteria:

- Be from an approved Course Outline of Record (COR)
- Be posted in Colleague (YCCD's student, curriculum, and financial management system)

Each catalog is prepared after the April Board of Trustees Board meeting, and reflects curriculum approved through that date. When curricular changes are approved at subsequent board meetings, the Catalog Development Workgroup develops and posts addendums to each year’s catalog.

A small number of printed copies of the catalog are available in the Admissions Office and academic support services, such as the Library and Student Success Center for reference. Previous editions back to 2004 are also available on the College website (I.C.2-3 Catalog Archives Webpage).

The follow table outlines the catalog requirements and where the information in located in the Yuba College 2017-2018 catalog:

<table>
<thead>
<tr>
<th>Catalog Requirements</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td></td>
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<tr>
<td>Official Name, Address(es), Telephone</td>
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<tr>
<td>Number(s), and Website Address of the</td>
<td>1</td>
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<tr>
<td>Institution</td>
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<tr>
<td>Educational Mission</td>
<td>12</td>
</tr>
<tr>
<td>Representation of accredited status with</td>
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<tr>
<td>ACCJC and with programmatic accreditors, if</td>
<td>11</td>
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<tr>
<td>any</td>
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<tr>
<td>Course, Program, and Degree Offerings</td>
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<td>Student Learning Outcomes for Programs and</td>
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<td>Degrees</td>
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Major Policies Affecting Students
Academic Regulations, including Academic Honesty 39-51
Nondiscrimination 13
Acceptance and Transfer of Credits 40
Transcripts 51
Grievance and Complaint Procedures 37-38
Sexual Harassment 13
Refund of Fees 31

Locations or Publications where Other Policies may be found
Yes, some examples:
Pg.13 HR for Title IX Coordinator for policies, complaints, etc.
Pg. 27 Board Policy Website for Enrollment Priorities process
Pg. 34 Annual Security Report from YC Police Office or online

Some of the information provided in the catalog is also provided in the schedule of classes (I.C.2-4 Course Schedule). Information included in the course schedule includes the academic calendar, transcript requests, financial aid opportunities, academic and student support departments, and a campus map.

Analysis and Evaluation
The College provides all the necessary information of the catalog requirements listed in Eligibility Requirement (ER) 20 and provides a precise, accurate, and current source of information about the College, academic program requirements, and college policies and procedures. The College Catalog is updated based on regulatory and policy requirements identified by the Curriculum Committee. Electronic and print copies of the catalog and/or addendum are available online and on campus.

Action Plan
During the 2017-2018 academic year, all active degree and certificates, with the exception of those degrees and certificates updated during the prior academic year and AA and AS transfer degrees (ADTs), will be updated by faculty and approved by the College CC. The update will include revisions or development of program outcomes for all degrees and certificates. The program (degree and certificate) outcomes will be added to the 2018-2018 catalog. See also I.C.1 and I.C.4 action plans.
Evidence Cited
I.C.2-1 Website Catalog
I.C.2-2 Catalog Development Guidelines and Timeline
I.C.2-3 Catalog Archives Webpage
I.C.2-4 Course Schedule
I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
Student learning and achievement results are regularly communicated to constituencies, including current and prospective students and the public by publishing a number of documents on the College website including:

- Student Success Scorecard (I.C.3-1)
- Institutional Effectiveness Review Report 2015-2016 (I.C.3-2)
- AP 3255 Institutional Effectiveness (I.C.3-3)
- Student Engagement Survey (I.C.3-4)
- Graduation Survey Summary (I.C.3-5)

The Office of Research, Planning, and Student Success publishes many reports that are available to internal and external constituencies (I.C.3-6 Office of Research, Planning, and Student Success Website). These include surveys, campus planning documents, and links to resources, such as the Student Success Scorecard, and are available to the public. This website also links to the Student Learning Outcomes (SLO) Committee website where the public can get further information regarding SLO assessment results through committee minutes and other documents (I.C.3-7 SLO Committee Website). Committee and department leadership post meetings' minutes and other information about their programs on the website for the public.

The California Community College System's Student Success Scorecard provides data on student achievement. Data includes student students in areas of remedial instruction, career technical education course completion, student retention, and student completion. Data is reported by gender, age, and ethnicity which gives all California Community Colleges a tool to review the achievement of their students and identify if equity measures are narrowing any identified achievement gaps.

