

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

As codified in Board Policies 2200: Board Duties and Responsibilities, the YCCD governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Each of the seven-member YCCD Board of Trustees are elected by area for four-year terms. Elections are held in even-numbered years so as, whenever practical, one-half of the Board members shall be recently elected. The YCCD Board has been recognized throughout the state of California as high-performing and a model for other community college districts. Along with the Chancellor, YCCD Board members frequently serve as advisors to other California Community College boards. (Evidence: [BP 2200](#), [BP 2010](#), [BP 2100](#), [Chancellor Evidence Pending](#))

Two non-voting Student Trustees bring added value to the YCCD Board of Trustees; one elected by the Yuba College student body and the second by the Woodland Community College student body. Student Trustees are elected annually and must have completed a minimum of twelve units, maintain a minimum GPA of 2.0, and be currently enrolled in at least five semester units while serving. Student Trustees participate in Board discussions and each receive materials packets, absent closed session items. The Chancellor meets regularly with each of the two Student Trustees to discuss Board agenda items, provide updates, for example, on District initiatives, and state-wide changes to statute. (Evidence: [BP 2015](#), [BP 2105](#), [ASYC Election Announcement SP17](#), [ASYC Portal Announcement Positions and Timeline SP16](#))

As a collective, Board members exercise oversight of the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the Yuba Community College District. Board members regularly evaluate student success outcomes as well as review and approve Student Success and Services Program (SSSP) plans, Equity Plans, and the like. Enrollment reports, distance education student outcome reports, Board Policy changes, campus safety reports, and financial reports are also regularly and systematically reviewed and approved each year. (Evidence: [BP 2351](#), [BP 2745](#), [BOT Minutes Accreditation March 2017](#), [SSSP Plan Credit](#), [SSSP Plan Non-Credit](#), [SEP Year End Report](#), [BOT Presentation on SE and SSSP Working Together](#))

A review of YCCD Board agendas provides further evidence of meeting the Standard, with each agenda action item considering the critical question: “How does this action achieve the District/College Mission, Vision and Values, and support student learning?” The Board’s commitment to academic quality and integrity reflect a keen interest in state-wide higher education initiatives, such as Guided Pathways, the Institutional Effectiveness Partnership Initiative (IEPI), and accreditation policy changes. Agenda items regularly reflect curriculum review and approval as well as Adult Education, English as Second Language (ESL), Basic Skills report reviews. The YCCD Board of Trustee Policy Committee makes, for example, grading, graduation requirement, and academic progress policy recommendations to the seven-member Board, again reflecting a commitment to academic quality and integrity. (Evidence: [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#),

[BOT Agenda Board Consideration](#), [BOT Agenda Guided Pathways October 2017](#), [BOT Presentation Guided Pathways October 2017](#))

Likewise, the YCCD Board Finance Committee and Facilities/Audit Committee make recommendations to the seven-member Board of Trustees, assuring the financial stability of the District. Bond oversight, facility projects, annual ACCJC Fiscal Reports, monthly financial statements and warrants are thoroughly reviewed and presented to the Board for deliberation and approval. One of the most significant examples of the Board's commitment to fiscal stability is evidenced by the District's successful Measure Q reauthorization of over \$33 million, the remainder of a previously approved 2006 General Obligation Bond. With the November 2016 electorate approval, Measure Q saved local taxpayers over \$40 million by reducing borrowing costs through the use of short-term loans at low interest rates. (Evidence: [BOT Finance Committee Agenda Sample](#), [Measure Q Vote in November](#), [BOT Agenda on Measure Q Resolution](#))

Analysis and Evaluation

The Yuba Community College District Governing Board is effective and well-functioning governing body. It has authority over and responsibility for all aspects of the District and Colleges as established by Board Policy 2200: Duties and Responsibilities the Board is responsible to represent the public interest, provide vision and direction for the District, establish policies that define the institutional mission, hire and evaluate the Chancellor, assure fiscal health and stability.

Evidence Cited

- [BP 2200](#)
- [BP 2010](#)
- [BP 2100](#)
- [Chancellor Evidence Pending](#)
- [BP 2015](#)
- [BP 2105](#)
- [ASYC Election Announcement SP17](#)
- [ASYC Portal Announcement Positions and Timeline SP16](#)
- [BP 2351](#)
- [SSSP Plan Credit](#)
- [SSSP Plan Non-Credit](#)
- [SEP Year End Report](#)
- [BOT Presentation on SE and SSSP Working Together](#)
- [Board Policy Committee MTG Agenda Sample](#)
- [Board Policy Committee MTG Minutes Sample](#)
- [BOT Agenda Board Consideration](#)
- [BOT Agenda Guided Pathways October 2017](#)
- [BOT Presentation Guided Pathways October 2017](#)
- [BOT Finance Committee Agenda Sample](#)
- [Measure Q Vote in November](#)
- [BOT Agenda on Measure Q Resolution](#)

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The YCCD Board of Trustees acts as a collective entity; once the Board reaches a decision, all Board Members act in support of that decision. The Board is comprised of seven Board members who are committed to the mission of the District. The Board members have varies backgrounds and perspectives, which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. ([Evidence: BP 2100, BP 2330, Board Membership on Website](#))

The following Board of Trustee Values illustrates that the governing board acts as a collective entity:

Board of Trustees' Values

- Knowledge
- Stewardship
- Culture
- Honesty
- Respect/Mutual Trust
- Student Success
- Openness
- Courage

Documents and Meeting Minutes from Yuba Community College District Governing board meetings demonstrate how it acts as a collective entity. For example, on June 8, 2017 the Governing Board approved of the 2017-18 Tentative Budget and directed administration to make the appropriate filing with the County and/or appropriate public entities. ([Evidence: Board Action on Tentative Budget](#))

Several Board Policies and Administrative Procedures outline the protocols used to ensure the board acts as a collective entity. Board Policy 2720: Communications Among Board Members, defines the importance of board members not communicating among themselves in order to reach a collective concurrence regarding any item. ([Evidence: BP 2720](#))

Administrative Procedure 2434 outlines that the Chancellor is the official spokesperson for the district which includes communications with the media. Board Policy 2433 also outlines that the Chancellor is the official spokesperson for the governing board. ([Evidence: AP 2434, BP 2433](#))

Board Policy 2715: Code of Ethics/Standards of Practice specifically states that:

"Maintain an atmosphere in which controversial issues may be freely discussed and to uphold the honor and dignity of individuals. There will be confidentiality of all privileged information, including that shared in closed session. Closed sessions will be limited to those allowed by the Ralph M. Brown Act;

Recognize that individual Board Members shall not make statements, which may indicate they are speaking for the entire Board. A Board Member has no legal authority as an individual;"

Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. New board members participate in a new trustee orientation to ensure they understand their responsibilities. Once a decision is made, the full Board supports the decision. Board Self-Assessment Reports confirm that trustees operate as a

collective entity and fully supports the authority it grants to the Chancellor. (Evidence: [BP 2715](#), [BP 2433](#))

Analysis and Evaluation

The District Governing Board is highly stable and effective. Three Board members have served more than 7 years, and one board member has served over 17 years. One board member for 5 years and one board member for 3 years. The Board members are active statewide, one member having been elected to the CCCT Board in 2015. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality and integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District.

Evidence Cited

- [BP 2100](#)
- [BP 2330](#)
- [Board Membership on Website](#)
- [Board Action on Tentative Budget](#)
- [BP 2720](#)
- [AP 2434](#)
- [BP 2433](#)
- [BP 2715](#)
- [BP 2433](#)

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The District Board of Trustees adheres to policies for selecting and evaluating the District Chancellor. The Board follows Title 5 of the California Code of Regulations; the California Education Code, and Board Policy 2431, Chancellor Selections, and Board Policy 2431 and 2432, Chancellor Succession in the selection of the Chancellor. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. The Chancellor is responsible for selecting and evaluating those who directly report to him (including college presidents, vice chancellors, and members of the Chancellor's Cabinet). (Evidence: [BP 2431](#), [BP 2432](#), [BP 2435](#), [BP 2436](#), [BP 2440](#))

Selection of the Chancellor

The Board of Trustees has authority over the responsibility in the selection and evaluation of the Chancellor following a set selection and evaluation process. The Chancellor is responsible for selecting and evaluating those who directly report to him. With the assistance of Human Resources, the Chancellor and Board have followed selection and evaluation requirement for its senior administrators. (Evidence: [BP 2431](#))

Evaluation of the Chancellor

Under the terms of the Chancellor's contract, he is to provide thirty (30) days advance written notice the Board President prior to the discussion and/or evaluation of the performance and working relationship between the Chancellor and the Board. Most recently, the Board has engaged the services of an outside consultant, Dr. Mitchell Rosenberg of M.M. Rosenberg & Associates to facilitate discussion and collection of data regarding the Chancellor performance. The Board also provides a written evaluation on or before June 30. (Evidence: [BP 2435](#), [360 Evaluation Memo](#), [360 Evaluation Form](#), [BOT Chancellor Performance Evaluation Closed Session](#))

Protocols that are in place for the written evaluation of the Chancellor include:

- CEO performance criteria (short-term goals / objectives and on-going responsibilities) developed by Board at beginning of the Academic Year based on Strategic Plan, prior-year CEO evaluation and prior-year Board evaluation.
- The CEO's Evaluation Criteria and Self-Evaluation is provided to Facilitator.
- Board's Executive Committee meets with Facilitator to review various Leadership Assessment Tools to be used in the development of a 360 Survey.
- Participants in the survey are identified and requested to participate in the CEOs Performance Evaluation.
- Facilitator reviews survey results in a three-hour closed session meeting with trustees. CEO is not present during this meeting.
- Facilitator leads the Board through an empirical discussion of individual trustees and the Board as a whole. Facilitator compiles / summarizes comments and information for inclusion in the formal CEO Performance Evaluation Report.
- Board Chairman reviews the draft Final Evaluation Report.
- Formal CEO Performance Evaluation Report is reviewed and discussed with the CEO during Closed Session meeting held the following month.

Selection and Evaluation of the College President

The institutional chief executive officer (CEO) for the College is the president. According to AP 7122, Hiring the College President, "recruitment processes for the College President position are established to provide the District with highly qualified individuals who ... can foster overall college effectiveness. To help assure that the president provides effective leadership. Board Policy 2440 grants the Chancellor the responsibility to establish administrative procedures for the selection and evaluation of College President's. These procedures are codified in AP 7151 that outlines the timelines for evaluation of the College President's. (Evidence: [AP 7122](#), [BP 2440](#), [AP 7151](#), [BP 2444](#), [YC President Employment Agreement](#), [YC President Self-Evaluation Form](#), [President SurveyMonkey Evaluation](#), [360 Evaluation Memo](#), [360 Evaluation Form](#))

Analysis and Evaluation

The District has a clearly defined policy for selection of the Chancellor of the District and the Colleges. The Board of Trustees has authority over the responsibility in the selection and evaluation of the chancellor following a set selection and evaluation process. The Chancellor is responsible for selecting and evaluating those who directly report to him. With the assistance of Human Resources, the Chancellor and Board have followed selection and evaluation requirement for its senior administrators.

Evidence Cited

- [BP 2431](#)
- [BP 2432](#)
- [BP 2435](#)
- [BP 2436](#)
- [BP 2440](#)
- [BP 2431](#)
- [BP 2435](#)
- [360 Evaluation Memo](#)
- [360 Evaluation Form](#)
- [BOT Chancellor Performance Evaluation Closed Session](#)
- [AP 7122](#)
- [BP 2440](#)
- [AP 7151](#)
- [BP 2444](#)
- [YC President Employment Agreement](#)
- [YC President Self-Evaluation Form](#)
- [President SurveyMonkey Evaluation](#)
- [360 Evaluation Memo](#)
- [360 Evaluation Form](#)

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees is an independent policy-making body that reflects the public interest in educational quality of YCCD. The Board of Trustees consists of seven members elected to four-year terms by the voters of the Trustee areas composing the Yuba Community College District. The Board also has two Student Trustees, elected by the students for a one-year term. The Student Trustees have an advisory vote on action and has the right to attend all meetings of the Board, with the exception of closed sessions. Board members work collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals. The Board reflects the public interest and services its policy-making role by providing oversight for the District through approval, assessment, and monitoring of policy. Board of Trustee meeting minutes provide evidence that policy discussions are rigorous and informed, that actions taken are not based upon undue influence or pressure, and that policy decisions are focused on institutional quality, public interest and alignment with the organizational mission. (Evidence: [BP 2010](#), [BP2100](#), [BP 2015](#), [BP 2200](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#), [Board MTG Dates to include training and planning sessions](#), [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#))

Public input on the quality of education and college operations is conducted through open session comments at Board meetings and through the Board's adherence to open meeting laws. Members of the public have the opportunity to express their perspectives during the public comment section of each Board meeting. (Evidence: [BP 2345](#), [BP 2340](#), [BP 2350](#), [BP 2360](#))

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. The Board adopted and complies with the ethics policy. (Evidence: [BP 2715](#), [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#), [BP 2745](#), [Annual Self-Evaluation Report](#), [Board Self-Assessment Survey](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#), [BOT Agenda 7.13.17](#), [BOT Planning Agenda on Self-Evaluation 7.13.17](#), [YCCD New Trustee Orientation Process and Timeline](#), [Board Mandated Ethics Training](#), [Board Training Development](#))

Board members regularly attend community events as representatives of the District.

Analysis and Evaluation

The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. The Board members are elected from various communities within the geographic limits of the District. Public elections ensure the constituency's interests in quality education are represented. The public is notified of Board meetings via regular posting of calendars, agendas, etc. including meeting location and times on the District BoardDocs. Every open meeting that the board conducts including Regular Board Meetings, Committee Meetings, and Retreats and Development Sessions, include a section where there is an opportunity for public comment.

Evidence Cited

- [BP 2010](#)
- [BP2100](#)
- [BP 2015](#)
- [BP 2200](#)
- [District Website on Board of Trustees Screenshot](#)
- [BoardDoc Screenshot](#)
- [Board MTG Dates to include training and planning sessions](#)
- [Board Policy Committee MTG Agenda Sample](#)
- [Board Policy Committee MTG Minutes Sample](#)
- [BP 2345](#)
- [BP 2340](#)
- [BP 2350](#)
- [BP 2360](#)
- [BP 2715](#)
- [Board Policy Committee MTG Agenda Sample](#)
- [Board Policy Committee MTG Minutes Sample](#)
- [BP 2745](#)
- [Annual Self-Evaluation Report](#)
- [Board Self-Assessment Survey](#)
- [District Website on Board of Trustees Screenshot](#)
- [BoardDoc Screenshot](#)
- [BOT Agenda 7.13.17](#)
- [BOT Planning Agenda on Self-Evaluation 7.13.17](#)
- [YCCD New Trustee Orientation Process and Timeline](#)
- [Board Mandated Ethics Training](#)
- [Board Training Development](#)

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees established policies with the YCCD mission to ensure quality, integrity and improvement of student learning programs and services. All Board policies are vetted through the Board of Trustee's Policy Committee; polices that are the purview of the Academic Senate are reviewed and revised in the District/College/Academic Senates Leadership Group (DCAS) meetings. (Evidence: [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#), [BP 2410](#), [DCAS Purpose Statement](#), [DCAS Minutes Reflecting Policy Revision](#))

The following Board of Trustee Vision illustrates the Board's commitment to quality and ongoing improvement.

Board of Trustees' Vision Statement *(Adopted October 12, 2011)*

The vision of the Yuba Community College District Board of Trustees is to ensure student success by:

- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

Ensuring Resources, Financial Integrity and Stability and Legal Matters

The Board has ultimate responsibility for legal matters at BP 2200 Board Duties and Responsibilities sets forth the Board's responsibility for the establishment of policies that define the institutional mission and set prudent, ethical and legal standards for college operations.

(Evidence: [BP 2200](#))

The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and pursuant to BP2315 Closed Sessions, the Board also regularly receives advice of counsel on pending and anticipated litigation in Closed Session, so that the Board may take appropriate action on all legal matters. (Evidence: [BP 2315](#))

The Board's standing subcommittee on Finance and Facilities/Audit is charged with carefully reviewing fiscal matters for the District including the annually independently prepared external audit, the District's tentative and adopted budget and compliance with state and federal regulations. The Board maintains sufficient cash reserves and adequate reserves to address long and short term obligations. (Evidence: [BP 6300](#), [BP 6301](#), [BP 6400](#), [BOT Finance Committee Agenda Sample](#), [Board Action on Tentative Budget](#))

BP6300 Fiscal Management assures sound fiscal management including adequate internal controls, accurate, timely and reliable fiscal information. (Evidence: [BP 6300](#), [BP 6301](#), [BP 6400](#))

Whenever the Board or a Committee of the Board is required to take action, the agenda includes the following for Consideration/Discussion: "How does this action achieve the District/College Mission, Vision and Values and support Student Learning?" ([Evidence: BOT Agenda on Board Consideration, Facilities Minutes](#))

The Board regularly and actively engages in the matters of academic quality and student success. In April 2016, the Governing Board adopted eight measures to use in monitoring student success and progress on District strategic goals related to student outcomes. ([Evidence: BOT Minutes Retreat on 8 Measures, YCCD BOT Goals, YCCD Strategic Plan, YCCD Vision \(district website, BOT Minutes on YC Scorecard\)](#))

YCCD Measures of Student Success

- Assessment of College Readiness
- Semester Course Completion
- Progression through Developmental Courses
- Successful Completion of Developmental Course
- Persistence (Term to Term and Year to Year)
- Degree/Certificate Completion
- Transfer
- Employment ([BOT KPIs](#)).