Programs list additional information to communicate the academic quality of individual programs. Nursing provides a link to nursing exam NCLEX pass rates by school (I.C.3-8 Nursing NCLEX Pass Rate Link Webpage), as does the Psychiatric Technician program for the California Psychiatric Technician Licensure Examination pass rates (I.C.3-9 Psychiatric Technology Website). The YC Fact Book provides additional information on internal and external data, educational effectiveness, placement scores, and more (I.C.3-10 Fact Book).

The Dean of Student Success and Institutional Effectiveness is being hired during early Fall 2017 to provide additional leadership in assessment of student learning and evaluation of student achievement (I.C.3-11 Dean of Student Success Job Description).

Analysis and Evaluation
The College regularly communicates assessment of student learning and evaluation of student achievement to appropriate constituent groups which include the public and current and prospective students. Scorecard data is available on the College website and a variety of other reports and surveys are available at the Office of Research, Planning and Student Success webpage. These documents include information such as the College Fact Book and Institutional Effectiveness Report (IER).

Action Plan
Evidence Cited
I.C.3-1 Student Success Scorecard
I.C.3-3 AP 3255 Institutional Effectiveness
I.C.3-4 Student Engagement Survey
I.C.3-5 Graduation Survey Summary
I.C.3-6 Office of Research, Planning, and Student Success Website
I.C.3-7 SLO Committee Website
I.C.3-8 Nursing NCLEX Pass Rate Link Webpage
I.C.3-9 Psychiatric Technology Website
I.C.3-10 Fact Book
I.C.3-11 Dean of Student Success Job Description
I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The current College Catalog describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The catalog is available both online in a downloadable PDF format and in printed format, where it is available at the Bookstore, Admissions and Records Office, Counseling Services, the Library, and each division office (I.C.4-1 College Catalog). Each program listing states the program purpose, course requirements, recommended additional courses (when applicable), and degree and/or certificate Student Learning Outcomes (SLOs). The class schedule also contains information on course content and prerequisite requirements (I.C.4-2 Schedule of Classes).

The College Curriculum Committee (CC) program proposal form for new programs requires specific information that is in alignment with the California Community Colleges Chancellor's Office (CCCCCO) Standards and Criteria Program and Course Approval Handbook (I.C.4-3 Program and Course Approval Handbook). Information submitted when approval is requested may include, depending on type of degree or certificate: program narrative, program goals and objectives, catalog description, units, enrollment and completion projections, and labor market information. Proposed programs must demonstrate a link to the College's mission and ensure that all approved programs' purpose, content, course requirements and expected learning outcomes are clearly articulated and understandable for students.

The College website contains program web pages. These webpages contain information about the program purpose, description, program, College SLOs, career opportunities, degrees and /or certificates awarded, and links to the program's listing in the College catalog (I.C.4-4 Welding Example). Academic counselors and department chairs also advise students regarding the courses needed to complete a degree or certificate.

Analysis and Evaluation
The catalog and website describe the purpose of each degree and certificate, required courses and units, and learning outcomes. Within the course descriptions, students can see prerequisite information for courses, as well as find information on general education graduation requirements and transfer information. Course requirements and content are clearly defined and articulated.

Action Plan
During the 2017-2018 academic year, all active degree and certificates, with the exception of those degrees and certificates updated during the prior academic year and AA and AS transfer degrees (ADTs), will be updated by faculty and approved by the College CC. The update will include revisions or development of program outcomes for all degrees and certificates. The program (degree and certificate) outcomes will be added to the 2018-2018 catalog. See also I.C.1 and I.C.2 action plans.

Evidence Cited
I.C.4-1 College Catalog
I.C.4-2 Schedule of Classes
I.C.4-3 Program and Course Approval Handbook
I.C.4-4 Welding Example
I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
As part of a multi-college district, the College leadership regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. Board Policy (BP) 2410 states that the District reviews its BPs every five years, and Administrative Procedures (APs) as necessary (I.C.5-1 Board Policies 2410). The District maintains a subscription to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Services to ensure that BPs and APs remain current. Such policies and procedures are posted on the District website and reviewed regularly through the governance process via a committee structure. College faculty, staff, and students participate in this process. The College Catalog is reviewed and updated annually to ensure that both current and prospective students receive timely and accurate information. Other college publications are updated by various departments. For example, Student Services annually updates the Student Handbook to provide students with important dates, phone numbers, and other relevant information for student success (I.C.5-2 Student Handbook). The Academic Senate leads the campus on academic and professional matters, and addresses all matters either directly or through its designated committees. Actions and minutes are posted on their website (I.C.5-3 Academic Senate Website).