In September 2017, the Board received a presentation on English Acceleration at Yuba College. Other examples of BOT actions to support student learning include the Board review of Student Equity, Basic Skills Initiative, and SSSP plans, as well as draft Educational Master Plan.

([Evidence: BOT Presentation on SE and SSSP Working Together, Board Agenda on English Acceleration Pilot, Board Presentation on English Acceleration Pilot, BOT Minutes 9.14.17, YCCD Strategic Plan](#))

Analysis and Evaluation

As per California Education Code and Title V regulations, the governing board is responsible for educational quality, legal matters, and District finances. As evidenced by agendas and meeting minutes, the board conducts all business in accordance with these requirements. Actions of the Board are final, and not subject to actions of no other entity. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, and sound fiscal practices. The Board establishes and regularly updates policies consistent with the mission. All Board policies are reviewed through the District participatory governance structures.

Evidence Cited

- [Board Policy Committee MTG Agenda Sample](#)
- [Board Policy Committee MTG Minutes Sample](#)
- [BP 2410](#)
- [DCAS Purpose Statement](#)
- [DCAS Minutes Reflecting Policy Revision](#)
- [BP 2200](#)
- [BP 2315](#)
- [BP 6300](#)
- [BP 6301](#)
- [BP 6400](#)

- [BOT Finance Committee Agenda Sample](#)
- [Board Action on Tentative Budget](#)
- [BP 6300](#)
- [BP 6301](#)
- [BP 6400](#)
- [BOT Agenda on Board Consideration](#)
- [Facilities Minutes](#)
- [BOT Minutes Retreat on 8 Measures](#)
- [YCCD BOT Goals](#)
- [YCCD Strategic Plan](#)
- [YCCD Vision \(district website\)](#)
- [BOT Minutes on YC Scorecard](#)
- [BOT KPIs](#)
- [BOT Presentation on SE and SSSP Working Together](#)
- [Board Agenda on English Acceleration Pilot](#)
- [Board Presentation on English Acceleration Pilot](#)
- [BOT Minutes 9.14.17](#)
- [YCCD Strategic Plan](#)

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees’ policies pertaining to board composition, responsibilities and procedures are published in BoardDocs. The policies are also linked from the District webpage. The Board’s webpage and BoardDocs page contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, along with the meeting schedule, agenda, minutes and reports. (Evidence: [BP 2010](#), [BP 2015](#), [BP 2100](#), [BP 2105](#), [BP 2200](#), [BP 2210](#), [BP 2220](#), [BP 2310](#), [BP 2315](#), [BP 2320](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#))

The following Board policies address membership, responsibilities and operating procedures:

Board Policy	Policy Title
BP 2010	Board Membership
BP 2015	Student Member
BP 2100	Board Elections
BP 2105	Election of Student Members
BP 2200	Board Duties and Responsibilities
BP 2210	Officers
BP 2220	Committees of the Board
BP 2310	Regular Meetings of the Board
BP 2315	Closed Session Meetings
BP 2320	Special and Emergency Meetings

Analysis and Evaluation

The District publishes and maintains a Board of Trustees webpage and a page in BoardDocs that contains a description of the composition of the Board, guidance for communicating with the Board, Board Policies and Board Goals in addition to the Board meeting schedule, agendas, minutes, and reports.

Evidence Cited

- [BP 2010](#)
- [BP 2015](#)
- [BP 2100](#)
- [BP 2105](#)
- [BP 2200](#)
- [BP 2210](#)
- [BP 2220](#)
- [BP 2310](#)
- [BP 2315](#)
- [BP 2320](#)
- [District Website on Board of Trustees Screenshot](#)
- [BoardDoc Screenshot](#)

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The District Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members, including Student Trustees, participate in a comprehensive orientation with the Chancellor. Board members also attend and complete the statewide Trustee training to ensure a thorough understanding of their roles as Trustees, as well as an understanding of the Board's policies and procedures. The Governing Board requires a comprehensive review of board policies every five years. Board Policies are regularly reviewed by the Boards' Policy Committee and the Regular Board and updated in accordance with BP 2410 and AP 2410.

(Evidence: [BP 2410](#), [AP 2410](#), [YCCD New Trustee Orientation Process and Timeline](#))

The Board of Trustees conducts regular meetings once a month. Board meetings are scheduled in accordance with a meeting schedule that is approved by the Board of Trustees. This meeting is calendar is posted and widely published. The Board of Trustees also hold a

Training/Development Session, two Board Retreats, and a Planning and Development Session each year. Minutes and formal Board Reports reflecting all of the action of the Board are published after each meeting. (Evidence: [Board MTG Dates to include training and planning sessions](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#))

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's Mission. The Boards Policy Committee meets on a regular basis schedule on the same day as regular board meetings to review and approve polices to ensure that they align with state and federal law as well as District processes. The District is a member of the CCLC Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year. (Evidence: [Board MTG Dates to include training and planning sessions](#), [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#))

Analysis and Evaluation

New Board members and new Student Trustees, participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. In addition, all Board Polices and Administrative Procedures undergo a comprehensive review every five years to ensure their accuracy and currency. The records of governing board action indicate that the governing board acts in a manner consistent with its policies and mission and is focused on the improvement of student learning and continuous improvement.

Evidence Cited

- [BP 2410](#)
- [AP 2410](#)
- [YCCD New Trustee Orientation Process and Timeline](#)
- [Board MTG Dates to include training and planning sessions](#)
- [District Website on Board of Trustees Screenshot](#)
- [BoardDoc Screenshot](#)
- [Board MTG Dates to include training and planning sessions](#)
- [Board Policy Committee MTG Agenda Sample](#)

- [Board Policy Committee MTG Minutes Sample](#)

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies and YCCD Strategic Goals and ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements including: transfer outcomes, annual degrees and certificated awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcome indicators, diversity, and the Student Success Scorecard. The Board also reviews curriculum after it has been reviewed and approved by the Yuba College Curriculum Committee, including new and revised courses and academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness. (Evidence: [YCCD BOT Goals](#), [YCCD Strategic Plan](#), [YCCD Vision \(district website\)](#), [BP 1200](#), [Board Retreat Minutes](#), [BOT Scorecard](#), [YC Curriculum Report](#), [Board MTG Dates to include training and planning sessions](#))

In April 2016, the Governing Board adopted eight measures to use in monitoring student success and progress on District strategic goals related to student outcomes. (Evidence: [BOT KPIs](#))
YCCD Measures of Student Success

1. Assessment of College Readiness
2. Semester Course Completion
3. Progression through Developmental Courses
4. Successful Completion of Developmental Courses
5. Persistence (Term to Term and Year to Year)
6. Degree/Certificate Completion
7. Transfer
8. Employment

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role. (Evidence: [Board MTG Dates to include training and planning sessions](#), [Board Minutes on Eight Measures](#))

Analysis and Evaluation

The Board is fully engaged in discussion about student outcomes and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices, processes and ongoing collaboration efforts. The Board of Trustees established clear expectation for student success and equity and regularly reviewed key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

Every item that is placed on every board agenda has the following prompt and offers the Board the opportunity for reflection and contemplation and discussion: “How does the action achieve the District/College Mission, Vision and Values and support Student Learning?”

Added to the agenda this year, members of Cabinet who regularly place items on the board agenda are being asked to answer this same question. Their answers are also becoming part of the standard board agenda items to help ensure that all board recommendations and actions have the core purpose and intent of the Yuba Community College District, ensuring student success. In September 2017, the Board received a presentation on English Acceleration at Yuba College. Other examples of BOT actions to support student learning include the Board review of Student Equity, Basic Skills Initiative, and SSSP plans, as well as draft Educational Master Plan.

(Evidence: [Board on English Acceleration Pilot](#), [Board Presentation on English Acceleration Pilot](#), [Board Agenda on SSSP and SEP Working Together](#), [Board Presentation on SSSP and SEP Working Together](#), [Board Agenda on EMP](#), [Board Presentation on EMP](#))

Evidence Cited

- [YCCD BOT Goals](#)
- [YCCD Strategic Plan](#)
- [YCCD Vision \(district website\)](#)
- [BP 1200](#)
- [Board Retreat Minutes](#)
- [BOT Scorecard](#)
- [YC Curriculum Report](#)
- [Board MTG Dates to include training and planning sessions](#)
- [BOT KPIs](#)
- [Board MTG Dates to include training and planning sessions](#)
- [Board Minutes on Eight Measures](#)
- [Board on English Acceleration Pilot](#)
- [Board Presentation on English Acceleration Pilot](#)
- [Board Agenda on SSSP and SEP Working Together](#)
- [Board Presentation on SSSP and SEP Working Together](#)
- [Board Agenda on EMP](#)
- [Board Presentation on EMP](#)

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members that included an overview of District operations, a review of ethical rules and responsibilities, information about complying with the Ralph M Brown and Fair Political Practice Acts, a review of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during Board meetings. The Chancellor, in consultation with the Board President, facilitates an on-boarding process for all new trustees and for the student trustees. There has been developed a New Trustee Orientation process and a Student Trustee Orientation that the Chancellor conducts. In addition, a facilitated annual Board Retreat and education presentation are held throughout the year. Board

members participate in mandated ethics training as required by AB1234 and engage in training through attendance at conferences like the Community College League of California and Association of Community College Trustees where leadership development training is provided. In addition, our trustees pride themselves in having participated and completed the Community College League of California's Trustee Development Program, Excellence in Trusteeship Program. (Evidence: [YCCD New Trustee Orientation Process and Timeline](#), [BP 2735](#), [AP 2735](#), [BP 2740](#), [Board Mandated Ethics Training](#), [Board Training Development](#), [Board Retreat Agenda April 2017](#))

Board members have demonstrated a commitment to fulfilling their policy and oversight role and a responsibility for ensuring educational quality. The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections provide continuity of governance. (Evidence: [BP 2100](#), [BP 2010](#), [BP 2750](#)) In accordance with BP 2100, Board Elections, each trustee's term of office is four years. To promote continuity, elections are held every two years, and terms of trustees are staggered so that, as nearly as practical, one half of the trustees are elected at each trustee election. (Evidence: [BP 2100](#))

Analysis and Evaluation

The YCCD Board has an ongoing training program for board development and new member orientation. In addition to orientation of new trustees, Board members participate in an annual retreat facilitated by a consultant. The Board of Trustees also participate in mandated ethics training and engage in training through attendance at conferences where leadership development training is provided and as graduates of the Community College League of California's Excellence in Trusteeship Program. When Board vacancies occur, members are replace through the mechanism of staggered elections.

Evidence Cited

- [YCCD New Trustee Orientation Process and Timeline](#)
- [BP 2735](#)
- [AP 2735](#)
- [BP 2740](#)
- [Board Mandated Ethics Training](#)
- [Board Training Development](#)
- [Board Retreat Agenda April 2017](#)
- [BP 2100](#)
- [BP 2010](#)
- [BP 2750](#)
- [BP 2100](#)

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The policies and bylaws of the Board of Trustees clearly establish a process for Board evaluation, and the Board of Trustees consistently adhered to its self-evaluation policies. BP 2745, Board Self-Evaluation, states that "The Board performs its self-evaluation at the end of each academic year, identifying its strengths and areas for improvement as a component of the Institutional Effectiveness Model of the District". Board members routinely assess their practices, performance and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation report is published and adopted at an open meeting and is available as part of the Board's published agenda and in the Library of the Board's e-governance site, Board Docs. The Board's self-evaluation informs their goals, plans and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website. (Evidence: [BP 2745](#), [Annual Self-Evaluation Report](#), [Board Self-Assessment Survey](#), [YCCD BOT Goals](#), [YCCD Strategic Plan](#), [YCCD Vision \(district website\)](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#))

The Board's self-evaluation processes has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District and in helping promote and sustain educational quality, institutional effectiveness and student success. Three Board members sit on the Board's Policy Committee that meets monthly prior to each board meeting. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities that increase their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and the Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustain academic quality and student success. (Evidence: [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#))

In 2017, after having completing a similar self-evaluation process for several years, the Board undertook, with a consultant, the task of modifying the mechanism by which they evaluate themselves so that the results would be relevant and not stagnant. (Evidence: [BOT Agenda 7.13.17](#), [BOT Planning Agenda on Self-Evaluation 7.13.17](#))

Analysis and Evaluation

The Board's policies clearly establishes a process for board evaluation. The Board of Trustees annually assess their practices, performance and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the published agenda and on the Board's e-governance website library.

The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training. The results are used to improve board performance, academic quality, and institutional effectiveness. The Board self-evaluation

policies are consistently followed and the results of the self-evaluation is made public at an open Board of trustees meeting.

Evidence Cited

- [BP 2745](#)
- [Annual Self-Evaluation Report](#)
- [Board Self-Assessment Survey](#)
- [YCCD BOT Goals](#)
- [YCCD Strategic Plan](#)
- [YCCD Vision \(district website\)](#)
- [District Website on Board of Trustees Screenshot](#)
- [BoardDoc Screenshot](#)
- [Board Policy Committee MTG Agenda Sample](#)
- [Board Policy Committee MTG Minutes Sample](#)
- [BOT Agenda 7.13.17](#)
- [BOT Planning Agenda on Self-Evaluation 7.13.17](#)

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has adopted and complies with both a code of ethics and a conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715, Code of Ethics/Standards of Practice documents the expected behavior of the Board members in terms of (1) serving as stewards of District resources and facilities to meet student needs, (2) upholding ethical and legal commitments to the District and the state, (3) completing Ethics Training, (4) managing controversy and confidentiality, (5) recognizing their role as a members of the Board and the ramifications of being part of a governing body, (6) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor, (7) appropriately relating to employees, and (8) enhancing professional growth and development. (Evidence: [BP 2715](#), [Board Mandated Ethics Training](#), [YCCD New Trustee Orientation Process and Timeline](#), [Board Training Development](#))

BP 2710, Conflict of Interest ensures that Board members have no financial interest beyond those identified as "remote" by Government Code. Remote interests must be disclosed during a Board meeting and recorded in the official Board minutes, and the Board member shall not vote or debate on any matter related to that interest. Board members file Statements of Economic Interests (California Form 700) with the Executive Assistant to the Chancellor and Board of Trustees, who is the District's designated filing officer. Annual completion of these forms is conducted under the leadership of the Chancellor's Office and completed forms are maintained on file for public inspection. The Board members have no employment, family ownership or other personal financial interest in the District. (Evidence: [BP 2710](#), [YCCD New Trustee Orientation Process and Timeline](#), [Form 700 Email](#), [Form 700 Document](#), [Form 700 Statement](#))

BP 2715, Code of Ethics/Standards of Practice also includes a clearly defined Trustee Censure Policy to deal with behavior that violates the code. If trustee misconduct is submitted, the Board will first consider the complaint to determine whether further investigation is warranted. If the Board does determine such further investigation or consideration is warranted, the complaint will be referred by the Board President for investigation and review to an ad hoc committee composed of three trustees not subject to the complaint. In a manner deemed appropriate by the committee, a thorough fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. The committee will, within a reasonable period of time, make a report of its findings to the Governing Board for action. (Evidence: [BP 2715](#), [Board Mandated Ethics Training](#))

In addition to Board Policies that relate to the Code of Ethics and Conflicts of Interest, there are other policies relating to the behavior of Board members, including BP 2716, Political Activity;

BP 2717, Personal Use of Public Resources; and BP 2720, Communication Among Board Members. (Evidence: [BP 2716](#), [BP 2717](#), [BP 2720](#))

In addition to the above policies, which specify how Trustees should conduct themselves in an appropriate and legal manner, a number of policies assure that Trustees understand their duties and responsibilities, including BP 2200, Board Duties and Responsibilities and policies regarding meeting and practices compliant with the Brown Act, including BP 2220, Committees of the Board; BP 2310, Regular Meetings of the Board; BP 2315, Closed Sessions; and BP 2320, Special and Emergency Meetings. (Evidence: [BP 2200](#), [BP 2310](#), [BP 2315](#), [BP 2320](#))

Analysis and Evaluation

The Board of Trustees adheres to numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, that ensure that Trustees understand their duties and responsibilities, and that ensure their meetings and practices comply with the Brown Act. Trustees annually complete a Statement of Economic Interests that ensures there is no conflict of interest of Board members. The Board has a clearly defines policy for dealing with behavior that violates its code and will implement the policy when necessary, though there have been no instances of violations of the Board Code of Conduct or Conflict of Interest. None of the District Board members has employment, family ownership, or other personal financial interests in the District. Board members interests are disclosed and do not interfere with the impartiality of the governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence Cited

- [BP 2715](#)
- [Board Mandated Ethics Training](#)
- [YCCD New Trustee Orientation Process and Timeline](#)
- [Board Training Development](#)
- [BP 2710](#)
- [YCCD New Trustee Orientation Process and Timeline](#)
- [Form 700 Email](#)
- [Form 700 Document](#)
- [Form 700 Statement](#)
- [BP 2715](#)
- [Board Mandated Ethics Training](#)
- [BP 2716](#)
- [BP 2717](#)
- [BP 2720](#)
- [BP 2200](#)
- [BP 2310](#)
- [BP 2315](#)
- [BP 2320](#)

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of the district operations and the autonomy to make decision without interference. Per Board Policy 2430, Trustees specifically agree to participate in the development of District policy and strategies while respecting the delegation of authority to the Chancellor and College Presidents to administer YCCD. Trustees pledge to avoid involvement in day-to-day operations. (Evidence: [BP 2430](#), [BP 2436](#))

Board Policy 2435 states that the Board shall conduct an evaluation of Chancellor at least annually. The criteria for evaluation is based upon the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2436 titled Delegation of Authority to the Chancellor. (Evidence: [BP 2435](#), [BP 2436](#))

The Chancellor and the executive team continue to support the training and focus of the Board on its policy-making role that the YCCD Policy Committee reviews, discusses and ultimately approves. Many of the policy items discussed and reviewed at the Policy Committee level are then forward to the full board. The practice of review and discussion at the committee level, allows board members more of an opportunity to ask the Chancellor any relevant questions and that gives the full board confidence that the policies have been fully vetted. (Evidence: [Board Policy Committee MTG Agenda Sample](#), [Board Policy Committee MTG Minutes Sample](#))

The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide structure by which the Board holds the Chancellor accountable. (Evidence: [360 Evaluation Memo](#), [360 Evaluation Form](#), [BOT Chancellor Performance Evaluation Closed Session](#))

Analysis and Evaluation

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide structure by which the Board holds the Chancellor accountable.