The College follows the integrated system of planning described in AP 3255, Institutional Effectiveness (IE) (I.C.5-3 AP 3255 Institutional Effectiveness). The College IE process is further illustrated by the Yuba College Institutional Effectiveness Overview Chart (I.C.5-5 Institutional Effectiveness Overview). The IE timeline shows the process to be a yearly cycle that continues each year (I.C.5-6 Institutional Effectiveness Annual Timeline). Important components of the IE model are Program Reviews (PRs) and Service Reviews (I.C.5-7 YC Program and Services Review). The cycle of PRs shows when programs and academic support are required to submit full review or updates (I.C.5-8 Program Review Cycle).

Analysis and Evaluation
BPs, APs, and College procedures and practices are reviewed on a regular and consistent cycle through the shared governance committee structure. There is a process, as describe in section I.C.2, to ensure the College Catalog and Course Schedules are accurate.

Evidence Cited
I.C.5-1 Board Policies 2410
I.C.5-2 Student Handbook
I.C.5-3 Academic Senate Website
I.C.5-4 AP 3255 Institutional Effectiveness
I.C.5-5 Institutional Effectiveness Overview
I.C.5-6 Institutional Effectiveness Annual Timeline
I.C.5-7 YC Program and Services Review
I.C.5-8 Program Review Cycle
I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
The College provides accurate electronic and print information to current and prospective students about the total cost of education, including tuition, fees, and other required expenses, such as textbooks and other instructional materials. This information is available on various college webpages (I.C.6-1 Tuition and Fees Website), student award letters, college department websites such as the Public Safety (I.C.6-2 YC Public Safety Example) and the Vet Tech department (I.C.6-3 Vet Tech Example) websites, and also in the printed course catalog (I.C.6-4 Catalog 2016-2017 page 31) and printed course schedule (I.C.6-5 Class Schedule).

Textbook costs can be obtained through two methods: WebAdvisor, the course registration system, and directly through the College's bookstore website (or on-campus store). As students are searching or registering for courses in WebAdvisor, each course has a link to view the book information that goes directly to the bookstore's website (I.C.6-6 WebAdvisor View Books Sample Screen). Students can also search the website directly for their courses, and see the various options for purchasing or renting their textbooks in print or digital formats (I.C.6-7 Bookstore Counseling Textbook Sample Screen).

Analysis and Evaluation
Students are informed about the total cost of education in the schedule of classes, the catalog, the campus website, on program websites and via other communication methods.

Evidence Cited
I.C.6-1 Tuition and Fees Website
I.C.6-2 YC Public Safety Example
I.C.6-3 Vet Tech Example
I.C.6-4 Catalog 2016-2017 page 31
I.C.6-5 Class Schedule
I.C.6-6 WebAdvisor View Books Sample Screen
I.C.6-7 Bookstore Counseling Textbook Sample Screen
I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
Yuba Community College District (YCCD) demonstrates its commitment to institutional and academic integrity by publishing and following Board Policies (BPs) and Administrative Procedures (APs) on academic freedom and responsibility (I.C.7-1 YCCD Website for Board Policies and Procedures). BP 4030 articulates the governing board’s commitment to academic freedom and responsibility (I.C.7-2 BP 4030). The College demonstrates its commitment to academic freedom by ensuring that academic employees feel free to teach, and the students feel free to learn. This commitment is demonstrated through the publication of the BP in the College Catalog (I.C.7-3 Academic Freedom Statement in catalog, p. 11). This policy is also referenced on the first page of the YCCD Faculty Association (FA) bargaining agreement and is covered in the Academic Employee Handbook (I.C.7-4 YCCDFA Contract (see page 1, I.C.7-5 Academic Employee Handbook Pg.4 (2011)).