Evidence Cited

- [BP 2430](#)
- [BP 2436](#)
- [BP 2435](#)
- [BP 2436](#)
- [Board Policy Committee MTG Agenda Sample](#)
- [Board Policy Committee MTG Minutes Sample](#)
- [360 Evaluation Memo](#)
- [360 Evaluation Form](#)
- [BOT Chancellor Performance Evaluation Closed Session](#)

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. This commitment is evident in the adopted Boards' Strategic goals:
YCCD Strategic Goals

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion
2. Integrate planning and institutional effectiveness processes within a culture of evidence
3. Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff
4. Complete multi-college district transition in structure, roles, responsibilities, and processes
5. Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives

The Governing Board also receives regular updates on accreditation including eligibility requirements, accreditation standards for both colleges, commission policies, accreditation timelines and process and progress on the institutions Self-evaluation Reports. Updates are provided to the Board by the Chancellor at public board meetings and by other administrators, such as the one given by each college Vice President in March 2017 and October 2017 in addition to Accreditation Newsletters sent out by Vice President periodically. ([Evidence: YCCD Strategic Plan](#), [YC Accreditation Presentation BOT March 2017](#), [YCCD Board Agenda Accreditation Planning Process March 2017](#), [YCCD Board Agenda Accreditation Update October 2017](#), [Accreditation Primer BOT March 2017](#), [Accreditation Newsletter March 2017](#), [Accreditation Newsletter May 2017](#), [Accreditation Newsletter September 2017](#))

The Governing Board participates in a comprehensive self-evaluation conducted by Consultant, Mitch Rosenberg. The process includes an online survey that is organized into five major sections.

- Overall Board performance
- Board and CEO Effectiveness
- Individual Board Member Effectiveness
 - Strategic Dimension
 - Analytical Dimension
 - Educational Dimension
 - Contribution Dimension
 - Personal-Interpersonal Dimension
- Areas of Excellent and Improvement
- Strengths and Areas for Additional Focus and development.

The results are reviewed and discussed in detail by the Board and Chancellor and compared with the previous year's evaluation. Based upon the feedback, the Board establishes, modifies or creates new goals for the next academic year.

The results of the annual Board Self-Evaluation are distributed to each Board members for review. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and posted in BoardDocs. (Evidence: [Annual Self-Evaluation Report](#), [Board Self-Assessment Survey](#), [YCCD BOT Goals](#), [YCCD Strategic Plan](#), [YCCD Vision \(district website\)](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#), [BOT Agenda 7.13.17](#), [BOT Planning Agenda on Self-Evaluation 7.13.17](#))

The Board also encourages feedback from governance leaders. At each board of trustee's meeting each Academic Senate President addresses the Board with any matter that they feel is relevant and important. The Board directs the individual feedback to the Chancellor for follow-up. The Chancellor follows up with the individual or group and shares the response or results with the Board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning matters and institutional effectiveness. The agenda includes reports from the presidents along with candid discussion about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters. The Board Retreats also serve as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the colleges in accordance with the Accreditation Standards. All Board of Trustee meeting agendas and minutes is posted to BoardDocs that is also replicated on the District website. (Evidence: [BOT Agenda Board Retreat April 2017](#), [BOT Minutes Board Retreat April 2017](#), [District Website on Board of Trustees Screenshot](#), [BoardDoc Screenshot](#))

Analysis and Evaluation

The Board of Trustees is actively engaged in the accreditation process and receives regular updates on the Board's annual goals that include the relevant Accreditation Standard, as well as district Strategic Planning goals. The Board reviews all accreditation reports and the self-assessment reports, as well as changes to the accreditation standards.

An example of practices that keep the Board well informed of the Accreditation process is a comprehensive presentation to the Board on March 9, 2017 Board Meeting, "Accreditation Planning Process." This report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on integrated planning.

The Board informs itself through for a yearly online survey conducted by an outside consultant that includes evaluation of the Board's role and function in accreditation.

Based on survey feedback and expectation of accreditation, the Board established goals for the next academic year.

Evidence Cited

- [YCCD Strategic Plan](#)
- [YC Accreditation Presentation BOT March 2017](#)
- [YCCD Board Agenda Accreditation Planning Process March 2017](#)
- [YCCD Board Agenda Accreditation Update October 2017](#)
- [Accreditation Primer BOT March 2017](#)
- [Accreditation Newsletter March 2017](#)
- [Accreditation Newsletter May 2017](#)
- [Accreditation Newsletter September 2017](#)
- [Annual Self-Evaluation Report](#)
- [Board Self-Assessment Survey](#)

- [YCCD BOT Goals](#)
- [YCCD Strategic Plan](#)
- [YCCD Vision \(district website\)](#)
- [District Website on Board of Trustees Screenshot](#)
- [BoardDoc Screenshot](#)
- [BOT Agenda 7.13.17](#)
- [BOT Planning Agenda on Self-Evaluation 7.13.17](#)

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor has served as CEO of Yuba Community College District for over six years. The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity. For example, the Chancellor led the Board of Trustees through the development process for the District Vision, with the focus on student success. This vision is guiding the district's strategic planning process. The Chancellor has also worked with the College to align the College's planning process (Educational Master Plan) with the district vision. (Evidence: [YCCD Vision](#), [YC EMP: Pending VP Office](#))

Each year the Chancellor holds a planning retreat for his executive staff to discuss and establish strategic priorities for the operations of the institution. Initially the retreat was comprised of Administrative leadership, and beginning in June 2015 Academic Leadership Summit has been included. The Chancellor describes key outcomes from this district planning retreat at the College's Convocation. For example, during the June 2017 Leadership Summit, the participants developed the Team Covenant and best practices in aligning processes with principles. The outcomes from this annual Leadership Summit also shape the work of the district Cabinet, which includes college president and vice-president. (Evidence: [YC Convocation Presentation](#), [Leadership Summit Agenda](#), [Leadership Summit Membership and Additional Info](#))

The Chancellor communicates the expectations of the governing board and its strategic directions and priorities. One-page version of the Strategic Plan, including the District Vision, Values, and Strategic Goals is posted in BoardDocs and on the district website. (Evidence: [YCCD BOT Goals](#), [YCCD Strategic Plan](#), [YCCD Vision \(district website\)](#))

The Chancellor's District Services Executive Team drafted Service Level Agreements intended to describe and delineate operational responsibilities and functions provided to the colleges as well as the responsibilities from the colleges in accessing and utilizing District provided services (Technology, Human Resources, Facilities, and Fiscal Services). These service level agreements are instrumental in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. The YCCD Functional Map, developed in collaboration with both colleges, delineates roles, responsibilities and decision-making authority among the College and the District. The Functional Map facilitates accountability and institutional effectiveness. (Evidence: [Sample Service Level Agreement](#), [YCCD Functional Map](#))

The Chancellor demonstrates leadership for the system by presenting at community college conferences and organizations including Community College League of California (CCLC), Economic Development Policy Advisory Committee, EDPAC, North-Far North Regional Consortium for Doing What Matters for Jobs and the Economy, and Association of California Community College Administrators. He has met with members of the Department of Finance representing and advocating the needs of small and rural California Community Colleges, and attended Board of Governors (BOG) as a member of EDPAC. As a recent initiative he has worked with the California Community College Chancellor's Office Curriculum Work Group

and State Academic Senate to streamline the curriculum approval process. (Evidence: [ACCCA Board Chancellors Membership 2019](#), [WEDPAC/EDPAC/Strong Workforce Chancellors Representation](#), [Chancellors Newsletter with Calendar 9.14.17 BOT MTG](#))

The Chancellor works with the Board to develop goals that will lead the institution in setting expectations of excellence in serving the educational needs of students and communities. The Chancellor's Report to the Board is published monthly as part of the Board's regular meeting agendas. (Evidence: [Chancellor's Report](#))