YCCD BP 1300 (diversity), 2345 (public participation at board meetings), 3410 (nondiscrimination), 3430 (prohibition of harassment), 3900 (speech: time, place, and manner), 4030 (academic freedom), and other documents demonstrate the District and the College’s commitment to the free pursuit and dissemination of knowledge; they support an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students (I.C.7-6 BP 1300, Diversity, I.C.7-7 BP 2345, Public participation at board meetings, I.C.7-8 BP 3410, Nondiscrimination, I.C.7-9 BP 3430, Prohibition of Harassment, I.C.7-10 BP 3900 Speech Time Place Manner). Governing board members receive training on board policies at the new trustee orientation (I.C.7-11 YCCD New Trustee Orientation on Schedule). Additionally, the governing board discusses board policies when they are presented for review at BP Committee meetings. The governing board requires a comprehensive review of board policies every five years (I.C.7-12 YCCD Information Item for Review of Board Policy 4030). The College leadership and Academic Senate leadership are able to make recommendations for revisions to BPs through their participation on the District, Colleges, and Academic Senate (DCAS) Leadership Committee (academic matters), or the District Consultation and Coordination Council (DC3). Minor edits to policies do not require governing board approval. Those that do require approval are recommended by the BP Committee for placement on the governing board’s consent agenda. The College Academic Senate also has an academic freedom policy (I.C.7-13 Academic Senate Ethics Statement). The Curriculum Committee provides an example of faculty exercising their academic freedom in regards to curriculum. BP 2510 (participation in local decision-making) is evidence that the Board relies primarily upon the Academic Senate for curriculum, and for degree and certificate requirements (I.C.7-14 BP 2510, Participation in Local Decision-Making). Another example of faculty exercising academic freedom included the coordination of programs and events through the Crossing Borders Building Bridges series (I.C.7-15 Crossing Border Building Bridges events). This program series fosters awareness and discussion of controversial issues such as human trafficking, income inequality, racism, transgender issues, and climate change, among others. The College supports these events and activities by providing facilities, marketing support, and other resources.
Analysis and Evaluation

The College and District use and publish governing board policies and other documents on academic freedom and responsibility. BP 4030 (academic freedom) makes clear the district’s commitment to academic freedom and defines the responsibilities of the governing board, administration, educational supervisors, and academic employees with regards to academic freedom. This policy is published in an easily-accessible location on the District’s website. The language is also included in the YCCDFA bargaining agreement.

BP 4030 was last revised on June 9, 2016. In that revision, only minor edits were necessary to maintain the language recommended by the CCLC, which administers the board policy update service subscribe to by the District, so Board Policy 4030 was presented as an information item at the governing BP Committee meeting on June 9, 2016.

Board Policies 1300, 2345, 3410, 3430, 3900, and 4030, and other documents make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. As required by Eligibility Requirement (ER) 13 (academic freedom), the College is committed to academic freedom and the free pursuit of knowledge. To ensure institutional and academic integrity, the College and the YCCD clearly communicates this commitment through a variety of publications and activities.

Evidence Cited

I.C.7-1 YCCD Website for Board Policies and Procedures
I.C.7-2 BP 4030
I.C.7-3 Academic Freedom Statement in catalog, p. 11
I.C.7-4 YCCDFA Contract (see page 1)
I.C.7-5 Academic Employee Handbook Pg.4 (2011)
I.C.7-6 BP 1300, Diversity
I.C.7-7 BP 2345, Public participation at board meetings
I.C.7-8 BP 3410, Nondiscrimination
I.C.7-9 BP 3430, Prohibition of Harassment
I.C.7-10 BP 3900 Speech Time Place Manner
I.C.7-11 YCCD New Trustee Orientation on Schedule
I.C.7-12 YCCD Information Item for Review of Board Policy 4030
I.C.7-13 Academic Senate Ethics Statement
I.C.7-14 BP 2510, Participation in Local Decision-Making
I.C.7-15 Crossing Border Building Bridges events
I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College and the Yuba Community College District (YCCD) have established and published clear policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of the governing board. These Board Policies (BPs) and Administrative Procedures (AP) include specifics relative to each constituency, including student behavior, academic honesty, and the consequences for dishonesty. This is demonstrated by BP 2715 (Code of Ethics/Standards of Practice for Governing Board Members), and BP 5500 (Standards of Conduct for Students); AP 3050 (Institutional Code of Ethics for Students, Staff, and Members of the Governing Board), AP 5500 (Standards of Conduct for Students), AP 5520 (Student Discipline Procedures), AP 5530 (Student Rights and Grievances), AP 7360 (Discipline Dismissal—Academic Employees), and AP 7365 (Discipline Dismissal—Classified Employees); Management Handbook, Student Code of Conduct, Academic Senate policies, and other practices.

The Academic Senate Faculty Ethics Statement describes faculty responsibility for honest academic conduct, academic standards, and an environment of trust and sensitivity. Policies and procedures covering full-time and part-time faculty are described and referenced in the Academic Employee Handbook. Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the College catalog.

Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

The following chart summarizes the various policies, procedures, and other documents that promote honesty, responsibility, and academic integrity among all college constituents:

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Description</th>
<th>Reference</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and all employees</td>
<td>Institutional code of ethics for students, staff, and members of the governing board</td>
<td>AP 3050</td>
<td>REF 1.C.8-3</td>
</tr>
<tr>
<td>Students and all employees</td>
<td>Nondiscrimination</td>
<td>BP 3410</td>
<td>REF 1.C.8-11</td>
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<tr>
<td>Students and all employees</td>
<td>Prohibition of Harassment</td>
<td>BP 3430</td>
<td>REF 1.C.8-12</td>
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<td>Students and all employees</td>
<td>Sexual and Other Assaults on Campus</td>
<td>BP 3540</td>
<td>REF 1.C.8-13</td>
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<tr>
<td>Students and all employees</td>
<td>Drug Free Environment and Drug Prevention Program</td>
<td>BP 3550</td>
<td>REF 1.C.8-14</td>
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<tr>
<td>Students and all employees</td>
<td>Computer Use</td>
<td>BP 3720</td>
<td>REF 1.C.8-15</td>
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<tr>
<td>All Employees</td>
<td>Political Activity</td>
<td>BP 7370</td>
<td>REF 1.C.8-16</td>
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<tr>
<td>Group</td>
<td>Topic</td>
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<tr>
<td>All Employees</td>
<td>Whistleblower Protection</td>
<td>BP 7700</td>
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<td>REF 1.C.8-17</td>
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<tr>
<td>All Employees and Board of Trustees</td>
<td>Gifts</td>
<td>BP 3820</td>
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<td>REF 1.C.8-18</td>
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<td>Students</td>
<td>Student behavior and discipline</td>
<td>BP 5500, AP 5500</td>
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<td>REF 1.C.8-2, 1.C.8-4</td>
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<td>Students</td>
<td>Student discipline procedures</td>
<td>AP 5520</td>
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<td>REF 1.C.8-19</td>
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<td>Students</td>
<td>Student rights and grievances</td>
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<td>Students</td>
<td>Department of nursing student handbook</td>
<td>Associate Degree Nursing Handbook</td>
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<td>REF 1.C.8-21</td>
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<td>Students</td>
<td>Police academy rules and regulations</td>
<td>Peace officer orientation course</td>
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<td>REF 1.C.8-22</td>
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<td>Faculty</td>
<td>Discipline and dismissal - academic employees</td>
<td>AP 7360</td>
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<td>REF 1.C.8-5</td>
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<td>Faculty</td>
<td>Academic employee handbook</td>
<td>Academic Employee Handbook [one was approved Feb 9, 2017 by the policy committee]</td>
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<td>Faculty</td>
<td>Academic senate faculty ethics statement</td>
<td>Academic Senate Policy and Procedures 2003-001</td>
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<td>REF 1.C.8-10</td>
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<td>Classified Employees</td>
<td>Discipline dismissal – classified employees</td>
<td>AP 7365</td>
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<td>Ref 1.C.8-6</td>
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<td>Management</td>
<td>District management handbook</td>
<td>BP 7265</td>
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<td>REF 1.C.8-7</td>
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<td>Management</td>
<td>District management handbook</td>
<td>YCCD Management Handbook</td>
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<td>REF 1.C.8-8</td>
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<td>Board of Trustees</td>
<td>Code of ethics/standards of practice for governing board members</td>
<td>BP 2715</td>
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<td>Board of Trustees</td>
<td>Personal Use of Public Resources</td>
<td>BP 2717</td>
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<td>REF 1.C.8-25</td>
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**Analysis and Evaluation**

The College and the District have established and published policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of
the governing board. There are policies that apply to all constituencies (students, employees, and members of the governing board) and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

The governing board requires a comprehensive review of policies every five years. The College leadership and Academic Senate leadership is able to make recommendations for revisions to board policies through their participation on the District, Colleges, and Academic Senate (DCAS) Leadership Committee or the District Consultation and Coordination Council (DC3). Board policies are reviewed and discussed in detail at BP Committee meetings. Minor edits to board policies do not require governing board approval. Those that do require approval are recommended by the Committee for placement on the governing board’s consent agenda.