The Chancellor communicates at District Consultation Council (formerly known as DC3) about district, college, and state initiatives, the budget, legislation and various items affecting the institution. The scope of work for DC3 includes budget development, planning, evaluation of institutional effectiveness, and continuous improvement of the District. DC3 is a standing council composed of executive staff and representative faculty, staff and students from across the District, with both colleges represented on the Council. The Chancellor also periodically sends districtwide emails reporting on various events and information. For example, the Chancellor sent a district wide email once the U.S. Attorney General announced that the Federal "Deferred Action for Childhood Arrivals" program (DACA) is being rescinded. Periodic DC3 newsletters include updates from the work of District/College/Academic Senates Leadership Group. (Evidence: [DC3 Charter](#), [Email from the Chancellor](#), [DC3 Newsletter 5.30.17](#), [DC3 Newsletter 8.1.17](#))

In the academic and professional matters, the Chancellor works with the Colleges and Academic Senates leaders as part of the DCAS group. A recent example of the district working with the Colleges is DCAS group deciding that new resources from the State would be allocated to the two colleges based on the intent of the source. An example of this is the Strong Workforce funding which is distributed to the colleges based on the three criteria used by the State to determine the amount awarded to the District. (Evidence: [DCAS Minutes re: Resource Allocation](#))

Analysis and Evaluation

YCCD has one elected Governing Board of seven members. The Board has the responsibility of setting policy and hiring/evaluating the Chancellor for the effective operations of the District. As a multi-college District, YCCD is organized to have participatory decision-making processes occur at the colleges and be aligned and coordinated with the district for those processes that require district-wide implementation. This work and coordination occurs through committees and management/leadership groups and are outlined in College and District handbooks. DC3 presentations on budget prior to the Board review and approval is one example illustrating how this governance body's work facilitates the district in meeting this standard. The YCCD Functional Map delineates roles, responsibilities and decision-making authority among the College and the District. The Functional Map facilitates accountability and institutional effectiveness. The Chancellor communicates his expectations for educational excellence, integrity, and assures effective operations through the establishment and communication of goals, attendance and leadership at meetings and retreats, electronic communications, newsletters, and engagement with the College community.

Evidence Cited

- [YCCD Vision](#)
- [YC EMP: Pending VP Office](#)
- [YC Convocation Presentation](#)

- [Leadership Summit Agenda](#)
- [Leadership Summit Membership and Additional Info](#)
- [YCCD BOT Goals](#)
- [YCCD Strategic Plan](#)
- [YCCD Vision \(district website\)](#)
- [Chancellors Newsletter with Calendar 9.14.17 BOT MTG](#)
- [Chancellor's Report](#)
- [DC3 Charter](#)
- [Email from the Chancellor](#)
- [DC3 Newsletter 5.30.17](#)
- [DC3 Newsletter 8.1.17](#)
- [DCAS Minutes re: Resource Allocation](#)

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Chancellor’s District Handbook provides information about various District Services. The Chancellor’s District Services Executive Team created Service Level Agreements (SLAs) with input from the college leadership intended to describe and delineate operational responsibilities and functions provided to the colleges as well as the responsibilities from the colleges in accessing and utilizing District provided services. SLAs is an improvement developed by the district as part of the continuous quality improvement cycle. (Evidence: [District Handbook](#), [Sample Service Level Agreement](#))

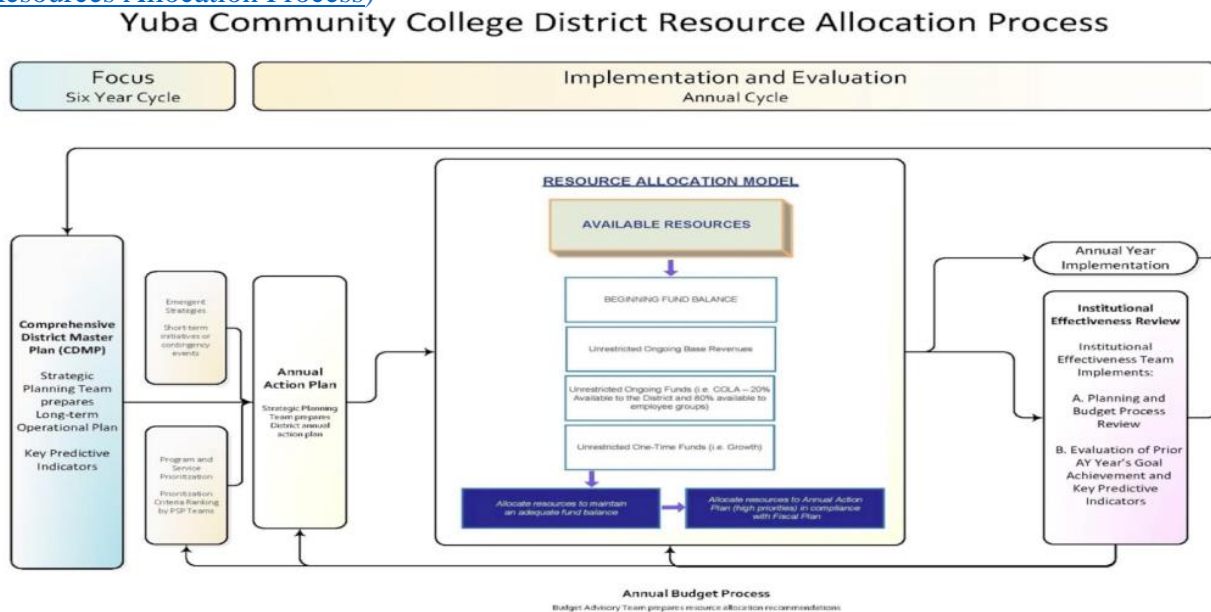
Prior to the creation of SLAs, district services conducted periodic District Services Reviews and used satisfaction surveys to ensure that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. However, because colleges expectations regarding services provided were not clearly outlined, the evaluation of these services was not meaningful. After the creation of SLAs, however, the colleges will be able to evaluate district services against the standards set in SLAs. (Evidence: [Conversation with Dr. Houston](#), [Sample Service Level Agreement](#))

The YCCD Functional Map delineates roles, responsibilities and decision-making authority among the College and the District. The Functional Map facilitates accountability and institutional effectiveness. (Evidence: [YCCD Functional Map](#))

The Chancellor holds the presidents accountable for the operation of their respective institutions through accomplishment of its mission statement and the president’s job announcement. The Chancellor meets regularly with each college president and periodically meets with the college presidents together. The Chancellor holds Cabinet meetings attended by the college presidents, vice presidents and district administrators to discuss policy and operational matters with expectations to follow-up on matters. (Evidence: [President Job Announcement](#), [YC President Evaluation](#), [WCC President Evaluation](#), [Cabinet MTG Agenda](#)) The Chancellor’s Cabinet agendas include a variety of issues from staffing, state and regional issues, board agenda, operational, human resources, collective bargaining, finance, and facilities. The Cabinet serves as venue for roundtable discussion on emerging and strategic issues. The Cabinet Follow-Ups are primarily confidential. (Evidence: [Cabinet MTG Agenda](#)) The Chancellor meets monthly with the District Consultation Council to receive input on the draft district board agenda, the budget and administrative procedures outside of the 10 + 1. The minutes of District Consultation Council have been distributed to its members to disseminate to their constituents. Beginning in Spring 2017, the Chancellor’s Office will disseminate the Council minutes district-wide. (Evidence: [District Council Charter](#)) 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: (Evidence: [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 and a one-time funding allocation process to

make PR the guiding document in funding program recommendations. 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. This process is part of integrated planning, and changes to the Staffing Plan are shared with the appropriate governance bodies. (Evidence: [PBC Minutes 5.19.2017 One Time Allocation Prioritization, Management and Staff Plan](#))

The District has policies and procedures in place that address budget preparation, budget and fiscal management. District Fiscal Services Staff are responsible for the fiscal management of the district and provides services and information to the colleges. As part of the tentative and adopted budget development process, District Fiscal Services projects revenues for the next fiscal year based on the governor's budget and prior year's estimated FTES for the District. (Evidence: [Fiscal Service Area Agreement – Needed](#))

The District's Human Resources Staff provide services for faculty and staff. The Chief Human Resources Officer meets weekly with each College President's Cabinet on college identified staffing needs and personnel matters. The District Police Services report to the Chief Human Resources Officer with officers assigned to each College. (Evidence: [Human Service Area Agreement – Needed](#))

The Information Technologies Department provides technology support district wide. Desktop Support Technicians have offices at the Colleges to support instructional and administrative technology needs. Programmers and enterprise software technicians work out of the District Services Office and provide services district-wide. (Evidence: [IT Service Area Agreement – Needed](#))

Facilities Maintenance and Operations is a district-wide service. The Director of Maintenance and Operations reports to the Chief Business Officer. The Director oversees facilities maintenance and operations through the assistance of two Assistant Maintenance and Operations Directors assigned to each College. The Director and Assistant Directors consult with the College Presidents on maintenance and operations priorities. (Evidence: [M&O Service Area Agreement – Needed](#))

Analysis and Evaluation

The Operational responsibilities and functions of the District are documented in the Chancellor's District Handbook and YCCD Functional Service Map. The Chancellor's District Services Executive Team is drafting Service Level Agreements intended to describe and delineate operational responsibilities and functions provided to the colleges as well as the responsibilities from the colleges in accessing and utilizing District provided services.