The District clearly defines a code of ethics and standards for the governing board, students, and employees as demonstrated by BPs 2715 and 5500, APs 3050, 5500, 5520, 5530, 7360, and 7365, the YCCD Management Handbook, and the Student Code of Conduct. These policies, procedures, and other documents include the expectations of behavior, honesty, responsibility, and integrity, and provide for the consequences of dishonesty. Policies and procedures covering full-time and part-time faculty are described and referenced in the Academic Employee Handbook. Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the College catalog. BP 2715 (code of ethics/standards of practice) details the high standards of ethical conduct for members of the governing board and provides for censure for trustee misconduct. This board policy was last updated on June 9, 2016, and is current. The board policy is published in an easily-accessible location on the District’s website.

BP 5500 (standards of conduct), AP 5500 (standards of conduct), AP 5520 (student discipline procedures), AP 5530 (student rights and grievances), and the Student Code of Conduct provide specific rules and regulations governing standards of student behavior, give notice of inappropriate conduct and applicable penalties for violation of the rules and regulations, and provide a procedure for disciplining students that offers fair and objective treatment. BP 5500 was last revised on July 14, 2010 and is due for review. AP 5500, 5520, 5530, and the Student Code of Conduct were last revised on June 3, 2014, and are current. The board policy, administrative procedures, and Student Code of Conduct are published in an easily accessible location on the District’s website.

AP 3050 (institutional code of ethics) highlights the ethical expectations of all employees. This procedure was last revised on December 1, 2006. Although there is no time requirement for reviewing administrative procedures, it would be beneficial for the District to review the procedure for currency. AP 7360 (discipline and dismissal – academic employees) and 7365 (discipline and dismissal – classified employees) provide for discipline and dismissal of academic and classified employees. Both administrative procedures are published in an easily accessible location on the district’s website. These administrative procedures were last revised on December 3, 2013, and are current. The Management Handbook also defines a code of ethics for all managers. This handbook, available on the Human Resources website, was adopted on September 29, 2008. It would be beneficial for the District to review the handbook for currency. The Academic Senate Faculty Ethics Statement outlines faculty responsibilities to discipline, students, colleagues, academic institution, and community.

**Evidence Cited**

I.C.8-1  BP 2715, Code of Ethics/Standards of Practice
I.C.8-2 BP 5500, Standards of Conduct
I.C.8-3 AP 3050, Institutional Code of Ethics
I.C.8-4 AP 5500, Standards of Conduct
I.C.8-5 AP 7360, Discipline Dismissal – Academic Employees
I.C.8-6 AP 7365, Discipline Dismissal – Classified Employees
I.C.8-7 BP 7265 District Management Handbook
I.C.8-8 YCCD District Management Handbook
I.C.8-9 Student Code of Conduct
I.C.8-10 Academic Senate Faculty Ethics Statement
I.C.8-11 BP 3410, Nondiscrimination
I.C.8-12 BP 3430, Prohibition of Harassment
I.C.8-13 BP 3540 Sexual and Other Assaults on Campus
I.C.8-14 BP 3550, Drug Free Environment and Drug Prevention Program
I.C.8-15 BP 3720, Computer Use
I.C.8-16 BP 7370 Political Activity, Employees
I.C.8-17 BP 7700 Whistleblower Protection, Employees
I.C.8-18 BP 3820, Gifts
I.C.8-19 AP 5520, Student Discipline Procedures
I.C.8-20 AP 5530, Student Rights and Grievances
I.C.8-21 Yuba College Department of Nursing Student Handbook
I.C.8-22 Yuba College Policy Academy Rules and Regulations
I.C.8-23 Academic Employee Handbook
I.C.8-24 BP 2716, Board Political Activity
I.C.8-25 BP 2716, Personal Use of Public Resources
I.C.9.  Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
Board Policy (BP) 4030 (academic freedom) provides guidance to help College faculty distinguish between personal conviction and professionally accepted views in a discipline, as evidenced by the following statement:

Academic employees must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students’ right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such. (I.C.9-1 BP 4030, Academic Freedom)

The policy language is included in the Yuba Community College District Faculty Association (YCCDFA) bargaining agreement and is published in the catalog (I.C.9-2 Academic Freedom Statement in catalog, p. 11).

The Faculty Ethics Statement adopted by the Academic Senate expresses the College’s and the faculty’s commitment to maintaining academic integrity (I.C.9-3 Academic Senate Ethics Statement). The document states, “as a part of faculty obligation to infuse the skills of critical thinking, faculty seek to create classroom environments that foster free exchange of ideas”. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members acknowledge academic contributions of others and strive to be objective in their professional judgment of colleagues.

Curriculum policies, practices, and procedures at the College ensure faculty present data and information fairly and objectively. The Curriculum Committee reviews all curriculum, including content and Student Learning Outcomes (SLOs), to ensure courses are taught in a manner that presents course content fairly and objectively with critical thinking as a general educational outcome of courses (I.C.9-4 Curriculum Course Outline of Record Form).

The evaluation forms completed by students as part of the faculty evaluation process include questions related to fairness and objectivity. For example, "Was the Instructor receptive to the expression of student views?" "How well did the Instructor explain the objectives of a course?" (I.C.9-5 Instructor Rating Sheet Student Evaluation Form). As an instructor is being evaluated, the evaluator can also add comments regarding any observations if a faculty member does not present content fairly and objectively, or doesn't allow any diverse discussion to take place during class time (I.C.9-6 YCCD Faculty Evaluation Form).

Analysis and Evaluation
The College has in place policies and the faculty evaluation mechanisms to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that faculty members present data and information fairly and objectively. BP 4030 (academic freedom) makes clear the District’s commitment that faculty distinguish between personal conviction and professionally accepted views in a discipline. This policy is published in an easily accessible location on the district’s website. The board policy language is included in the YCCDFA bargaining agreement. BP 4030 was last revised on June 9, 2016, and is current.

Evidence Cited
I.C.9-1 BP 4030, Academic Freedom
I.C.9-2 Academic Freedom Statement in catalog, p. 11
I.C.9-3 Academic Senate Ethics Statement
I.C.9-4 Curriculum Course Outline of Record Form
I.C.9-5 Instructor Rating Sheet Student Evaluation Form
I.C.9-6 YCCD Faculty Evaluation Form
I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

This standard does not apply to Yuba College.
I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Yuba College does not operate outside the United States.
I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Board Policy (BP) 3200 outlines the District's and the College's commitment to complying with Accrediting Commission for Community and Junior Colleges (ACCJC) standards, policies, and guidelines (I.C.12-1 BP 3200, Accreditation). The corresponding Administrative Procedure (AP), 3200, ensures that BP 3200 is being followed by stating the District will use the approved publications of ACCJC to ensure compliance with this eligibility requirement and standard at all times (I.C.12-2 AP 3200, Accreditation).

The College exhibits integrity in its relationships with the Commission and complies with Eligibility Requirements (ERs), Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Timely report submissions, such as the Self-Evaluation Study, follow-up reports, midterm reports, and substantive change reports demonstrate the College, when directed to act by the Commission, responds to meet requirements within a time period set by the Commission. The institution discloses information required by the Commission electronically and in print to carry out its accrediting responsibilities. All reports and responses from the Commission are posted on the College’s website and are one click away from the College home page, accessed by the “About Yuba College” dropdown menu (I.C.12-3 YC Accreditation Website).

The College and the District provide students and the public with clear guidance regarding the potential types of complaints and grievances, and the institution's policies and procedures for handling complaints. Complaints may be made in person or electronically submitted. The College website includes information about how the public may make complaints to the Commission (I.C.12-4 Complaints to the Commission website). Additionally, the public can inquire about complaints through the Contact Us webpage (I.C.12-5 College Contact Us Website). APs 3435, Discrimination and Harassment Investigations, and 5530, Student Rights and Grievances, articulate the policies and procedures for complaints that include complaints against the institution (I.C.12-6 AP 3435, Discrimination and Harassment Investigations, I.C.12-7 AP 5530, Student Rights and Grievances).

Analysis and Evaluation

The College has fully met all timelines and requirements of the Commission. It has submitted all reports by the specified deadlines, worked diligently to address all recommendations, and substantiated its efforts in a manner deemed satisfactory by the Commission. All ACCJC requirements and guidelines for public disclosure are met in a consistent manner. As required by Standard I.C.12 and ER 21, the College complies with the ERs, Accreditation Standards, and Commission policies. The College adheres to the Commission’s policies and directives and makes complete, accurate, and honest disclosures. It also discloses all information required by the Commission.