Action Plan

Each department in District Services will conduct a Self-Evaluation against the Service Level Agreement Review.

Evidence Cited

- [District Handbook](#)
- [Sample Service Level Agreement](#)
- [Conversation with Dr. Houston](#)
- [Sample Service Level Agreement](#)

- [YCCD Functional Map](#)
- [President Job Announcement](#)
- [YC President Evaluation](#)
- [WCC President Evaluation](#)
- [Cabinet MTG Agenda](#)
- [Cabinet MTG Agenda](#)
- [District Council Charter](#)
- [YCCD Resources Allocation Process](#)
- [PBC Minutes 5.19.2017 One Time Allocation Prioritization](#)
- [Management and Staff Plan](#)
- [Fiscal Service Area Agreement – Needed](#)
- [Human Service Area Agreement – Needed](#)
- [IT Service Area Agreement – Needed](#)
- [M&O Service Area Agreement – Needed](#)

IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has policies in place for allocation and reallocation of resources to adequately support the effective operations and sustainability of the colleges and district. These policies include BP 6100 Delegation of Authority which delegates authority to the Chancellor, BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management. These policies ensure the authority to supervise, administer and ensure adequate controls are in place to ensure compliance with all laws and regulations, and with the California Community College Budget and Accounting Manual, and with the Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. (Evidence: [BP 6150](#), [BP 6200](#), [BP 6250](#), [BP 6300](#), [CCC Budget and Accounting Manual](#), [Title 5](#))

The District allocates revenues based on prior year budgets and FTES ratios. The District and Colleges working together with the Academic Senate Leadership has developed an allocation model using one-time funds that prioritizes funding requests from the Colleges and District Services for Deferred Maintenance and Instructional Equipment funds which are then compiled and prioritized for allocation. The model is scrutinized each year for effectiveness and modified for improvement the following year. (Evidence: [Email on District Resource Protocol](#), [District Council Effectiveness Review Results](#), [DCAS Purpose Statement](#), [DCAS Agenda](#), [DCAS Minutes on Resource Allocation](#))

Analysis and Evaluation

The District has established resource allocation processes. These processes are evaluated and revised as needed. Under the leadership of the Chancellor, College Presidents, administrators, and faculty leaders work together to ensure the effective control of expenditures.

Action Plan

Evidence Cited

- [BP 6150](#)
- [BP 6200](#)
- [BP 6250](#)
- [BP 6300](#)
- [CCC Budget and Accounting Manual - Pending President's Office](#)
- [Title 5 Relevant to BP 6150, BP 6200, BP 6250 and BP 6300 – Pending President's Office](#)
- [Email on District Resource Protocol](#)
- [District Council Effectiveness Review Results](#)
- [DCAS Purpose Statement](#)
- [DCAS Agenda](#)
- [DCAS Minutes on Resource Allocation](#)

IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the College Presidents in implementing District policies at their respective colleges. Board Policy 2440 grants the Chancellor the responsibility to establish administrative procedures for the selection and evaluation of College President's. These procedures are codified in AP 7151 that outlines the timelines for evaluation of the College President's. College Presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. (Evidence: [BP 2440](#), [BP 7110](#), [AP 7151](#), [President Job Announcement](#), [YC President Evaluation](#), [WCC President Evaluation](#))

College Presidents have full responsibility and authority to conduct their work without interference from the Chancellor. College presidents have full authority in the selection and evaluation of their staff and management team. (Evidence: [College Organizational Chart](#), [Faculty Evaluation Form](#), [Recommendation to Employ Form](#), [BOT Personnel Consent Agenda](#), [360 Evaluation Process for Managers](#), [Faculty Evaluation](#), [Classified Evaluation](#))

The College President plans, oversees, and regularly evaluates the College's administrative structure to assess the effectiveness of its organization and determine if staffing is aligned to the College's purposes, size, and complexity as evidenced in well-planned and deliberate changes to the organizational charts from year to year. The President maintains a current organizational chart, and makes reorganization decisions in consultation with the President's cabinet and the Academic Senate, to help ensure that the proposed structure is adequate. The College has four divisions supervised by the deans reporting to the vice President of Academic and Student Services. The President supervises the Vice President and delegates authority to her for the day-to-day operations of the College divisions. (Evidence: [YC Org Chart 15-16](#), [YC Org Chart](#), [YC Organizational Structure](#), [YC Council Handbook 2017-2018](#), [YC President Cabinet MTG Agenda](#), [YC Academic Senate MT Agenda](#))

The Chancellor meets with each president on a regular basis and annually to conduct an evaluation and review the president's goals and ensure they are aligned with the Chancellor's goals as developed in consultation with and approved by the governing board. (Evidence: [YC President Evaluation](#), [YC President Employment Agreement](#), [WCC President Evaluation](#), [WCC President Employment Agreement](#))

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the College President to implement district policies without interference. The College President serves as the chief executive of the College and ensures the quality and continuous improvement of programs and services, operational efficiency of the organization, accreditation, and fiscal sustainability. The College President is held accountable for the operation of the College through the President's evaluation process.

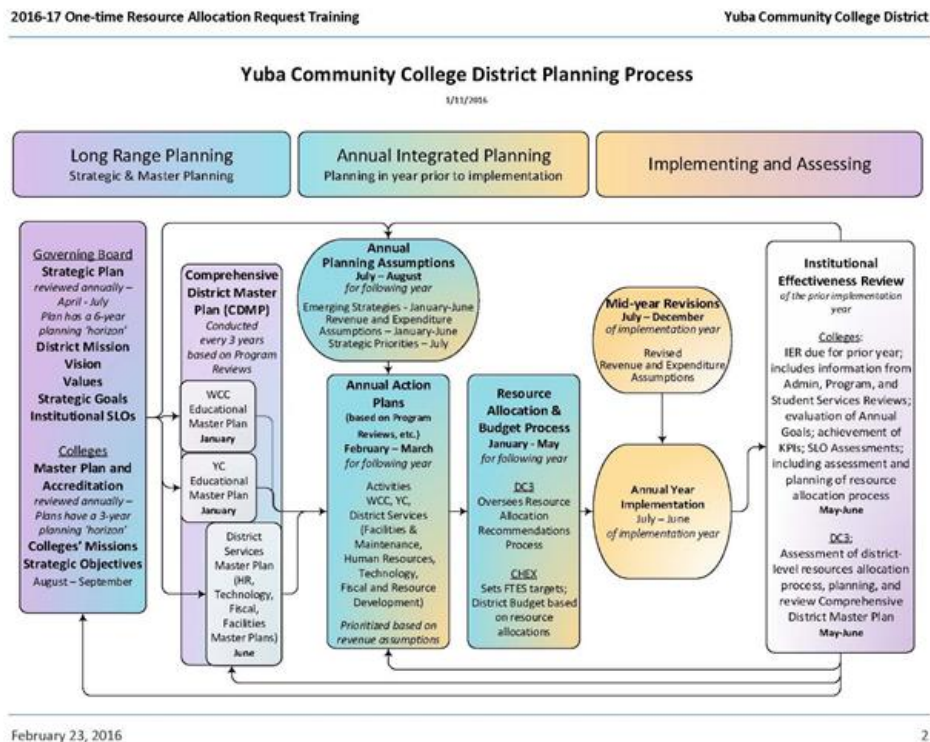
Evidence Cited

- [BP 2440](#)
- [BP 7110](#)
- [AP 7151](#)
- [President Job Announcement](#)
- [YC President Evaluation](#)
- [WCC President Evaluation](#)
- [College Organizational Chart](#)
- [Faculty Evaluation Form](#)
- [Recommendation to Employ Form](#)
- [BOT Personnel Consent Agenda](#)
- [360 Evaluation Process for Managers](#)
- [Faculty Evaluation](#)
- [Classified Evaluation](#)
- [YC Org Chart 15-16](#)
- [YC Org Chart](#)
- [YC Organizational Structure](#)
- [YC Council Handbook 2017-2018](#)
- [YC President Cabinet MTG Agenda](#)
- [YC Academic Senate MT Agenda](#)
- [YC President Evaluation](#)
- [YC President Employment Agreement](#)
- [WCC President Evaluation](#)
- [WCC President Employment Agreement](#)