Evidence Cited
I.C.12-1 BP 3200, Accreditation
I.C.12-2 AP 3200, Accreditation
I.C.12-3 YC Accreditation Website
I.C.12-4 Complaints to the Commission website [not currently available]
I.C.12-5 College Contact Us Website
I.C.12-6 AP 3435, Discrimination and Harassment Investigations
I.C.12-7 AP 5530, Student Rights and Grievances
I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard


The College advocates and demonstrates honesty and integrity in its relationships with numerous federal, state, and local agencies by reporting to these agencies in a timely and accurate manner. Some of these agencies include the California Community College Chancellor’s Office (CCCCO), the Department of Education, and External accrediting bodies for programmatic accreditation (I.C.13-8 External accrediting bodies for Yuba College programmatic accreditation). The College also complies with state and federal accountability requirements for Career Technical Education (CTE) programs (I.C.13-9 Veterinary Technology Program Website). The ACCJC Certificate of Accreditation is prominently displayed on campus in the Vice President’s Office.

The College continues to describe itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public, as demonstrated by Yuba College Catalog, Yuba College Accreditation website, program specific websites (such as veterinary technology and radiologic technology), and Yuba College President Board Reports (I.C.13-10 Yuba College Catalog, I.C.13-11 Yuba College Accreditation website, I.C.13-12 Veterinary Technology Program Website, I.C.13-13 Radi Tech Program website, I.C.13-14 Yuba College President Board Report).

The chart below summarizes external agencies the college reports to with honesty and integrity:

<table>
<thead>
<tr>
<th>Type</th>
<th>Agency (in Alphabetical Order)</th>
<th>Relationship/Purpose</th>
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<tr>
<td>National</td>
<td>American Veterinary Medicine Association</td>
<td>Accredits Veterinary Technology program.</td>
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<tr>
<td>State</td>
<td>California Community College Chancellor’s Office</td>
<td>Oversees numerous state and federal programs and grants which Yuba College participates in.</td>
</tr>
<tr>
<td>State</td>
<td>California Board of Licensed Vocational Nursing and Psychiatric Technicians</td>
<td>Approves Vocational Nursing and Psychiatric Technicians programs.</td>
</tr>
<tr>
<td>State</td>
<td>California Community College of Early Childhood Educators (CCCECE)</td>
<td>Accredits Early Childhood Education program.</td>
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<tr>
<td>State</td>
<td>California Consortium of Addiction Programs and Professionals</td>
<td>Accredits Human Services program.</td>
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<tr>
<td>State</td>
<td>California Department of Public Health – Radiation Health Branch</td>
<td>Accredits the Radiologic Technology program.</td>
</tr>
<tr>
<td>State</td>
<td>California Fire Marshall</td>
<td>Accredits Fire Academy.</td>
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### Analysis and Evaluation

Yuba College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, student, and the public.

### Evidence Cited

- I.C.13-1 SEP Report
- I.C.13-2 BSI Report
- I.C.13-3 SSSP Report
- I.C.13-4 EOP&S Annual Report
- I.C.13-5 DSP&S Annual Report
- I.C.13-6 Federal Reports for Financial Aid
- I.C.13-7 State Report for Financial Aid
- I.C.13-8 External accrediting bodies for Yuba College programmatic accreditation
- I.C.13-9 Veterinary Technology Program Website
- I.C.13-10 Yuba College Catalog
- I.C.13-11 Yuba College Accreditation website
- I.C.13-12 Veterinary Technology Program Website
- I.C.13-13 Rad Tech Program Website
- I.C.13-14 Yuba College President Board Report
I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
The College is a publicly-funded, open access, not-for-profit institution; student achievement and student learning are central to Yuba's mission (I.C.14-1 YC Mission Statement). The mission statement is the foundation for institutional planning, and serves as a guide for the College's Strategic Goals (I.C.14-2 YC Strategic Goals (draft)). The Educational Master Plan (EMP) is created to realize the mission, strategic goals, and student success and achievement (I.C.14-3 Educational Master Plan).

Analysis and Evaluation
The College has established student learning programs and services that are aligned with the institution’s purpose and character, and meet the needs of its student population. The EMP supports the core educational goals of the mission statement.

The College is a not-for-profit institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the Yuba Community College District Board (YCCD) of Trustees and closely monitored by the College President, as well as by other senior managers and units of the YCCD.

Evidence Cited
I.C.14-1 YC Mission Statement
I.C.14-2 YC Strategic Goals (draft)
I.C.14-3 Educational Master Plan [when NEW version is available]