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

YCCD district planning and evaluation are integrated with college level planning. The governing Board establishes strategic goals which drive long-range and strategic master planning. The Colleges' and District Services develop master plans with goals and objectives that are prioritized. As a multi-college district, the Governing Board has established a vision, district mission Board of Trustee's values and YCCD strategic goals that provide guidance for all College planning. Long range District Strategic Goals articulate the Board's vision, thus driving institutional change through the implementation of the College plans and District Services plans. Annual institutional effectiveness measures inform future long and short-range planning at the District and College levels ensuring a cycle of continuous improvement. (Evidence: [YCCD Strategic Plan Final](#), [YCCD Strategic Planning Board Retreat 4.13.17](#), [Strategic Vision Letter to Field from Oakley 7.21.17](#), [Vision for Success from Oakley](#), [YC EMP Presentation to Board 4.13.17](#), [YC EMP – Pending Draft](#), [YC Integrated Planning Model](#), [Council Minutes on EMP Progress – Pending President's Office](#))



At the June 2016 Leadership Summit Retreat, three goals were established as priorities as leading to the completion of the multi-college district structure and building a culture of change. The District engaged in a resource allocation model intended to improve student learning and achievement and institutional effectiveness. (Evidence: [Leadership Summit Agenda](#), [Leadership Summit Membership and Additional Info](#))

Analysis and Evaluation

Evidence Cited

- [YCCD Strategic Plan Final](#)
- [YCCD Strategic Planning Board Retreat 4.13.17](#)
- [Strategic Vision Letter to Field from Oakley 7.21.17](#)
- [Vision for Success from Oakley](#)
- [YC EMP Presentation to Board 4.13.17](#)
- [YC EMP – Pending Draft](#)
- [YC Integrated Planning Model](#)
- [Council Minutes on EMP Progress – Pending President's Office](#)
- [Leadership Summit Agenda](#)
- [Leadership Summit Membership and Additional Info](#)

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Communication between the colleges and district takes place in several different venues including the Chancellor's Cabinet, District/College/Academic Senates Leadership Group (DCAS), and District Consultation Council (DC3) meetings. At the Chancellor's Cabinet meetings, the Colleges and District Services discuss and make decisions that are carried out at the operational level. The College President and Vice President are part of the Cabinet.

Examples include emerging issues (Strong Workforce Program, NFN Regional Consortium, etc.), facilities maintenance and operations (Rad Tech Building, Greenhouse, etc.), technology (CurricUNET, WIFI, etc.), staffing, fiscal, planning, etc. (Evidence: [Chancellor's Cabinet MTG Agenda](#), [Chancellor's Cabinet MTG Minutes](#), [Chancellor's Cabinet MTG Followups](#))

Communication in DC3 centers around budget development, planning, evaluation of institutional effectiveness, and continuous improvement of the District. DC3 is a standing council composed of executive staff and representative faculty, staff and students from across the District, with both colleges represented on the Council. (Evidence: [DC3 Charter](#))

The District/College/Academic Senates Leadership Group (DCAS) serves as the communication forum for addressing those academic and professional matters, as outlined in Board Policy 2510, Participation in Local Decision Making, that require collaboration between the two colleges. Leadership from the District, Yuba College and its Academic Senate, and Woodland Community College and its Academic Senate meet at least once each month during the academic year for this coordinating function. (Evidence: [BP 2510](#), [DCAS Purpose Statement](#))

To ensure that communication between colleges and district is timely, accurate, and complete in order for the colleges to make decisions effectively, DCAS and DC3 conduct regular self-evaluations. As a result of self-evaluation in DC3, the Council created a newsletter to improve communication with constituent groups. The survey instrument itself is reviewed periodically. (Evidence: [DC3 Effectiveness Survey Results](#), [DCAS Committee Effectiveness Review](#), [DC3 Newsletter](#), [DCAS Agenda re: Committee Effectiveness Instrument](#), [YCCD Committee Website](#), [Sample YCCD DCAS Committee Site](#))

Analysis and Evaluation

The District ensures regular communication with the colleges and its employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Committees engage in self-evaluation to improve their effectiveness. Meeting agendas and minutes are posted online or distributed electronically.

Evidence Cited

- [Chancellor's Cabinet MTG Agenda](#)
- [Chancellor's Cabinet MTG Minutes](#)
- [Chancellor's Cabinet MTG Followups](#)
- [DC3 Charter](#)
- [BP 2510](#)
- [DCAS Purpose Statement](#)

- [DC3 Effectiveness Survey Results](#)
- [DCAS Committee Effectiveness Review](#)
- [DC3 Newsletter](#)
- [DCAS Agenda re: Committee Effectiveness Instrument](#)
- [YCCD Committee Website](#)
- [Sample YCCD DCAS Committee Site](#)

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Chancellor monitors the governance and decision-making processes of the organization, to ensure integrity in meeting goals for student achievement and learning. The Chancellor's Executive Cabinet meets regularly to address operational matters, governance and decision making with minutes sent afterwards for follow-up. The Chancellor's Cabinet is comprised of District and College Administrators with expertise in their respective areas of responsibility. Operational matters include fiscal services, enrollment, facilities, human resources, and information technologies operations. Instruction and Student Services; Board Agenda; Security; Student Success; National, State, Regional, and Community Issues are also discussed. Cabinet members can add items to agendas. Topics regularly discussed include new issues, assessment of business processes, operational challenges, procedures and policies. Most of the discussions in Cabinet are of a confidential nature and minutes are not generally published. Last spring the Chancellor commissioned the DC3 Newsletter that includes brief updates of interest from Cabinet meetings. [Evidence: Cabinet Agendas and DC3 Newsletters]

Yuba Community College District has two primary districtwide participatory decision-making bodies – District Consultation and Coordination Council (DC3) and District Colleges Academic Senates Leadership (DCAS) Committee. The Academic Calendar Committee and the Sabbatical Leave Committee are subcommittees of the District Colleges Academic Senates Leadership committee. The District and Colleges are also in the process of developing a district Technology Committee to ensure the colleges' technology needs are aligned with their priorities. The function, responsibility and focus are defined in their charter statements and are consistent with Board Policy 2510 Participatory Decision Making (BP 2510). DC3 and DCAS assess their effectiveness through the use of surveys, followed by discussions about improvement of processes and the survey instrument itself. The evaluation cycle is every two years. [Evidence: DC3 Charter Statement, DCAS Charter Statement, Academic Calendar Charter Statement, Sabbatical Leave Charter Statement, BP 2510]

The YCCD Functional Map, developed in collaboration with both colleges, delineates roles, responsibilities and decision-making authority among the College and the District. The Functional Map facilitates accountability and institutional effectiveness. DCAS and DC3 develop a lot of the work that gets vetted from District to College and back to District and when needed for Board Approval. (Evidence: [YCCD Functional Map](#), [YCCD Strategic Planning Process](#), [YCCD Annual Strategic Planning Cycle Training](#), [DCAS Work Plan Phase II Results 1](#), [DCAS Work Plan Phase II Results 2](#), [DCAS Work Plan Survey Responses](#), [DCAS Work Plan Phase II Comments](#), [DCAS Minutes on Prioritization](#), [DC3 Charter](#), [DC3 Newsletter](#))

Yuba College Academic Senate President's Report Emails also serve as evidence of broad dissemination of information. (Evidence: [YC Academic Senate MTG Agenda 9.14.17](#), [YC Academic Senate MTG Agenda Email 9.14.17](#), [YCAS Pres Report Blog on Constitution and](#)

[Bylaws](#), [YCAS Pres Report Blog on Faculty Involvement on Administration Evaluation](#), [YCAS Pres Report Blog on Mission, Vision, Values](#), [YCAS Pres Report Email 5.11.17](#), [YCAS Pres Report Email 9.10.15](#), [YCAS Pres Report Email 9.29.16](#))

Analysis and Evaluation

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. The Functional Map facilitates accountability and institutional effectiveness. DC3 and DCAS assess their effectiveness through the use of surveys, followed by discussions about improvement of processes and the survey instrument itself on a two-year cycle. The district/college has developed mechanisms for wide communication of the results of evaluations.

Evidence Cited

- [YCCD Functional Map](#)
- [YCCD Strategic Planning Process](#)
- [YCCD Annual Strategic Planning Cycle Training](#)
- [DCAS Work Plan Phase II Results 1](#)
- [DCAS Work Plan Phase II Results 2](#)
- [DCAS Work Plan Survey Responses](#)
- [DCAS Work Plan Phase II Comments](#)
- [DCAS Minutes on Prioritization](#)
- [DC3 Charter](#)
- [DC3 Newsletter](#)
- [YC Academic Senate MTG Agenda 9.14.17](#)
- [YC Academic Senate MTG Agenda Email 9.14.17](#)
- [YCAS Pres Report Blog on Constitution and Bylaws](#)
- [YCAS Pres Report Blog on Faculty Involvement on Administration Evaluation](#)
- [YCAS Pres Report Blog on Mission, Vision, Values](#)
- [YCAS Pres Report Email 5.11.17](#)
- [YCAS Pres Report Email 9.10.15](#)
- [YCAS Pres Report Email 9.29.16](#)